

Approved April 26, 1991  
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at  
Chairperson

1:20 ~~xxx~~ a.m./p.m. on Tuesday, February 5, 1991 in room 313-S of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research Department  
Ms. Avis Swartzman, Revisor of Statutes  
Mr. Dale Dennis, Assistant Commissioner of Education  
Mrs. Millie Randell, Committee Secretary

Conferees appearing before the committee:

SB 108 - An act concerning special education services for exceptional children; relating to the provision thereof for gifted children; removing the mandate and state aid for special education services for gifted children.

Proponents:

Mr. Gary Stotts, Acting Director, Division of the Budget, State of Kansas

SB 27 - An act concerning special education services for exceptional children; relating to the provision thereof for gifted children; removing the mandate.

Opponents to Senate Bills 27 and 108:

Professor Reva C. Friedman, Associate Professor of Educational Psychology and Research, University of Kansas  
Mr. Harold A. Kane, Chairman, Wyandotte Special Education Co-operative Advisory Council  
Dr. Chet Johnson, Buhler, Executive Director, Reno County Special Education Cooperative No. 610  
Ms. Leah Ann Anderson, Lindsborg, parent of a gifted child  
Dr. William J. Agnew, Colby, Northwest Kansas Educational Service Center  
Ms. Jennifer Boyce, senior, Shawnee Mission North High School, in the gifted program  
Mr. John C. Black, McPherson, President, Kansas Association of Special Education Administrators  
Ms. Vonda K. Sinha, Lenexa, teacher of middle school gifted students in Leawood  
Ms. Rosemary J. Crock, Lansing, mother of a gifted child; teacher  
Ms. Barbara Bukaty, Kansas City, parent of two children in the gifted program in USD 500  
Ms. Norma Jean Snyder, Coordinator, Gifted Education, Wyandotte Special Education Cooperative, Kansas City  
Jessica Gannon, 4th grade gifted student, Whitson Elementary School, Topeka  
Mr. Miles Rickart, Humboldt, Gifted Facilitator, A.N.W. Special Education Cooperative, Southeast Kansas, former high school teacher of the gifted  
Mr. Rodney K. Murrow, Overland Park, attorney at law; former gifted student

People who were not able to testify but submitted written testimony opposing passage of Senate Bills 27 and 108 are listed beginning on page 3 of the minutes.

After calling the meeting to order, Chairman Joseph C. Harder welcomed the people who had come to today's hearing. He announced that Senate Bill 27, which had been recommended by an interim committee, and Senate Bill 108, recommended by the Governor, will be heard. Both, he said, relate to the gifted program. He expressed deep appreciation for the sincere concern of everyone regarding this very important issue.

CONTINUATION SHEET

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room 313-S, Statehouse, at 1:20 ~~xxx~~ p.m. on Tuesday, February 5, 1991

The Chair announced that 152 people were listed to testify and noted that obviously they cannot all be heard today. He requested conferees to keep their remarks brief and pertinent to allow as many conferees as possible to testify.

SB 108

The Chair called upon the first conferee, Mr. Gary Stotts, Acting Director, Division of the Budget for the state of Kansas, representing the Governor, and welcomed him to the Committee.

Mr. Stotts explained that SB 108 removes the state mandate that provides special education for the gifted and removes the gifted from eligibility for special education state aid. Mr. Stotts said that the Governor's decision was based on what she felt was a need to put some controls on the rapid annual increase in the cost of special education. The Governor's priorities, he continued, were for the learning disabled and other exceptional children. Concern also was expressed regarding isolation of the gifted and funding at excess cost. The Governor's recommendation, he said, proposes a different method of budgeting for purposes of control and funding for the gifted would not be at the special education rate. Because the gifted would not be funded at the special education rate, explained Mr. Stotts, it seemed appropriate to remove the mandate. He emphasized that the Governor's recommendations do not require elimination of the gifted programs. He pointed out that general state aid to local school districts under the Governor's proposal would increase from approximately 45% to 56%. (Attachment 1)

Dr. Reva C. Friedman, Professor at the University of Kansas, stated that she has observed: "gifted education improves the overall quality of education". (Attachment 2)

A concern expressed by Mr. Harold A. Kane, Chairman of the Wyandotte Special Education Co-operative Advisory Council, was that "all Special Education Students receive fair treatment". He said statistics indicate that 19% of gifted students drop out of school when enrolled in regular education classes. (Attachment 3)

