

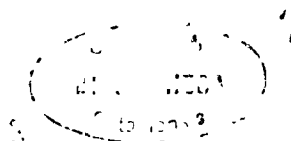
THE ROLE OF THE COUNSELOR IN PROGRAMS
FOR THE GIFTED IN CATHOLIC BOYS HIGH SCHOOLS
OF NEW YORK STATE

GEORGES H. MOREAU, O.M.L.

Thesis presented to the School of
Psychology and Education of the
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fulfillment of the requirements
for the degree of Doctor of
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CURRICULUM STUDIORUM

George H. Moreau, O.M.I. was born in Salem, Massachusetts on January 12, 1925. He was ordained to the Priesthood at the Oblate College, Washington, D. C. in 1951. He received the Master of Arts degree in Guidance from Niagara University in 1955. The title of his thesis was A Proposed Guidance Program for Bishop Fallon High School, Buffalo, New York, Based on the Findings of the Mooney Problem Check List.

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INTRODUCTION

The origin of this study took place five years ago when the investigator initiated a modified program for the gifted in his own school. The preparatory phase of having planned this program and surveying the current literature resulted in many unsolved problems and areas of doubt and uncertainty into the role of the Counselor. Investigation into local programs for the gifted revealed no pattern of uniformity or consistency. A similarity of techniques and practices was found wanting. A well formulated school policy was virtually non existent.

The following year, the writer addressed the National Catholic Guidance Conference on the subject of programs for the gifted. Due to such a large number of inquiries, the issue of the Counselor's role became more pronounced in the mind of this writer.

Consequently, this study grew from the above mentioned incidents. The investigator felt a contribution to the Catholic guidance movement, and to the Counselor in particular, could be realized, at least in part.

With an increased emphasis being placed on programs for the gifted, today, the shortage of professionally trained personnel becoming more acute, and the stress of increased numbers of counselees, this study would appear to be appropriate as well as important. Moreover, the investigator was

unable to uncover any study of a similar nature such as has been attempted herein. Additional attempts were also made in an effort to learn of studies directly related to the thesis topic, (Appendix 3).

The central and predominant feature of this investigation was to learn more about the role of the Counselor in a program for the gifted.

Having surveyed the literature, the questionnaire was divided into the following areas:

1. Section I consisted of twenty-nine items denoting given practices with 4 sub-divisions for each item. Each sub-division gave a greater specificity to the practice, itself.
2. Section II consisted of twenty-nine items denoting given practices with the omission of the sub-divisions for each item. Section II was concerned with degrees of success.
3. Section III consisted of twenty-two items which denoted the functions of the Counselor's role.

The survey included eighty Catholic secondary schools for boys in New York State. A percentage of seventy was returned. Co-educational schools were not included in the study, due to curriculum patterns and variation. Also, Principal-Counselor positions were excluded. As a result, the following numbers of respondents were used:

1. Program for the gifted
 - A. Principals 21
 - B. Counselors 18
2. No program for the gifted
 - A. Principals 21
 - B. Counselors 19

The procedures have been amplified in Chapter II, EXPERIMENTAL DESIGN.

The following areas, contained in Chapters III and IV, in exploring the role of the Counselor, have been expressed quantitatively in the Tables and qualitatively in evaluating the significant differences with the literature. Section III, denoting the functions of the Counselor, was used to define the Counselor's role with support from Sections I and II when warranted.

The statistical techniques of direct probability and chi-square were used to compute the significant differences from the raw data found in Appendix 2.

In essence, Chapter III contains the following:

1. Presentation and Discussion of Results between Principals and Counselors in a Program for the Gifted.
 - A. Sub-hypothesis: that there are no significant differences between the Principals and Counselors in a program for the gifted in defining the role of the Counselor.
2. Presentation and Discussion of Results between Principals and Counselors out of a program for the Gifted.
 - A. Sub-hypothesis: that there are no significant differences between Principals and Counselors in a program for the gifted in defining the role of the Counselor.

In essence, Chapter IV contains the following:

1. Presentation and Discussion of Results between Principals in and out of a Program for the Gifted.

- A. Sub-hypothesis: that there are no significant differences between Principals in and out of a program for the gifted in defining the role of the Counselor.
2. Presentation and Discussion of Results between Counselors in and out of a program for the Gifted.
 - A. Sub-hypothesis: that there are no significant differences between Counselors in and out of a program for the gifted in defining the role of the Counselor.

The major hypothesis is:

The role of the Counselor in and out of a program for the gifted is not significantly different as perceived by Principals and Counselors.

The SUMMARY AND CONCLUSIONS consist of a resume of the results of the areas examined in Chapters III and IV.

The CONCLUSIONS have been outlined and six recommendations have been presented.

Finally, the investigator has stressed the fact that the core of this study consisted singularly in an attempt to define the role of the Counselor in a program for the gifted, only. This study has not evaluated programs or studied the practices followed in such programs.

Judging from the literature, the writer has conceived the Counselor's role, in an ideal manner, as that of being an active participant in the functions outlined in Section III of the questionnaire.

CHAPTER I

REVIEW OF THE LITERATURE

The study of literature, pertaining to the gifted student, in professional journals and research studies, has evidenced an abundance of material in the area of methods, curriculum, administration and guidance services.

However, sources specifically pertaining to the role of the counselor in programs for gifted students have been virtually non existent. Most often, what had been reported was too general. And where application was made to the counselor, it evolved out of inference. Yet, this should not be too surprising. Guidance programs in the United States have not given proper or adequate attention to the gifted student, let alone identify the role of the counselor and establish his proper relationship with this type of student. Bish's statement seems significant when he says:

The best estimate and, perhaps, a very generous one is that not more than five per cent of all high schools are making some special provision to encourage able or superior students to develop their academic potential.¹

Whatever was done for the gifted student has been, in most

¹ Charles E. Bish, "Can We Provide a Better Program for the Able Student?", The Bulletin of the National Association of Secondary School Principals, Vol. 42, No. 242, December 1958, p. 15.

cases, the result of individual interest and planning. There has been little effort to effect a program of action. Significant is the 1958 National Catholic Educational Association Convention report that "there were but 7 Catholic schools in the 200 secondary schools in 31 States whose pupils took the May 1957 Advanced Placement Examinations."² Such could hardly be styled as a plan of revolutionary advancement.

Although the counselor must treat all with equality, his status toward the gifted student is one of degree. The approach of the counselor calls for a "more personal, more specific, and more immediately practical one (approach)."³ (The parenthesis is ours.) Further, the relationship between the counselor and the gifted student has been concretely elaborated upon since:

Currently the study of the gifted is in the first stage of the cycle, and it is in this stage that the children are subjected to unusual pressures.

As teachers, parents and others climb on the current bandwagon there is the feeling that something must be done now. This spasmodic pressure-when added to the ones that gifted children, by the very nature

² National Catholic Educational Association, "The Advanced Placement Program", National Catholic Educational Association Bulletin, Washington, D. C., The Association, 1958, Vol. 55, No. 1, p. 221.

³ John W. M. Rothney and Norbert E. Koopman, "Guidance of the Gifted", in The Fifty-Seventh Yearbook of the National Society for the Study of Education, Part II, The University of Chicago, 1958, p. 348.

of their giftedness, meet at all times-makes their guidance a much more difficult process than it need be.⁴

So many have voiced and continue to voice their opinion in the area of the gifted student and have presumed to offer solutions. If the administrator and the principal have inherited new problems from the expert, as well as the uninformed, so also has the counselor encountered these same problems. Our non-professional educators such as politicians, active and retired military personnel and successful businessmen have set the pace for so-called crash programs for gifted students. As a result, counselors feel the pressures commensurate with the times.⁵

In reviewing the literature, it seemed that the contribution of the well-known Conant Report⁶ caused school authorities to look a bit more closely at the role of the counselor in programs for the gifted. The writer knows of no other source which contains so much direction, constructive ideas and insight into the problems as does this work. What has not been mentioned explicitly in defining this role can be logically inferred. This Report has served as a basic

4 Ibid., p. 355.

5 Ibid., p. 356.

6 James B. Conant, The American High School Today, New York, McGraw-Hill, 1959, xiii-140 p.

source for the writer. Before highlighting its contents, the remark of John W. Gardner, President of the Carnegie Corporation of New York bears mention:

In the present report Mr. Conant concentrates on those improvements in curriculum and school organization which can now be adopted with confidence by any school system.⁷

Due to the nature and importance of the Conant Report, the writer has structured the following points for consideration by the counselor in reviewing Section III which embraces twenty-one recommendations for improving public secondary education. Only pertinent recommendations have been used and commented upon.

Recommendation 1: THE COUNSELING SYSTEM

Articulation between the elementary and secondary school is vital in the thinking of the author. The counselor-pupil ratio has been set at two hundred and fifty to 300 with the counselor operating on a full-time basis. Stress is given to a knowledge of testing. Close contact should be made with the parents as well as the students. With the use of tests and teacher evaluation, the counselor should work out the student's elective program each year.

Recommendation is made to the counselor to identify gifted students. It should be school policy that the

⁷ Ibid., p. xii.

counselor arrange the sequence of courses in the elective programs of all students. However, the counselor may only operate within the framework of the school policy. The main task of the counselor is to persuade parents of bright children that these youngsters should take advanced subjects.

Recommendation 2: INDIVIDUALIZED PROGRAMS

Every student should have an individualized program. School policy will be followed by the counselor in setting up said programs. If flexibility and school policy exist in regard to the academically talented and a good guidance service is available results will be seen.

Recommendation 3: REQUIRED PROGRAMS FOR ALL

Although Conant established the minimum, it must be remembered that the Departments of Education, found in each State, will legislate the curriculum.

Recommendation 4: ABILITY GROUPING

In English, American History, ninth grade algebra, biology and physical science, there should be at least three types of classes- one for the more able, another for the average and another for the slow readers. This is not the across-the-board grouping where students are in a particular section in all courses.

Today, grouping is a highly controversial area.

Recommendation 9: THE PROGRAMS OF THE ACADEMICALLY
TALENTED

A policy in regard to elective programs for the gifted should be enacted and thereby serve as a guide for counselors. Identification of these bright youngsters is imperative. Exceptional programs may be given to the individual student in exceptional cases. Course difficulty should be explained to parents by the counselor. Simultaneously, he should decide if the student is not considered to be academically talented.

Recommendation 10: HIGHLY GIFTED PUPILS

For highly gifted pupils, special arrangements seem to be in order. These students who are in the top three per cent of the student population may not be sufficient in number and consequently have no class. When this condition exists, a special guidance officer should be assigned as a tutor. Identification should begin in the seventh or eighth grades or earlier.

When these special students reach the twelfth year, the Advanced Placement Program would be ideally suited for them.

Recommendation 11: THE ACADEMIC INVENTORY

To learn more about the academically talented, an academic inventory is highly recommended. This technique includes the percentage who went on to either four or two year college programs. Perhaps it should also be published.

Caution would be in order lest the guidance program be evaluated as a result. The policy of the school will determine the effectiveness of the guidance program.

Recommendation 12: ORGANIZATION OF THE SCHOOL DAY

The greater number of periods in the school day allows the academically talented the opportunity for elective courses.

Recommendation 13: PREREQUISITES FOR ADVANCED ACADEMIC COURSES

In order to advance in successive academic courses, a standard should be in effect. Again, the school policy will determine this.

It is unfortunate that this recommendation is not and has not been heeded. It presupposes teacher orientation and acceptance before its application to the student body and in particular to the academically talented. In this area they do suffer academically.

Recommendation 14: STUDENTS SHOULD NOT BE GIVEN A RANK IN CLASS ACCORDING TO THEIR GRADES IN ALL SUBJECTS

It would seem that this recommendation will be adopted rather slowly due to the existing demands of the colleges and universities. The possibility of ranking students only in the constants might be a possible solution, provided the criteria established by the National Association of Secondary School Principals is adhered to.

Recommendation 15: ACADEMIC HONORS LIST

Students who receive honor grades should be recognized. Incentive and motivation for the continued choice of elective academic subjects must be stimulated.

Recommendation 16: DEVELOPMENTAL READING PROGRAM

Developmental reading programs have strong appeal for able students. They realize the subsequent need in college. The counselor and teachers of English, especially, should participate.

Recommendation 17: SUMMER SCHOOL

The bright and ambitious student should be allowed to take advantage of the tuition free summer instruction in order to broaden their scope of elective subjects. Repeaters must not be the only ones allowed to benefit from summer

school programs. Schools with limited personnel, limited curriculum or students who wish to advance more rapidly will benefit greatly. Parental counseling is implied in such a program on the part of the counselor.

Recommendation 18: FOREIGN LANGUAGES

Counselors should urge a four-year sequence of a foreign language provided they are capable. Such mastery must include the ability to read the literature published in the language. In the case of a modern language the student should be able to converse fluently and accurately.

The study of a language for two years is impractical. Also, a movement has been widely adopted of initiating foreign language instruction in the lower grades.

Recommendation 19: SCIENCE COURSES

Ability grouping is necessary in physical science or biology. Different levels of courses seemed to be called for in order to accommodate the superior student as well as the average and slow learner.

Recommendation 20: HOMEROOMS

Homerooms should be a cross section of the school in terms of ability and vocational interest. The academically talented should not be grouped together in the homerooms.

Recommendation 21: TWELFTH-GRADE SOCIAL STUDIES

There should be a heterogeneous grouping of students in this instance.

In the above recommendations, the writer has taken only sections where application could be applied to the gifted student. Many of the items in the questionnaire have been incorporated as a result of the Conant Report. The role of the Counselor in programs for the gifted seems to be much more cohesive in using and following this source.

If not more than five per cent of our Country's secondary schools do not have provisions for the bright student on an organized basis,⁸ the assumption is a logical one that the role of the Counselor would not be thoroughly explored, let alone defined. When the National Education Association Invitational Conference on the Academically Talented Secondary School Pupil⁹ was held in February, 1958, a summary of the various expert contributions by two hundred outstanding educators presented valuable data on the Counselor. However, the material was presented as to engage the

⁸ Lyle Spencer, "Implementation-The Effective Use of Identification Techniques", The Identification and Education of the Academically Talented Student in the American Secondary School, Washington, D. C., National Education Association, February, 1958, p. 40.

⁹ National Education Association, The Identification and Education of the Academically Talented Student in the American Secondary School, Ibid., 160 p.

counselor in a functional role as the practice demanded. The report was not a direct approach to his role in programs for the gifted but only by way of inference. The writer has used this source rather consistently in the preparation of the present work. The President of Science Research Associates has well stated the question in his remarks concerning identification:

By systematic programs to help superior students, I refer to schools which have well-organized programs to identify these students, followed by guidance and counseling programs to get these pupils pointed in the right academic direction and the provision of fast-track courses that permit them to learn at a challenging pace while providing sound preparation for college.

.....

... that academically superior school children also need special school help-is a thought that requires a complete change of mental set to gain acceptance.¹⁰

This educator¹¹ continues that superior students must be taught by superior teachers which further implies the necessity of increased school budgets. There is a lack of adequate teacher preparation for these bright pupils, too. He continues with the thought that one last barrier, which will hinder programs for the gifted, once they are selected, is that something different (the underlining is ours) will be done than with the other children. The suggestion of

10 Spencer, op. cit., p. 40-41.

11 Ibid., p. 41-46.

special provisions were individual counseling or group orientation programs. This may pose difficulties since nearly half of the high schools even employ a counselor who devotes as much as half-time to the guidance of all students found in the school. Multi-track programs and enrichment programs could be started. Even these exist in too few numbers. Moreover, only the equivalent of eleven thousand full-time counselors exist in the schools and help to conduct such programs. Mr. Spencer offers six suggestions, one of which is the appointment of one person to develop a program for the gifted. Preference is given to the trained guidance person. Also, inservice training programs must be brought into focus. Finally, superior students and their parents should receive orientation.

Allen and his participants have emphasized the point that "to develop successful programs for talented students, school personnel must first look toward the adequacy of their guidance facilities."¹² In assisting these students, reference is also made in the use of community facilities. Contact should be made with professionals and use them as resources. These same people also contend that:

Some schools have been successful in developing close liaison with colleges. Special courses may

¹² James E. Allen, Jr. *et al.*, "Society's Responsibility and Means of Providing for the Academically Talented", *op. cit.*, p. 53.

bring direct college faculty contact to both students and teachers. Some schools have provided university and college courses in the high school for highly selected students. Others have arranged for students to attend classes at the local college or university while they are still in high school.¹³

In discussing the use of the community, Abraham and his committee contended that:

It is well to involve the community from the beginning in the development of a program for the academically talented. Parents, teachers, children and community leaders should all understand the proposal from the start, and suggestions from all groups should be given careful consideration.¹⁴

Once more, a school policy must first be in operation before such developments can be undertaken.

Strang and her associates, in discussing motivation, have indicated that most gifted children are underachievers to some extent and that from fifteen to 25 per cent in most school systems fall into this category. In some schools, it is even higher.¹⁵ Certainly the role of the counselor in programs for the gifted has great implications in this instance.

Reference is also made by this same group to the effect that teacher expectancy of these gifted students may

13 Ibid., p. 54.

14 Willard Abraham et. al., "Developing Community Acceptance of Programs for the Academically Talented", op. cit., p. 56.

15 Ruth Strang et. al., "Motivating the Academically Talented", op. cit., p. 60.

be so low that the students adopt the attitude of indifference or laziness. Further, grading systems must also not be forgotten. There must be a valid marking system. Opportunities for special projects, independent study, use of television, greater use of libraries and laboratories must be utilized. Counselors should study cumulative records and interview the parents as well as the students.¹⁶

Witty and Passow have written at length on the rationale, planning, development and methods of assistance all of which involve the skills and training of a properly qualified counselor.¹⁷

Goldberg and her associates have indicated helpful procedures for lateral enrichment and enrichment in depth. Concrete suggestions and recommendations have been identified by them.¹⁸ Even though the counselor will play a minor role in this area, the prerequisite still stands that a policy must first be operative.

