COUNSELING NEEDS OF THE GIFTED AGE THIRTEEN TO EIGHTEEN IN THE SECONDARY SCHOOLS

by

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I. INTRODUCTION

Until recently, gifted children were generally neglected in our schools. This neglect was traceable in part to misconceptions concerning their nature and their needs. It was believed by many people that the gifted child was peculiar, eccentric, and ill balanced socially. Others asserted that since the gifted child was well equipped to take care of himself, he needed little help or guidance in school.

Despite their intellectual excellence, the gifted are subject to many of the same concerns as their peers and are equally in need of good guidance services. In fact, their very giftedness may create problems. Their distinctive characteristics may cause emotional disturbances which average students do not experience, and since they possess more mature intellectual abilities, there is the danger that the counselor may overlook their problems. They are not always intelligent enough to handle their problems unaided, nor are they always experienced enough to make wise decisions on questions that will affect their entire lives. Providing essential guidance is one of the school's major responsibilities.

Important functions of the counselor are to make each child aware of his abilities, to evaluate his interests, and to provide the kinds of stimulation that will increase motivation to achieve. People will get the greatest satisfaction in

life if they develop and use such special abilities as they have.

Proper guidance for the gifted is not a luxury, but a necessity of American cultural life. The organization of adequate programs of guidance for the gifted awaits only the demands of local environments and the efforts of educational personnel. It is time for all to come to a realistic appraisal of the importance of guidance programs for all youth in the procedures of general education and in the specific problems of the gifted. In this way an attempt can be made to meet the problem of achievement and productivity, which appears to be in the process of becoming the central educational issue of the mid-twentieth century.

Objectives

It was the purpose of this study (1) to point out the need, planning, and organization of educational and vocational guidance for the gifted student; (2) to point out the importance of parent-counselor relationship; (3) to differentiate between the gifted and the gifted underachiever; and (4) to present counseling techniques, and recommendation in working with the gifted-underachiever.

Limitations

This report was limited to the gifted students age thirteen to eighteen in the public secondary schools of the

United States. This report was also limited to library research.

Scope

The scope of this report dealt with the identification and counseling of gifted students in the public secondary schools of the United States.

Definitions

Giftedness. Giftedness is one feature of the total development of the child. It is related to all the other aspects of his growth. Although the gifted child is different from the average child in certain ways at every stage of his development, at no age is he completely different. As one wise mother said, "I know my child is gifted, but he is, first of all, a child."

The term gifted has many meanings. With the development of the intelligence test and its widespread use, the gifted were defined in terms of high intelligence. Terman referred to those children whose intelligence quotient was 140 or higher as gifted.[1]

Giftedness may also be characterized by special abilities of a high order that may not necessarily be associated with high

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[1]Lewis Terman, The Gifted Grow Up (Stanford, California: Stanford University Press, 1947), p. 5.

general intellectual ability or an extremely high score on an intelligence test. In this connection, Witty suggested that if creative work of a higher order, rather than scholastic attainment, was to be the final measure of the gifted, it was questionable whether the intelligence test is a suitable instrument. Thus, creative ability and originality introduce a concept of the gifted that relates more to the dynamics of behavior than to scores obtained from taking an intelligence test.

Witty stated:

> It is evident, then, that an acceptable criterion for giftedness must be sought primarily outside the provinces covered by the intelligence test. For the content of the intelligence test is patently lacking in situations which disclose originality or creativity.[1]

Later, Witty defined giftedness in broad social terms when he stated that a child was gifted whose "performance in a potentially valuable line of human activity is consistently remarkable.[2]

The relationship of creative abilities and high intellectual ability has come into question and been studied extensively in recent years. Many of the characteristics that are used to describe the creative child may be found among the

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[1]Paul Witty, "Contributions to the I.Q. Controversy from the Study of Superior Deviates," School and Society, 51:505, 1940.

[2]Paul Witty, "Who Are the Gifted," The Fifty Seventh Yearbook of the National Society of Education, Chapter 3 (Chicago: University of Chicago, 1958), p. 62.

characteristics ordinarily listed for gifted children.

Of creativity, Torrance has said:

> Creativity may be defined in many ways. It is usually defined in terms of a personality or an environmental condition...Torrance defines creativity as the process of sensing problems or gaps in information, forming ideas, testing and modifying these ideas, and communicating the results...Creativity is sometimes contrasted to conformity...Such concepts as curiosity, imagination, discovery, innovation, and invention are also prominent in discussions of creativity.[1]

The American Association for the Gifted Children has promoted a broader concept of giftedness. They state:

> The talented or gifted child is one who shows consistently remarkable performance in any worthwhile line of endeavor. Thus, we shall include not only the intellectually gifted but also those who show promise in music, the graphic art, creative writing, dramatics, mechanical skills, and social leadership. Although most of the attention of educators has been directed toward the intellectually gifted...we think of such special attention to the intellectually gifted as a weakness or shortcoming in the kind of program for gifted children that we would like to see in existence.[2]

Furthermore, it has been contended that one of our greatest needs is research that will provide an accurate definition of the gifted.[3]

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[1]Paul Torrance, Creativity (Washington, D. C.: National Education Association, 1963), p. 4.

[2]Henry Nelson, "Education for the Gifted," Fifty-Seventh Yearbook of the National Society for the Study of Education. (Chicago: University of Chicago, 1958), p. 19.

[3]Ernst Newland, "Implications of Research on the Area of the Gifted," Exceptional Children, 25:196, January, 1955.

For the purpose of this study, the definition of the American Association for the Gifted Children was used. In this report the words gifted, talented, achievers, and bright were used interchangeably.

Gifted Underachiever. The gifted underachiever is a person with superior ability...whose performance as judged by grades or achievement test scores, is significantly below his measured or demonstrated aptitudes or potential for academic achievement.[1]

Vocational Guidance. Vocational guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against a reality, and to convert it into reality, with satisfaction to himself and benefit to society.[2]

II. RESEARCH PROCEDURES

After surveying the Educational Index, Psychological Abstracts, Encyclopedia of Educational Research, and Reader's

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[1]Leonard Miller, Guidance for the Underachiever of Superior Ability, United States Department of Health, Education, and Welfare Bulletin, 25:2, 1961.

[2]Donald Super, "The Principles and Practices of Educational and Vocational Guidance," Occupations, 30:92, November, 1951.

Guide a problem was formed. After the problem was found feasible a bibliography was organized.

The second phase of the study consisted of reviewing and selecting the books, periodicals, pamphlets, and general references at Kansas State University Library. From these sources, notes were taken, and an outline was formed and organized. After defining certain terms, presenting the data, a conclusion was made.

III. COUNSELING OF THE GIFTED

Counseling may be defined as the process of helping an individual, usually through the personal interview, to identify and clarify problems which face him, improve his understanding of himself and his environment, develop, examine, and test alternative solutions and select the best one.

Developmental guidance of the gifted follows the general pattern of effective guidance for all children which are as follows:

1. Insuring early recognition and understanding of the abilities and needs of the gifted children in any group, without individual publicity or embarrassment.

2. Providing experience in home, school, and community.

3. Making connections between the resources available and the individual's needs.

4. Helping him to progress with satisfaction in the program selected.

5. Helping each child to develop a concept of his most acceptable self and his responsibility to society for his gifts.

6. Encouraging him to move toward the goal of emotional maturity.[1]

Counseling of the gifted does not differ in nature from counseling of other students, but it does vary in its demands on the counselor. Guidance for the gifted varies from the usual in these respects:

1. Educational and occupational opportunities for the gifted are usually of greater proportion than others.

2. Gifted pupils become ready for self-appraisal and self-conceptualization of higher levels and at earlier ages.

3. Gifted children may be subject to unusual pressures by parents, teachers, peers, and others.[2]

Counseling can help the gifted student gain insight into the range and depth of his potentialities. Though he may seem to be equally capable in many subjects and interests, he must eventually make vocational and educational choices. An inclusive guidance and counseling program for the gifted person offers (1) opportunities for a measure of his interests and abilities, (2) a broad scope of information concerning

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[1]Paul Witty, The Gifted Child (Boston: D. C. Heath and Company, 1951), p. 153-154.

[2]John Rothney, and Norbert Koopman, National Society for the Study of Education. Fifty Seventh Yearbook (Chicago: University of Chicago Press), p. 348.

occupational and educational opportunities available to him, and (3) help in the process of choosing from among the many alternatives that confront him.

Superior and talented students should be informed about occupational and professional opportunities at an earlier age than normally planned for others. While other students require similar information upon which to build plans for the future, they may be given such information later in their school life. The intense curiosity of gifted students must be recognized in the guidance program. They will require more detailed and more complete descriptions of occupational and professional opportunities than other students. Superior students are known to have more interests and more diverse interests than students of average ability. Furthermore, gifted students engage in many more activities than do other students. Guidance counselors must, as a basis for helping them make intelligent choices with regard to present and future plans, systematically and effectively present information on professions and occupations which represent a wide range of interests.

The counselor must be aware that differences exist within the gifted group. A discrepancy often exists between gifted students' ability and achievement, between ability and aspirations, and between achievement and aspirations. Bridging the gap between these factors was a major goal for the counselor and involved informing gifted students of their abilities, of

the opportunities available to them, and of the preparation necessary for taking advantage of such opportunities.

The guidance needs of gifted students suggest an expanded guidance program of personal services.

Recently an experiment was conducted among Massachusetts high school students of equal intelligence, half of whom were given guidance, and half of whom were unguided. Twenty seven percent of the guided group became honor students while only ten percent of the unguided group received such distinction in high school. After graduation, 53 percent of the guided group and less than thirty-six percent of the unguided group were admitted to institutions of higher learning.[1]

As the high school counselor attempts to meet the needs of his students through counseling services, he faces many problems in providing counseling services for the gifted.

School counselors who attended the Counseling and Guidance Institute at Northwestern University during the summer of 1959 were asked to state some of the factors which prevented them from doing the best possible job. Seventy-three percent stated they had no time to counsel students, and fifty-nine percent stated they had very little space and equipment.[2]

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[1]Charles Cole, Encouraging Scientific Talent (New York: College Entrance Examination Board, 1959), p. 130.