Stating that it will take the best minds to solve the seemingly unsurmountable world's problems, Dr. Chet Johnson, Buhler, Director of Special Education, Reno County Education Cooperative No. 610, urged that "now is not the time to take steps to reduce the educational opportunities of gifted students". (Attachment 4)

Ms. Leah Ann Anderson, Lindsborg, parent of a gifted child, shared the story of her son's experiences before and after his participation in the gifted program mandated by the state in 1980. (Attachment 5)

Dr. William J. Agnew, Colby, Northwest Kansas Educational Service, maintained that, from an economic standpoint, "if districts were given the right to have optional gifted programs, some districts with tight budgets could be expected to reduce or drop the program expenses". (Attachment 6)

A senior student in the gifted program at Shawnee Mission North High School, Ms. Jennifer Boyce, contradicted common myths attributed to gifted students in her testimony found in (Attachment 7).

Mr. John C. Black, McPherson, President of the Kansas Association of Special Education Administrators, noting a misconception that gifted programs are not supported by administrators, stated that his association of approximately 140 members restated its support for mandated gifted programs for Kansas when it met on January 30. (Attachment 8)

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Ms. Vonda K. Sinha, Lenexa, a teacher of middle school gifted students, stated that gifted education, as Professor Reva Friedman pointed out, has often been seen as the last program acquired and one of the first to go should funding become tight. (Attachment 9)

Mrs. Rosemary Crock, Lansing, a teacher of junior high and high school dropouts, as well as a former teacher of inmates at the United States Penitentiary Honor Camp in Leavenworth, pointed out the need to invest in quality gifted education now rather than paying the price of supporting future growing prison populations and possibly increased welfare rolls as a consequence of gifted students dropping out of school because they are "bored". (Attachment 10)

Describing her family's decision to return to Kansas and the influence the gifted program has made upon the lives of their two gifted sons, Ms. Barbara Bukaty, Kansas City, urged the Committee "not to shortchange the brain trust of Kansas or you will have to deal with a 'brain drain' in the future". (Attachment 11)

Ms. Norma Jean Snyder, Coordinator of Gifted Education in the Wyandotte Special Education Cooperative, Kansas City, pointed out that "This hour spent here today will perhaps become boring because it is so repetitive, but this is what our gifted students face every day." (Attachment 12)

A fourth grade gifted student at Whitson Elementary School in Topeka, Jessica Gannon, described some of the subjects and projects which have been a part of her gifted program. (Attachment 13) *other students also.*

Mr. Miles Rickart, Gifted Facilitator in the A.N.W. Special Education Cooperative, Southeast Kansas, related his experience with a boy whose gifted identity and subsequent help enabled him to become a successful student. (Attachment 14)

Mr. Rodney K. Murrow, Overland Park, an attorney, described his first exposure to the gifted program and the difference it has made upon his life. He pointed out that "gifted children will not always succeed academically or in life simply because they are gifted". (Attachment 15)  
Mr. Murrow stated, "Not only is SB 27 destructive social policy, it is quite probably unconstitutional as well."

Following testimony by Mr. Murrow, the Chairman announced that the hearings on Senate Bills 27 and 108 were concluded. He apologized that all the conferees could not be heard and said he appreciated their appearance here today. He requested persons with written testimonies to submit them for Committee distribution at a later time. He then adjourned the meeting.

The following persons have submitted written testimonies opposing revocation of the gifted mandate as embodied in Senate Bills 27 and 108:

Ms. Anna L. Luhman, Director CSG, Fort Hays State University (Attachment 16)  
Ms. Jacque Oakes, Schools for Quality Education (Attachment 17)  
Ms. Peg Dunlap, Kansas-National Education Association (Attachment 18)  
Mr. John C. Mollett, The Equitable Financial Cos., Hutchinson (Attachment 19)  
Ms. Phoebe Janzen, Marion County Special Education (Attachment 20)  
Mr. Mark Tallman, Kansas Association of School Boards; USD 512, Shawnee Mission (Attachment 21)  
Ms. Linda Ogden, Marion County Special Education Cooperative (Attachment 22)  
Mr. William T. Smith III, Overland Park (Attachment 23)  
Mr. Joseph R. Freund, parent of a gifted child, Topeka (Attachment 24)  
Meredith Porter, Leawood, parent of gifted children (Attachment 25)  
Judith C. Lacey, Lawrence (Attachment 26)  
Alexander W. Schoofs, gifted student (Attachment 27)  
Simon Andrew Parkinson, Roeland Park, gifted student (Attachment 28)  
Lawrence D. Indyk, gifted student (Attachment 29)