Pressy and his participants have outlined the strengths and weaknesses of acceleration. Workable suggestions and how to put them into operation have been clearly

¹⁶ Ibid., p. 61-62.

¹⁷ Paul A. Witty et. al., "Guiding the Education of the Academically Talented Pupil in American Secondary Schools", op. cit., p. 63-70.

¹⁸ Miriam Goldberg et. al., "Providing for the Academically Talented in the Non-specialized Class", op. cit. p. 71-73.

enumerated by this group.¹⁹ Some points may seem revolutionary but they could first be put into operation on a trial basis before being condemned.

Undoubtedly, many administrators have been fearful of special groupings. Oliver et al. have helped to air this problem. Sensible suggestions have been made with reference to the administration and teacher problems. They conclude that the strengths outweigh the weaknesses.²⁰

With reference to the preparation, teaching and development of the talented student in English, McWilliams, Thaler et al. have noted the importance of the guidance program in assisting the teachers of English. Administrative recommendations indicate some of the procedures to be adopted. Likewise the area of curriculum and teacher preparation are relegated to a place of great emphasis. It is interesting to note the recommendation made of English teachers:

The teacher of the academically talented in all probability should himself be academically talented. A fine subject matter background should be stressed, which in English involves more than literature. The teacher must have the ability to teach expository and

19 Sidney L. Pressey et al., "Strengths and Weaknesses of Accelerating the Academically Talented", op. cit. p. 73-78.

20 Albert I. Oliver et al., "Strengths and Weaknesses of Special Groupings for the Academically Talented", op. cit., p. 78-82.

critical writing. He should have a good background in semantics and linguistics and a first-rate liberal education in order to make the English course a valid part of the inter-relationship of the humanities.²¹

Bristow, Wilson et al. have brought out some very crucial recommendations within the framework of teaching science to talented pupils. One point which is seldom found in the literature is the application of flexibility. Some pupils mature later than others. And since the specified program has already started, this is no reason why he should be penalized. He should be allowed to enter the program when the necessary qualifications have become manifest.

Other factors such as the philosophy of the science curriculum for the gifted; methods of instruction and technique; teacher ability and training and practical suggestions contribute greatly in defining one's program for the gifted.²²

Conant, in his closing remarks of this conference on The Identification and Education of the Academically Talented Student in the American Secondary School, has spoken out clearly for the use of counselors in working with gifted

²¹ Earl M. McWilliams and Pearl Thaler, "Education of the Academically Talented Secondary School Pupil in English", op. cit., p. 90-96.

²² William H. Bristow and Robert C. Wilson, "Education of the Academically Talented Secondary School Pupil in Science", op. cit., p. 109-116.

students and especially their parents.²³

In 1960, another valuable primary source appeared, Administration Procedures and School Practices for the Academically Talented Student.²⁴ Logically, this should be regarded as a primary source since it evolved out of a conference on October 28, 1958 wherein many experts, for the first time, produced an ideal source for superintendents of schools, principals, community leaders and those allied with developing programs for the academically talented. This work gives detailed analysis of such areas as a philosophy for programs for the gifted, planning, identification, acceleration, grouping, enrichment, guidance and counseling and administrative practices. Examples of school programs presently in operation or development give the reader much food for thought.

The entire text has implications for the role of the counselor in these programs. Once more, the writer feels obliged in stressing that this text has not been specifically written for the purpose of exemplifying the role of the counselor.

²³ James B. Conant, "Conference Summary", The Identification and Education of the Academically Talented Student in the American Secondary School, *op. cit.*, p. 136.

²⁴ National Education Association and the National Association of Secondary-School Principals, Administration Procedures and School Practices for the Academically Talented Student, Washington, D. C., The Associations, 1960, 224 p.

Chapter seven, Counseling and Guidance, offers a limited insight into the problems confronting the counselor.²⁵ Reference is made to the rationale:

If these needs (services) are recognized for children in general, they clearly extend to the gifted portion of the school population. The fact that a student has above-average academic ability or special talents placing him above the average level of school performance by no means indicates that he does not need guidance. Indeed, because of his special nature and the problems often deriving therefrom, he may be in even greater need of guidance services than are many of his average classmates. Part of the broad enrichment sought for gifted children, then, is an enriched guidance program.²⁶

For those who offer objection or refuse outrightly to recognize the counselor's part in the program, reference is made wherein counselors play an important role in the administration, including the program for gifted children.

Gifted students should be made aware of their ability, their responsibility and their potentiality. The talented student wishes to be accepted by his classmates. He may play down his talent if he thinks he will not be recognized by his peers. Such a person needs help from a counselor. The utilization of school and family resources in the area of motivation and the need for achievement requires specialized help, also.

²⁵ Ibid., p. 95-116.

²⁶ Ibid., p. 95.

Nason has offered seven recommendations for the guidance of talented students as a result of his studies centered around achievement.²⁷

The following is offered as a general procedure for effective work with bright students:

The guidance effort of the school, then, as it relates to gifted children, is four-fold. First, it involves teachers as well as guidance specialists. Second, it involves the parents as well as the gifted children themselves. When the program is properly oriented to take account of these multiple factors, it can play its fullest role in the over-all enriched program designed to meet the special needs of the gifted boys and girls in our schools.²⁸

Laycock supports the contention that parents of the gifted children play the most significant role in the total process of developing the special talents of these young people.²⁹ His approach is a very understanding and thorough one to this vastly important problem of special education.

Pritchard offers constructive advice for counselors in their work with parents of gifted children. She maintains

²⁷ Leslie J. Nason, Academic Achievement of Gifted High School Students, Los Angeles, University of Southern California, 1958, p. 92, quoted by the National Education Association and the National Association of Secondary-School Principals, Administration Procedures and School Practices for the Academically Talented Student, The Associations, 1960, p. 107-108.

²⁸ National Education Association and the National Association of Secondary-School Principals, op. cit., p. 116.

²⁹ Samuel R. Laycock, "Counseling Parents of Gifted Children", Exceptional Children, Vol. 23, No. 3, December 1956, p. 108-110.

that there must be a certain readiness for these people because of the tendency to misuse what they have learned about their child.³⁰ If administrators could grasp the significance of her remarks perhaps guidance programs would include counseling for parents, especially those who have been blessed with academically talented youngsters.

Woolcock reports in Bulletin to the Schools that New York State is centering more guidance and counseling in the cause of gifted students and programs for them. Some of the counselor's time has been shifted toward effectively meeting this objective. Eight recommendations have been noted which point to the fulfillment of this new policy. Mention is likewise made of curriculum and teaching methods.³¹

An indispensable source for the writer has been the study by Applbaum. A twenty-five page mimeographed summary reports the special educational opportunities which are being presented to gifted students throughout the United States.³²

³⁰ Miriam Pritchard, "Total School Planning for the Gifted Child", Exceptional Children, Vol. 18, No. 6, March 1952, p. 174-180.

³¹ Cyril W. Woolcock, "Changes in Education for the Gifted", The University of the State of New York Bulletin to the Schools, Vol. 46, No. 2, October 1959, p. 65-68.

³² Morris J. Applbaum, A Survey of Special Provisions for the Education of Academically Superior Students in the United States, Summary, Columbia University, New York (no date), 25 p., (mimeographed).

A questionnaire was sent both to Certificate of Merit winners of the National Merit Scholarship Qualifying Examination and to the principals of these students. The purpose was to learn what practices were being used in teaching the gifted, how they were followed and what was the degree of success. Ten questions were of a general nature and 27 related specifically to the talented. Thirty-seven questions were incorporated into the principals'. The study included both the practical and theoretical approach. This questionnaire proved to be helpful as a cross-check in surveying the literature.

The conclusion was well formulated and the researcher, in this study, submitted an impressive array of projects for future development. One noticeable omission was research pertaining to the role of the counselor.

Applbaum's study has been directed toward current practices which have counselor implication. In this sense it proved valuable.

The Metropolitan School Study Council prepared a useful tool in assisting the educator as to methods of grouping and the value of each.³³ "The reader of this

³³ Metropolitan School Study Council, "How to Educate the Gifted Child: A Collection of Practical Suggestions", Committee on Exceptional Children and the Reporters of EXCHANGE Magazine, New York, The Association, 1956, 58 p.

pamphlet should look upon it as a collection of things which could be done."³⁴

In 1954, the Teachers' Committee of the Philadelphia Suburban School Study Council prepared a rewarding handbook for investigating the problems of the gifted student. Once more, it has a practical value but leaves much to be desired in directing the Counselor toward these exceptional pupils.³⁵

The writer reviewed the published work on the gifted by the State Department of Education of the University of the State of New York.³⁶ True, this bulletin would be considered an invaluable tool for the administrator but would be of practically no consequence for the Counselor, except to inform him of the practices to be adopted, adapted, or both, in the curriculum. The work contains only two-and-one-half pages for guidance practices. The maximum utility of this work would be found in the excellent bibliography.

Finally, administrators might one day accept the organizational procedure of the newly devised large-group

³⁴ Ibid., p. 11.

³⁵ Teachers' Committee, Group A, "Guiding Your Gifted, A Handbook for Teachers, Administrators and Parents", The Philadelphia Suburban School Study Council, School of Education, University of Pennsylvania, 1954, 111-89 p.

³⁶ Bureau of Secondary Curriculum Development, 56 Practices for the Gifted, Albany, New York, University of the State of New York, State Education Department, 1958, 129 p.

instruction; individual study; and small-group discussion technique recently advocated. For the counselor and his work with the gifted this would greatly facilitate group guidance procedures as well as leave available classroom space for special groups.³⁷

³⁷ Lloyd J. Trump, "Images of the Future, a New Approach to the Secondary School", Commission on the Experimental Study of the Utilization of the Staff in the Secondary School, Washington, D. C., National Association of Secondary-School Principals, 1959, 48 p.

CHAPTER II

EXPERIMENTAL DESIGN

In this Chapter, the evolution of the experimental design has been presented according to the following sequence:

1. Construction and description
2. Population
3. Procedures
4. Analysis
5. Hypothesis
6. Appendices

1. Construction and description

In the preparation and process of developing the questionnaire, the predominant and central rationale was the role of the Counselor in programs for the gifted. The investigator wanted to learn whether such programs existed in given schools or not; how successful they were; and what was the perception, through evidenced opinion, of the Principals and Counselors as to the role of the Counselor.

Having surveyed the literature, the writer chose to divide the instrument into three distinct but inter-related units.

Section I was composed of twenty-nine items. Such were commonly accepted practices. Thereupon, each item had 4 sub-divisions which gave greater specificity to each practice. The respondents, Principals and Counselors, were instructed to choose 1 of the four sub-divisions for each of

the twenty-nine items.

Section II consisted of the same items, as found in Section I, with the omission of the sub-divisions for each item. This Section was answered only if a program for the gifted existed in a given school. The Principals and Counselors rated each of the twenty-nine items in terms of graded success. The following categories were used:

- Circle "A" - if very successful (75-100% of the time)
- Circle "B" - if moderately successful (about 50% of the time)
- Circle "C" - if successful to only a limited degree (about 25% of the time)
- Circle "D" - if unsuccessful

Sections I and II were given an auxiliary value in this study. The writer wanted to learn what practices were being used and to what degree each was thought to be successful. Such information was deemed necessary in interpreting the role of the Counselor.

Section III consisted of twenty-two items which were gleaned from the literature and Applbaum's study.¹ Each item was indicative of the Counselor's role or function. The Respondants were given the following categories for each item. They were to select one.

- Circle "A" - if the counselor should actively participate with the principal, assistant

¹ Morris J. Applbaum, A Survey of Special Provisions for the Education of Academically Superior Students in the United States, Summary, Columbia University, New York, (no date), 25 p. (mimeographed).

- principal, and/or curriculum coordinator.
- Circle "B" - if the counselor should function only as a consultant.
- Circle "C" - if the counselor alone should be responsible.
- Circle "D" - if the counselor should not participate in the practice or if you feel this is definitely not a part of his function.

The questionnaire was lithographed and the colors of pink and blue were employed. The purpose of the colors was to avoid confusion when the questionnaires were sent to the schools by mail. The pink questionnaire was designated for the Principals and the blue for the Counselors. In using this technique, the school official would notice the difference in color and thereby not think a duplicate copy had been enclosed.

The first page of the questionnaire contained a letter which explained the purpose of the study. Basic instructions were given.

The Principal was requested to return the Counselor's copy if no Counselor functioned in his school. Both copies of the questionnaire were to be returned if the school in question was co-educational. The writer wanted Boys High Schools only, due to the curriculum and administrative procedures.

On the following page of the questionnaire, the title of the study was given and to whom the questionnaire had been directed. Specific directions for completion of the Sections

had been given and the procedures to be followed if the school had a program or if it did not.

If a program for the gifted did exist, then the Principal and Counselor replied to all three Sections.

If a program for the gifted did not exist then the respondents were instructed to reply to Section I and Section III.

The definition of a program for the gifted was stated as well as a definition of a guidance counselor.

For this study, the terminology "gifted" and "academically talented" has been used synonymously.

In the program for the gifted an explanation was made that 120 IQ was the cut-off point being used in this study. Although such a distinction has been a mute one in education:

It must be recognized from the outset that giftedness is a matter of degree, not of kind. No single trait possessed by gifted children is peculiar to them alone. In defining what we mean by giftedness, we are concerned with quantitative and qualitative differences. For purposes of this report, gifted children are recognized as the top ten per cent of the general public school population in terms of mental ability. This ten per cent usually includes all pupils with an IQ of 120 or better.²

Agreement in this area of identification has been

² Metropolitan School Study Council, "How to Educate the Gifted Child: A Collection of Practical Suggestions", Committee on Exceptional Children and the Reporters of EXCHANGE Magazine, New York, The Association, 1956, p. 3.

lacking. Witty³ and others⁴ also concur.

Finally, at the end of the questionnaire the respondent was queried as to whether he wished to receive a summary of the study or not and would the results be seriously weighed either to improve the program for the gifted or to initiate one.

2. Population

The problem of how best to investigate the role of the counselor in programs for the gifted presented a number of approaches.

Undoubtedly, the personal interview would have been preferable. Another method would have been to survey all Principals and Counselors in Catholic secondary schools for boys throughout the entire United States.

Having faced the situation realistically, the investigator would not have received permission to conduct personal interviews during the school year from his Religious Superiors. As for visiting Principals and Counselors during the summer months, it was not likely that they would have been available, especially since such personnel were Religious.

³ Paul Witty, "The Gifted Child, What is Special About Special Education?", Exceptional Children, Vol. 19, No. 7, April 1953, p. 255-256.

⁴ Teachers' Committee, Group A, "Guiding Your Gifted, A Handbook for Teachers, Administrators and Parents", The Philadelphia Suburban School Study Council, School of Education, University of Pennsylvania, 1954, p. 1.

Due to the growth and expansion of Catholic secondary education in New York State, the writer conferred with several Superintendents of Catholic schools to determine if the sampling of New York State could be considered representative. On the basis of their opinions and the investigator's knowledge of the sampling area as well as trends throughout the Country, the writer resolved the question. Hence, this writer did not feel it was necessary to survey the entire Country since New York State seemed to have been a representative sample.

The official Handbook of accredited schools of the New York State Department of Education, Number 24, was used to contact approved Catholic Secondary Schools for boys. In this category, eighty were found.

Hence, the investigator felt a definite and real contribution would be made in attempting to contact, through a survey, all Catholic Secondary Schools for boys in New York State.

3. Procedures

The questionnaire was thereupon sent to all Principals and Counselors in the eighty schools. The writer had no way of knowing, previously, whether a Counselor functioned in these schools or if a program for the gifted existed.

An envelope was addressed to the Principal and

Table I

Questionnaire Returns of Principals and Counselors
from 79 Catholic Secondary Schools
for Boys of New York State, 1960.

Classification	N	% of Returns
Questionnaires, completed and returned	111	70
Questionnaires, not completed and returned	20	13
Questionnaires, not returned	27	17

Table II

Respondants Classified According to Existing Programs

Classification	Respondants			Totals
	Prin.	Couns.	Prin.-Couns.	
Program for the Gifted	21	18	3	42
No Program for the Gifted	21	19	8	48
Co-educational, Program for the Gifted	11	10		21
Co-educational, no Program for the Gifted				

EXPERIMENTAL DESIGN

contained the questionnaire for himself and the Counselor with a self-addressed, self-stamped return envelope. Only one school returned the materials with the notation that this was to have been their last year of operation.

Within four days, from the initial mailing, returns were evidenced. It is important to note that the vast majority of returns were made separately. Questionnaires from both the Principal and Counselor, together, rarely were returned together.

In the first mailing, forty-five per cent came back. After a two-week period, the investigator sent a double post card as a reminder to the Principal or Counselor, as the case warranted, noting two choices. If the respondent returned the questionnaire, or if he was in the process of so doing, he would check the appropriate designation on the post card. If he misplaced the questionnaire, and wished to have another, he would also make the proper designation. This device proved very helpful.

Two weeks later, or four weeks from the initial mailing, a personal letter was sent to each Principal or Counselor who had not already made returns. The following week saw the final returns. Of all who received the questionnaire, eighty-three per cent had been accounted for.

The next step was the categorizing of the data. To have sorted the responses by hand would have been a most

arduous task with a great possibility of error. Thus, International Business Machines, Inc. key punched the returns. The following groups or categories were then made for the sake of clarity and uniformity onto I.B.M. cards.

1. Principals with a program for the gifted.
2. Counselors with a program for the gifted.
3. Principals without a program for the gifted.
4. Counselors without a program for the gifted.
5. Principals who served both as principal and counselor with a program for the gifted.
6. Principals from co-educational schools without a program for the gifted.
7. Counselors from co-educational schools without a program for the gifted.