[2]Frank Endicott, Guiding Superior and Talented High School Students (Chicago, Illinois: North Central Association of Colleges and Secondary Schools, 1961), p. 7.

Another problem that confronted the high school counselors were the excessive number of students whom they had to counsel. The 100 counselors who indicated their problems and difficulties had full time counseling responsibility for numbers of students ranging from one hundred to one thousand. More than seventy percent of these counselors reported the group of counselees too large.[1]

Conant recommended that there should be one full time counselor for every two hundred fifty to three hundred pupils in high school. These counselors should have had experience as teachers but should devote virtually full-time to counseling work.[2]

French has stated that "as the guidance services of secondary schools improve a large percentage of the students with high ability enter college.[3]

For gifted students in general the most important kind of counseling is that in which gifted children develop understanding of themselves and their relations; and a clearer idea of their most acceptable self and the way to achieve it.

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[1] Ibid.

[2] James Conant, The American High School Today (New York: McGraw-Hill Book Company, Inc., 1959), p. 44.

[3] Joseph French, Educating the Gifted (New York: Holt, Rhinehart and Winston, Inc., 1959), p. 368.

Guidance and counseling can contribute to the development of all students, and certainly the gifted student can profit no less, perhaps more, than their classmates.

A. Responsibility of the School.

The primary goal of American education has been to develop in each individual the desire to achieve up to his maximum potential. One of the most important functions of public education in the United States has been to discover the interests, aptitudes, and achievements of students and then to develop educational programs appropriate for the students.

The secondary school has the responsibility of (1) providing a general education for all citizens; (2) providing good elective programs for those who wish to use their acquired skills immediately after graduation; and (3) providing satisfactory programs for those whose vocations depend on their subsequent education in a college or university.[1]

In the past, schools have not always taken full advantage of their opportunities to develop challenging programs for superior students. Some of the reasons advanced for this situation have been: (1) a preconceived notion that students' social development will be seriously impaired if their intellectual development greatly exceeds that of their average

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[1]Gallagher, op. cit., p. 270.

classmates; (2) a belief that students, if they are bright, need no intellectual challenge or stimulation; and (3) a failure to understand and modify the desire, operative in society, to be as much like the "average" as possible.[1]

Our schools are now engaging in an unprecedented search for talent. More than ever before, schools are developing interest in the talented youth. James Conant summarized the situation when he said:

> First of all, talents should be developed before leaving high school...If they are not, it is too late in terms of the national interest.
>
> Second, it is quite out of the question to do what a few laymen would suggest, namely, to develop the academic talents through a required curriculum. One of the fortunate by-products of Sputnik is the contention that everybody should be required to study mathematics or foreign language for four years...this is utter nonsense. Furthermore, these talents cannot be developed by a required curriculum even for the able, academically talented students...I do believe... that because of the national interest, which is quite different from what it was in the 1930's, nationwide, those who have academic talents should be urged to develop them to the full while they are in school, and then go on to college.
>
> As for mathematics and languages, I believe that those who have the potentialities for both should study them in high school, otherwise, many doors will later be closed...I am not referring to college admission, which is quite a separate matter. I submit that there is a great deal of evidence that in every school there is a certain fraction who can do both, and many others who have the talent to do one or the other.

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[1] Bruce Shertzer, Working with Superior Students (Chicago: Science Research Associates, 1960), p. 2.

> In addition to studying four years of one foreign language and four years of mathematics I think they should study three years of science, four years of English (which ought to be required of all), and three or four years of social studies, too.[1]

To attain these goals, educational programs for gifted youth should stress the acquisition of ideas, meanings, insights, and relationships; the building of concepts, and understandings; the opportunity for creating; stimulation of the intellect and respect for healthy curiosity.

Passow stated:

> To increase liberal learning, the high school must: (1) re-examine its curriculum, not in terms of adding a course or a requirement but rather with a view toward developing an overall framework which will emphasize concepts, understandings and appreciations, skills and knowledge...all of which contribute to a liberal education; (2) re-study its teaching procedures, content, and materials so that these are based on what is known about the nature and needs of gifted youth; (3) develop flexibility in programming, teaching assignments, use of school resources, and requirements to make room for differential experiences, and (4) involve other community resources in extending to enrich the learning experiences.[2]

The secondary school has the resources to provide the necessary experiences needed for our talented youth, and it is the school's responsibility to give the students the opportunity to develop.

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[1]James Conant, "Development of Talent in Europe and the United States," North Central Association Quarterly, 34:271, April, 1960.

[2]Harry Passow, "The Comprehensive High School and Gifted Youth," Teacher College Record, 43:152, December, 1956.

Barbour listed the responsibilities of the secondary school:

1. Secondary schools should provide the granting of credits by examination to gifted pupils who can demonstrate priori mastery of the content of required courses. This is especially important during the last two years of high school. The time thus saved usually should be devoted to enrichment activities.

2. Enrichment opportunities in athletics, dramatics, debate, student government, and other co-curricular areas, and the counseling of gifted pupils into them.

3. Enrichment opportunities for the gifted in the creative arts, industrial arts, and home arts, and the counseling of gifted pupils into those areas.

4. Sufficient flexibility to permit the skipping of gifted pupils from one grade to the next, when after careful individual study it is determined that the skipping is needed.

5. Cautious experimentation in the introduction of college freshman work to selected twelfth grade gifted pupils, thus permitting them to achieve advance standing when they are enrolled at college.

6. Long distance planning with gifted students and their parents, so they will be qualified for college entrance and may proceed with the specialized professional training their abilities permit.

7. Special help to the gifted in qualifying for and obtaining college scholarships.

8. Careful avoidance of anything which will attach the label of "genius" or which will otherwise affect gifted pupils in the minds of their peers.

9. A referral service which will make possible psychiatric study and treatment for the most disturbed gifted pupils.[1]

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[1]Richmond Barbour, "Counseling Gifted High School Students," California Journal of Secondary Education, 29:478-9, 1954.

In order to avoid wasteful repetition in the students educational experiences, all schools and colleges must make a concerted effort to enable the gifted student to move steadily forward to more complex material through a coordinated program of study. An advanced program for academically talented students in high school will be of little use if this program is not integrated with the college course offerings.

Role of the counselor. The role of the counselor in the guidance of the gifted is not radically different from his responsibility for the guidance of other individuals. If, however, counselors help to identify the gifted and talented at an early age, and are aware of their special needs, they will help to bring the highest intellectual gifts to society.

Characteristics of the counselor for the gifted may be briefly summarized. In addition to successful teaching experience and an absorbing interest in children, the counselor should have professional training, being well grounded in testing, statistics, education of the able, psychology, and interviewing techniques. The counselor, compared to the teacher of the gifted, should be more permissive, nonauthoritarian, and non-directive and should be eminently capable of playing

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[1]Richmond Barbour, "Counseling Gifted High School Students," California Journal of Secondary Education, 29:478-9, 1954.

the adult figure model for the gifted students.

What needs to be pointed out about the counselor's role with gifted students is their need for someone to recognize their differences and respect them. As Wrenn stated,

> "Counselors must actively develop tools and understandings of a certain sort. This takes self-understanding and courage on the part of a counselor because the talented student may be somewhat of a threat to the counselor."[1]

Furthermore, it was stated that counseling relationships hypothesized by Rogers were most applicable to individuals with average or above average intelligence. This position has been altered to assume that the conditions are essentially the same regardless of the problem on the intelligence levels of the individual. These were

1. Empathic understanding
2. Unconditional positive regard
3. Congruence
4. Comfort
5. Respect for the client.[2]

Demos counseled gifted students for educational and

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[1]Gilbert Wrenn, The Counselor in a Changing World (Washington: American Personnel and Guidance Association, 1962), p. 110.

[2]John Gowan and George Demos, The Guidance of Exceptional Children (New York: David McKay Company, Inc., 1965), p. 76.

vocational purposes, using the above techniques. The students positively perceived and responded to the five characteristics of helping relationships. Demos concluded by saying, "Counselors who were rated as being most successful did possess the conditions hypothesized by Carl R. Rogers.[1]

The wise use of standardized tests is important in securing helpful information about students as a basis for teaching and guidance. Tests, however, are only one source of information.

The guidance counselor is responsible for the initiation, implementation, and use of a comprehensive testing program for the measurement of the interests, attitudes, and aspirations of superior students. In developing an identification program, the counselor must determine, with the aid of the administrative staff, the specific tests to be utilized. It is the role of the counselor to study and suggest the use of selected tests for measuring mental abilities or intellectual achievements which are applicable to superior students. The administration of these tests should be supervised by the counselor. The guidance counselor is responsible for the interpretation of test results to the students, parents, and faculty.

Another responsibility of the counselor is the development of a guidance program designed in terms of specific

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[1] Ibid.

characteristics of superior students. The guidance program must center around their main problems and interests.

Because of the wide range of interests of the superior student, the guidance counselor must be well informed about many types of vocational and educational materials. If it is feasible to have specialization within the guidance staff, one guidance specialist may, for example, concern himself with gathering information about the science fields, another may devote himself to learning about the social science fields.

The counselor should develop procedures whereby the instructional staff is kept informed of the outcomes of counseling interviews, the results of tests, and the latest information on vocational and educational opportunities. The guidance counselor should interpret the meaning of psychological tests and results to teachers. The teachers, in turn, should report their impressions and findings on each superior student to the counselor. A systematic interchange on information among the staff members must occur in order to have effective counseling of superior students.

Furthermore, the counselor's role, as stated by Witty, included:

> By working with teachers and administrators in planning stimulating curricula for such pupils.
>
> By seeking appropriate scholarships and financial assistance for them.
>
> Directing students to appropriate reading materials to help them plan careers that will bring forth their

best use of their abilities.

Working with parents in efforts to understand and meet special problems of the gifted.

Directing gifted pupils to community resources that will enrich their interests.[1]

While the counselor for the gifted has the major responsibility for their guidance, he cannot be expected to function alone. He needs cooperation from the principal, teachers, and parents. Cooperation with the principal is necessary. The principal must give the counselor an opportunity to perform his duties, and not by confusing the guidance services with that of errand boy, disciplinary assistant, stool pigeon, or substitute teacher.