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Andrea K. Laue, gifted student (Attachment 30)  
 Kinsey Schneider, Tribune, gifted student (Attachment 31)  
 Brian Townsend, Girard, gifted student (Attachment 32)  
 Beth Hunt, Baxter Springs, gifted student (Attachment 33)  
 Mark Loretto, Topeka, parent of gifted children (Attachment 34)  
 Steven L. Boyce, Burlington, parent of gifted son (Attachment 35)  
 Dave Maxon, Overland Park, gifted student (Attachment 36)  
 Robert K. Spear, Leavenworth, gifted and parent of gifted (Attachment 37)  
 Kenna Frankenfeld, parent of gifted (Attachment 38)  
 Grethen Malone, Dodge City, representing parents (Attachment 39)  
 Jason Hart, Dodge City, gifted student (Attachment 40)  
 Galen Elak (Attachment 41)  
 Judy Ruder, Special Service Coordinator, USD 274 (Attachment 42)  
 Richard S. White, Colby, parent of gifted (Attachment 43)  
 Paul Wolf, Overland Park, parent of gifted (Attachment 44)  
 Maize, KS Intermediate Students (Attachment 45)  
 Diane Hansen, President, KS Association for the Gifted, Talented and Creative  
 (Attachment 46)  
 Sandra Wright, Lebo area, parent of gifted (Attachment 47)  
 Jaime L. Steiner, Lincolnville, gifted student (Attachment 48)  
 Steven C. Waugh and Marilyn M. Waugh, parents of a gifted child (Attachment 49)  
 Robert B. Lorschach, K.U. medical student, gifted (Attachment 50)  
 Patrick Ross, Topeka, gifted student (Attachment 51)  
 Brandon Nelson, Newton, gifted student (Attachment 52)  
 Claudia Yeager-Smith, Topeka, parent of gifted (Attachment 53)  
 Susan Lonergan, Principal, Iola, KS (Attachment 54)  
 Peter A. Balaban, Abilene, parent of gifted (Attachment 55)  
 Mike Bloustine, Louisburg (Attachment 56)  
 Danna M. Peterson, Louisburg, USD 416, teacher of gifted (Attachment 57)  
 Lynne Serrano, Kansas City, KS, parent of gifted (Attachment 58)  
 Cheryl L. Atkinson, DeSoto, parent of gifted (Attachment 59)  
 Darin Brees, student, Blue Valley High School (Attachment 60)  
 A. Riffel, representing the Blue Valley High School Gifted Program (Attach-  
 ment 61)  
 Members of TAG (gifted program) in Kansas City, KS (Attachment 62)  
 Lori Stamp, Principal, Olathe (Attachment 63)  
 Parents and students from the Gardner-Edgerton School District (Attachment 64)  
 Diana Henry, Fort Scott (Attachment 65)  
 Caryln L. Saunders, Ph.D., Mission (Attachment 66)  
 Sylvia Whitney, Expanded Skills Teacher, Wellington (Attachment 67)  
 Ginger Anderson, Ellington, gifted student (Attachment 68)  
 Merlyn Elder, Principal, Wellington (Attachment 69)  
 Mel Coates, Principal, Wellington (Attachment 70)  
 Laura Sloan, student, Emporia (Attachment 71)  
 Niki Holmes, Olathe, 4th grade, in QUEST Program (Attachment 72)  
 Robert H. Moore, Kansas City, parent of gifted (Attachment 73)  
 Anne Herbert, Newton (Attachment 74)  
 Daniel J. Hughes, Leavenworth, parent of gifted students (Attachment 75)  
 Teacher, parent, students in gifted program, McClure Elementary School,  
 Topeka (Attachment 76)  
 Kent Sallee, Board Member, Source, Inc., Inman (Attachment 77)  
 Marcia Ackerman, gifted consultant, Lawrence Public Schools (Attachment 78)  
 Elizabeth Rich, gifted student (Attachment 79)  
 Vicki Martin, Abilene, mother of gifted children (Attachment 80)  
 Karl D. Pfuetze, M.D., Overland Park, former gifted student (Attachment 81)  
 Alexis A. McCord, Fort Scott, parent of a gifted child (Attachment 82)  
 Courtney Wolin, Baxter Springs, gifted student (Attachment 83)  
 Janice R. McClenehan, Brown Co. Special Ed. Cooperative (Attachment 84)  
 Virginia S. Henry, Leawood, Co-president, Blue Valley Association for the  
 Gifted (Attachment 85)  
 Marj Murray, Shawnee County, parent of gifted children (Attachment 86)  
 Shannon Pestock, Piper Elementary, Kansas City, gifted student (Attachment 87)  
 Robert Shannon, Superintendent, McPherson USD 418 (Attachment 88)  
 Irvin H. Myers, Superintendent, Smoky Valley USD 400 (Attachment 89)