International Business Machines programmed the data according to the following schema:

- Column 1. Principals were identified by the number one; counselors by number two; principals and counselors, together, by number three.
- Column 2. A program for the gifted was identified by the number one; and without a program by number two.
- Column 3. This number designated responses from co-educational schools. This category was excluded from the study even though returns were made.
- Column 4. This designated the Sections which were categorized. Section I, the practices; Section II, degrees of success; Section III, role of the counselor.
- Column 5. The items for each Section were categorized.
- Column 6. The total number of responses, in each Section, for the first of four choices had been identified.
- Column 7. The total number of responses, in each Section, for the second of four choices had been identified.

- Column 8. The total number of responses, in each Section, for the third of four choices had been identified.
- Column 9. The total number of responses, in each Section, for the fourth of four choices had been identified.
- Column 10. The total, in each Section, where no response was indicated for a given item or the practice did not apply had been identified.
- Column 11. The total number of responses for the choices in each Section, independently, of Items A, B, C and D had been identified.
- Column 12. The cumulative number of responses for the choices in each Section of choices A, B, C, D and no response had been given.
- Column 13. The percentage of responses in each Section for the first of four choices had been given.
- Column 14. The percentage of responses in each Section for the second of four choices had been given.
- Column 15. The percentage of responses in each Section for the third of four choices had been given.
- Column 16. The percentage of responses in each Section for the fourth of four choices had been given.
- Column 17. The percentage for each Section where no response was indicated for the given item, or the practice did not apply, had been given.
- Column 18. The total percentage of responses A, B, C, and D had been indicated. The percentage of no response had been excluded from the total.

Thereupon, I.B.M. produced the above data from punch cards onto accounting sheets. Hence, the material was then ready for analysis.

4. Analysis

The following divisions have been reported in the sequence of Section I, practices; Section II, degrees of success; Section III, the role of the counselor.

1. Principals in a program for the gifted.
Counselors in a program for the gifted.
2. Principals out of a program for the gifted.
Counselors out of a program for the gifted.
3. Principals in a program for the gifted.
Principals out of a program for the gifted.
4. Counselors in a program for the gifted.
Counselors out of a program for the gifted.

In Table III, Section I (Appendix 2) the raw data was had for responses made by Principals and Counselors in a program for the gifted. The Table was so constructed that for each Item there was the selection of A, B, C and D. Where no reply was made, such was noted under a no response column.

In computing the significances, consideration had to be given to the N in each cell. When each cell was five or greater, the chi square technique was used.⁵ When a cell was less than five, the technique of direct probability was

⁵ Lawrence T. Dayhaw, Manuel de Statistique, Ottawa, L'Universite d'Ottawa, 1958, p. 378-379.

employed.⁶ Fisher also has supported this technique.⁷

In computing the raw data, a uniform pattern was followed for all calculations. Each time, the largest cell with its corresponding cell of the opposite classification, encircled in the example, was matched against the remaining cells of their respective groupings:

Table III (Appendix 2) Item 17:

8	⑫
12	⑤

The no response column was not used in the calculations since the practice did not apply or the respondent omitted the selection of a choice of practice.

In Table IV, Section II (Appendix 2) denoting successful practices, the investigator computed the raw data in Category A against B, C and D. Item 1:

⑮	4
④	14

The direct method was used since the contingency table contained a cell or cells of less than five.

⁶ Quinn McNemar, Psychological Statistics, New York, Wiley, 1949, p. 240-242.

⁷ George A. Ferguson, Statistical Analysis in Psychology and Education, New York, McGraw-Hill, 1959, p. 173-174.

As an example, the following method of computation was used in Table IV, Section II (Appendix 2) denoting successful practices, Item one:

16	4	20
4	14	18
20	18	38

For cells 20, 18, 18 and 20 the following factorial logarithms were had:⁸

18.	386	12
15.	806	34
15.	806	34
18.	386	12
<hr style="width: 100%;"/>		
68.	384	92

For cells 38, 16, 4, 14 and 4:

44.	718	52
13.	320	62
1.	320	62
10.	940	41
1.	320	62
<hr style="width: 100%;"/>		
71.	680	38

68.	384	92
71.	680	38

Differences = . 704 54- 4 (log quotient)
 . 00053⁹ (quotient)

⁸ Herbert Arkin and Raymond H. Colton, Tables for Statisticians, New York, Barnes and Noble, 1950, p. 108-113.

⁹ Ernst R. Breslich, Purposeful Mathematics, Algebra-Second Course, New York, Laidlaw, Table of Common Logarithms of Numbers, p. 3-20.

The above procedure would be followed in each contingency table until zero was reached in the final cell or cells.

According to McNemar, Item one would be expressed:

$$P_1 = \frac{(20!) (18!) (18!) (20!)}{(38!) (16!) (4!) (14!) (4!)}$$

$$P_2 = \frac{(20!) (18!) (18!) (20!)}{(38!) (17!) (3!) (15!) (3!)}$$

$$P_3 = \frac{(20!) (18!) (18!) (20!)}{(38!) (18!) (2!) (16!) (2!)}$$

$$P_4 = \frac{(20!) (18!) (18!) (20!)}{(38!) (19!) (1!) (17!) (1!)}$$

$$P_5 = \frac{(20!) (18!) (18!) (20!)}{(38!) (20!) (0!) (18!) (0!)}$$

The sum of these Probabilities gives $P = .00053$.

Consequently, Item one, Section II, Table IV a, denoting successful practices, resulted in a significance of $P = .01$ through the technique of direct probability.

In Table IV, Section II (Appendix 2) denoting unsuccessful practices, the investigator computed the raw data in Category D against A, B and C. Item 3:

(18)	3
(3)	10

The direct method was used.

Significances found in all subsequent tables have been computed in the manner described for Table III, page thirty-six.

According to the investigator's rationale, the quantitative analysis has been utilized through the statistical method. The qualitative analysis has been accomplished in examining the significances or lack of such and their relationship to the current literature. Chapters III and IV have dealt with the qualitative analysis.

The summary and conclusions have been presented in the light of the findings drawn both from the quantitative and qualitative analysis in determining what the role of the counselor in programs for the gifted should probably be.

5. Hypothesis

The role of the Counselor in and out of a program for the gifted is not significantly different as perceived by Principals and Counselors.

6. Appendices

Appendix 1 contains a sample copy of the questionnaires used in this study.

Appendix 2 contains the raw data.

Appendix 3 contains two letters written by authorities in the field and in support of the investigator's search

for related studies.

Appendix 4 contains the thesis abstract.

CHAPTER III

PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED

For the sake of readability and clarity, the writer chose to incorporate the statistical data, as found in the following Tables, with the analysis and interpretation.

Prime consideration has been given to Section III of the questionnaire which pertained to the role of the Counselor and consisted in Tables V and VII, located in this Chapter.

A lesser consideration has been given to Tables III and VI, practices in programs for the gifted, found in Section I of the questionnaire; and Tables IV a and IV b, successful and unsuccessful practices, found in Section II of the questionnaire.

However, no inference has been intended, directly or indirectly, to relegate Sections I and II of the questionnaire as arbitrary or unimportant. Reference to the data in these Sections has been made when the results had bearing upon Section III, in the opinion of the writer.

The significant data, or lack of it, represented how the Principals and Counselors, both in and out of a program for the gifted, as used in this study, perceived the role of the Counselor. The current literature may or may not

**PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS 42
AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
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substantiate the reported significant data. An effort has been made to relate the findings with the recommended procedures advocated within the framework of authoritative sources.

The Tables represent the levels of significance which have been calculated from the raw data found in the Appendix.

The term, Item, referred to the specific questions found in each section of the questionnaire.

The word, Category, referred to the specific practices in Sections I and II and the degree of participation in Section III.

Finally, the sub-hypotheses for each major unit under discussion has been given at the beginning in order to show the logical development in interpretation and as an aid to the reader.

The sub-hypotheses that no significant differences between the Principals and Counselors in a program for the gifted, in defining the role of the counselor, must be rejected in part and not rejected in part.

**PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS 43
AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED**

1. Principals and Counselors in a Program

A Principals in

1. Table III

Table III showed four significant differences which were not in harmony with current and authoritative references. Referral to this data has been made to support the negative findings in Table V.

The findings in Table III, as expressed by the principals, appeared to have been contradictory with the literature.

Item 9 was as follows:

"Have provisions been made in your school for the identification of the gifted?"

The significant difference was Category B with the response:

"Identification is made by the principal."

Conant,¹ however, advocated that the Counselor should play a vital role.

Item 10 was as follows:

"Do your gifted students attend summer sessions in programs for the gifted?"

¹ James B. Conant, The American High School Today, New York, McGraw-Hill, 1959, p. 57.

PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS ¹⁴⁴
 AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
 AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED

Table III

Levels of Significance of the Differences between
 Principals and Counselors ($P \leq .05$) and the Category
 Concerned for Those Items that Yielded Significant
 Differences in a Program for the Gifted, Section I.

Item	Principals		Counselors	
	P	Category	P	Category
9	.04	B		
10	.05	D		
13			.04	A
17	.05	C		
20			.05	B
23	.05	D		
29			.01	C

PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS 45
 AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
 AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED

Table IV a

Levels of Significance of the Differences between Principals
 and Counselors ($P \leq .05$) and the Category Concerned for Those
 Items That Yielded Significant Differences in a Program for
 the Gifted, Denoting very Successful Practices, Section II.

Item	<u>Principals</u> P	<u>Counselors</u> P
1	.01	
2	.01	
8	.01	
9	.04	
10		.01
15		.04
20	.01	

**PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS 46
AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED**

Table IV b

**Levels of Significance of the Differences between Principals
and Counselors ($P \leq .05$) and the Category Concerned for Those
Items that Yielded Significant Differences in a Program for
the Gifted, Denoting Unsuccessful Practices, Section II.**

Item	Principals	Counselors
	P	P
3	.01	
4	.01	
5	.01	
10	.01	
11	.01	
14	.01	
22	.01	
23	.02	
27	.04	
28	.05	
29	.01	

PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS 47
 AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
 AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED

Table V

Levels of Significance of the Differences between Principals and Counselors ($P \leq .05$) and the Category Concerned for Those Items that Yielded Significant Differences in a Program for the Gifted, Section III.

Item	Principals		Counselors	
	P	Category	P	Category
3			.01	A
10			.04	B
15	.05	A	.01	B
21			.05	B
22			.05	D

PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS 48
AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED

The response was Category D:

"No, they do not."

Once more, Conant,² in his recommendations, stressed the importance of this special phase of educating the gifted student.

Item 17 was as follows:

"Do teachers devote more time to the less able than to the gifted?"

The response was Category D:

"No, they do not."

Indication was made that teachers gave the same amount of time to the less able as they did to the gifted. However, the literature supported the philosophy of teachers devoting more time to the gifted than to the less able.³ In the light of special teacher-training programs, special budgets, special texts, special scheduling and other allied and extraordinary features, it appeared that no injustice would be rendered to the less able student.

2 Ibid., p. 68.

3 Glenn Snider, "Pre-service and In-service Education for Teachers of the Gifted", Working with Superior Students: Theories and Practices, Chicago, Science Research Associates, 1960, p. 269-286.

PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS 49
AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED

Item 23 was as follows:

"Are gifted students given opportunities to serve as assistants in the laboratory?"

The response was Category D:

"No, they do not."

However, many sources have been available in support of the technique where students serve as laboratory assistants. An excellent source has been cited.⁴

2. Table IV a

Item I was as follows:

"How successful has your policy for the gifted been?"

A significant difference was found to indicate that such a policy was very successful. But, in Table III, pertaining to the practice of this policy, no significance was found.

The same can be cited for Item 2:

Does your school have a trained counselor who functions in the capacity at least half of the school day (here we refer to one who has been trained professionally in guidance or psychology).

Item 8 was as follows:

⁴ William H. Bristow and Robert C. Wilson, "Education of the Academically Talented Secondary School Pupil in Science", The Identification and Education of the Academically Talented Student in the American Secondary School, Washington, D. C., National Education Association, February 1958, p. 112.

PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS 50
AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED

"How successful is the school's participation in the College Entrance Examination Advanced Placement Program?"

In this area, a significant difference was found pertaining to success while in Table III no significance was found pertaining to the practice.

The same apparent contradiction was found for Item 20 which read as follows:

"How successful has your program been of encouraging gifted students to do independent research and study in the laboratories?"

3. Table V

In the analysis of Table V, page forty-seven, emphasis has been given to the one significant difference as expressed in the Principals' perception of the role of the Counselor. Failure to have derived significances, other than the one, appeared to have been the vital factor in interpretation.

Item 15 was as follows:

How should the counselor function in the development of articulation between the high school and the colleges in reference to the gifted in your school?

The significant difference was Category A which indicated that the counselor should actively participate with the administration. This concept has been specifically amplified

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and advocated by Adams⁵ and his committee.

4. Summary

a Table III

From the four significant differences, as expressed in Table III, page forty-four, concerned with given practices, a negative interpretation has been given due to variance with the literature.

b Table IV a

Due to the presentation of the findings in Table IV a, a negative interpretation has been given because of the findings in relationship to Table III. The contra-indication was quite pronounced. A detailed analysis between the practices and their success, or lack of it, has not been included as part of this study. Sufficient evidence, it seemed, has merited a negative interpretation.

c Table V

The Principals' perception of the role of the Counselor, in a program for the gifted, as expressed in Table V,

⁵ Arthur S. Adams et al., "Articulation and the Academically Talented", The Identification and Education of the Academically Talented Student in the American Secondary School, Washington, D. C., National Education Association, February 1958, p. 88-89.

has been interpreted negatively due to the finding of but one significant difference.

In conclusion, strong indication has been found to interpret the Principals' perception of the role of the Counselor as a confused one.

B Counselors in

1. Table III

A seemingly apparent contradiction has been indicated for Item 20:

"Are gifted students encouraged to do independent research and study in the laboratories?"

The counselors responded to Category B which indicated that the students seldom did research on an independent basis. Seldom referred to at least twice a month.

Nevertheless, in Table IV a, page forty-five, the Principals regarded the practice as a very successful one.

Agreement with the literature was had for Item 29:

"Are teachers of the gifted provided with special consultant services?"

In Table III, the Counselors responded that special consultants were available but the teachers had to take the initiative, themselves, and approach the consultant. While

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in Table IV b, page forty-six, this practice was reported to have been unsuccessful according to the Principals.

2. Table IV a

In denoting very successful practices, Item 10:

"How successful have your gifted students been who attend summer sessions in programs for the gifted?", contradicted the same Item in Table III since the Principals reported that their students did not attend summer sessions.

3. Table IV b

In denoting unsuccessful practices, a contradiction appeared to have been in evidence for Item 10, previously reported. The Principals noted the practice to have been unsuccessful while in Table IV a the Counselors reported the same practice to have been very successful.

Here, Table IV b, the responses by Principals yielded eleven significant differences out of 29 items. While the Counselors either regarded the practices as successful or they failed to commit themselves since no significant differences were found from their responses.

4. Table V

Although five significant differences were found in

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AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
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the Counselors' perception of their own role in a program for the gifted, a favorable interpretation could not be inferred from the data. It was found that four of the 5 significances placed the Counselor as a consultant.

In Table V, Section III of the questionnaire, the following items were found to be significant:

Item 3:

"How should the Counselor function in the identification of the gifted in your school?"

The result fell into Category A whereby the Counselor should actively participate with the principal, assistant principal, and/or curriculum coordinator. This was in keeping with the literature.⁶

Item 10:

"How should the counselor function in interpreting the program for the gifted to the faculty in your school?"

The response was in Category B which indicated that the Counselor should function only as a consultant. The literature indicated that he should actively participate with the administration in instructing and interpreting.⁷

6 Conant, op. cit., p. 57

7 National Education Association and the National Association of Secondary-School Principals, Administration Procedures and School Practices for the Academically Student, Washington, D. C., The Associations, 1960, p. 26-28.

PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS 55
AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED

Item 15:

How should the counselor function in the development of articulation between the high school and the colleges in reference to the gifted in your school?

The response was in Category B which indicated, once more, that the Counselor was to be a consultant. Reference has already been cited, page fifty-one, wherein the Counselor should actively participate in this given practice of articulation.⁸

Item 21 was as follows:

"How should the counselor function in in-service programs for teachers of gifted students?"

The response placed the Counselor as a consultant. However, Endicott⁹ has written that teachers definitely need the added help of the Counselor for a proper understanding of his, the teacher's, role and participation.

Item 22:

"How should the counselor function in the orientation program for teachers of gifted students?"

⁸ Adams et al., loc. cit.

⁹ Frank S. Endicott, Guiding Superior and Talented High School Students, Chicago, Superior and Talented Student Project, North Central Association of Colleges and Secondary Schools, 1961, p. 47-49.

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AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED**

Once more, the Counselor was designated as a consultant. However, an authoritative source¹⁰ had placed the role of the Counselor in the educational program, itself, as a major responsibility along with administrative decisions and assisting teachers.

Reference has also been made of the differences in perceiving, as reported in expressed opinion, between the Principals and Counselors in Table V, Section III, Item 15, denoting how the Counselor should function in articulation between the high school and colleges. The Principals placed the Counselors as active participants while the Counselors placed themselves as consultants.

5. Summary

a Table III

Due to contradiction, or at least an implied contradiction, and the lack of constancy in the responses, evidenced in the significant differences, a negative interpretation has been given by the investigator.

¹⁰ National Education Association and the American Personnel and Guidance Association, Guidance for the Academically Talented Student, Washington, D. C., The Associations, 1961, p. 56-57.

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AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED**

b Table IV a

Because of the contradiction and only two significances which were found, a negative interpretation has been given. An implied weakness on the part of the Counselors seemed to have been evidenced.

c Table IV b

A negative interpretation has been given here on the part of the Counselors since no significances were found while eleven were found for the Principals.

d Table V

The Counselors' perception of their own role, in a program for the gifted, as expressed in Table V, page forty-seven, has been interpreted negatively due to the position of the Counselor as a consultant. On the secondary level, the literature has not supported such opinion.