Role of the teacher. Teachers come into close contact with children in classroom activities, where various kinds of learning take place. Thus, teachers should be in a good position to identify students of superior abilities. However, if the judgment of the teachers were relied upon exclusively, many gifted students would go undetected. In a study by Witty only 15.7 percent of the children nominated by six thousand teachers, each as the most intelligent in his class, were found to be qualified for the gifted group.[2]

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[1]Paul Witty, "Guidance of the Gifted," Personnel and Guidance Journal, 33:139, November, 1954.

[2]Paul Witty, The Gifted Child, p. 16.

More recently, Pegnato and Birch compared seven methods of locating gifted children in a metropolitan junior high school of one thousand four hundred students. Of seven hundred eighty-one children nominated by all screening methods, only ninety-four had intelligence quotients above one hundred thirty-five. Only about half of the gifted children appeared among teacher's nominations, and they thus concluded that little reliance should be placed on teacher's nominations in screening for giftedness.[1]

Teachers tended to overlook the ability of the gifted children because they overlooked the factor of chronological age, or they were inclined to select a gifted child on the basis of his achievement.

No system of instruction or program designed for the gifted will be any better than the teachers entrusted with carrying out the program. It was suggested earlier that teachers, most of the time, failed in identifying gifted students. At the same time teachers, subscribe to a philosophy of equality of educational opportunity, and that all students should be given the opportunities to develop their potentialities. Some of the special requirements of teachers of gifted children may be summarized as follows:

1. They must be able to identify giftedness in the classroom and elsewhere, if they are to make provisions

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[1]Carl Pegnato, and Jack Birch, "Locating Gifted Children in Junior High School," Exceptional Children, 25:303, March, 1959.

for the maximum development of children's potentialities.

2. They must have a thorough understanding of child development, so as to provide sound guidance and teaching in harmony with the needs and maturational level of each child.

3. They must have superior skill in group dynamics and counseling technique. The teacher must be able to motivate the gifted to superior performance without fostering egotism on the part of the learner.

4. They must have thorough understanding of the principles of learning, especially as these principles apply to the learning of gifted children.

5. They should have a wide cultural background, a well-adjusted personality, and a balanced program of living in their own lives.[1]

Sumption stated that the most frequently listed characteristics for the teacher of gifted students were high intelligence, special aptitudes, deep knowledge of his own field, broad knowledge of related fields, knowledge of teaching techniques, flexibility, and acceptance of student.[2]

The following characteristics have been mentioned by educators as important for the teacher of gifted students: (1) the ability to help gifted students realize their social responsibilities; (2) the ability to create a pleasant environment in group discussions and in social relationships; (3) the

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[1]Karl Garrison, and Dewey Force, The Psychology of Exceptional Children (New York: Ronald Press Company, 1965), p. 170-171.

[2]Merle Sumption, and Evelyn Luecking, Education of the Gifted (New York: Roland Company, 1960), pp. 233-238.

ability to develop a classroom atmosphere conducive to good mental health; (4) the ability to teach the gifted to think independently and to evaluate their own progress; (5) the ability to recognize the social and emotional problems which accelerated mental development causes some students; and (6) the ability to develop a flexible, individualized, enriching curriculum suited to the superior students' needs, avoiding stereotyped demands that are identical for each student.[1]

Nelda conducted a study to determine student's reactions to teachers. The students were graduates of the Cleveland Major Work Program. Here were their responses:

Sense of Humor: A teacher should have a good sense of humor. A teacher should be able to have fun and teach school at the same time.

Encouragement of Responsibility: A good teacher should let us talk things over with our friends, and should not always tell us to do things independently.

She should be able to give you an assignment and let you go to work and then not interrupt you.

Knowledge of Subject: A teacher, as well as knowing her subject well, must keep her knowledge up to date.

Firmness and Fairness: She should be strict so the children obey her, but not so strict that the children are afraid of her.

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[1]Shertzer, op. cit., p. 270.

Understanding of Children: A teacher should understand each individual child's problems, needs, and abilities.

Enjoyment of teaching: A good teacher must enjoy teaching and working with children.[1]

Machie and Dunn reported that although several states have classes for the gifted and try to select teachers best qualified to teach them, Pennsylvania is the only state that has a special certificate for the teachers of the gifted. The reasons given for the lack of certification in this area were: (1) relatively few classes for the gifted; and (2) lack of agreement concerning the qualifications needed by a teacher of the gifted.[2]

Machie and Dunn also stated:

> A significant fact is that only two teacher-education institutions in the United States offer a sequence of preparation in the area of the teaching of the gifted. Since the offering of special preparation for teachers is closely correlated with the supply and demand, it would be reasonable to believe that there are few requests for teachers in this area. Another fact that holds significance for our thinking is that in no state department of education is there a staff member whose major responsibility is education of the gifted.[3]

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[1]Nelda Davis, "Teacher for the Gifted," Journal of Teacher Education, 5:222, September, 1954.

[2]Romaine Machie, and Lloyd Dunn, "State Standards for Teaching Exceptional Children," Journal of Teacher Education, 4:273, December, 1953.

[3]Ibid.

The data presented in this section indicate that teachers who have the rare combination of patience, intelligence, insights, and energy are needed for the gifted. Also, teachers need a continuous, realistic interpretation of the characteristics, problems, and potentialities of gifted pupils.

B. Need for Educational Guidance.

As was suggested in the introduction to section III, the gifted are in need of good guidance services.

In 1953 the National Manpower Council reported after extensive investigation that 50 percent of the young men and women in the United States who are gifted either do not enter college or, if they enter, fail to graduate.[1]

John Monro, Harvard's Dean, has stated:

> It is the sad fact and the underside of United States education...that hundreds of thousands of talented and sometimes brilliant youngsters not only lack the means to go to college but do not even aspire to go. Of the nation's 26,000 schools, a mere 5,000 produce 82 percent of all college students.[2]
>
> The nation's wasted talent is no myth. About 20 percent of those in the upper quarter of their class do not stay on through high school, about half of the top percent of high school seniors do not go to college. Each year 400,000 talented United States youngsters quit school.[3]

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[1]Lewis Terman, and Melita Oden, "Major Issues in the Education of Gifted Children," Journal of Teacher Education, 5:231, September, 1954.

[2]John Monro, "Wasted Talent," Time Magazine, 76: 53, November 21, 1960.

[3]Ibid., p. 54.

Daughtry has indicated the need for identifying superior high school students. He states:

> One reason for identifying superior high school graduates, and encouraging them to go to college, is the current and anticipated demand for trained manpower. A second reason for the deep interest in this whole area is the possibility that there will be a need to establish criteria for selection of students, should higher education in general find it necessary to adopt selective admission.[1]

The question of why, why do some high school students go on to college while others, equally qualified, drop out?

According to Berdie lack of money has been regarded by many people as the primary reason for young people of high ability failing to attend colleges.[2]

Furthermore, Barbe conducted a study on gifted high school graduates in Erie, Pennsylvania, which showed that 35 percent do not enter college due to lack of finance, and 30 percent lack interest.[3]

Griswold has stated:

> While over half of the nation's youth finishes high school, a fifth (of the whole) goes on to some form of higher education. Of the top quarter in intellectual

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[1]Alex Daughtry, and Richard Hawk, A Report on the Post-Graduation Activities of the 1955 Kansas High School Graduates (Emporia, Kansas, Kansas State Teachers College, 1956), p. 11.

[2]Ralph Berdie, After High School--What? (Minneapolis: University of Minnesota Press, 1954), p. 16.

[3]Leroy Barbe, "Why Some Able High School Graduates do not Want to go to College," School Review, 59:95, February, 1951.

ability...20 percent do not continue for financial reasons and 40 percent for lack of motivation.[1]

Goetsch found that of the high-ability students she studied who were not in college 64 percent said they were not in college because of lack of money. She found that of the students coming from families in the top financial brackets, 100 percent were in college, whereas of the students coming from the lowest financial brackets, only 20 percent were in college.[2]

Thus, according to Berdie and others, ample evidence existed that many students failed to attend college because they lacked the funds, but additional evidence suggested that lack of funds in and of itself was not a sufficient reason for not going to college and that the relationship between financial resources and college attendance was not a complete one.[3]

Furthermore, Cole discovered that 25 percent of gifted boys and 45 percent of the girls cited the lack of a college goal as possibly an important reason for not continuing their education. This suggested that despite the importance of

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[1]Edward Griswold, Essay on Education (New Haven: Yale University Press, 1954), p. 147.

[2]Helen Goetsch, Parental Income and College Opportunities (New York: Bureau of Publications, Teachers College, Columbia University, 1940), p. 18.

[3]Berdie, op. cit., p. 18.

financial need, lack of motivation for college was a stronger deterrent to college-going among those of high ability who did not attend college.[1]

Havighurst stated that financial barriers were the principal reasons for not going on to college in the case of about a third of superior youth who did not go, while the other two-thirds lacked sufficient motivation to go.[2]

It was stated that a higher percentage of gifted high school graduates attended college from high income homes than from middle and lower economic levels.

Furthermore, it can be stated that more scholarships are needed for the gifted child of low-economic status.

The magnitude of financial need is indicated by the fact that between sixty thousand and one hundred thousand highly able students did not proceed from high school to college for financial reasons in 1955.[3]

Cole found that only 22 percent of able students knew of more than three out of seven common sources of help. Eight percent had never heard of any.[4]

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[1]Charles Cole, "Current Loss of Talent from High School to College," Higher Education, 12:37, November, 1955.

[2]Robert Havighurst, and Bernice Neugarten, Society and Education (Boston: Allyn and Bacon, Inc., 1962), p. 254.

[3]Cole, op. cit., p. 35.

[4]Charles Cole, Encouraging Scientific Talent (New York: College Entrance Examination Board, 1956), p. 156.