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Mike Emadipour, 6th grade gifted student, Eisenhower Middle School, Topeka  
(Attachment 90)

Gary and Sherri Hanna, parents of gifted child, Edgerton Elementary  
(Attachment 91)

Steven and Donna Koester, parents of gifted child, Edgerton (Attachment 92)

Maureen Donegan, Olathe (Attachment 93)

Londa McKandless (Attachment 94)

Amanda Wilcox, gifted student, Shawnee Mission North (Attachment 95)

David P. Trefz II, gifted student, Shawnee Mission North (Attachment 96)

Anita Wiler, gifted student, Shawnee Mission North (Attachment 97)

Jeff Peterson, gifted student, Shawnee Mission North (Attachment 98)

Melanie Jones, gifted student, Shawnee Mission North H.S. (Attachment 99)

Susan K. Boyce, Shawnee, mother of a gifted child (Attachment 100)

Judy K. Musgrave, teacher/mother of gifted (Attachment 101)

Helen L. Sourk, teacher/parent of gifted (Attachment 102)

K. T. Willhite, Marion Co. Gifted Education Consultant (Attachment 103)

Patrick Bernhardt, Overland Park, gifted student (Attachment 104)

Suzanne Webb, Baxter Springs, gifted student (Attachment 105)

Devika Maulik, gifted student, Shawnee Mission School District (Attachment 106)

Davesh Maulik, gifted student (Attachment 107)

Linda Dunehoo, President, Shawnee Mission Assn. for the Gifted (Attachment 108)

Matthew Dunehoo, gifted student, St. Joseph Grade School, Shawnee  
(Attachment 109)

Allison Penka, gifted student, Ingalls Jr. High/High School (Attachment 110)

Michelle Gaskell, mother of gifted child, Horton (Attachment 111)

Carol Nistler, parent of gifted son, Olathe (Attachment 112)

Bruce Passman, Exec. Director, Special Services, Blue Valley Schools, Over-  
land Park (Attachment 113)

Mr. and Mrs. Maulik, parents of gifted children, Prairie Village (Attachment 114)

Deborah H. Hahn, parent of gifted child, Olathe School District (Attach-  
ment 115)

Jerry R. Knaack, Leawood, parent of gifted child (Attachment 116)  
(A documented case study of a gifted child is on file in the Chairman's  
office)

Shirley Nyhart, mother of gifted child, Leavenworth (Attachment 117)

Nancy L. Murphy, parent of gifted children, Leavenworth (Attachment 118)

Sandra L. Simmons, Leavenworth, gifted facilitator/parent of gifted children  
(Attachment 119)

Micaela Simmons, gifted student, Leavenworth (Attachment 120)

Bridget M. Higgins, former gifted student in Mound City (Attachment 121)

Kenna Musgrave, Baldwin High School gifted student (Attachment 122)

Jason Hubbard, gifted student, Riverton, USD 404 (Attachment 123)

Paul Krumm, Lindsborg, parent of gifted children (Attachment 124)

Mary F. Buster, parent of gifted child, Flint Hills Special Education Coop  
(Attachment 125)

Deanne Korsak, Coordinator for Gifted (FHSEC), Emporia (Attachment 126)

Brian Welborn, gifted student, Valley Falls High School (Attachment 127)

James Novack, parent of gifted child, Overland Park (Attachment 128)