In conclusion, once more strong indications have been found to interpret the Counselors' perception of their own role to have been one of confusion, lack of uniformity and uncertainty.

The sub-hypotheses that no significant differences between the Principals and Counselors out of a program for

**PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS 58
AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED**

the gifted, in defining the role of the Counselor, must be rejected in part and not rejected in part.

2. Principals and Counselors out of a Program

A Principals out

1. Table VI

In Table VI, four significant differences were found.

Item 9 was as follows:

"Have provisions been made in your school for the identification of the gifted?"

The response was Category B which placed the Principal as the responsible person in identification. Reference to this practice has already been cited on page forty-three indicating that the Counselor should also play a role in identification.

Item 2 was as follows:

Does your school have a trained counselor who functions in the capacity at least half of the school day (here we refer to one who has been professionally in guidance or psychology)?

The response was negative.

This was considered to be noteworthy by the writer.

Item 4 was as follows:

"Is special equipment available for use in teaching the gifted?"

**PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS 59
AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED**

Table VI

**Levels of Significance of the Differences between
Principals and Counselors ($P \leq .05$) and the Category
Concerned for those Items that Yielded Significant
Differences out of a Program for the Gifted, Section I.**

Item	<u>Principals</u>		<u>Counselors</u>	
	P	Category	P	Category
2	.04	D		
4	.04	D		
9	.03	B		
29	.05	D		

PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS 60
 AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
 AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED

Table VII

Levels of Significance of the Differences between
 Principals and Counselors ($P \leq .05$) and the Category
 Concerned for Those Items that Yielded Significant
 Differences out of a Program for the Gifted, Section III.

Item	<u>Principals</u>		<u>Counselors</u>	
	P	Category	P	Category
16	.05	A		

**PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS 61
AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED**

The response was negative.

Item 29 was as follows:

"Are teachers of the gifted provided with special consultant services?"

The response was negative.

2. Table VII

Again, emphasis has been given to the one significant difference as expressed by the Principals in their perception of the role of the Counselor among those who did not have a program for the gifted.

In Table VII, Section III of the questionnaire, Item 16 was as follows:

How should the counselor function in the relationship between the school and community agencies in the strengthening of your program for the gifted?

The response was Category A which indicated that the Counselor should function as an active participant. This was in keeping with the literature. Barbour¹¹ and his committee have recognized the importance of community level

¹¹ Richmond Barbour et al., "Co-ordination and Implementation at the Local Level of Programs for the Academically Talented", The Identification and Education of the Academically Talented Student in the American Secondary School, Washington, D. C., National Education Association, February 1958, p. 83.

**PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS 62
AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
AND COUNSELORS OUT OF A PROGRAM FOR THE GIFTED**

interpretation. In this area, the Counselor plays a vital role as a team member.

3. Summary

a Table VI

Since the Principals were of the opinion that they should be responsible for identifying the gifted and no trained Counselor was operating within the school, a negative interpretation has been given since the basic structure and philosophy of programs for the gifted has been lacking. Certainly, no positive implications have been in evidence.

b Table VII

The Principals' perception of the role of the Counselor, among those Principals out of a program for the gifted, has been interpreted negatively. Only one significant difference was found and the Item, in the opinion of the writer, was not a highly important area in comparison to other functions of the Counselor.

B Counselors out

1. Table VI

The same interpretation has been given to this area as above with reference to the perception of Counselors toward

**PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS 63
AND COUNSELORS IN A PROGRAM FOR THE GIFTED AND PRINCIPALS
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their own role among those out of a program for the gifted toward their concern in given practices.

2. Table VII

No significant differences were found with reference to the Counselors' perception of their own role among those out of a program for the gifted. These negative results could possibly have resulted either from a lack of training on a professional level or unfamiliarity with this special phase of education.

3. Summary

a Table VI

A negative interpretation has been advanced for the lack of positive and definite indications and evidence.

b Table VII

A negative interpretation has been advanced for the lack of positive and definite indications and evidence.

CHAPTER IV

PRESENTATION AND DISCUSSION OF RESULTS BETWEEN PRINCIPALS IN AND OUT OF A PROGRAM FOR THE GIFTED AND COUNSELORS IN AND OUT OF A PROGRAM FOR THE GIFTED

The sub-hypotheses that no significant differences between Principals in and out of a program for the gifted, in defining the role of the Counselor, must be rejected in part and not rejected in part.

1. Principals in and out of a Program

A Principals in

1. Table VIII

Either a seemingly contradictory perception has been indicated in Table VIII or the programs for the gifted have been highly developed. The Principals chose the most ideal of practices while their concept of the Counselor's role was not in keeping with practices indicated in the current literature. The writer was unable to arrive at an explanation over this discrepancy.

It seemed that if the accepted practices had been followed, then the Counselor would have been identified as an active participant. Table IX showed the Counselor had little or no share in the program for the gifted. No generalization has been attempted herein, but the sample seemed

PRESENTATION AND DISCUSSION OF RESULTS BETWEEN
 PRINCIPALS IN AND OUT OF A PROGRAM FOR THE GIFTED AND
 COUNSELORS IN AND OUT OF A PROGRAM FOR THE GIFTED

Table VIII

Levels of Significance of the Differences between
 Principals ($P \leq .05$) and the Category Concerned for Those
 Items that Yielded Significant Differences In and Out of a
 Program for the Gifted, Section I.

Item	In Principals		Out	
	P	Category	P	Category
1	.01	A	.01	D
2	.01	A	.01	D
4	.01	A	.01	D
8	.01	A	.02	D
9	.01	A	.01	C
13	.03	B		
15	.01	B	.01	D
17	.01	B		
18	.02	A		
19	.02, .01	A, B	.01	D
20	.01	A		
21	.04	A		
22	.01	A		
25	.01	A	.01	D
26	.01	A	.04	D
27	.05	A	.04	D

Table IX

Levels of Significance of the Differences between
 Principals ($P \leq .05$) and the Category Concerned for Those
 Items that Yielded Significant Differences in and out of a
 Program for the Gifted, Section III.

Item	In		Out	
	P	Category	P	Category
3	.05	B	.05	A
4	.01	D		
5	.05	D		
7	.02	D		
9			.02	A
10	.01	D		
12	.05	D		
13	.05	D		
14			.05	A
16	.05	C	.01	A
17	.05	D		
18	.01	B	.01	A
19	.05	D	.05	A
20	.05	D	.05	A
21	.01	D	.01	A
22	.01	D		

to reveal contra-indications between the practices followed, Table VIII, and the role of the Counselor as perceived by the Principals, Table IX.

Of all the significances found in Table VIII, the writer has seen fit to comment on one practice which ran contrary to the literature.

Item 15:

"How are gifted students grouped?"

The response was Category B which showed that students were totally grouped for all subjects. Due to the variations and degrees of talent, "across the Board" grouping in all subjects has been frowned upon. The "track plan" has been more widely adopted.¹

Conant also has defended this method of grouping wherein different levels have been utilized in keeping with ability grouping.²

¹ Albert I. Oliver et al., "Strengths and Weaknesses of Special Groupings for the Academically Talented", The Identification and Education of the Academically Talented Student in the American Secondary School, Washington, D. C., National Education Association, February 1958, p. 80-81.

² James B. Conant, The American High School Today, New York, McGraw-Hill, 1959, p. 49.

2. Table IX

In the opinion of the writer, Table IX yielded very important results in judging the Principals' concept of the role of the Counselor. The data yielded fourteen significant differences out of 22 Items. The Counselor was not placed as an active participant in any of these fourteen significances. In the opinion of these Principals, eleven, or fifty per cent, indicated that the Counselor should not participate in a given practice or they felt such was definitely not a part of his function. The current literature has not supported this thinking. In addition, two significances placed the Counselor as a consultant and 1 significance placed him as the responsible person for the given practice.

The information gained through the findings in Table IX indicated the Principals had very definite ideas as to the Counselor's role. It appeared that the Counselor had little or nothing to do in the operation of a program for the gifted, having arrived at such a judgment from the results.

In Table IX, the following significances were found:

Item 3 was as follows:

"How should the counselor function in the identification of the gifted in your school?"

The response was Category B which indicated that the

Counselor should be a consultant. Reference was previously made on page fifty-four.

Item 4 was as follows:

"How should the counselor function in the scheduling of courses for the gifted?"

The response was Category D which indicated the Counselor should not participate in the practice. Conant³ does not agree but says the Counselor must function according to the policy of the school. However, as school people well know, the Principal sets the policy to be followed.

Item 5 was as follows:

"How should the counselor function in the development of an enriched program for the gifted in your school?"

The response was Category D wherein the Counselor should not participate. Administrators, however, according to the literature, should not only lean but depend upon guidance personnel to help and assist in the planning of educational goals for the academically talented. Curriculum development in the area of programs for the gifted is not outside the realm of the Counselor.⁴

³ Ibid., p. 45

⁴ National Education Association and the American Personnel and Guidance Association, Guidance for the Academically Talented Student, Washington, D. C., The Associations, 1961, p. 56-57.

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PRINCIPALS IN AND OUT OF A PROGRAM FOR THE GIFTED AND
COUNSELORS IN AND OUT OF A PROGRAM FOR THE GIFTED

Item 7 was as follows:

"How should the counselor function in the planning of the Advanced Placement Program in your school?"

The response was Category D once more. However, due to the high selectivity standards demanded by the College Entrance Examination Board, the Counselor would appear to have been invaluable in assisting the school administration. The philosophy and rationale of the Counselor being a participant was strongly indicated in the Advanced Placement Program Syllabus.⁵

Item 10 was as follows:

"How should the counselor function in interpreting the program for the gifted to the faculty in your school?"

The response was Category D which showed the Counselor should not function in this practice. Once more, a contra-indication was found which strongly indicated the Counselor should emphasize his role in assisting teachers.⁶

Item 12 was as follows:

⁵ College Entrance Examination Board, Advanced Placement Program Syllabus, New York, The Association, 1958, p. 8-13.

⁶ Frank S. Endicott, Guiding Superior and Talented High School Students, Chicago, Superior and Talented Student Project, North Central Association of Colleges and Secondary Schools, 1961, p. 47-49.

"How should the counselor function in assisting teachers in their work with the gifted in your school?"

The response was Category D. The literature was in abundance to indicate that the contrary was desirable.⁷

Item 13 was as follows:

"How should the counselor function in interpreting the program for the gifted in your school to the community?"

The response was Category D. It was advocated, however, in the literature, that the school and community had consultant and resource services which should be used for the development of these young people with special needs.⁸

Item 16 was as follows:

How should the counselor function in the relationship between the school and community agencies in the strengthening of your program for the gifted?

The response was Category C which indicated that the Counselor alone should be responsible. Placing the Counselor in such a role seemed to contradict Item 13. This was the only significance which placed the Counselor as the sole, responsible person for a given practice in Table IX.

7 Endicott, loc. cit.

8 Metropolitan School Study Council, "How to Educate the Gifted Child: A Collection of Practical Suggestions", Committee on Exceptional Children and the Reporters of EXCHANGE Magazine, New York, The Association, 1956, p. 8.

Item 17 was as follows:

How should the counselor function with outside consultants and specialists with reference to curriculum, educational and vocational guidance in your program for the gifted?

The response was Category D which indicated that the Counselor should not participate. Abraham⁹ has explored the importance of the necessity and proper use of human resources in the community. Within such a framework, the Counselor would play a vital role as an active participant in helping to strengthen this special phase of the school program.

Item 18 was as follows:

"How should the counselor function when the program for the gifted in your school must be changed or modified?"

The response was Category B which indicated that the Counselor should be a consultant. However, evidence supports the thinking that guidance specialists are to play an important part in the administration of the total program for the academically talented.¹⁰

⁹ Willard Abraham, "School and Community Resources for Superior and Talented Students", Working with Superior Students: Theories and Practices, Chicago, Science Research Associates, 1960, p. 291-294.

¹⁰ National Education Association and the National Association of Secondary-School Principals, Administration Procedures and School Practices for the Academically Talented Student, Washington, D. C., The Associations, 1960, p. 96.

Item 19 was as follows:

"How should the counselor function in the evaluation of programs for the gifted?"

The response was Category D which indicated that he should not participate. Research in this area needs evaluative studies and the Counselor has a definite contribution to make. The Counselor and his responsibilities in research have been indicated.¹¹

Item 20 was as follows:

"How should the counselor function in the selection of students in programs for the gifted?"

The response was Category D. Conant¹² has indicated otherwise. For the Counselor should have a contribution to make in this area.

Item 21 was as follows:

"How should the counselor function in in-service programs for teachers of gifted students?"

The response was Category D. However, the Counselor does have a role of participation here.¹³

¹¹ National Education Association and the American Personnel and Guidance Association, op. cit., p. 87-96.

¹² Conant, op. cit., p. 57.

¹³ Endicott, loc. cit.

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PRINCIPALS IN AND OUT OF A PROGRAM FOR THE GIFTED AND
COUNSELORS IN AND OUT OF A PROGRAM FOR THE GIFTED

Item 22 was as follows:

"How should the counselor function in the orientation program for teachers of gifted students?"

The response was Category D. Again, reference to the Counselor's role has been previously cited in this instance on page fifty-six.¹⁴

3. Summary

a Table VIII

Since no need was indicated for the services of the Counselor, and the practices, as indicated in Table VIII, appeared to have been most ideal, a definite and clear interpretation seemed most difficult. The practices being followed have been advocated by the literature. The writer felt that Counselors may have been functioning as such in these programs but the Principals would prefer not to rely upon their services to any great degree, at least in theory, if not in practice. There appeared to have been many implications from the findings.

¹⁴ National Education Association and the American Personnel and Guidance Association, loc. cit.

b Table IX

A favorable interpretation could not be assumed from the data presented in Table IX relative to the Principals' perception of the role of the Counselor among those in a program for the gifted. Thus a negative finding has been implied because the Counselor was not thought to be an active participant even once out of fourteen significant differences.

Is there the possibility that once a program has been established that the Principals would find no need for the services of a Counselor? The implication appeared to be a strong one.

B Principals out

1. Table VIII

Principals who did not have a program for the gifted indicated no special concern for current practices. No positive thinking was uncovered from the data, with the supposition as to what they would have done, had they initiated a program for the gifted.

2. Table IX

Principals who did not have a program for the gifted indicated a completely opposite opinion in their perception of the role of the Counselor as did Principals who had a program, Table IX, Section III. The reader will note that the eight significant differences placed the Counselor as a participant.

3. Summary

a Table VIII

Principals who did not have a program for the gifted indicated no definite opinion as to practices which should be followed.

b Table IX

Principals out of a program for the gifted indicated that Counselors should be active participants. This was just the opposite to the opinion of Principals in a program.

The sub-hypotheses that no significant differences between Counselors in and out of a program for the gifted, in defining the role of the Counselor, must be rejected in part and not rejected in part.

2. Counselors in and out of a Program

A Counselors in

1. Table X

Table X indicated sixteen significant differences out of 29 Items. With the exception of two Items, the remainder were advocated in the current literature. Despite such exemplary programs, the Counselors still perceived their role as that of consultant (Table XI). The writer was inclined to have expected the Counselors, in defining their role, to be that of a participant rather than a consultant. Perhaps the school policy had determined otherwise.

2. Table XI

In Table XI, which indicated the Counselors' perception of their own role in a program for the gifted, four significant differences were found. It was noteworthy that of the four significances, 3 indicated that the Counselor should function as a consultant and the other that he should not participate in the given practice.

Item 4 was as follows:

"How should the counselor function in the scheduling of courses for the gifted?"

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 PRINCIPALS IN AND OUT OF A PROGRAM FOR THE GIFTED AND
 COUNSELORS IN AND OUT OF A PROGRAM FOR THE GIFTED

Table X

Levels of Significance of the Differences between
 Counselors ($P \leq .05$) and the Category Concerned for Those
 Items that Yielded Significant Differences in and out of a
 Program for the Gifted, Section I.

Item	In Counselors		Out	
	P	Category	P	Category
1	.01	A	.01	D
2	.01	A		
4	.01	A	.01	D
6			.05	D
7	.02, .04	A, B		
8	.01	A	.01	D
9	.03	A	.03	C
10	.02	C	.01	D
13	.05	A	.05	C
15	.05	B	.05	D
18	.02	A	.03	D
19	.04, .01	A, B	.01	D
22	.02	A		
25	.01	A	.03	D
26	.01	A		

Table XI

Levels of Significance of the Differences between
 Counselors ($P \leq .05$) and the Category Concerned for Those
 Items that Yielded Significant Differences in and out of a
 Program for the Gifted, Section III.

Item	In		Out	
	P	Category	P	Category
4	.01	D		
7	.02	B	.05	A
9	.02	B		
22	.02	B	.05	A

The response was Category D which indicated that he should not be a participant. This response coincided with the findings in Table IX wherein the Principals shared the same opinion. The only possible explanation seemed to have been that the Counselors' role had been determined by school policy.

Conant¹⁵ would have the Counselor assist in the scheduling of courses. However, he also said that "the framework in which the counselor operates depends upon school policy." It has not been the task of the writer to say whether such policies have been right or wrong, especially when such policies run contrary to the literature.

Item 7 was as follows:

"How should the counselor function in the planning of the Advanced Placement Program in your school?"

The response was Category B where the Counselor should function as a consultant. Referring to the results of the Advanced Placement Program, Daane¹⁶ has written:

15 Conant, op. cit., p. 45.

16 Calvin J. Daane, "College Information for Superior and Talented Students", Working with Superior Students: Theories and Practices, Chicago, Science Research Associates, 1960, p. 197.