West has stated:

> For two hundred million dollars in national scholarships, the most talented entering college could be doubled.
>
> Three-quarters instead of the present half of the brightest or top quarter of high school graduates could be persuaded to enter college.
>
> This would be a major step toward the continued national development and security of America.
>
> The amount of money available for scholarships now is variously estimated as from thirty-million to fifty-five million annually.[1]

Dr. West urged the schools (1) to identify the talented no matter where they are. Do not leave this to chance; (2) inspire the talented to want the maximum intellectually development possible; and (3) implement the aspirations developed by providing scholarships.[2]

Terman and Oden suggested that the causes for the gifted child not to continue higher education were: (1) the school's frequent failure to identify the gifted, and (2) when they are identified, failure to provide the kind of counseling service that is so badly needed in high schools.[3]

Any adult who had worked or lived with bright children realizes that, even with their superior abilities, gifted youngsters seldom found life a bed of roses. They were faced

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[1]Elmer West, "Aid Could Double Talent in College," Science News Letter, 69:223, April 7, 1956.

[2]Ibid.

[3]Lewis Terman and Melita Oden, loc. cit.

with almost all the problems that other youngsters faced in growing up, in addition, they were confronted with special difficulties the average child never met. Most of these were caused, not by a child's superiority, but by the reactions of other people to his special abilities and by his own feelings about being gifted.

Strang used compositions to explore the inner world of 300 high school pupils with intelligent quotients over 120. Many problems related to growing up were described in these compositions. The four types of problems most frequently mentioned were feelings of inferiority and inadequacy; unsatisfactory human relations; failure to realize intellectual potentialities; and difficulty in choosing, preparing for, and entering a vocation.[1]

The feeling of inadequacy stemmed from their relative slowness in acquiring physical skills and their lack of social success. Although they were competent in sports, they did not learn these skills as quickly as they did those that involved verbal ability and hence became impatient with the learning process.[2] Their social maladjustment, especially in the case of adolescents with intelligent quotients above 150, was partly

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[1]Ruth Strang, "Inner World of Gifted Adolescents," Exceptional Children, 16:98, October, 1950.

[2]Ibid., p. 101.

caused by their difficulty of relating themselves to persons of much lower mental ability and to the resentment some persons felt toward anyone who was superior to them.[1] As one gifted girl stated, "When you're taller than the boys of your age, it's difficult, but when you are brighter, too, it's fatal.

Bish found that girls at the tenth grade level who were able to surpass boys did so, but the girls at the twelfth grade level who had the capacity to make higher grades than the boys chose to make lower grades in order to avoid being considered unfeminine. Social approval was to them more important than academic success.[2]

Furthermore, gifted children formed habits of idleness. They went through high school meeting minimum requirements but did not work up to their capacity on developing the reading and study skills they needed to succeed in college.[3]

Grotberg conducted a study to discover the attitudes of gifted and non-gifted students. The following results were significant:

> At times, the gifted male tended to perceive himself as superior to others. The gifted female and the

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[1] Ibid.

[2] Charles Bish, "Guidance for the Academically Talented Student," National Education Association Journal, 50:48, February, 1961.

[3] Strang, loc. cit.

non-gifted children did not perceive themselves so often in this way. The feeling of superiority of the gifted male were significantly higher than the gifted female.

Half of the gifted female students perceived themselves as failures while three-fourths of the gifted males so perceived themselves. The gifted female resembled more closely to the non-gifted population. The gifted male students felt significantly more of a failure than the non-gifted students. He felt more of a failure than the gifted female.

Negative attitudes toward work were held most frequently by both gifted female and male students, while positive attitudes were held most frequently by the non-gifted. The gifted female had more negative attitudes toward work than the gifted male.

Furthermore, more gifted male and female students resisted parental pressures than non-gifted, but the gifted submitted to parental pressures with about the same frequency as the non-gifted. The gifted showed a similar frequency of ambivalence toward parental pressures as the non-gifted. Both the gifted male and female showed a higher frequency of striving beyond parental standards.[1]

There appeared to be a possibility as a gifted child proceeded from grade to grade he tended to become more and more isolated. He was respected for his ability, but he was placed

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[1]Edity Goldberg, "Adjustment Problems of the Gifted," Education, 83:474, April, 1962.

in a "genius-don't touch" category. This deference made the gifted child lonely.[1]

Research showed that many children who were superior mentally were also physically advanced, especially in height. The rapid physical growth pattern of the child created problems, especially for the girls in adolescents. Being "bigger" and "smarter" than the boys created serious social complications. All these factors must be considered to prevent isolation.[2]

Furthermore, the tendency of highly intelligent children to become isolated has been suggested by Hollingworth.[3]

Harvey Zorbaugh offered a description of some of the problems listed above:

> The gifted child's developmental disharmonies are likely to create stresses within his personality, for instance between his intellectual conception of performance and his physical ability to realize it. A preschool child whose development we followed was being taught by his father to skate. He asked for and was given a book on figure skating. The next time he was on the ice he attempted to execute a figure eight. Having failed repeatedly, he took off his skates in frustration and attempted to execute a figure eight crawling about the ice while holding his kates in his hands.
>
> Again, conflict may be created within the gifted child's personality by the discrepancy between his intellectual and emotional maturity...

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[1]George Kaluger, and Ruth Martin, "Loneliness of the Gifted Child," Elementary School Journal, 61:128, December, 1960.

[2]Ibid., p. 130.

[3]Leta Hollingworth, Children Above One Hundred Eighty Intelligence Quotient (Yonkers-on-Hudson, World Book Company, 1942), p. 262.

> As the adolescent's world expands, he seeks increasingly for security within widening relationships, he feels the need of orienting his life in accord with social values which will give him satisfaction. But our culture is exceedingly heterogeneous, characterized by innumerable inconsistencies and conflicts among values, standards, conception of behavior, and way of life. The need to work through and resolve these inconsistencies and conflicts is one of the major issues of adolescent stress in America.[1]

Gowan realized the importance of guidance for the gifted. He stated:

> Once it was thought that the able needed no curriculum modifications, so it has been said that they are bright enough to find their way unaided by guidance services. What is conveniently forgotten is that the able may have special problems, which it takes individual guidance to handle.[2]

Some of these problems stated were as follows:

The gifted children may be faced with embarrassment in trying to make wise occupational and educational choices.

They may be faced with problems regarding upward social mobility.

They may become aware of developmental tasks before they have the physical resources to solve them.

They may have more need than usual to develop the specialized interests which go with certain professional occupations.

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[1]Virgil Ward, Educating the Gifted (Columbus, Ohio: Charles E. Merrill Books, Inc., 1961), pp. 188-189.

[2]John Gowan, "Organization of Guidance for Gifted Children," Personnel and Guidance Journal, 39:275, December, 1960.

The gifted adolescent may have problems with the lack of adult model figure.[1]

The North Central Superior and Talented Student Project conducted a problem check list for high school juniors of superior ability. Their responses are presented in Table I. Fifty-seven percent of the students were concerned about discovering th r abilities, thirty-three percent stated it was of little importance, and ten percent checked not important.[2]

A California study revealed principals' reactions to programs for the gifted. Allison summarized the following "needs of the gifted" reported by 33 of 45 selected high school principals:

Extension of experience through special assignments, clubs, laboratories, or library.

Enrichment of regular classes.

Guidance and counseling.

Special classes.

Acceleration within the college preparatory program.

Acceleration.

Extensive use of community resources.[3]

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[1] Ibid.

[2] Frank Endicott, Guiding Superior and Talented High School Students (Chicago, Illinois: North Central Association of Colleges and Secondary Schools, 1961), p. 22.

[3] Harold Allison, "California Principals Study a Curriculum for the Gifted," Bulletin of the National Association of Secondary-School Principals, 43:102, February, 1959.

TABLE I

PROBLEMS OF SUPERIOR STUDENTS NINE HUNDRED FORTY THREE BOYS AND ONE THOUSAND NINETY THREE GIRLS

Problems of Superior Students	Students who checked "Very Important to Me"	Students who checked "Of Some Importance"	Students who checked "Not Important"
		Per Cent	
1. Discovering special abilities	57	33	10
2. Vocational choice	53	32	15
3. Study habits and reading	47	34	19
4. Self expression	46	41	13
5. Choice of high school subjects	45	33	22
6. College expenses	45	29	26
7. Personal appearance	38	34	28
8. Choices regarding college	38	33	29
9. Relations with parents and family	35	38	37
10. Personal standards of conduct	35	31	34
11. Getting enough sleep	33	34	33
12. Relations with teachers	32	35	33
13. Emotional problems	31	33	36
14. Part-time employment	30	29	41
15. Relations with other students	29	35	36

He listed the following provisions for the gifted reported by these principals.

Inspiration, stimulation, and encouragement to excel.

Appropriate guidance in the early grades.

Ability to overcome apathy or boredom.

Opportunity for explanation at an early age.

Sympathetic responses from peer group.

Encouragement to attend college.

Adequate social adjustment.

Financial aid.[1]

The data presented in this report indicate that we are wasting the ability and talent of countless youth. It is believed that the future will bring more information concerning the nature and needs of the gifted and a widespread effort to offer them opportunities in the home, the school, and the community will result in the conservation of our nation's greatest resource-gifted and talented children.

C. Working with Parents.

In addition to guiding their child's social adjustment, parents have a heavy responsibility in guiding their child's intellectual development. If the gifted children are to explore their interests on a wide front they need the sympathetic encouragement and interest of their parents. The parents must

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[1] Ibid., p. 103.

be willing to take time to listen, to discuss and to stimulate their gifted child.

What a gifted child needs most from his parents in order to develop his innate abilities to his highest possible level is the encouragement, the discipline, and the opportunities that together result in the two essentials for intellectual achievements-strong motivation to learn and self discipline. Nothing contributes more toward their development than proper home environment. Providing this home environment, and thus giving the youngster an incentive for achievement, is the best contribution parents can make to the development of their children's capacities.