Ann Reghier, mother of gifted children, Blue Valley School District (Attach-  
ment 129)

Mary McCoy, Gifted Facilitator/mother of gifted, Hutchinson (Attachment 130)

Shannon P. Murphy, gifted student, Leavenworth High School (Attachment 131)

C. Kay Hutchinson, President, C. Kay Hutchinson and Associates, Leavenworth  
(Attachment 132)

Bob Ihrie, parent of gifted children, Topeka (Attachment 133)

Parents of gifted students in USD 501 Gifted Program, Topeka (Attachment 134)

LeAnna O'Gara, Basehor, gifted student (Attachment 135)

Donald G./Karen V.B. O'Gara, Basehor, parents of gifted (Attachment 136)

Michael E. Boyer, parent of gifted child (Attachment 137)

David Beck (Attachment 138)

Evelyn Karney, Lawrence, mother of gifted (Attachment 139)

Martha Johnson, gifted student, Marysville Junior High (Attachment 140)

Linda Kreger Silverman, Ph.D., Gifted Child Development Center (Attachment 141)

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Joyce C. Steinbuch, Olathe, parent of gifted student (Attachment 142)  
 Ellen Kroeker, Lawrence, parent of gifted child (Attachment 143)  
 Kevin Prigel, gifted student, Leawood Middle School (Attachment 144)  
 Michael T. Lee, Leawood, gifted student (Attachment 145)  
 Caroline Graber, Newton, gifted student (Attachment 146)  
 Jeremy Sharp, Derby, gifted student (Attachment 147)  
 Shelly Kuhn, Derby Senior High School, gifted student (Attachment 148)  
 Jennifer Sharp, Derby High School, gifted student (Attachment 149)  
 Anne Schoofs, Harvard U. student, former gifted student (Attachment 150)  
 Kristine D. Bair, Schoenchen, KS, parent of gifted children (Attachment 151)  
 Abigail Bair, Schoenchen, KS, gifted student (Attachment 152)  
 Gregory Gehrt, Alma, gifted student (Attachment 153)  
 Michael C. Shepherd, Hays, gifted student (Attachment 154)  
 Hal Dick, Hutchinson, USD 308, gifted student (Attachment 155)  
 Gifted students from Hutchinson (Attachment 156)  
 Kerry M. Atchinson, Derby, parent of gifted students (Attachment 157)  
 Kimberly C. Atchinson, Derby, gifted student (Attachment 158)  
 Elizabeth Atchinson, El Paso Elementary, gifted student (Attachment 159)  
 Debi and D. Freddenick, parents of gifted (Attachment 160)  
 Jeni Schippers, Hays, gifted student (Attachment 161)  
 Mike Wilmoth, Asst. Principal, Wellington Junior High School (Attachment 162)  
 Dave Maxon, Overland Park, gifted student (Attachment 163)  
 Gifted students, Eisenhower Elementary, Ft. Leavenworth (Attachment 164)  
 Patrice Pomeroy, Topeka, parent of gifted student (Attachment 165)  
 Parents of gifted children, Manhattan (Attachment 166)  
 Karen Nelson, Asst. Professor, Psychology and Special Education, Emporia State University (Attachment 167)  
 Jean M. Ramsey, Stanley, parent of gifted children (Attachment 168)  
 Jan and Carolyn Pavlacka, Topeka, (Attachment 169)  
 Gayle and Steve Buckholz (Attachment 170)  
 Thomas B./Bonnie J. Anderson, Overland Park, parents of gifted (Attachment 171)  
 Mary Jane Pfuetze, Blue Valley School District, parent of gifted child (Attachment 172)  
 L. Atchinson, Derby, parent of gifted students (Attachment 173)  
 Susan Hasselle, Lawrence, parent of gifted student (Attachment 174)  
 Stephanie Woodley, Edgerton, gifted student (Attachment 175)  
 Alan D./Kathleen M. Hays, Shawnee Mission (Attachment 176)  
 Shelley McCann (Attachment 177)  
 Jeremy Noel, gifted student (Attachment 178)  
 Kim D. Burke, teaches gifted (Attachment 179)  
 Anne Herbert, Newton (Attachment 180)  
 Richard L. and Sally J. Marcuson, parents of gifted child, Overland Park (Attachment 181) and student letters from Blue Valley School District  
 Barbara R. Burns and 109 others on Petition numbered Attachment 182.  
 Janet Hubbard, Riverton, and 325 others on Petition numbered Attachment 183.  
 Elizabeth Sandell, Pittsburg, and 200 others on Petition numbered Attachment 184.  
 Jamie Cowan and 54 others on Petition numbered Attachment 185.  
 Amanda Faucett and 24 others on Petition numbered Attachment 186.  
 Sandy Steinlage, Topeka, and four others on Petition numbered Attachment 187.  
 Pam Jones, Olathe, and 19 others from Kansas cities on Petition numbered Attachment 188.  
 G. Stein, Prairie Village, and 40 others from various Kansas cities on Petition numbered Attachment 189.  
 Taped video of elementary gifted students from Iola, Ks, speaking to the issue of the Gifted Mandate. (on file in the Chairman's office, 143-N)  
 Submitted written testimonies. Were unidentified (Attachment 190)