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COUNSELORS IN AND OUT OF A PROGRAM FOR THE GIFTED

There are many of these experimental programs (Early Admissions Plan), and they vary in offerings and procedures. The counselor will need to scan publications and keep in touch with colleges in order to keep informed in a rapidly changing and experimental field. New programs open continually, and it is difficult to find descriptions that are current and accurate.

The implication is that the Counselor should have a definite role in working with the Advanced Placement Program.

Item 9 was as follows:

How should the counselor function when the necessity arises that a student be changed from the gifted section because of low or inadequate achievement?

The response was Category B indicating that the Counselor should function as a consultant.

Conant¹⁷ has written that:

If the counselor becomes convinced that a student is having difficulty with one or the other subjects (mathematics or languages) he should then decide if the student in question is not academically talented.

Item 22 was as follows:

"How should the counselor function in the orientation program for teachers of gifted students?"

The response was Category B. As previously mentioned, the Counselor's role in the orientation program for teachers

17 Conant, op. cit., p. 59.

would appear to be more than that of a consultant, particularly as it's related to the gifted.¹⁸

3. Summary

a Table X

A favorable interpretation has been given since the findings supported the literature.

b Table XI

The writer has interpreted the results negatively since the literature has not supported the findings. Most assuredly a program for the gifted would have difficulty in survival if the Counselor only functioned as a consultant.

B Counselors out

1. Table X

The data revealed eleven significant differences. Since these Counselors were not in a program for the gifted they gave evidence of negative choices with reference to acceptable practices, as advocated by the literature.

¹⁸ National Education Association and the American Personnel and Guidance Association, op. cit., p. 56-57.

2. Table XI

In the Counselors' perception of their own role, among those who were not in a program for the gifted, two significances were found.

Item 7 was as follows:

"How should the counselor function in the planning of the Advanced Placement Program in your school?"

The response was Category A which indicated that the Counselor should participate actively. Reference has been cited on page eighty, supporting the role of the Counselor in the area of the Advanced Placement Program. This was in contra-distinction to the opinion given by Counselors in a program, Table X.

Item 22 was as follows:

"How should the counselor function in the orientation program for teachers of gifted students?"

The response was Category A whereby the Counselor was to be an active participant. Again, this was in contra-distinction to the opinion given by these Counselors in a program.

3. Summary

a Table X

Since no program was in operation it was to be expected that ideal practices would have been omitted.

b Table XI

The Counselors' perception, among those not in a program, indicated that they perceived their function to be that of an active participant. Such was in keeping with the literature. However, due to the dearth of significant differences, the writer could not infer a positive interpretation.

Counselors, who were in a program for the gifted, defined their role as that of a consultant. The writer was aware of the differences but the reasons for this difference would not have been a part of this study. However, many hypotheses could have been offered or at least assumed.

Since the Counselors were not in a program, perhaps their ideas or knowledge of their role have not been sufficiently crystalized.

SUMMARY AND CONCLUSIONS

1. Resume of Results

A Principals and Counselors in a Program

A negative interpretation has been given of the Principals' and Counselors' perception, through expressed opinion, in defining the role of the Counselor in a program for the gifted.

Among the Principals, the differences were not significant, with the exception of one.

Among the Counselors, their role was thought to be that of a consultant while the literature advocated their role to be that of a participant.

Accordingly, the sub-hypotheses that no significant differences between the Principals and Counselors in a program for the gifted, in defining the role of the Counselor, must be rejected in part and not rejected in part.

B Principals and Counselors out of a Program

A negative interpretation has also been given of the Principals' and Counselors' perception, through expressed opinion, in defining the role of the Counselor out of a program for the gifted.

Outside of a single exception, the differences were not significant relative to the Principals.

No significant differences were found relative to the Counselors.

Accordingly, the sub-hypotheses that no significant differences between the Principals and Counselors, out of a program for the gifted, in defining the role of the Counselor, must be rejected in part and not rejected in part.

C Principals in and out of a Program

A negative interpretation has been given of the Principals' perception, through expressed opinion, in defining the role of the Counselor in and out of a program for the gifted.

The Principals in a program allocated the Counselor's role to have been that of a non participant, which the literature has not supported.

The Principals out of a program indicated the opposite. They placed the role of the Counselor as an active participant in agreement with the literature.

Accordingly, the sub-hypotheses that no significant differences between Principals in and out of a program for the gifted, in defining the role of the Counselor, must be rejected in part and not rejected in part.

D Counselors in and out of a Program

A negative interpretation has been given of the Counselors' perception, through expressed opinion, in defining the role of the Counselor in and out of a program for the gifted.

The Counselors, in a program, advocated their own role to have been that of a consultant. The literature has not supported this concept.

The Counselors, out of a program, advocated their role to have been that of a participant. However, only two significances were found.

Accordingly, the sub-hypotheses that no significant differences between Counselors in and out of a program for the gifted, in defining the role of the Counselor, must be rejected in part and not rejected in part.

2. Presentation of Conclusions

Generally, the role of the Counselor, as perceived by Principals and Counselors, both in and out of a program for the gifted, was not defined, according to the literature.

Specifically the following distinctions have been made:

- A Principals and Counselors in a program for the gifted did not define the role of the Counselor.
- B Principals and Counselors out of a program for the gifted did not define the role of the Counselor.

- C Principals in a program did not define the Counselor's role while Principals out of a program did.
- D Counselors in a program did not define their role while Counselors out of a program did.

According to the rationale of this investigator, with support of the literature, the role of the Counselor, in an ideal manner, would consist in the selection of Category "A" for the twenty-two items in Section III of the questionnaire.

Therefore, the hypotheses, that the role of the Counselor, in and out of a program for the gifted, is not significantly different as perceived by Principals and Counselors may be generally upheld.

Specifically, this hypothesis must be rejected in part and not rejected in part.

3. Recommendations

The following recommendations, resulting from this study, have been presented in an effort to help strengthen programs for the gifted in Catholic secondary schools for boys in New York State:

- A That an established policy be put into effect for the adoption of specific and acceptable practices in a program for the gifted.
- B That a clarification be made of the role played by Principals and Counselors and that such be defined.
- C That schools begin a program of experimentation.
- D That schools intensify the training of their Counselors on a professional level.
- E That a special committee, representing a program for the gifted, be established which would represent the administration, the counseling staff and the teaching staff.
- F That evaluation and follow-up be initiated.

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This study was based upon the Merit Scholarship Winners of the National Merit Scholarship Program. The writer surveyed Principals and student winners to determine the provisions or lack of such in schools from which these pupils came.

Bureau of Secondary Curriculum Development, 56 Practices for the Gifted, Albany, New York, University of the State of New York, State Education Department, 1958, 129 p.

This bulletin has been written to help schools re-evaluate their programs and to stimulate the quality of instruction given to talented students. The bibliography is extensive for individual subject areas.

Campbell, Philip A., "Special Classes for the Gifted? - Yes!", The Catholic Educator, Vol. 31, No. 2, October 1960, p. 140, 144-46, 154, 156.

The education of the gifted student has been defended by the writer. A history and rationale for educating the exceptional student is clearly presented. The method of acceleration has been vigorously opposed.

Cassian, Brother, F.S.C., "Educating Gifted Youth", The Catholic School Journal, Vol. 55, No. 10, December 1955, p. 329-31.

Basic and fundamental approaches for establishing a program for the gifted are offered. Of special interest is the section on Religion and the gifted student.

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A series of papers constitute the core of this work. The results of valuable and effective research have pointed out the necessity of doing something constructive for the talented student. Those interested in working with the talented should be familiar with this source.

Committee of the Board of School Commissioners, The Superior Child in the Baltimore Public Schools, Baltimore, Maryland, The Committee, 1953, 29 p.

An investigation into the practices being employed and suggested recommendations for future improvement.

Conant, James B., The American High School Today, New York, McGraw-Hill, 1959, xiii-140 p.

This work has been labeled as controversial by many educators because it recommends and endorses change. Basically it is a report on the American Comprehensive High School. In application, Conant's twenty-one Recommendations cannot be ignored.

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The author has offered suggestions in setting up a program for able and talented students. Valuable aids have been offered to the administrator, the teacher and the counselor. This work is concise, clear, and practical. The checklist of Evaluative Criteria is both interesting and valuable for all who work or are interested in assisting Academically Talented young people.

Hynes, Harry G., "Special Classes for the Gifted?—No!", The Catholic Educator, Vol. 31, No. 2, October 1960, p. 141-44.

Special classes for the gifted are not advocated on the elementary level but are recommended on the secondary. Heterogeneous grouping on the elementary level seems preferable. Enrichment is highly endorsed.

Laycock, Samuel R., "Counseling Parents of Gifted Children", Exceptional Children, Vol. 23, No. 3, December 1956, p. 108-10.

Basic assumptions are offered in counseling parents of gifted children. Stress is given to the needs of these young people with emphasis placed on the counselor's role.

McRothney, John W., and Norbert E. Koopman, "Guidance of the Gifted", National Society for the Study of Education, Part II, 57th Yearbook, University of Chicago, 1958, p. 347-61.

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Moreau, George H., O.M.I., "Programs for the Gifted", The Catholic High School Quarterly, National Catholic Educational Association, Washington, D. C., Vol. 17, No. 2, July 1959, p. 1-9.
Practical suggestions have been offered to administrators and guidance personnel in initiating programs for the gifted.

The National Association of Secondary-School Principals, "Part I-Description of Programs", The Bulletin of the National Association of Secondary-School Principals, Vol. 42, No. 242, December 1958, p. 1-87.

The philosophy, history, development and application of The Advanced Placement Program has been succinctly presented herein. This is an excellent resource unit for experienced Counselor as well as the uninitiated.

National Education Association, The Identification and Education of the Academically Talented Student in the American Secondary School, Washington, D. C., The Association, February 1958, 160 p.

This work is the result of the February, 1958 Conference pertaining to the Academically Talented wherein some two hundred outstanding educators and laymen made their contributions. This Report is concerned with the areas of Identification, Cultural Attitudes, Development of Goals, Programs, Curriculum Development and Professional Concerns.

The National Education Association and the American Personnel and Guidance Association, Guidance for the Academically Talented Student, Washington, D. C., The Associations, 1961, 144 p.

This publication is concerned with principles of guidance for the Academically Talented. Areas of Identification, Motivation, Educational Provisions, Counseling and Research constitute the body of this work. School Counselors on the Secondary level should be acquainted with this source.

The National Education Association and the National Association of Secondary-School Principals, Administration Procedures and School Practices for the Academically Talented, Washington, D. C., The Associations, 1960, 223 p.

In essence, this contribution will be invaluable for a school Principal who would like to have a source readily available as he develops a program for the Academically Talented. Practices of individual schools has been cited. Of special interest is the excellent and lengthy bibliography contained herein.

Price, Jack, "How a School System Can Avoid an Advanced Placement Program", The Clearing House, Vol. 34, No. 8, April 1960, p. 465-66.

Suggested practices for small secondary schools in an effort to obtain equivalent results as those produced by the Advanced Placement Program.

Pritchard, Miriam, "Total School Planning for the Gifted Child", Exceptional Children, Vol. 18, No. 6, March 1952, p. 174-80.

Nine basic principles of a program for the gifted are outlined. Working with parents, in-service teacher education, record keeping and curriculum are noted.

Shertzer, Bruce, (Editor), Working with Superior Students: Theories and Practices, Chicago, Science Research Associates, 1960, xiii-370 p.

Herein are represented different points of view, relevant research and practices for the able student presently in operation on the part of an administrator and counselor representing one hundred schools. This book is current, written for a wide variety of readers and embraces the varied and multiple areas of working with gifted students. It contains an excellent bibliography.

Strittmatter, Lawrence R., "Advanced-Standing Course", The Catholic School Journal, Vol. 60, No. 3, March 1960, p. 19-20.

The writer has outlined the procedures used in his own school in inaugurating the Advanced Placement Program.

Teachers' Committee, Group A., "Guiding Your Gifted, A Handbook for Teachers, Administrators and Parents", The Philadelphia Suburban School Study Council, School of Education of Pennsylvania, 1954, 111-89 p.

This work is the result of a five year study, beginning in 1948, of investigating a suitable program for the education of the gifted. It's orientation to the elementary school classroom teacher is the strong point of this study.

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The problem of how to cope with increasing numbers in our schools without sacrificing quality of education is the core of this work. Administrators and counselors will find many challenging and stimulating explorations herein. It's concerned with the evolution of the modern secondary school.

Witty, Paul, "The Gifted Child, What is Special about Special Education?", Exceptional Children, Vol. 19, No. 7, April 1953, p. 255-56.

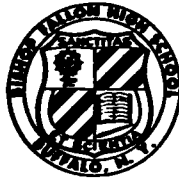
The definition, philosophy, identification, curriculum and needs of educating the gifted have been outlined. A general survey with stress on the importance of this phase of special education is offered to the reader.

Woolcock, Cyril W., "Changes in Education for the Gifted", The University of the State of New York Bulletin to the Schools, Vol. 46, No. 2, October 1959, p. 65-68.

A report on the author's visit to ninety-four schools or school districts in New York State and a study of over two hundred school reports about the gifted in these schools. It notes changes and trends.

Zapoleon, Marguerite W., The Identification of Those with Talent for Science and Engineering and Their Guidance in the Elementary and Secondary Schools, Washington, D. C., The President's Committee on Scientists and Engineers, United States Government, 1956, 57 p.

A review of available literature to establish standards in assisting students with science and mathematics aptitudes. An excellent and extensive bibliography is found within. Stress has been given to guidance on the elementary and Junior High levels.



Bishop Fallon High School

OBLATE FATHERS

1238 Main Street

Buffalo 9, New York

Rev. George H. Moreau, O.M.I.
Guidance Director

Dear Principal:

With the passing of each day we seem to hear and read more about the gifted student on the secondary level. Principals and their staffs are becoming more conscious of the exceptional student. Many of our Catholic secondary schools have initiated special programs for the gifted in an effort to help their bright pupils. Unfortunately, very little research has been undertaken in our school system. If more studies were made, perhaps our programs for the gifted would improve. As a priest-educator it is my conviction that our Principals and Guidance Counselors could make a substantial contribution for the advancement of special education.

In accord with these convictions I am turning to you, the Principal, for your assistance. With your experience, background and training I am sure your response would be respected as well as followed. I feel, moreover, that you would be interested in the research I am undertaking to define the role of the counselor in programs for the gifted. Such a definition would not only assist your school but would further the progress of programs for the gifted in our Catholic schools of New York State.

Although the enclosed questionnaire is lengthy, every effort has been made to present the enclosed in such a fashion that very little time will be taken from your busy schedule. Would you be kind enough to complete this study which is intended for the Principal, whether you have a program for the gifted or not? Also, please have your Guidance Counselor complete his questionnaire, independently, for the value of the study, whether you have a program for the gifted or not. The copy in pink is for you, the Principal. The copy in blue is for your Guidance Counselor. Each of you is requested to make separate returns. If more than one counselor functions in your school, please have the Director answer the questionnaire.

The Principal is asked to return the counselor's questionnaire provided no counselor functions in his school. You are requested to return both your own and the Guidance Counselor's questionnaires if your school is *co-educational*.

Each questionnaire has a code number which is known only to me. This will allow me to contact an individual school should the necessity arise. Be assured that the returned information will remain strictly confidential under all circumstances.

With my experience as President of the Western New York Catholic Guidance Council and responsible participation in the New York State Association of Deans and Guidance Personnel, New York State Counselors Association, Western New York Personnel and Guidance Association and Catholics in APGA, I feel strongly that this study will influence the role of the counselor in programs for the gifted as found in Catholic Boys High Schools of New York State.

May I enlist your cooperation in asking that the enclosed questionnaires be returned as soon as possible? Self addressed, stamped envelopes have been enclosed. Thank you very much for your cooperation.

Yours in JC and MI,

Rev. George H. Moreau, O.M.I.
Rev. George H. Moreau, O.M.I.

**THE ROLE OF THE COUNSELOR IN PROGRAMS FOR THE GIFTED
IN CATHOLIC BOYS HIGH SCHOOLS OF NEW YORK STATE**

This questionnaire is being sent to PRINCIPALS of Catholic Boys High Schools of New York State to determine the role of the counselor in programs for the gifted.

P L E A S E N O T E

If a program for the gifted *does exist* in your school, please reply in all three Sections, I, II, and III.

If a program for the gifted *does not exist* in your school, please reply in Section I (answering in terms of how you think the practice would function if it did exist in your school) and *also*, Section III.

CHECK ONE

- () A program for the gifted does exist in our school – reply in Sections I, II, and III.
() A program for the gifted does not exist in our school – reply in Sections I and III.

DEFINITION OF TERMS

Program for the gifted:– Any organized system of education for gifted students of 120 IQ and higher, taught by one or more teachers, with the approval of the principal.

Guidance counselor:– One who assists students in a school on an organized and professional basis within the framework of educational, vocational, personal or moral guidance, with the approval of the principal.

SECTION I

Please check only one of the four which best applies to your program.