Counseling the parents of gifted children is needed to guard against two common extremes of behavior (1) exploiting the child-valuing him more for what he can do than for his personal qualities; and (2) restricting the child's intellectual interests, with the mistaking idea that developing a gift or talent will handicap the child socially.[1]

Those who counsel the parents of the gifted should proceed on certain basic assumptions:

1. The gifted child has the same needs of emotional, social, and physical experiences as do other children.

2. The gifted child is different from other gifted

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[1]Ruth Strang, "Guidance of the Gifted," Personnel Guidance Journal, 31:30, October, 1952.

(or normal) children and yet cannot be sterotyped. He is a child rooted in a certain family, community, and culture.

3. Like all children, the gifted child learns from his parents, playmates, school teacher, and community teachers.

4. The gifted child has parents who are human beings with emotional problems and who need a good measure of self-understanding.[1]

Parents must accept their child as gifted. Frequently, they need help in recognizing the signs of brightness, that is walking early, talking early, reading early, intellectual curiosity, superior insight into problems, superior reasoning, and dealing with abstractions. The gifted individual learns quietly and easily, has a good memory, understands and carries out directions readily. Whatever the nature of the child's high abilities, parents need to accept their child as he is and endeavor to help him to realize his highest potentialities. It is only with a high degree of parental acceptance, understanding, and guidance that a gifted child may have an equal chance for the full development of his potentialities, the goal for all children in a democratic society.

As a result of the counseling procedure parents should understand that a gifted child is often lonely, often concerned about his future, frequently out of step with his emotional

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[1]Samuel Laycock, "Counseling Parents of Gifted Children," Exceptional Children, 23:108-109, December, 1956.

and social development, and occasionally frustrated in school work that is so easy for him as to be boring or futile. Parents can assist in providing a variety of such experiences as visits to construction projects, zoos, museums, art galleries, and civic centers. Attendance at concerts, lectures, exhibitions, and the stimulation of interest in music, art, dramatics, creative writing, collections, and hobbies, make beneficial experiences for gifted children. But, as stated previously, the parent must be able to recognize their child's superior ability before they can provide the necessary enrichment.

Cheyney interviewed parents of the gifted to see how many parents recognized, or did not recognize the intellectual ability their child possessed.

In comparing the upper and lower socio-economic strata, the lower socio-economic status parents recognized their child's superior ability more readily than did parents of upper socio-economic levels. A likely reason was that an outstanding intellect was much more obvious in their environment. A child in the upper socio-economic status had more peers of his own ability and was therefore not noticed.[1] Table II indicates this in the last column where the upper out numbered the lower twenty-five to fourteen. In all areas of the socio-economic

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[1]Arnold Cheyney, "Parents View Their Intellectual Gifted Children," Peabody Journal of Education, 40:99, September, 1962.

TABLE II

PARENTS AWARENESS OF INTELLECTUAL ABILITY OF THEIR CHILDREN

	Recognized Ability #	%	Not Recognizing Ability #	%	Total
Upper Social Economic	24	69	11	31	25
Middle Social Economic	62	86	10	14	72
Lower Social Economic	13	93	1	7	14
TOTAL	99	82	22	18	121

strata the majority of parents, eighty two percent, realized their children were bright.

Furthermore, many parents considered traveling here and abroad a method by which they enriched their children's background. In the lower socio-economic area, as stated previously, the majority of those interviewed stated they recognized that their child was gifted. Interestingly, enough, this group professed to do less about the situation than the upper group.[1] Table III indicates that eighty-seven percent of the upper class provided home enrichment, while sixty nine percent in the lower class provided such enrichment. Twelve-and-a-half percent of the upper class had no enrichment as compared to thirty-one percent of the lower class.

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[1] Ibid.

TABLE III

PARENTS HOME ENRICHMENT PROGRAM

	Home Enrichment		No Home Enrichment	
	#	%	#	%
Upper Social Economic	21	87.5	3	12.5
Middle Social Economic	50	81	12	19
Lower Social Economic	90	69	4	31
TOTAL	161	81	19	19

Studies have shown that most high school graduates had attitudes similar to their parents. In homes where education was highly regarded by the parents, the child was usually interested in continuing his education.[1]

Many children have been pushed into the same field as their fathers or into a field that one of the parents had originally hoped to enter himself. More than one parent has relieved his own frustration by inducing a child to go into the work the parents had dreamed of doing.

The child's eventual choice of a vocation should be based as much as possible on genuine preference and interest

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[1]Florence Braumbaugh, and Bernard Roscho, Your Gifted Child: A Guide For Parents (New York: Holt, Rhinehart and Winston, 1959, p. 159.

rather than on pressures exerted from outside or choices based on current reports about particular shortages or personnel.

Some parents make the error of thinking the gifted adolescent can solve the problem of choosing a career by taking a test. These parents often assume that since a test once revealed their youngsters' intelligence quotient, other tests can point out where he will find his greatest vocational success.

Parents who overemphasize a child's talents pose as serious a problem as indifferent parents. They are always pushing the child toward more and more intellectual or artistic accomplishments. "Our Katie," they say, "was reading at four; she was doing fractions at six. At seven we insisted that the school do something for her so they skipped her a year. By the time she was eight, she had already passed up her new class, so we asked them to skip her again."

The little Kathies and others like them become the innocent victims of their parents' ambitions. They are pushed, and what they gain in wisdom, they often lose in social poise and acceptance.

It is important for parents to understand that their gifted child may not be growing up as rapidly emotionally and socially as he is intellectually. Knowing this, they can give him greater security and rich opportunities for social experiences.

Parents of gifted children often need help in understanding their children's problems and how they can help their children in their intellectual and social development. Parents seek help from professional personnel, and the interview between the parent and counselor, which is a regular part of a good guidance program, affords a natural setting for a conference on the problems of the gifted.

The counselor should be careful to assess the attitudes of parents toward giftedness in their children before he reveals information which could be misused. It is important to safeguard against gifted children being exploited rather than helped.

Just as counselors and their educators are becoming aware of the importance of handicapped children, so they must become equally aware of the need for counseling the parents of the gifted. Only with a high degree of parental acceptance, understanding, and guidance are gifted children likely to have that equal chance for the development of their potentialities which is the goal for all children in a democratic society.

D. Vocational Guidance.

Just as preparation for a career and adjustment to an occupation involve far more than the specific skills required, vocational guidance includes much more than consideration of

a particular occupation and the technical preparation for it. It was for this purpose that a section on vocational guidance was treated separately from educational guidance.

Freehill outlined three aims in the vocational planning for the gifted: self-evaluation, vocational knowledge, and willingness to formulate a plan.[1] He urged the need for guidance counselors to become more sophisticated since an intelligent career choice involves understanding of personalities, knowledge of value systems, ability to help the student to relate to his self-image, and knowledge about occupations.[2]

By the time the student enters high school, he should already have acquired a considerable amount of information relating to vocational choice and planning. He can probably identify certain interests which he has developed. He has some understanding of his own abilities as a result of many experiences in and out of school in which he has compared himself with others. In addition, through a variety of experiences involving people and jobs, he has some knowledge of occupations. Although his knowledge about vocations may be incomplete, inadequate, or even somewhat erroneous, the

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[1]Maurice Freehill, Gifted Children (New York: Macmillan Company, 1961), p. 356.

[2]Ibid., p. 367.

process of vocational planning has been going on since his early childhood.

The process of vocational choice and planning may be illustrated by a series of steps, as follows:

Acquiring general information about one's interests and abilities through various kinds of experience, including hobbies, competitive activities in and out of school, and relative success in school.

Acquiring general information about occupations through conversations, observations, reading, part-time job experience, and vocational information presented in school.

More careful study of selected vocations, as a result of counseling or possibly through a special course or unit on vocations.

More careful appraisal of interests and abilities through tests and the help of the counselor.

Make plans to acquire the necessary general and special training, including the selection of appropriate courses in high school, the choice of an appropriate college, and the selection of the proper courses in college.[1]

The counselor of gifted students is concerned with the basic requirements for various fields of work in terms of (a) interests, (b) abilities, (c) personal qualities,

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[1]Endicott, op. cit., p. 27.

(d) special training in college or in some type of school, (e) subjects to be taken in high school, (f) relationship of success to academic achievement, and (g) the cost of securing the needed training beyond high school.[1]

Vocational guidance of the gifted begins with the discovery of interests and talents.

Cutts and Mosely studied three hundred forty seven gifted boys and found that gifted youngsters generally chose to enter professions.[2]

Cole conducted a study on vocational aspirations of the gifted. The results are presented in Table IV. Only a small percentage of the boys were interested in "white collar" jobs and skilled labor, while 18 percent of the girls expressed a desire for such jobs. The large percentage of boys interested in engineering and business possibly reflected financial interests.[3]

Wide interests may cause some gifted persons to scatter their energies and fail to apply themselves to any one major field of study. Since they are interested and capable of entering so many fields, choosing a vocation can be difficult

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[1] Ibid., p. 28.

[2] Norma Cutt, and Nicholas Moseley, Bright Children: A Guide for Parents. (New York: G. P. Putnam's and Sons, 1953), p. 191.

[3] Cole, Encouraging Scientific Talent, p. 150.

TABLE IV

IDEALIZED VOCATIONAL ASPIRATIONS
OF HIGH SCHOOL STUDENTS

Vocations	Boys	Girls
Engineering	26 %	0 %
Professional, non-specified	8	5
Physical science	6	1
Biological science	1	0
Social science	1	1
Medical professional	8	3
Law and politics	4	1
Literature and arts	3	8
Religion and social welfare	2	4
Education	4	20
Technical workers	3	2
Medical technical worker	0	12
Business technical	2	0
Farm	4	1
Business	10	5
White collar	4	18
Skilled labor	4	0
Other labor (including housewife)	1	12
Miscellaneous	9	6

for them. One boy described his varied vocational interests as follows:

> At age of five, medicine appealed to me as a career and for several years I persisted in this choice. As the years passed, I wasn't so sure, but I gave it little thought as the future seemed so far away. In high school I have discovered that I derived pleasure from writing. I can say, with no intention to brag or with conceit, that I have done fairly well in it. Then again I have always been interested in science, especially chemistry. In my daydreams, I have seen myself a world-famous novelist or a great chemist working unselfishly for humanity. Although I have made no definite plans, I now feel that I've had some experience on which to make a sound choice.[1]

As young people indicate an interest in specific careers or simply in gainful employment, the school should be able to provide sources of information. The counselor or teacher should be able to direct students to pamphlets or to persons who can supply facts on availability of particular jobs in particular areas.