SENATE EDUCATION COMMITTEE

TIME: 1:20 p.m. PLACE: 313-S DATE: Tuesday, February 5, 1991

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Judith Lacey	908 W. 22 <sup>nd</sup> St., Lawrence, Ks.	parent & taxpayer
Jules E. Dudley	3519 Riverwood Ct. Lawrence, Ks	parent & taxpayer
Kristen McLean	4 Timber Dr. Iola, Ks.	student
Barry Lee	404 CANARY LN. Iola, Ks.	student
Kimberly Tholon	923 N. Chestnut, Iola K.S.	student
Gregory G. Gehrt	RR 1 Box 145 Alma, Ks 66401	student
Arthur Fink	Rt. 1 Box 194 Alta Vista, Ks 66834	student
Mary Gehrt	R. 1 - Box 145, Alma, Ks. 66401	parent
Susan Lonergan	432 E. Jackson Iola, Ks 66749	Principal, Parent, <sup>Teacher</sup>
Vivie L. Walker	218 Cardinal Dr, Iola, Ks, 66749	School Psych / parent
Valis S. McLean	4 Timber Drive, Iola, Ks. 66749	Parent
Ann S. McLean	4 Timber Drive, Iola, Ks 66749	Parent
Robert Balaban	610 N. Maple, Abilene, Ks 67410	Student
Pastor Peter Balaban	610 N. Maple, Abilene, Ks 67410	Parent
Maryann J. Hansen	592 S. Bishop Mendonville, Ks 66209	
Rebecca A. Bell	7901 Longwood KCKs. 66109	parent
Darick Bell	" " " " " "	student
Linda Moore	7611 Longwood KCKs 66109	Parent
Robert H. Moore	7611 Longwood KCKs 66109	Parent
Richard S. White	1060 Villa Vista Colby Ks 67701	Parent
Judy Ruder	500 Royal Avenue Oakley Ks 67748	Parent/Educator
Rue Nielsen	431 Smith Drive Colby Ks 67701	educator, parent
Robert J. Watkins	R.R. 1 Barts Springs	School-Parent
Baron Met	Rt. 2 Box 218 Galena, Ks	student

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NAME	ADDRESS	ORGANIZATION
Bill Baird	536 N MT Carmel Wichita 67203	WICHITA Parent of 7 Gifted
Jessica Gannon	3635 Windsor St. Topeka	Student
Emily Johnson	3310 S.W. 20 <sup>th</sup> Topeka	Student
Kate McCallister	3531 Avalon Topeka	Student
Vicki Buening	1255 High Topeka	Parent of Gifted Student
Lindsey Buening	1255 High Topeka	Student
Nash Kaye	2441 Prairie Rd.	student
Rosemary J. Crook	108 Ethel Lane, Lansing, KS 66043	parent of gifted student
Werry Boydston	Rd. 1 Box 128 Centerville KS 66004	Gifted Student
Lugh Seagarden	RR 2 Box 93 LaCygne, KS 66040	Gifted Student
Erica Elder	RR 2 Box 72B LaCygne KS 66040	Gifted Student
Justin Burchett	RR 1 Box 29 Fontana, KS 66026	Student
Travis Wade	RR 1 Box 166 LaCygne, KS 66040	Gifted Student
JeMontgomery	RR 1 Box 88B Parker, KS 66072	Gifted Student
Nancy E. Jynell	522 Brown Circle Drive, <sup>66064</sup> Pawnee, KS	Teaching Gifted
Vicki Martin	307 7 <sup>th</sup> Ave, Abilene, KS 67410	Parent of 3 gifted
Nancy Keyser	1605 N. Brown, Abilene, KS 67410	Parent of Gifted Teacher of Gifted
VONDA K. SINHA	16201 W. 80 <sup>th</sup> Place, Lenexa, KS 66219	Parent, Teacher former G. student
John Rosen	2201 W. 127 <sup>th</sup> St. Leawood, KS 66209	G. Student
Chris Lee	12409 Delmar, Leawood, KS 66209	Gifted student
Claire Borogn	22015 W 120 <sup>th</sup> Terr, Leawood, KS 66209	Gifted student
Susie Caulfield	2764 W. 121 <sup>st</sup> Terr, Leawood, KS 66209	Gifted Student
Michael Lee	12409 Delmar Leawood, KS 66209	Gifted Student
Kevin Paige	12225 Reichardt Ln, Leawood, KS 66209	Gifted Student