1. Has your school developed a policy for the gifted?
 - (a) Yes, it is followed 100% of the time ()
 - (b) Yes, it is followed about 50% of the time. ()
 - (c) The policy has been developed but it is not followed. ()
 - (d) Our school has no such policy for the gifted. ()

2. Does your school have a trained counselor who functions in the capacity at least half of the school day (here we refer to one who has been trained professionally in guidance or psychology)?
 - (a) Yes, our counselor performs guidance duties at least half of the school day. ()
 - (b) No, our counselor does not perform guidance duties at least half of the school day. ()
 - (c) We have a professionally trained guidance counselor but he does not perform guidance duties in our school. ()
 - (d) We have no one professionally trained in the field of guidance. ()

3. Does the school budget include provisions for the gifted in your school?
 - (a) Our school budget includes special provisions for the gifted and it is used in its entirety for such a purpose. ()
 - (b) Our school has a special budget for the gifted but only 50% of it is used for this purpose ()
 - (c) Our school has a special budget for the gifted but it is not used. ()
 - (d) We have no special budget for the gifted. ()

4. Is special equipment available for use in teaching the gifted?
 - (a) Yes, it is available and is used 100% of the time, when needed. ()
 - (b) It is available but used about 50% of the time, when needed. ()
 - (c) It is available but not used. ()
 - (d) No special equipment is available. ()

5. Is the system of marking used for evaluating the achievement of the gifted different from that used with other students? ()
- (a) Yes, the passing mark of gifted students is 85% or better. ()
 - (b) Yes, but differs from the above. ()
 - (c) Yes, but the system fluctuates and the policy is not a standard one. ()
 - (d) No, all students are marked according to the same system. ()
6. Is there special articulation between the elementary and high school to avoid overlapping or the creation of gaps in the educational program for the gifted? ()
- (a) Yes, such special articulation for the gifted is a deliberate, well planned part of our school program. ()
 - (b) Yes, however it is not effected in an organized manner. ()
 - (c) No, however articulation is general and applies to all equally. ()
 - (d) No special articulation exists whatsoever nor is there a regular program of articulation. ()
7. Is there special articulation between the high school and colleges with special reference to the gifted? ()
- (a) Yes, such special articulation between the high school and the college is a deliberate, well planned part of our school program. ()
 - (b) Yes, however it is not effected in an organized manner. ()
 - (c) No, however articulation is general and applies to all equally. ()
 - (d) No special or regular program of articulation exists whatsoever. ()
8. Does the school participate in the College Entrance Examination Advanced Placement Program? ()
- (a) The school has a formal, organized class, with a trained teacher who prepares such students. ()
 - (b) The school has an informal class with a trained teacher. ()
 - (c) The students prepare themselves for the Advanced Placement Program without a teacher. ()
 - (d) The school does not participate in the Advanced Placement Program. ()
9. Have provisions been made in your school for the identification of the gifted? ()
- (a) Provisions on an organized basis of the principal, counselor and teacher relationship exists. ()
 - (b) Identification is made by the principal. ()
 - (c) Identification is unorganized, accidental. ()
 - (d) No identification is made. ()
10. Do your gifted students attend summer sessions in programs for the gifted? ()
- (a) Yes, such classes are held in our own system. ()
 - (b) Yes, such classes are held in the public school system. ()
 - (c) Yes, the class is held on a college campus. ()
 - (d) No, they do not. ()
11. Are gifted students exempt from final examinations? ()
- (a) Yes, if they attain a predetermined mark. ()
 - (b) Exempt automatically. ()
 - (c) Exempt by teacher recommendation only. ()
 - (d) They are not exempt. ()
12. Does the school call in specialists in which gifted students are often interested (engineers, etc.)? ()
- (a) Outside specialists are a part of our school program and they visit during school hours. ()
 - (b) Outside specialists are a part of our school program but they visit after school hours. ()
 - (c) Gifted students must seek our specialists themselves as their own responsibility. ()
 - (d) No program exists. ()

13. Are gifted students encourages to assist other learners?
- (a) Yes, such gifted students are looked upon as an integral part of the program and they operate on a scheduled basis. ()
 - (b) These gifted students only assist students who are failing. ()
 - (c) The contribution by gifted students toward other learners is voluntary and operates in an informal setting and not scheduled by the principal. ()
 - (d) No, they do not assist other learners. ()
14. Are gifted students excused from courses required of other students?
- (a) Yes. ()
 - (b) Yes, provided they have scored sufficiently high on an achievement test which measures the area of this subject. ()
 - (c) If they study the subject privately. However they must take the examination. ()
 - (d) No. ()
15. How are the gifted students grouped?
- (a) They are grouped together for each subject. ()
 - (b) Gifted students are totally grouped for everything such as classes, gymnasium, laboratory work, etc. ()
 - (c) Gifted students are grouped for certain courses according to their aptitudes. ()
 - (d) No special grouping exists. ()
16. How does enrichment for gifted students take place?
- (a) Classroom teachers divide their classes into smaller units. ()
 - (b) Enrichment for the gifted is stimulated on an individual basis. ()
 - (c) Enrichment for the gifted functions outside the classroom, after school. ()
 - (d) No enrichment takes place for the gifted. ()
17. Do teachers devote more time to the less able than to the gifted?
- (a) Yes, the less able receive more time from teachers. ()
 - (b) Yes, but in individual cases only. ()
 - (c) The same amount of time is given to all. ()
 - (d) No, they do not. ()
18. Do teachers devote more time to the gifted than to the other students?
- (a) Yes. ()
 - (b) The same amount of time is given to all. ()
 - (c) Yes, but in individual cases only. ()
 - (d) No, they do not. ()
19. Are gifted students assigned teachers with special training which training is not usually found in teachers of average students?
- (a) Yes, gifted students are under the supervision of all specially trained teachers. ()
 - (b) Gifted students are under the supervision of some specially trained teachers. ()
 - (c) Gifted students are under the supervision of one specially trained teacher. ()
 - (d) Gifted students are under no teacher who has been trained to teach the gifted. ()
20. Are gifted students encouraged to do independent research and study in the laboratories?
- (a) Yes, they do independent research frequently (frequently refers to at least twice a week). ()
 - (b) Yes, however the students seldom do independent research (seldom refers to at least twice a month). ()
 - (c) The students are encouraged, but fail, to do independent research. ()
 - (d) No, they are not encouraged to do independent study and research. ()

21. Are gifted students encouraged to do independent research and study in the library? ()
- (a) Yes, they do independent research frequently (frequently refers to at least twice a week). ()
 - (b) Yes, however the students seldom do independent research (seldom refers to at least twice a month). ()
 - (c) The students are encouraged but fail to do independent research. ()
 - (d) No, they are not encouraged to do independent study and research in the library. ()
22. Are special seminar groups available for the gifted? ()
- (a) Special seminar groups operate as part of the program for the gifted. ()
 - (b) These groups meet on an informal basis but not too frequently (vg – once a semester). ()
 - (c) These groups meet on an informal basis but frequently (vg – at least once a week). ()
 - (d) No special seminar groups are available. ()
23. Are gifted students given opportunities to serve as assistants in the laboratory? ()
- (a) Yes, they assist the teacher as part of the school program. ()
 - (b) Yes, but only when the student asks if he may assist. ()
 - (c) Yes, but this participation is not creative (vg – he does not set up the lab nor does he take charge of the materials). ()
 - (d) No, they do not. ()
24. Are gifted students permitted to complete their high school work in less than the usual number of years? ()
- (a) Yes, the administration is enthusiastic toward this. ()
 - (b) Yes, however the administration only permits it. ()
 - (c) Yes, but the administration only tolerates this. ()
 - (d) No. ()
25. Are gifted students given homework different from that given other students? ()
- (a) Yes, their assignments are different in both quantity and quality. ()
 - (b) Yes, but their assignments differ only in the quantity. ()
 - (c) Yes, but their assignments differ only in quality. ()
 - (d) No. ()
26. Are gifted students provided with a wider variety of reading materials than that provided for less able students? ()
- (a) Yes, classroom teachers refer students to a special section of the library for gifted students as part of the school program. ()
 - (b) Yes, classroom teachers recommend the gifted to a special section on a voluntary basis. ()
 - (c) The student uses special readings on his own initiative. ()
 - (d) No, they are not. ()
27. Are teachers of the gifted given additional time to prepare for the teaching of the gifted? ()
- (a) They carry fewer teaching hours and have adequate time. ()
 - (b) They have fewer teaching hours but additional study hall assignments or other duties. ()
 - (c) They have a greater teaching load than regular classroom teachers. ()
 - (d) No additional time is given to these teachers of the gifted to prepare for their classes. ()
28. Is there a special in-service program for teachers of the gifted? ()
- (a) A special in-service program for teachers of the gifted is held each year before school begins. ()
 - (b) A special in-service program for teachers of the gifted is given with regularity (vg – at least twice a month, each month). ()
 - (c) An in-service program for the teaching of the gifted is on a voluntary, informal and unorganized basis. ()
 - (d) No. ()

29. Are teachers of the gifted provided with special consultant services?

- (a) Yes, special consultants come to the school with regularity (vg – at least twice a month). ()
- (b) Yes, special consultants come to the school on occasion (vg – at least once every six months). ()
- (c) Special consultants are available but the teacher must take the initiative and visit the consultant. ()
- (d) No. ()

SECTION II

DIRECTIONS: Please reply ONLY if a program for the gifted exists in your school.

Rate the practice in terms of how successful you are finding the practice to be in your high school.

Circle "A" – if very successful (75-100% of the time).

Circle "B" – if moderately successful (about 50% of the time).

Circle "C" – if successful to only a limited degree (about 25% of the time).

Circle "D" – if unsuccessful.

PLEASE NOTE

If one or more of the following practices do not exist in your school situation please do not circle any of the letters A, B, C, or D.

- A B C D 1. How successful has your policy for the gifted been?
- A B C D 2. How successful has your counselor been in the program for the gifted?
- A B C D 3. How successful has your school budget been in its provisions for the gifted?
- A B C D 4. How successful has your special equipment been in the teaching of the gifted?
- A B C D 5. How successful has the system of marking been which is used for evaluating the achievement of the gifted but which is different from that used with other students?
- A B C D 6. How successful is the special articulation between the elementary and high school which avoids overlapping or the creation of gaps in the educational program for the gifted?
- A B C D 7. How successful is the special articulation between the high school and colleges with special reference to the gifted?
- A B C D 8. How successful is the school's participation in the College Entrance Examination Advanced Placement Program?
- A B C D 9. How successful have been the provisions which were made in your school for the identification of the gifted?
- A B C D 10. How successful have your gifted students been who attend summer sessions in programs for the gifted?
- A B C D 11. How successful has the policy been of exempting students from final examinations?
- A B C D 12. How successful has the program been of calling in specialists in whom gifted students are often interested (engineers, etc.)?

- A B C D 13. How successful have gifted students been in assisting other learners?
- A B C D 14. How successful have gifted students been who are excused from courses required of other students?
- A B C D 15. How successful has your method of grouping gifted students been?
- A B C D 16. How successful has your program of enrichment for gifted students been?
- A B C D 17. How successful has your program for the gifted been when teachers devote more time to the less able than to the gifted? (With the assumption that such a philosophy serves in the greater interest of the student body as a whole.)
- A B C D 18. How successful has your program been of teachers who devote more time to the gifted than to other students?
- A B C D 19. How successful have teachers with special training been which training is not usually found in teachers of average students?
- A B C D 20. How successful has your program been of encouraging gifted students to do independent research and study in the laboratories?
- A B C D 21. How successful has your program been of encouraging gifted students to do independent research and study in the library?
- A B C D 22. How successful are your special seminar groups which are available to the gifted?
- A B C D 23. How successful has your program been in giving gifted students the opportunity to serve as assistants in the laboratory?
- A B C D 24. How successful has your program been of permitting gifted students to complete their high school work in less than the usual number of years? (Students who begin the program but do not finish must be considered in this evaluation of success.)
- A B C D 25. How successful has your program been of giving homework to the gifted that is different from that given to other students?
- A B C D 26. How successful has your program been in providing a wider variety of reading materials than that provided for less able students?
- A B C D 27. How successful has your program been in giving teachers of the gifted additional time to prepare for the teaching of the gifted?
- A B C D 28. How successful has your program been in providing a special in-service program for teachers of the gifted?
- A B C D 29. How successful has your program been in providing teachers of the gifted with special consultant services?

SECTION III

The PRINCIPAL is asked to respond to each of the following questions which are concerned with the role and degree of participation by the *counselor* in programs for the gifted.

DIRECTIONS: If a program for the gifted exists within your school please reply in Column I. If such a program does not exist, please respond in Column II, indicating how you think the counselor should function if such a program did exist.

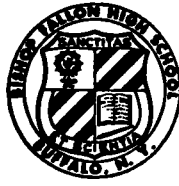
Circle "A" – if the counselor should actively participate with the principal, assistant principal, and/or curriculum coordinator.

Circle "B" – if the counselor should function only as a consultant.

Circle "C" – if the counselor alone should be responsible.

Circle "D" – if the counselor should not participate in the practice or if you feel this is definitely not a part of his function.

COLUMN I						COLUMN II				
A	B	C	D	1.	How should the counselor function in the development of a policy in programs for the gifted in your school?	A	B	C	D	
A	B	C	D	2.	How should the counselor function in determining the scope and degree of the counseling and guidance program for the gifted in your school?	A	B	C	D	
A	B	C	D	3.	How should the counselor function in the identification of the gifted in your school?	A	B	C	D	
A	B	C	D	4.	How should the counselor function in the scheduling of courses for the gifted?	A	B	C	D	
A	B	C	D	5.	How should the counselor function in the development of an enriched program for the gifted in your school?	A	B	C	D	
A	B	C	D	6.	How should the counselor function in the selection of special materials used by classroom teachers in programs for the gifted in your school?	A	B	C	D	
A	B	C	D	7.	How should the counselor function in the planning of the Advanced Placement Program in your school?	A	B	C	D	
A	B	C	D	8.	How should the counselor function in assisting parents of the gifted in your school?	A	B	C	D	
A	B	C	D	9.	How should the counselor function when the necessity arises that a student be changed from the gifted section because of low or inadequate achievement?	A	B	C	D	
A	B	C	D	10.	How should the counselor function in interpreting the program for the gifted to the faculty in your school?	A	B	C	D	
A	B	C	D	11.	How should the counselor function in reporting the progress of gifted students?	A	B	C	D	



Bishop Fallon High School

OBLATE FATHERS

1238 Main Street

Buffalo 9, New York

Rev. George H. Moreau, O.M.I.
Guidance Director

Dear Fellow Counselor:

Our guidance journals and newsletters are constantly reporting on the gifted student. So much has been written on the relationship of the exceptional student to the principal, teachers, administrators, and curriculum planning. One urgent need, which needs to be explored, especially in Catholic education, is the role of the counselor in programs for the gifted. So little has been done in this area.

As a priest-counselor, I firmly believe that your response to the enclosed questionnaire can be of inestimable value. As we know, the counselor plays a vital part in this special phase of education. It is unfortunate that our position, to date, has been a confused and inaccurate one. If programs for the gifted are to progress and prosper, clarification of the counselor's role is absolutely necessary. I feel certain that you will be interested in the results of this study.

The enclosed questionnaire is indeed very lengthy. However, every effort has been made to make it practical in order that you, the counselor, will take but a few moments from a busy schedule. Would you be kind enough to complete the enclosed whether you have a program for the gifted or not? In the letter to your Principal I did request that the questionnaires be completed independently, for the value of the study. The copy in pink is for the Principal and the one in blue is for you, the counselor. Please make separate returns.

Each questionnaire has a code number which is known only to me. This will allow me to contact an individual school should the necessity arise. Be assured that the returned information will remain strictly confidential under all circumstances.

With my experience as President of the Western New York Catholic Guidance Council and responsible participation in the New York State Association of Deans and Guidance Personnel, New York State Counselors Association, Western New York Personnel and Guidance Association and Catholics in APGA, I feel strongly that this study will influence the role of the counselor in programs for the gifted as found in Catholic Boys High Schools of New York State.

As a fellow priest-counselor may I enlist your cooperation in asking that the enclosed questionnaire be returned as soon as possible? A self addressed, stamped envelope is enclosed. Thank you very much for your cooperation.

Yours in JC and MI

Rev. George H. Moreau, O.M.I.
Rev. George H. Moreau, O.M.I.

**THE ROLE OF THE COUNSELOR IN PROGRAMS FOR THE GIFTED
IN CATHOLIC BOYS HIGH SCHOOLS OF NEW YORK STATE**

This questionnaire is being sent to COUNSELORS of Catholic Boys High Schools of New York State to determine the *role of the counselor* in programs for the gifted.

PLEASE NOTE

If a program for the gifted *does exist* in your school, please reply in all three Sections, I, II, and III.

If a program for the gifted *does not exist* in your school, please reply in Section I (answering in terms of how you think the practice would function if it did exist in your school) and *also*, Section III.

CHECK ONE

() A program for the gifted does exist in our school – reply in Sections I, II, and III.

() A program for the gifted does not exist in our school – reply in Sections I and III.

DEFINITION OF TERMS

Program for the gifted:— Any organized system of education for gifted students of 120 IQ and higher, taught by one or more teachers, with the approval of the principal.

Guidance counselor:— One who assists students in a school on an organized and professional basis within the framework of educational, vocational, personal or moral guidance, with the approval of the principal.

SECTION I

Please check only one of the four which best applies to your program.

1. Has your school developed a policy for the gifted?

- (a) Yes, it is followed 100% of the time ()
- (b) Yes, it is followed about 50% of the time. ()
- (c) The policy has been developed but it is not followed. ()
- (d) Our school has no such policy for the gifted. ()

2. Are you a trained counselor who functions in the capacity at least half of the school day (here we refer to one who has been trained professionally in guidance or psychology)?