In assisting a gifted or normal child, the counselor should make use of the following:

1. Vocational aptitude tests. Such tests when properly administered and accurately interpreted, can be quite helpful in the hands of the counselor. Intelligence tests, achievement tests, and personality ratings as well as interest inventories have value for the counselor as he seeks to guide the student toward the vocation or vocations which he will contribute

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[1]Paul Witty, The Gifted Child, p. 146.

most to society. School marks, particularly in high school subjects, contribute to the fund of information needed in selecting a life work.

2. The comprehensive cumulative record is just as valuable for vocational guidance as for any other type of guidance. It presents in chronological sequence the changing interests and the developing of the gifted youth. It records tests results and the teacher's interpretation of them. Family background and health history have considerable significance in vocational choice. Anecdotal records may reveal social attitudes and behavior patterns which might enhance the chance for success or one vocation and act as an obstacle to success in another. Vocational choices, with the possible exception of music and science, are not usually made before the junior or senior year in high school. By this time, the cumulative record, if conscientiously kept, will be replete with information and consequently of maximum value to the counselor.

Students in secondary schools should not be hurried into career decisions. The secondary school student should be advised not to make choices that close off possibilities that may still seem desirable. Premature specialization and failure to meet general requirements for a whole family of occupations may result in sealing off the future rather than keeping it open until a wiser choice might be made.

While the student is keeping his future open, however, the counselor should help him explore the world of work in many ways so that his eventual choices is based on a broad sampling as possible. Cooperative work experience with school supervision represents an excellent first hand approach. Part time casual jobs also have some value. Volunteer work in community agencies and governmental services offer a glimpse of employment in numerous related fields. Speakers, biographies, novels, and visits to occupational places are still other channels for the flow of occupational information. All of these should be accompanied by simultaneous appraisal and self-appraisal of the students' own potential and interests. In this effort some of the available aptitude and interest inventories provide a point of departure which can be interpreted in the light of the students' performance in school and out and against a backdrop of personal observations made by teachers, counselors, parents, and adult friends.[1]

The National Educational Association Academically Talented Youth Project listed the following desirable outcomes of a vocational program:

To help the student acquire a sound concept of himself.

To help the gifted student widen his horizons to the varied possibilities that his talent indicate.

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[1]Milton Gold, Intellectually Gifted (Columbus, Ohio: Charles E. Merrill Books, Inc., 1965), p. 366.

To help the student keep career paths wide and open-ended.

To encourage educational planning and career goals that recognize human adaptability of the able to the changes of fast moving economic and career patterns.[1]

It is important to keep in mind that the gifted pupil is capable of succeeding in any of a great number of varied occupations. Therefore, the gifted students should have greater breadth in his training, occupational choice of a specific selection should not receive any emphasis in high school for him.

IV. THE GIFTED UNDERACHIEVER

Underachievement among gifted children has engaged the attention of most school counselors. In their close contact with individual students, counselors are well aware that a large number of pupils in our secondary schools who have ability are not using it.

Guidance for the underachiever with superior ability at the secondary school level cuts across the whole fabric of secondary education, involves all of guidance and counseling theory and practice.

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[1] _____. Guidance for the Academically Talented Student, (National Education Association, 1961), pp. 77-78.

Scholastic difficulties at the secondary school level may first be evident in academic subjects, such as mathematics or foreign language. A student with these difficulties may be rebelling against teachers standards and daily assignments.

In other cases, the climate of the school itself may have fostered lowered academic achievement. Rather than underscoring the value of education, some school climates superimpose attitudes against the worthwhileness of education during and beyond secondary school years.

Overemphasis on conformity to teacher standards which may have little to do with academic excellence creates attitudes in some students which lead to underachievement. The high school underachiever may be a youth whose own personal dynamics reflect basic psychological, physical, or sociological influences which lead to the development of academic underachievement.

In order to properly assist the underachiever during his junior and senior high school experiences, special guidance and counseling procedures are needed. Effective guidance and counseling of underachievers of superior ability depends upon a strong ongoing program of guidance for everyone.

An effective guidance program for all students implies that the secondary school offers complete educational, vocational, and personal-social guidance and counseling services for every student. Active programs for gifted and gifted

underachiever implies that there is leadership and support by the administration, interest and involvement of the community, utilization of specialized resources, differential curricula, ability grouping, referral procedures to specialist where indicated, and the participation of trained and selected staff, with special attention to teachers working with underachievers.

Effective guidance services require the professional dedication and cooperation of counseling specialists, the administration, and assigned faculty. By such involvement, secondary schools have the opportunity of assisting gifted underachievers toward heightened attainment and fulfillment, thus making fuller contributions of their talent to society.

A. Differential factors between gifted and gifted underachievers.

Barrett compared the home environment of gifted and gifted underachievers and discovered that parents of the underachievers tended to exhibit a neutral or uninterested attitude toward education. Parents of the underachiever were likely to be overanxious, oversolicitous, or inconsistent in their attitude toward the child, and the lack of cooperative spirit in the family was evidenced by conflict, authoritarianism by the parent, or domination by the child, and the lack of cooperation in church participation were present in about

the same degree.[1]

McDaniel and Johnson counseled gifted and gifted underachievers and found that parents of achievers resorted to corporal punishment when they felt punishment was necessary, and children felt this punishment was deserved. The underachieving group expressed dissatisfaction with the method of control used by their parents. Among the underachievers not one parent resorted to physical punishment. All these parents used the revocation of privileges and the "let's talk it over" technique. The reaction of one group member was summed up in a statement, "My folks always sit down and explain what should have been done and why it was wrong. Boy, is it a blast!"[2]

Another inquiry into the family background of high school underachievers found that they differed significantly from the gifted in that they were predominently boys, had parents who took little part in community activities, had fewer books in the homes, had less often received private lessons, and expressed a desire in choosing a vocation to get away from the family. The pattern which emerged was one of indifference and rejection on the part of the parent, or

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[1]Harry Barrett, "An Intense Study of Thirty-Two Gifted Children," Personnel and Guidance Journal, 36:194, November, 1957.

[2]Harold McDaniel, and Boyd Johnson, "Effect of Group Counseling on Achievers and Underachievers", Journal of Secondary Education, 37:139, March, 1962.

behavior so interpreted by the underachiever, In addition, he had less time for outside activities, had more problems with time and money, and seemed lacking in ability to conduct himself easily in social situations and to make easy adjustments.[1]

Pierce and Bowman made the following distinctions to characterize the high as compared with the low achievers:

> Parents were better educated.
>
> Parents of boys placed early emphasis on responsibility and independence.
>
> Parents placed value on the child and his intellectual achievement; parents held higher educational and occupational aspirations for their child.
>
> Children identified more with parents, had similar values.
>
> High-achieving boys had mothers who held democratic attitudes; mothers of low-achieving boys showed attitudes of interferring, controlling, or fostering dependency. On the other hand, high-achieving girls had mothers who were authoritarian, controlling and strict, but who believed in equalitaranism. Low-achieving boys were aggressively more maladjusted than low achieving girls. Their sex role adjustment was also poorer.[2]

Shaw conducted a study with junior and seniors in high school. Twenty male and twenty-one female achievers, and nineteen male and twenty-seven female underachievers

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[1]John Gowan, "Dynamics of the Underachievement of Gifted Students," Exceptional Children, 24:98, November, 1957.

[2]James Pierce, and Paul Bowman, "The Educational Motivation Patterns of Superior Students Who Do and Who Do Not Achieve in High School," News Notes and Nuggets, 2:14, April, 1960.

were studied to measure their self-concept.

The significant findings were that differences in self-concept did exist between achievers and non-achievers. Male underachievers seemed to have more negative feelings about themselves than did male achievers; female underachievers tended to be ambivalent with regard to their feelings toward themselves.[1]

The study does not indicate whether differences in self-concept were the causes of, or the result of, under-achievement.

The gifted underachiever showed a higher degree of hostility and greater immaturity. He lacked self-discipline, was impetuous, and restless.[2]

Furthermore, the gifted underachiever tended to be self-sufficient and unsociable. He was, therefore, harder to reach, and harder to interest in social activities. He learned less from exposure to the normal socializing effects of his peers because he had less contact with them.[3]

Beasley discovered that inferiority feelings were

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[1]Merville Shaw and others, "Self-Concept of Bright Underachieving High School Students as Revealed by an Adjective Check List," Personnel and Guidance Journal, 39:196, November, 1960.

[2]Paul D'Arcy, "Underachievement and Vocation," National Catholic Education Association Bulletin, 60:514, August, 1963.

[3]John Gowan, "The Underachieving Gifted Child," Exceptional Children, 21:248, April, 1955.

often associated with underachievment. Maladjustment showed a negative effect on achievement. She stated:

> The evidence of group differences on various measures of adjustment were insufficient to conclude that differences in adjustment were major factors in scholastic achievement, especially since other studies fail to differentiate the underachiever group from the normal or overachieving population on personal adjustment scores...the heterogeneity which apparently existed within and among the adjustment factor as the basis for differences in scholastic functioning.[1]

Beasley failed to find any significant differences between high and low achievers.

Furthermore, there were emotional disturbances among both achievers and underachievers. Adolescence is a period of adjustment in which the child is struggling toward maturity. The achievers, however, tended to be more aware of the nature of their disturbances and to be more constructive in their efforts to cope with them. On three personality criteria--lack of feeling of worth as an individual, the ability to be persistent in face of difficulty, and the amount of interest and energy devoted to leisure time activities--there was considerable overlapping in individual cases, but on the average the achievers excelled.[2]

Both groups suffered from feelings of inadequacy.

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[1]Jane Beasley, Underachievement: Review of Literature (New York: Teachers College, Columbia University, 1957), p. 5.

[2]Harry Barrett, loc. cit.