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<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
<i>Giffel Steichen</i>	5232 S.W. 24 <sup>th</sup> Topeka, KS	Uncle
Linda Ciminian	3023 Canterbury Drive, Salina	Central Kansas Coop in Education
Charm Rosenbrow	6725 Shade Ln #1303, WICHITA, KS	Valley Center High School Gifted Program
Kathy E Jones	1101 S. Rutter Chanute, KS 66720	ANW Co-op #603
Sharon Clelland	205 S. Wilson Chanute KS 66720	ANW Coop #603
David Carter	223 N. Merrill - Topeka, KS 66604	ANW Co-op #603
Kelly A. Schum	3310 SW 20th Topeka, KS 66604	USD 501 Gifted
Mary McAllister	3531 Avalon Lane Topeka, KS	USD 501 Gifted
Marta Pannun	3635 Wimper St Topeka, KS	USD 501 Gifted
Kris Bain and Abigail	Box 86 Schoenchen, KS	USD 489 Hays
Michael C. Shepherd	3303 Elm, Hays, KS 67601	USD 489 Hays
Emily Shaver	110 Cheyenne, Schoenchen KS 67667	USD 489 Hays
Linda Dunahoo	10713 W. 50 Terr Shawnee KS 66203	SMAG SMKS
Jareda Eddy	6900 Overhill Rd., P.M., KS 66208	SMAG SMKS
Caryln L. Saunders, Ph.D.	5048 Reeds Rd Mission, KS 66202	SMAG SMKS
Claudia Yeager-Smith	3809 Westwood Drive Topeka, KS 66604	parent of former USD 501 Gifted coordinator
Lois Gyoung	10417 Grant Ln Overland Park, KS 66212	Director of Gifted - District
Herman Cline	1112 Avalon Clatke, KS 66062	Director of Spec. Ed - Clatke
Giffel Steichen	509 Valley Dr Manhattan, KS 66502	KSU
Marcia Lutzik	211 Fwing Rd Manhattan, KS 66502	Parent of Gifted
Marta Lutzik	" " " " " " " "	Gifted / 4 <sup>th</sup> gr
Laurel Steichen	509 Valley Dr Manhattan KS 66502	Gifted / 2 <sup>nd</sup> gr
Mary Van Dyke	1203 N. 3rd St. Atchison KS 66002	USD 409 Kato KPIN
Bertha P. Plankin	11157 Hwy A P. Ks. 66210	BKUSA #229