- (a) Yes, I do perform guidance duties at least half of the school day. ()
- (b) No, I do not perform guidance duties at least half of the school day. ()
- (c) I am a professionally trained guidance counselor but I do not perform guidance duties in our school. ()

3. Does the school budget include provisions for the gifted in your school?

- (a) Our school budget includes special provisions for the gifted and it is used in its entirety for such a purpose. ()
- (b) Our school has a special budget for the gifted but only 50% of it is used for this purpose ()
- (c) Our school has a special budget for the gifted but it is not used. ()
- (d) We have no special budget for the gifted. ()

4. Is special equipment available for use in teaching the gifted?

- (a) Yes, it is available and is used 100% of the time, when needed. ()
- (b) It is available but used about 50% of the time, when needed. ()
- (c) It is available but not used. ()
- (d) No special equipment is available. ()

5. Is the system of marking used for evaluating the achievement of the gifted different from that used with other students? ()
- (a) Yes, the passing mark of gifted students is 85% or better. ()
 - (b) Yes, but differs from the above. ()
 - (c) Yes, but the system fluctuates and the policy is not a standard one. ()
 - (d) No, all students are marked according to the same system. ()
6. Is there special articulation between the elementary and high school to avoid overlapping or the creation of gaps in the educational program for the gifted? ()
- (a) Yes, such special articulation for the gifted is a deliberate, well planned part of our school program. ()
 - (b) Yes, however it is not effected in an organized manner. ()
 - (c) No, however articulation is general and applies to all equally. ()
 - (d) No special articulation exists whatsoever nor is there a regular program of articulation. ()
7. Is there special articulation between the high school and colleges with special reference to the gifted? ()
- (a) Yes, such special articulation between the high school and the college is a deliberate, well planned part of our school program. ()
 - (b) Yes, however it is not effected in an organized manner. ()
 - (c) No, however articulation is general and applies to all equally. ()
 - (d) No special or regular program of articulation exists whatsoever. ()
8. Does the school participate in the College Entrance Examination Advanced Placement Program? ()
- (a) The school has a formal, organized class, with a trained teacher who prepares such students. ()
 - (b) The school has an informal class with a trained teacher. ()
 - (c) The students prepare themselves for the Advanced Placement Program without a teacher. ()
 - (d) The school does not participate in the Advanced Placement Program. ()
9. Have provisions been made in your school for the identification of the gifted? ()
- (a) Provisions on an organized basis of the principal, counselor and teacher relationship exists. ()
 - (b) Identification is made by the principal. ()
 - (c) Identification is unorganized, accidental. ()
 - (d) No identification is made. ()
10. Do your gifted students attend summer sessions in programs for the gifted? ()
- (a) Yes, such classes are held in our own system. ()
 - (b) Yes, such classes are held in the public school system. ()
 - (c) Yes, the class is held on a college campus. ()
 - (d) No, they do not. ()
11. Are gifted students exempt from final examinations? ()
- (a) Yes, if they attain a predetermined mark. ()
 - (b) Exempt automatically. ()
 - (c) Exempt by teacher recommendation only. ()
 - (d) They are not exempt. ()
12. Does the school call in specialists in which gifted students are often interested (engineers, etc.)? ()
- (a) Outside specialists are a part of our school program and they visit during school hours. ()
 - (b) Outside specialists are a part of our school program but they visit after school hours. ()
 - (c) Gifted students must seek our specialists themselves as their own responsibility. ()
 - (d) No program exists. ()

13. Are gifted students encourages to assist other learners?

- (a) Yes, such gifted students are looked upon as an integral part of the program and they operate on a scheduled basis. ()
- (b) These gifted students only assist students who are failing. ()
- (c) The contribution by gifted students toward other learners is voluntary and operates in an informal setting and not scheduled by the principal. ()
- (d) No, they do not assist other learners. ()

14. Are gifted students excused from courses required of other students?

- (a) Yes. ()
- (b) Yes, provided they have scored sufficiently high on an achievement test which measures the area of this subject. ()
- (c) If they study the subject privately. However they must take the examination. ()
- (d) No. ()

15. How are the gifted students grouped?

- (a) They are grouped together for each subject. ()
- (b) Gifted students are totally grouped for everything such as classes, gymnasium, laboratory work, etc. ()
- (c) Gifted students are grouped for certain courses according to their aptitudes. ()
- (d) No special grouping exists. ()

16. How does enrichment for gifted students take place?

- (a) Classroom teachers divide their classes into smaller units. ()
- (b) Enrichment for the gifted is stimulated on an individual basis. ()
- (c) Enrichment for the gifted functions outside the classroom, after school. ()
- (d) No enrichment takes place for the gifted. ()

17. Do teachers devote more time to the less able than to the gifted?

- (a) Yes, the less able receive more time from teachers. ()
- (b) Yes, but in individual cases only. ()
- (c) The same amount of time is given to all. ()
- (d) No, they do not. ()

18. Do teachers devote more time to the gifted than to the other students?

- (a) Yes. ()
- (b) The same amount of time is given to all. ()
- (c) Yes, but in individual cases only. ()
- (d) No, they do not. ()

19. Are gifted students assigned teachers with special training which training is not usually found in teachers of average students?

- (a) Yes, gifted students are under the supervision of all specially trained teachers. ()
- (b) Gifted students are under the supervision of some specially trained teachers. ()
- (c) Gifted students are under the supervision of one specially trained teacher. ()
- (d) Gifted students are under no teacher who has been trained to teach the gifted. ()

20. Are gifted students encouraged to do independent research and study in the laboratories?

- (a) Yes, they do independent research frequently (frequently refers to at least twice a week). ()
- (b) Yes, however the students seldom do independent research (seldom refers to at least twice a month). ()
- (c) The students are encouraged, but fail, to do independent research. ()
- (d) No, they are not encouraged to do independent study and research. ()

21. Are gifted students encouraged to do independent research and study in the library? ()
- (a) Yes, they do independent research frequently (frequently refers to at least twice a week). ()
 - (b) Yes, however the students seldom do independent research (seldom refers to at least twice a month). ()
 - (c) The students are encouraged but fail to do independent research. ()
 - (d) No, they are not encouraged to do independent study and research in the library. ()
22. Are special seminar groups available for the gifted? ()
- (a) Special seminar groups operate as part of the program for the gifted. ()
 - (b) These groups meet on an informal basis but not too frequently (vg – once a semester). ()
 - (c) These groups meet on an informal basis but frequently (vg – at least once a week). ()
 - (d) No special seminar groups are available. ()
23. Are gifted students given opportunities to serve as assistants in the laboratory? ()
- (a) Yes, they assist the teacher as part of the school program. ()
 - (b) Yes, but only when the student asks if he may assist. ()
 - (c) Yes, but this participation is not creative (vg – he does not set up the lab nor does he take charge of the materials). ()
 - (d) No, they do not. ()
24. Are gifted students permitted to complete their high school work in less than the usual number of years? ()
- (a) Yes, the administration is enthusiastic toward this. ()
 - (b) Yes, however the administration only permits it. ()
 - (c) Yes, but the administration only tolerates this. ()
 - (d) No. ()
25. Are gifted students given homework different from that given other students? ()
- (a) Yes, their assignments are different in both quantity and quality. ()
 - (b) Yes, but their assignments differ only in the quantity. ()
 - (c) Yes, but their assignments differ only in quality. ()
 - (d) No. ()
26. Are gifted students provided with a wider variety of reading materials than that provided for less able students? ()
- (a) Yes, classroom teachers refer students to a special section of the library for gifted students as part of the school program. ()
 - (b) Yes, classroom teachers recommend the gifted to a special section on a voluntary basis. ()
 - (c) The student uses special readings on his own initiative. ()
 - (d) No, they are not. ()
27. Are teachers of the gifted given additional time to prepare for the teaching of the gifted? ()
- (a) They carry fewer teaching hours and have adequate time. ()
 - (b) They have fewer teaching hours but additional study hall assignments or other duties. ()
 - (c) They have a greater teaching load than regular classroom teachers. ()
 - (d) No additional time is given to these teachers of the gifted to prepare for their classes. ()
28. Is there a special in-service program for teachers of the gifted? ()
- (a) A special in-service program for teachers of the gifted is held each year before school begins. ()
 - (b) A special in-service program for teachers of the gifted is given with regularity (vg – at least twice a month, each month). ()
 - (c) An in-service program for the teaching of the gifted is on a voluntary, informal and unorganized basis. ()
 - (d) No. ()

29. Are teachers of the gifted provided with special consultant services?

- (a) Yes, special consultants come to the school with regularity (vg – at least twice a month). ()
- (b) Yes, special consultants come to the school on occasion (vg – at least once every six months). ()
- (c) Special consultants are available but the teacher must take the initiative and visit the consultant. ()
- (d) No. ()

SECTION II

DIRECTIONS: Please reply ONLY if a program for the gifted exists in your school.

Rate the practice in terms of how successful you are finding the practice to be in your high school.

Circle "A" – if very successful (75-100% of the time).

Circle "B" – if moderately successful (about 50% of the time).

Circle "C" – if successful to only a limited degree (about 25% of the time).

Circle "D" – if unsuccessful.

PLEASE NOTE

If one or more of the following practices do not exist in your school situation please do not circle any of the letters A, B, C, or D.

- A B C D 1. How successful has your policy for the gifted been?
- A B C D 2. How successful have you been in the program for the gifted?
- A B C D 3. How successful has your school budget been in its provisions for the gifted?
- A B C D 4. How successful has your special equipment been in the teaching of the gifted?
- A B C D 5. How successful has the system of marking been which is used for evaluating the achievement of the gifted but which is different from that used with other students?
- A B C D 6. How successful is the special articulation between the elementary and high school which avoids overlapping or the creation of gaps in the educational program for the gifted?
- A B C D 7. How successful is the special articulation between the high school and colleges with special reference to the gifted?
- A B C D 8. How successful is the school's participation in the College Entrance Examination Advanced Placement Program?
- A B C D 9. How successful have been the provisions which were made in your school for the identification of the gifted?
- A B C D 10. How successful have your gifted students been who attend summer sessions in programs for the gifted?
- A B C D 11. How successful has the policy been of exempting students from final examinations?
- A B C D 12. How successful has the program been of calling in specialists in whom gifted students are often interested (engineers, etc.)?

- A B C D 13. How successful have gifted students been in assisting other learners?
- A B C D 14. How successful have gifted students been who are excused from courses required of other students?
- A B C D 15. How successful has your method of grouping gifted students been?
- A B C D 16. How successful has your program of enrichment for gifted students been?
- A B C D 17. How successful has your program for the gifted been when teachers devote more time to the less able than to the gifted? (With the assumption that such a philosophy serves in the greater interest of the student body as a whole.)
- A B C D 18. How successful has your program been of teachers who devote more time to the gifted than to other students?
- A B C D 19. How successful have teachers with special training been which training is not usually found in teachers of average students?
- A B C D 20. How successful has your program been of encouraging gifted students to do independent research and study in the laboratories?
- A B C D 21. How successful has your program been of encouraging gifted students to do independent research and study in the library?
- A B C D 22. How successful are your special seminar groups which are available to the gifted?
- A B C D 23. How successful has your program been in giving gifted students the opportunity to serve as assistants in the laboratory?
- A B C D 24. How successful has your program been of permitting gifted students to complete their high school work in less than the usual number of years? (Students who begin the program but do not finish must be considered in this evaluation of success.)
- A B C D 25. How successful has your program been of giving homework to the gifted that is different from that given to other students?
- A B C D 26. How successful has your program been in providing a wider variety of reading materials than that provided for less able students?
- A B C D 27. How successful has your program been in giving teachers of the gifted additional time to prepare for the teaching of the gifted?
- A B C D 28. How successful has your program been in providing a special in-service program for teachers of the gifted?
- A B C D 29. How successful has your program been in providing teachers of the gifted with special consultant services?

SECTION III

The COUNSELOR is asked to respond to each of the following questions which are concerned with the role and degree of participation by *counselor* in programs for the gifted.

DIRECTIONS: If a program for the gifted exists within your school please reply in Column I. If such a program does not exist, please respond in Column II, indicating how you think the counselor should function if such a program did exist.

Circle "A" – if the counselor should actively participate with the principal, assistant principal, and/or curriculum coordinator.

Circle "B" – if the counselor should function only as a consultant.

Circle "C" – if the counselor alone should be responsible.

Circle "D" – if the counselor should not participate in the practice or if you feel this is definitely not a part of his function.

COLUMN I					COLUMN II			
A	B	C	D	1. How should the counselor function in the development of a policy in programs for the gifted in your school?	A	B	C	D
A	B	C	D	2. How should the counselor function in determining the scope and degree of the counseling and guidance program for the gifted in your school?	A	B	C	D
A	B	C	D	3. How should the counselor function in the identification of the gifted in your school?	A	B	C	D
A	B	C	D	4. How should the counselor function in the scheduling of courses for the gifted?	A	B	C	D
A	B	C	D	5. How should the counselor function in the development of an enriched program for the gifted in your school?	A	B	C	D
A	B	C	D	6. How should the counselor function in the selection of special materials used by classroom teachers in programs for the gifted in your school?	A	B	C	D
A	B	C	D	7. How should the counselor function in the planning of the Advanced Placement Program in your school?	A	B	C	D
A	B	C	D	8. How should the counselor function in assisting parents of the gifted in your school?	A	B	C	D
A	B	C	D	9. How should the counselor function when the necessity arises that a student be changed from the gifted section because of low or inadequate achievement?	A	B	C	D
A	B	C	D	10. How should the counselor function in interpreting the program for the gifted to the faculty in your school?	A	B	C	D
A	B	C	D	11. How should the counselor function in reporting the progress of gifted students?	A	B	C	D

APPENDIX 2

Table III.- Differences in Response to Items and the Category Concerned between Principals and Counselors in a Program for the Gifted, Section I.

Classification	Item	Category				
		A	B	C	D	No response
P	1	16	4	0	0	1
C		12	5	0	0	1
P	2	17	4	0	0	0
C		16	2	0	0	0
P	3	3	0	0	18	0
C		5	0	0	13	0
P	4	6	2	0	13	0
C		7	5	0	6	0
P	5	1	2	2	16	0
C		1	3	3	11	0
P	6	0	2	6	12	1
C		2	2	6	7	1
P	7	5	8	2	6	0
C		7	6	3	2	0
P	8	9	6	1	5	0
C		9	5	1	3	0
P	9	17	4	0	0	0
C		17	1	0	0	0
P	10	0	3	7	11	0
C		0	3	11	4	0
P	11	0	0	0	21	0
C		1	0	1	16	0
P	12	2	6	2	10	1
C		6	3	3	6	0
P	13	0	8	9	4	0
C		4	4	6	4	0

Table III Continued.- Differences in Response to Items and the Category Concerned between Principals and Counselors in a Program for the Gifted, Section I.

Classification	Item	Category				
		A	B	C	D	No response
P	14	1	0	0	20	0
C		1	1	0	16	0
P	15	2	12	6	1	0
C		4	7	6	1	0
P	16	3	12	2	1	3
C		4	7	4	0	3
P	17	4	1	12	3	1
C		3	5	5	4	1
P	18	5	7	9	0	0
C		5	5	6	1	1
P	19	5	11	1	4	0
C		6	8	0	4	0
P	20	10	6	3	2	0
C		5	10	3	0	0
P	21	9	11	1	0	0
C		8	9	1	0	0
P	22	6	2	2	11	0
C		7	1	3	7	0
P	23	2	2	1	15	1
C		3	3	3	8	1
P	24	1	1	0	19	0
C		0	2	0	16	0
P	25	15	1	4	1	0
C		11	0	3	4	0
P	26	6	8	4	1	2
C		8	5	3	2	0
P	27	4	1	0	15	1
C		2	2	1	13	0

Table III Continued.- Differences in Response to Items and the Category Concerned between Principals and Counselors in a Program for the Gifted, Section 1.

Classification	Item	Category				
		A	B	C	D	No response
P	28	0	0	7	13	1
C		0	0	6	12	0
P	29	1	2	1	17	0
C		0	1	7	10	0

Table IV.- Differences in Response to Items and the Category Concerned between Principals and Counselors in a Program for the Gifted, Section II^{a, b}.

Classification	Item	Category				
		A	B	C	D	No response
P	1	16	4	0	0	1
C		4	12	2	0	0
P	2	17	4	0	0	0
C		2	11	3	0	2
P	3	3	0	0	18	0
C		2	4	4	3	5
P	4	6	2	0	13	0
C		2	4	5	2	5
P	5	1	2	2	16	0
C		2	0	5	1	10
P	6	0	2	6	12	1
C		0	4	3	2	9
P	7	5	8	2	6	0
C		2	9	1	1	5
P	8	9	6	1	5	0
C		0	7	5	2	4
P	9	17	4	0	0	0
C		9	9	0	0	0
P	10	0	3	7	11	0
C		6	5	3	0	4
P	11	0	0	0	21	0
C		1	1	1	1	14
P	12	2	6	2	10	1
C		0	6	4	2	6

a Very successful practices.
b Unsuccessful practices.

Table IV Continued.- Differences in Response to Items and the Category Concerned between Principals and Counselors in a Program for the Gifted, Section II^a,^b.

Classification	Item	Category				
		A	B	C	D	No response
P	13	0	8	9	4	0
C		3	6	3	0	6
P	14	1	0	0	20	0
C		0	4	0	0	14
P	15	2	12	6	1	0
C		7	8	2	1	0
P	16	3	12	2	1	3
C		4	9	4	0	1
P	17	4	1	12	3	1
C		0	4	3	2	9
P	18	5	7	9	0	0
C		3	5	1	0	9
P	19	5	11	1	4	0
C		1	6	1	1	9
P	20	10	6	3	2	0
C		1	7	4	2	4
P	21	9	11	1	0	0
C		1	8	6	1	2
P	22	6	2	2	11	0
C		3	4	2	0	9
P	23	2	2	1	15	1
C		0	2	4	2	10
P	24	1	1	0	19	0
C		0	1	1	1	15
P	25	15	1	4	1	0
C		7	4	2	0	5
P	26	6	8	4	1	2
C		8	5	1	0	4

Table IV Continued.- Differences in Response to Items and the Category Concerned between Principals and Counselors in a Program for the Gifted, Section II^{a, b}.

Classification	Item	Category				
		A	B	C	D	No response
P	27	4	1	0	15	1
C		2	3	0	2	11
P	28	0	0	7	13	1
C		0	1	4	1	12
P	29	1	2	1	17	0
C		0	2	4	2	10

Table V.- Differences in Response to Items and the Category Concerned between Principals and Counselors in a Program for the Gifted, Section III.