Among the achievers this tended to act as a motivating force. The achievers wanted to prove to the world that they were adequate and worthy. Among the underachievers the feeling of inadequacy acted as depressors. The underachiever withdrew and refused to compete.[1]

It was stated in section III that the role of the teacher was pertinent for the gifted student to receive his maximum education. Also, the teacher's role in working with the gifted underachiever cannot be neglected.

Reports by underachievers themselves pointed out the necessity of the proper attitude on the part of the teacher. Teachers who seemed to reject gifted underachievers contributed to the lack of ambition and motivation of the underachievers. Underachievers stated that teachers who were sarcastic, overly critical, over-demanding, rigid, and officious were not helpful.[2]

Goldberg interviewed gifted underachievers concerning their perception of themselves and their school experinces. Many of the responses to questions about school success, difficulties and others were answered in terms of the teacher.

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[1] Ibid.

[2] Helen Stern, "Guidance for the Gifted Underachiever in High School," National Education Association Journal, 51:24, November, 1962.

Doing well in a subject was usually related to a "good teacher"; doing poorly to an unsympathetic teacher. Their willingness to work in a subject also depended on their perception of the interest of the teacher. The students wanted teachers who merit respect, and who can 'control' the class, who give an interest in the subject, and are cheerful and understand the student.[1]

He summarized as follows:

> "For those students for whom it was possible to effect improvement, two factors appeared to be crucial: (1) identification with a teacher who was consistently interested and supportive, who viewed each student as an individual and accepted him as a bright and able person with a need for special help; and (2) assistance in mastering the skills of learning which many underachievers failed to acquire in the early grades.[2]

Frankel found distinctive differences between the two groups. The underachievers were less happy at school, less conforming, and had poor attendance records; while the achievers were more conforming, did not break rules, and participated in extra curricular activities and events.[3]

The selection by the achievers of mathematics as the easiest, and science and mathematics as the best liked school

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[1]Miriam Goldberg, "A Three Year Experimental Program at DeWitt Clinton High School to Help Bright Underachievers," High Points, 41:34, January, 1959.

[2]Ibid., p. 35.

[3]Edward Frankel, "Comparative Study of Achieving and Underachieving High School Boys of High Intellectual Ability," Journal of Educational Research, 53:180, January, 1960.

subjects, was probably a reflection of their superior abilities and greater interest in these areas. Similarly, the distaste of the underachievers for mathematics mirrored the difficulty which they had with this subject.

The negative reaction of the achievers to English might be an expression of their science and mathematics preference. The selection of science as the easiest and best subject by the underachievers might be explained by the fact that the sciences with the concomitant laboratory opportunities offered an outlet for their mechanical interest. In conclusion, Frankel stated, "It appeared probable that the factors relating to scholastic achievement of this group may have been operating before these students entered the junior high."[1]

Teachers stated that the underachiever exhibited a predominantly negative attitude toward school. Achievers and underachievers were equally courteous, cooperative, and self-sufficient, and classmates showed considerably greater acceptance of the achievers than the underachievers. On the whole, the achievers showed a greater interest in reading than the underachievers.[2]

Armstrong found that the underachievers were regarded

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[1] Ibid.

[2] Barrett, loc. cit.

by their teachers as un-cooperative, undependable, and poor in judgment.[1]

There were very few differences in the vocational aspirations of the high and low achievers. Every student in both groups indicated that he was making his choice on his own responsibility. All hoped to attend college and to become professional men and women. However, there was a difference in the type of colleges listed by the members of the group. Almost all of the achievers gave the names of one or more well known, four year colleges with strict entrance requirements. In contrast, the majority of the low achievers said that they expected to have to attend junior college. Another difference was that the low achievers frequently listed a profession as their first choice of a future occupation, and then a second choice gave a job at a lower occupational level. Finally, every high achiever indicated that he would try for a scholarship. Twenty-one low achievers also wrote that they expected to try for a scholarship, although, because of their school marks, there was little hope that they might be able to get one.[2]

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[1]Marion Armstrong, "A Comparison of the Interest and Social Adjustment of Underachievers and Normal Achievers at the Secondary High School Level," Doctorate Dissertation (Storrs, Connecticut: University of Connecticut, 1955), p. 1349.

[2]Helen Roberts, "Factors Affecting the Academically Underachievement of Bright High School Students," Journal of Educational Research, 56:183, December, 1962.

B. Counseling the Underachiever.

Academic failure is one of the major problems confronting counselors in schools. Not all failures are a result of lack of academic ability or aptitude. Mental or intellectual ability is not the exclusive determinant of academic achievement. The discrepancy between potential and achievement identifies a group of students who are known as underachievers. Underachievement is both a problem to the individual, who may suffer from the sense of failure, and to society, which loses the full potential contributions of unestimated numbers of its members.

Krugman and Impellizzeri counseled three thousand two hundred experimental underachievers and one thousand seven hundred in a control population, coming from thirty nine high schools.

At the end of the counseling sessions students suggested that the close contact with an interested adult, and in an informal atmosphere, was helpful to many students. In several cases, an entirely new world of possibilities for developing satisfactory adult youth relationships were discovered.[1]

Baymur and Patterson tried to evaluate three methods of helping under achieving high school students. One group of underachievers consisted of children who were individually

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[1]Morris Krugman, and Irene Impellizzeri, "Identification and Guidance of Underachieving Gifted Students in New York City," Exceptional Children, 26:285, February, 1960.

counseled; a second group received group counseling; and a third group was given a one-session motivational talk. The underachievers were told, in one session talk, that they had high ability and that they should try to work up to their expectations. The fourth group was a control group that received no counseling at all. There seemed to be some tendency for the counseled student to have a higher grade point average than the non-counseled students, but there were only limited changes in the self concept stemming from the short term counseling.

One of the most interesting results was that the inspirational talk, or "get-in-there-and-fight-fellows" approach, seemed to be a complete failure. Baymur and Patterson pointed out that this is the same technique used by parents and teachers when they try to help the underachiever. They commented that "...It may be better to leave underachievers alone, rather than pouring out their failure to them."[1]

McDaniel and Johnson counseled gifted underachievers for twelve weeks. At the end of twelve weeks the students were asked to evaluate the sessions in terms of the project's personal worth to them. Both groups felt that the greatest value to them was realizing that they, as individuals, were

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[1]Teriha Baymur, and C. Patterson, "Three Methods of Assisting Underachieving High School Students," Journal of Consultant Psychology, 7:83-88, Summer, 1960.

not the only ones experiencing many problems involved with parents' understanding, friends, sibling, value systems, school work, and the meaning of life. All of the students reported less friction at home and fewer difficulties with siblings and greater ease at studying, and most of them felt that grades and citizenship marks were improving as a result of the counseling process.[1]

Shaw initiated a family counseling technique for underachievers and their parents. The basis for this program was the hypothesis that the basic problem of the underachiever was a breakdown of communications between himself and his parent, causing him to feel unworthy.

In the family counseling technique, the parents and the children are seen together by a counselor. For one half of the period, the child listened to the parents' side of the problem; then, for the other half of the session, the parent listened to the child expressing his difficulties.

In order to express feelings in the presence of his parents, the first two of the four sessions were arranged so that the student was with other students' parents and not his own. Shaw used twelve groups of twelve parents each; eight of the group came from a tenth grade population and four groups from a seventh grade population. They underwent

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[1]Harold McDaniel, and Boyd Johnson, op. cit., p. 138.

four therapeutic sessions of an hour and a half each, with both a mother and a father present during the sessions.

Shaw found that students were able to talk freely in front of adults and with practice can do so with parents. The students also felt that it was an honor to be considered an equal with adults in discussing problems.

Shaw concluded: "Lecturing at either parents or students failed to help, but setting a climate where both can learn from listening to each other makes the liklihood of learning greater."[1]

Gowan has stated the following suggestions for counselors in working with gifted underachievers:

1. Make a survey of the percentage of underachievers in your school. If it runs much higher than fifteen percent there may be problems of morale, anti-social trends, or other factors in the school which should receive special attention.

2. Since gifted underachievers are usually boys by a ratio of two to one, make an effort to assign counselors who are most capable of reaching them, a male counselor may often be more effective than a woman with such boys.

3. Give attention to building up the gifted underachiever in the area where he has a real chance of understanding success, whether this is athletic, music, a hobby, or an

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[1]Merville Shaw, "The Inter-relationship of Selected Personality Factors in High Ability Underachieving School Children," California State Department of Public Health, 58:276, 1961.

academic course. The real and enduring interest of some strong adult model figure with whom the young person can easily relate should be secured.

4. Give attention to the anxieties which plague boys at this period. These stresses may include economic dependence on a hostile home figure, ignorance about sex, worry about the draft, concern with how a mediocre record can be brought up to college standards, anxiety over the rejecting attitudes of a fussy stick to the rules type of teacher, and many others.

5. Try to find membership roles for the gifted underachiever in clubs, activities, and student leadership. He should be engaged in responsibilities which will enlarge his social ability as much as possible.

6. Because this type of person may feel insecure and lack a real peer group, attempt group therapy with a number of gifted underachievers if at all feasible. This may at least lead to confidence and possibly friendships among these people, leading ultimately to improved social adjustment. It may also help to establish stronger worthwhile personal attitudes.[1]

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[1]John Gowan, "The Underachieving Gifted Child," op. cit., p. 100.

V. CONCLUSIONS, IMPLICATIONS, AND SUMMARY

A. Conclusions from the review of literature.

Several conclusions from the review of literature form the base from which to build needed services:

1. Gifted students have the same basic personal needs as their peers, and have, in addition, intensified needs resulting from

   a. the greater range of their educational and occupational opportunities;

   b. their special capacity for self-appraisal and self-conceptualization; and

   c. the unusual pressures exerted upon them by teachers, peers, and others.

2. Gifted students are frequently unidentified and their needs either overlooked or ironically attributed to poor attitudes or lack of ability. Thus there continues to be a great loss of personal potential. Their loss results from failure to advance students in work appropriate to their abilities, but even more tragically, some gifted students become behavior problems and severe underachievers.

3. Where effective guidance services have been in operation there is a demonstrable improvement in the performance of students; guidance does make a difference.

4. It is not likely in the immediate future that the

ratio of counselors to students will permit extended individual interviews for nearly all students; therefore the function of individual guidance must be largely performed by persons other than the professional counselor.

B. Implications for guidance and counseling based on the conclusions.

The following implications are proposed for a better education for the gifted.

1. If counselors are to meet the needs of gifted students, they need more time to spend with students in exploring life goals and values in terms of their own needs and interests. Perhaps too much of the counselor's time is spent in program making and other clerical chores that should be done in part by others.

2. There is great need for the counselor to identify the gifted student at an early age to assist them in clarifying their needs, especially in the areas of self-assessment, vocational information, human relations, and personal philosophy.

3. Identification criteria for the gifted should include the following:

A. Observation and teacher's anecdotes and reports.

B. All students who score at or above the ninety-five percentile on a test of mental ability.

C. Special ability tests such as art, music, and creative writing.

D. A composite score at or above the ninety-fifth percentile on a test or battery of tests of academic achievement.

E. Parent's observations and recommendations.

F. School Marks. An average mark of B or better in academic subjects taken in grades 9-12.

4. It should be stressed that identification is merely the first step in the guidance program for gifted students. To identify students and not provide the essential needs for them is probably a waste of time and effort.

5. Guidance services are potentially a strong arm in redirecting the underachiever. Individual and group efforts should be directed at helping the student assess his potential and then to exercise it. Personal, educational and vocational guidance are all needed. Counseling parents with respect to their children's abilities and needs seem especially necessary for the underachievers.

6. Any attempt to reduce the problem of underachievement must be based upon an acceptance of the broad implications of individual differences. School personnel must recognize that there are readiness levels for all types of learning, with wide differences demonstrated in each individual as well as between individuals.

7. It appears that the level of competence in the various academic subjects should be determined for each gifted student as a basis for adapting the instructional program to his special needs and abilities. If sufficient evidence of competence is not available, needed information should be secured as soon as possible, otherwise the gifted student becomes bored and indifferent.

8. It appears that frequently schools are not meeting the intellectual needs of the gifted students. It is advocated that each school undertake a special study of the problem in order to determine the most appropriate and effective way to arrange classes, courses of instruction, and curricula offerings for superior students. Such a study should give special attention to such procedures as ability grouping, enrichment in regular classes, acceleration, and honors or college level courses.

9. Because a well organized and effective guidance program is essential, it appears that steps be taken which will provide, as soon as possible, a full-time counselor for every two hundred students, and that the counselor be given the necessary clerical help and facilities to enable him to devote almost all of his time to individual or group contacts with students, teachers, and parents.

10. Counselors have a responsibility to see that every student, including those who are superior and talented,

have at least two personal conferences each year in order to consider educational and vocational plans. Some students will need additional conferences for deeper consideration of their problems.

11. Secondary schools should develop appropriate ways to inform colleges of the special competence and outstanding achievement of gifted students including achievement in advance level high school classes.

12. It appears that a careful study and evaluation of the entire guidance program of the school be made by the faculty, or an appropriate committee, in order to determine its effectiveness and to suggest improvements.

13. Since guidance is a continuous process, the counselor needs assistance from the parents, community, and teachers for the gifted student to have continuity in his guidance services.

14. The classroom teacher should become thoroughly acquainted with the guidance services of the school. He should find out what is done to acquaint new students with the school and its program. He should understand the work of the counselor, how and when to make referrals and what his responsibilities are for follow-up. He should know how typical problems are handled, including the failing student, the disciplinary case, and the student with unusual ability.

15. A special responsibility of the classroom teacher, who is interested in relating his activities to those of the counselor, is that of sharing with the counselor his information about the student. Information which the counselor has is important when teachers talk with parents. Although many schools have forms for the purpose of providing information for cumulative record, there is no substitute for a personal conference between the teacher and the counselor in order to share information concerning certain students.

16. One of the tests of the classroom teacher's effectiveness in cooperating with counselors is his understanding of how and when to make referrals and the extent to which he helps his students secure the services of the counselor. Most counselors prefer to have the student come to them, not because someone sent him, but because he feels that the counselor can be helpful. When the teacher understands the counselor's function and how the counselor operates, he can often so influence the student that he goes to the counselor on his own initiative.

It appears that the optimum development of the gifted will depend upon (1) early identification; (2) motivation and goals commensurate with their abilities; and (3) opportunities to participate in a wide variety of activities.

Summary.

Gifted students, like all others, have their share of personal problems, some aggravated by the uniqueness of their talents. Competent guidance services are needed to help the gifted come to terms with these problems so that they will not obstruct self-fullfillment and the realization of unusual potential.

In the past, schools have not always taken full advantage of their opportunities to develop challenging programs for superior students. Some of the reasons have been (1) a preconceived notion that students' social development will be seriously impaired if their intellectual development greatly exceeds that of their average classmates; (2) a belief that students, if they are bright, need no intellectual challenge or stimulation; and (3) a failure to understand and modify the desire, operative in society, to be as much like the "average" as possible.

The responsibilities of the secondary school are (1) enrichment opportunities in athletics, arts, dramatics, student government, and other co-curricular areas, and counseling gifted pupils into them; (2) permit skipping from one grade to the next; (3) introduction of college freshman work to selected twelfth grade students; (4) working with parents; (5) helping gifted students qualifying for and obtaining

college scholarships; and (6) avoidance of anything that will attach the label of "genius" or which will otherwise affect the gifted pupils in the minds of their peers.

The notion that gifted students will be able to get along without guidance is unsound. Various studies indicated that many students of high ability do not enter college. The reasons were (1) lack of motivation; (2) lack of interest; and (3) financial difficulties.

Counseling the parents of gifted children is needed to guard against two extremes of behavior (1) exploiting the child-valuing him more for what he can do than for his personal qualities; and (2) restricting the child's intellectual interests, with the mistaken idea that developing a gift or talent will handicap the child socially.

Favorable home conditions, good educational opportunities, good health, and a stimulating environment were factors that favored the development of a child's full potentialities.

Vocational guidance of the gifted does not differ greatly from counseling of other students.

Studies revealed that gifted students generally chose to enter professions. The men chose engineering, business, and medical professions. The girls chose education, white collar jobs, and medical technical work.

The home environment of gifted and gifted underachievers were compared and parents of the underachievers tended to

exhibit a neutral attitude toward education, were inconsistent in their attitude toward the child. Authoritarianism by the parents, lack of cooperation in community activities, and the lack of cooperative spirit in the family was evidenced by conflict.

In school the gifted underachievers were less happy, less conforming, and had poorer attendance records.

Studies have indicated that the gifted underachiever benefited from the counseling sessions. They felt the greatest value to them was realizing that they, as individuals, were not the only ones experiencing many problems involved with parents' understanding, friends, siblings, value systems, school work, and the meaning of life.

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COUNSELING NEEDS OF THE GIFTED AGE THIRTEEN TO EIGHTEEN IN THE SECONDARY SCHOOLS

by

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AN ABSTRACT OF A MASTER'S REPORT

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Counseling of the gifted does not differ in nature from counseling of other students, but it does vary in its demands on the counselor.

Guidance for the gifted varies primarily with respect to educational and vocational counseling. Assistance is also given to students in self-appraisal and self-conceptualization as well as help in coping with unusual pressures from parents, teachers, peers and others.

A study showed as the guidance services of secondary schools improved a large percentage of the students with high ability entered college.

The responsibility of the secondary schools are: (1) to provide enrichment opportunities in athletics, dramatics, debates, student government, extra-curricula areas, and to encourage gifted students to participate; (2) to permit skipping of gifted students from one grade to the next; (3) introduction of college freshman work to selected twelfth grade gifted students; (4) working with parents of gifted students; (5) special help to the gifted in qualifying for and obtaining college scholarships; (6) avoidance of anything which will attach the label of "genius" or other terms which will otherwise affect gifted adolescents in the minds of their peers; and (7) a referral service to assist disturbed gifted students.

While the counselor for the gifted has the major

responsibility for their guidance, he cannot be expected to function alone. He needs cooperation from his principal, teachers, and parents.

Studies revealed that if the judgment of the teachers were relied upon, exclusively, many gifted students would go undetected.

Various studies showed that many gifted students do not continue their education beyond high school. The major reasons were (1) lack of motivation; (2) financial reasons; and (3) lack of interest.

The review of literature revealed that the gifted child suffered from feelings of inferiority and inadequacy, unsatisfactory human relations, failure to realize intellectual potentialities, and difficulties in choosing, preparing for, and entering a vocation.

Counseling the parents of gifted students is needed to guard against two common extremes of behavior: (1) exploiting the child--valuing him more for what he can do than for his personal qualities, and (2) restricting the child's intellectual interests, with the mistaken idea that developing a gift or talent will handicap the child socially.

In vocational guidance, the gifted students generally chose to enter professional fields. The boys chose engineering, medical professions, and business. The girls chose education, medical technical work, and white collar positions.

The second phase of the study dealt with the gifted underachiever.

Studies indicated that the families of the underachievers, as compared with the gifted child, tended to exhibit a neutral or uninterested attitude toward education, lacked discipline, and were inconsistent in their attitudes toward the child. Also, the familes of the gifted underachiever lacked family unity and were less active in community activities.

Furthermore, gifted underachievers, as compared to the gifted, were less happy at school, less conforming, and had poor attendance records.

Studies have revealed that the gifted underachiever's success in school depended on his perception of his teacher. Other studies conducted in counseling the gifted revealed that the inspirational talk seemed to be a complete failure.

The gifted underachiever felt that the greatest value to them was realizing that they, as individuals, were not the only ones experiencing many problems involved with parents' understanding, with friends, siblings, value systems, school work, and the meaning of life.

As a result of these interviews, the gifted underachievers, reported less friction at home, fewer difficulties with siblings and greater ease at studying, and their grades were improving.

The optimum development of the gifted will depend upon (1) early identification, (2) motivation and goals commensurate with their abilities, and (3) opportunities to participate in a wide variety of activities.