Classification	Item	Category				
		A	B	C	D	No response
P	1	14	5	0	2	0
C		11	6	0	1	0
P	2	16	2	1	2	0
C		14	4	0	0	0
P	3	7	10	1	2	1
C		13	4	0	1	0
P	4	10	4	0	7	0
C		4	9	0	5	0
P	5	10	7	0	4	0
C		7	10	0	1	0
P	6	5	10	1	4	1
C		3	9	1	5	0
P	7	10	5	0	5	1
C		8	8	0	2	0
P	8	13	3	3	2	0
C		10	6	1	1	0
P	9	6	11	2	2	0
C		7	11	0	0	0
P	10	9	4	1	6	1
C		8	9	0	1	0
P	11	9	3	3	5	1
C		9	7	1	1	0
P	12	5	9	3	4	0
C		5	11	0	2	0
P	13	7	5	4	4	1
C		7	8	0	2	1
P	14	7	5	2	5	2
C		6	8	0	3	1

Table V Continued.- Differences in Response to Items and the Category Concerned between Principals and Counselors in a Program for the Gifted, Section III.

Classification	Item	Category				
		A	B	C	D	No response
P	15	12	2	4	2	1
C		5	10	2	1	0
P	16	6	8	4	2	1
C		6	9	0	2	1
P	17	8	4	4	4	1
C		9	6	2	1	0
P	18	8	11	0	2	0
C		9	8	0	1	0
P	19	9	7	0	4	1
C		9	7	1	1	0
P	20	9	7	1	4	0
C		11	7	0	0	0
P	21	4	6	0	8	3
C		5	11	0	1	1
P	22	7	6	0	6	2
C		4	11	0	2	1

Table VI.- Differences in Response to Items and the Category Concerned between Principals and Counselors out of a Program for the Gifted, Section I.

Classification	Item	Category				
		A	B	C	D	No response
P	1	0	2	2	17	0
C		1	1	2	13	2
P	2	6	5	1	9	0
C		9	7	1	0	2
P	3	0	0	0	21	0
C		1	0	0	16	2
P	4	0	0	0	21	0
C		0	2	0	15	2
P	5	0	0	2	19	0
C		0	0	3	14	2
P	6	1	0	5	15	0
C		1	0	3	13	2
P	7	1	3	7	10	0
C		1	1	8	7	2
P	8	1	2	5	13	0
C		1	2	3	11	2
P	9	8	5	2	2	0
C		12	0	5	0	2
P	10	0	2	3	16	0
C		0	1	4	12	2
P	11	0	0	2	19	0
C		1	0	0	16	2
P	12	4	3	2	12	0
C		5	2	0	10	2
P	13	0	2	14	5	0
C		0	1	12	4	2
P	14	1	0	1	19	0
C		0	0	2	15	2

Table VI Continued.- Differences in Response to Items and the Category Concerned between Principals and Counselors out of a Program for the Gifted, Section I.

Classification	Item	Category				
		A	B	C	D	No response
P	15	3	1	8	9	0
C		3	2	6	6	2
P	16	1	11	3	4	2
C		2	7	5	3	2
P	17	4	8	7	2	0
C		3	6	4	4	2
P	18	0	10	8	3	0
C		0	4	6	7	2
P	19	0	1	1	19	0
C		1	1	1	14	2
P	20	1	12	5	3	0
C		1	11	2	3	2
P	21	3	12	3	3	0
C		3	11	2	1	2
P	22	0	5	1	14	1
C		1	3	3	10	2
P	23	5	2	2	12	0
C		4	1	4	8	2
P	24	0	1	0	20	0
C		0	1	0	16	2
P	25	2	0	3	15	1
C		2	0	4	11	2
P	26	0	8	7	6	0
C		1	9	4	3	2
P	27	0	0	0	20	1
C		1	0	0	16	2
P	28	0	0	3	17	1
C		0	1	3	13	2
P	29	0	0	2	16	3
C		0	1	6	9	3

Table VII.- Differences in Response to Items and the Category Concerned between Principals and Counselors out of a Program for the Gifted, Section III.

Classification	Item	Category				
		A	B	C	D	No response
P	1	19	1	0	0	1
C		15	2	0	0	2
P	2	17	3	0	0	1
C		13	3	1	0	2
P	3	14	4	2	0	1
C		13	2	2	0	2
P	4	12	5	3	0	1
C		10	5	2	0	2
P	5	15	5	0	0	1
C		10	7	0	0	2
P	6	8	10	1	1	1
C		6	8	0	2	3
P	7	14	6	0	0	1
C		14	2	1	0	2
P	8	11	4	5	0	1
C		9	3	4	1	2
P	9	14	5	1	0	1
C		10	5	2	0	2
P	10	13	7	0	0	1
C		12	5	0	0	2
P	11	12	4	3	1	1
C		9	4	4	0	2
P	12	8	11	1	0	1
C		7	10	0	0	2
P	13	13	6	1	0	1
C		11	5	1	0	2
P	14	14	4	1	1	1
C		9	6	1	1	2

Table VII Continued.- Differences in Response to Items and the Category Concerned between Principals and Counselors out of a Program for the Gifted, Section III.

Classification	Item	Category				
		A	B	C	D	No response
P	15	15	2	3	0	1
C		10	5	2	0	2
P	16	16	3	0	1	1
C		9	6	0	2	2
P	17	14	4	2	0	1
C		11	4	1	1	2
P	18	17	3	0	0	1
C		13	4	0	0	2
P	19	16	4	0	0	1
C		13	4	0	0	2
P	20	16	4	0	0	1
C		11	4	2	0	2
P	21	14	6	0	0	1
C		12	4	0	1	2
P	22	12	7	1	0	1
C		10	4	1	2	2

Table VIII.- Differences in Response to Items and the Category Concerned With Principals in and out of a Program for the Gifted, Section I.

Classification	Item	Category				
		A	B	C	D	No response
In	1	16	4	0	0	1
Out		0	2	2	17	0
In	2	17	4	0	0	0
Out		6	5	1	9	0
In	3	3	0	0	18	0
Out		0	0	0	21	0
In	4	6	2	0	13	0
Out		0	0	0	21	0
In	5	1	2	2	16	0
Out		0	0	2	19	0
In	6	0	2	6	12	1
Out		1	0	5	15	0
In	7	5	8	2	6	0
Out		1	3	7	10	0
In	8	9	6	1	5	0
Out		1	2	5	13	0
In	9	17	4	0	0	0
Out		8	5	6	2	0
In	10	0	3	7	11	0
Out		0	2	3	16	0
In	11	0	0	0	21	0
Out		0	0	2	19	0
In	12	2	6	2	10	1
Out		4	3	2	12	0
In	13	0	8	9	4	0
Out		0	2	14	5	0
In	14	1	0	0	20	0
Out		1	0	1	19	0

Table VIII Continued.- Differences in Response to Items and the Category Concerned With Principals in and out of a Program for the Gifted, Section I.

Classification	Item	Category				
		A	B	C	D	No response
In	15	2	12	6	1	0
Out		3	1	8	9	0
In	16	3	12	2	1	3
Out		1	11	3	4	2
In	17	4	1	12	3	1
Out		4	8	7	2	0
In	18	5	7	9	0	0
Out		0	10	8	3	0
In	19	5	11	1	4	0
Out		0	1	1	19	0
In	20	10	6	3	2	0
Out		1	12	5	3	0
In	21	9	11	1	0	0
Out		3	12	3	3	0
In	22	6	2	2	11	0
Out		0	5	1	14	1
In	23	2	2	1	15	1
Out		5	2	2	12	0
In	24	1	1	0	19	0
Out		0	1	0	20	0
In	25	15	1	4	1	0
Out		2	0	3	15	1
In	26	6	8	4	1	2
Out		0	8	7	6	0
In	27	4	1	0	15	1
Out		0	0	0	20	1
In	28	0	0	7	13	1
Out		0	0	3	17	1
In	29	1	2	1	17	0
Out		0	0	2	16	3

Table IX.- Differences in Response to Items and the Category Concerned With Principals in and out of a Program for the Gifted, Section III.

Classification	Item	Category				
		A	B	C	D	No response
In	1	14	5	0	2	0
Out		19	1	0	0	1
In	2	16	2	1	2	0
Out		17	3	0	0	1
In	3	7	10	1	2	1
Out		14	4	2	0	1
In	4	10	4	0	7	0
Out		12	5	3	0	1
In	5	10	7	0	4	0
Out		15	5	0	0	1
In	6	5	10	1	4	1
Out		8	10	1	1	1
In	7	10	5	0	5	1
Out		14	6	0	0	1
In	8	13	3	3	2	0
Out		11	4	5	0	1
In	9	6	11	2	2	0
Out		14	5	1	0	1
In	10	9	4	1	6	1
Out		14	5	1	0	1
In	11	9	3	3	5	1
Out		12	4	3	1	1
In	12	5	9	3	4	0
Out		8	11	1	0	1
In	13	7	5	4	4	1
Out		13	6	1	0	1
In	14	7	5	2	5	2
Out		14	4	1	1	1

Table IX Continued.- Differences in Response to Items and the Category Concerned With Principals in and out of a Program for the Gifted, Section III.

Classification	Item	Category				
		A	B	C	D	No response
In	15	12	2	4	2	1
Out		15	2	3	0	1
In	16	6	8	4	2	1
Out		16	3	0	1	1
In	17	8	4	4	4	1
Out		14	4	2	0	1
In	18	8	11	0	2	0
Out		17	3	0	0	1
In	19	9	7	0	4	1
Out		16	4	0	0	1
In	20	9	7	1	4	0
Out		16	4	0	0	1
In	21	4	6	0	8	3
Out		14	6	0	0	1
In	22	7	6	0	6	2
Out		12	7	1	0	1

Table X.- Differences in Response to Items and the Category Concerned with Counselors in and out of a Program for the Gifted, Section I.

Classification	Item	Category				
		A	B	C	D	No response
In	1	12	5	0	0	1
Out		1	1	2	13	2
In	2	16	2	0	0	0
Out		9	7	1	0	2
In	3	5	0	0	13	0
Out		1	0	0	16	2
In	4	7	5	0	6	0
Out		0	2	0	15	2
In	5	1	3	3	11	0
Out		0	0	3	14	2
In	6	2	2	6	7	1
Out		1	0	3	13	2
In	7	7	6	3	2	0
Out		1	1	8	7	2
In	8	9	5	1	3	0
Out		1	2	3	11	2
In	9	17	1	0	0	0
Out		12	0	5	0	2
In	10	0	3	11	4	0
Out		0	1	4	12	2
In	11	1	0	1	16	0
Out		1	0	0	16	2
In	12	6	3	3	6	0
Out		5	2	0	10	2
In	13	4	4	6	4	0
Out		0	1	12	4	2
In	14	1	1	0	16	0
Out		0	0	2	15	2

Table X. Continued.- Differences in Response to Items and the Category Concerned with Counselors in and out of a Program for the Gifted, Section I.

Classification	Item	Category				
		A	B	C	D	No response
In	15	4	7	6	1	0
Out		3	2	6	6	2
In	16	4	7	4	0	3
Out		2	7	5	3	2
In	17	3	5	5	4	1
Out		3	6	4	4	2
In	18	5	5	6	1	1
Out		0	4	6	7	2
In	19	6	8	0	4	0
Out		1	1	1	14	2
In	20	5	10	3	0	0
Out		1	11	2	3	2
In	21	8	9	1	0	0
Out		3	11	2	1	2
In	22	7	1	3	7	0
Out		1	3	3	10	2
In	23	3	3	3	8	1
Out		4	1	4	8	2
In	24	0	2	0	16	0
Out		0	1	0	16	2
In	25	11	0	3	4	0
Out		2	0	4	11	2
In	26	8	5	3	2	0
Out		1	9	4	3	2
In	27	2	2	1	13	0
Out		1	0	0	16	2
In	28	0	0	6	12	0
Out		0	1	3	13	2
In	29	0	1	7	10	0
Out		0	1	6	9	3

Table XI.- Differences in Response to Items and the Category Concerned with Counselors in and out of a Program for the Gifted, Section III.

Classification	Item	Category				
		A	B	C	D	No response
In	1	11	6	0	1	0
Out		15	2	0	0	2
In	2	14	4	0	0	0
Out		13	3	1	0	2
In	3	13	4	0	1	0
Out		13	2	2	0	2
In	4	4	9	0	5	0
Out		10	5	2	0	2
In	5	7	10	0	1	0
Out		10	7	0	0	2
In	6	3	9	1	5	0
Out		6	8	0	2	3
In	7	8	8	0	2	0
Out		14	2	1	0	2
In	8	10	6	1	1	0
Out		9	3	4	1	2
In	9	7	11	0	0	0
Out		10	5	2	0	2
In	10	8	9	0	1	0
Out		12	5	0	0	2
In	11	9	7	1	1	0
Out		9	4	4	0	2
In	12	5	11	0	2	0
Out		7	10	0	0	2
In	13	7	8	0	2	1
Out		11	5	1	0	2
In	14	6	8	0	3	1
Out		9	6	1	1	2

Table XI Continued.- Differences in Response to Items and the Category Concerned with Counselors in and out of a Program for the Gifted, Section III.

Classification	Item	Category				
		A	B	C	D	No response
In	15	5	10	2	1	0
Out		10	5	2	0	2
In	16	6	9	0	2	1
Out		9	6	0	2	2
In	17	9	6	2	1	0
Out		11	4	1	1	2
In	18	9	8	0	1	0
Out		13	4	0	0	2
In	19	9	7	1	1	0
Out		13	4	0	0	2
In	20	11	7	0	0	0
Out		11	4	2	0	2
In	21	5	11	0	1	1
Out		12	4	0	1	2
In	22	4	11	0	2	1
Out		10	4	1	2	2



PROJECT ON GUIDANCE AND MOTIVATION OF SUPERIOR AND TALENTED STUDENTS

259 East Erie Street

Chicago 11, Illinois

Whitehall 4-7861

February 24, 1961

**An Action Program
Sponsored by the
North Central Association
of Colleges
and Secondary Schools**

Project Staff

J. Ned Bryan, Director
Clayton L. Bennett,
Associate Director
June Sochen, Staff Writer
Nan Mould, Secretary

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Clyde Vroman, Chairman
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Rev. George H. Moreau, O.M.I.
Missionary Oblates of Mary Immaculate
St. Peter's Province
443 Daly Avenue
Ottawa, Ontario, Canada

Dear Rev. Moreau:

Dr. Bryan is out of town and will not return to Chicago until the end of March. Therefore, I will attempt to give you the desired information regarding "the gifted and the counselor."

Presently, I am writing a publication which is designed to aid secondary schools in initiating and implementing a talent development program. One section of the book is devoted to a roles-function analysis of school personnel within the talent program. Therefore, I have gathered some material on the subject with which you are concerned. In addition, we are in the process of publishing a monograph by Dr. Frank S. Endicott on Guidance for the superior student.

I am enclosing some bibliographical references; actually, the research in the field is scant. The only area which has received some attention is the one concerned with underachievement and counseling. I hope the enclosed material is of some value to you. I will see that your name is included on our mailing list so that you receive copies of our future publications. I am also sending, under separate cover, a copy of our sourcebook in the gifted student field: Working With Superior Students: Theories and Practices.

If I can be of any further assistance to you, please do not hesitate to write to me. Good luck in your research activity and please inform us of your results in the field.

Sincerely,

June Sochen
June Sochen

JS/nbm

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK 27, N. Y.

HORACE MANN-LINCOLN
INSTITUTE OF SCHOOL
EXPERIMENTATION

March 31, 1961

Reverend George H. Moreau
Missionary Oblates of Mary Immaculate
St. Peter's Province
443 Daly Avenue
Ottawa, Ontario
Canada

Dear Reverend Moreau:

I have your letter of March 18. I do not know of any study in the area of "identifying the role of the secondary counselor in programs for the gifted." The National Education Association has recently published a pamphlet titled "Guidance for the Academically Talented Students." It is pretty thin and certainly does not add anything in the way of research to the area. I try to keep abreast of research developments and can only say that I have not come across any study which deals with the same area.

Very truly yours,



A. Harry Passow
Professor of Education

AHP/ps

APPENDIX 4

ABSTRACT OF

The Role of the Counselor in Programs for the Gifted in Catholic Boys High Schools of New York State¹

In this study, a questionnaire was used to survey all Catholic Boys High Schools of New York State, seventy-nine in number, to investigate the role of the Counselor in programs for the gifted.

Although much has been written on the gifted, this investigator found no evidence that any study had been attempted in defining the Counselor's role on the secondary level.

The current literature served as the basis in determining the content of the instrument. The following comprised the core of the questionnaire:

1. Section I consisted of twenty-nine items denoting given practices with 4 sub-divisions for each item. Each sub-division gave a greater specificity to the practice, itself.
2. Section II consisted of twenty-nine items denoting given practices with the omission of the sub-divisions for each item. Section II was concerned with degrees of success.
3. Section III consisted of twenty-two items which denoted the functions of the Counselor's role.

¹ George H. Moreau, O.M.I., doctoral thesis presented to the School of Psychology and Education of the University of Ottawa, Ontario, May 1962, xi-135 p.

In essence, the following areas constituted the heart of the study based upon the questionnaire returns of forty-two Principals and thirty-seven Counselors:

1. Presentation and Discussion of Results between Principals and Counselors in a program for the gifted and Principals and Counselors out of a program for the gifted.
2. Presentation and Discussion of Results between Principals in and out of a program for the gifted and Counselors in and out of a program for the gifted.

The hypothesis that the role of the Counselor, in and out of a program for the gifted, is not significantly different, as perceived by Principals and Counselors, was generally upheld.

The statistical techniques consisted of chi-square and direct or exact probability when the latter was warranted.

The role of the Counselor, operationally, and with support of the literature, consisted in the twenty-two functions proposed in Section III of the questionnaire with the Counselor participating actively in each.

Six recommendations, resulting from the study, have been offered as a means of strengthening and improving programs for the Gifted in Catholic secondary schools for boys in New York State. That a policy be adopted by individual schools and that a clarification of the Principal's and Counselor's role be defined were the two most important recommendations proposed.