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<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Bob Shirie	3154 SW 15 <sup>th</sup> St Topeka	Parent
Nick Hill	228 <sup>th</sup> 1301144 LINCOLN	Parent
Virginia Henry	11016 DELMAR LEWISWOOD KS	BUAG (SUE LAWLEY)
Eric Kinnear	1628 W 21 TERR LAWRENCE KS	Lawrence Parent/Board
Lisa Polay	1508 W 21 Terr. Lawrence, Ks.	parent
Richard V. Michalls	Brousa 5545 West Dr., Topeka	parents
Sandra Seufert	Rt 3 Box 71C Tonganoxie, Ks 66286	Parent
Maurice Shirie	3154 S.W. 15 <sup>th</sup> St Topeka 66604	TAG II parent
Deanne Korsak	2841 Lakeside Rd Emporia, Ks 66801	FHSFC Teacher
Mary Bustie	717 E. W., Emporia, Ks 66801	Parent
Candace Howard	1031 main st Emporia, Ks 66801	Parent/Teacher
Marcia Gray	2613 Hickory Ln Emporia, Ks 66801	FHSFC Teacher/Parent
Lillian Kent	1269 Lakeside Drive Topeka, Ks 66609	parent
Hanna Kavan	Box 1001 Lawrence, Ks	parent/Teacher
Shirley A. Henry	11016 Delmar, Lawrence, Ks	Parent/Dispersing
Jatrina Johnson	11016 Delmar, Lawrence, Ks	Parent
Robby Hunsicker	Emporia, Ks	Chloride
C. Hunsicker	Emporia, Ks	Parent
Mike Boyer	Topeka, Ks	Parent
David M. Lee	12409 Delmar, Leawood, Mo	Parent
Judi Sharp	1530 Cranthill Derby, Ks 67037	Parent
Jennifer Sharp	1530 Cranthill Derby, Ks 67037	student
Jessamine Sharp	" " " " " "	"
K.T. Wilhite	601 East Main Marion, Ks 66861	Consultant

SENATE EDUCATION COMMITTEE

TIME: 1:20 p.m. PLACE: 313-S DATE: Tuesday, February 5, 1991

GUEST LIST

NAME

ADDRESS

ORGANIZATION

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Dr. Bill Kinn	Hampton	USDs 320/322/329
Christine Munson	415 W. Chestnut Junction City	Parent
John Slag	2101 S.E. Starlite Dr. Topeka	Parent
Uinda Harold	3809 Sunsets Road Topeka	Parent
Allison Kelle	4385 W. 152 St. Leawood	Gifted Student
Lynn Brown	19680 BIRCH STEWELL	" "
Theresa Brown	12501 Mohawk Leawood	" "
Craig Hines	11523 Orchard Ln Steubell	" "
Kevin Neeland	16912 RAGGS RD STEWELL	" "
Connie Snyder	800 Inogonis Hiawatha	USD 415 Parent
Walt Krumpholtz	417 Delaware Hiawatha	USD 415 Gifted Student
Tracy Howard	109 Patton Hiawatha	USD 415
Shella Rae Myers	Box 174 Robinson	USD 415 Student
Margaret Brown	R#1, Farlington	USD 428 Parent
Robin Wilson	R#1, Box 21, Hiawatha	USD 415 GIFTED STUDENT
STEVE SNYDER	800 Inogonis, Hiawatha	Gifted Student USD 415
Maes Anne	307 Shawnee Hiawatha	Gifted Student
Debbie Wilson	R.1 Box 21 Hiawatha	Parent
Joyce Carter	Rt. 2 Box 444 Great Bend	Gifted Consultant
Barbara Thompson	R.R.#1 Box 51-R Great Bend's	Gifted - Individualized
Denise Delbeck	Rt 1 Box 35A Pawnee Rock, Ks	USD 428 Gifted, Paraprofessional
Jeremy Sharp	1530 Cresthill Rd Derby, Ks	Gifted Student
Wendy Smith	2935 Mendota Park Great Bend	USD 428 61530
Nickiea Davis	5418 Quail Creek, Great Bend	Parent/teacher, paraprofessional, USD 428

SENATE EDUCATION COMMITTEE

TIME: 1:20 p.m. PLACE: 313-S DATE: Tuesday, February 5, 1991

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Justin Kennenberg	708 Vine St. Wamego, Ks. 66547	student, USD 320
Arnon Knapczyk	1602 Penny Lane, KS. 66547	GIFTED student, USD 320
Derek Connor	69 stage circle Wamego, Ks 66547	CC DITE
Jessie Conrad	69 stage circle Wamego	Spice Service Coop
Carol Nistler	2020 S. Downing, Olathe	Parent
Ryan Nistler	2020 S. Downing, Olathe	Gifted student
Kent Sallee	109 E Gordon Inman KS	SOURCE INC.
Amy Sallee	109 E. Gordon Inman KS	Student
Michelle Prieb	RR 2 Inman, KS	Gifted Student
Naomi Prieb	RR 2 Inman, KS	Parent of Gifted Student
Willard Hayes	- 3500 Burlingame Rd -	Grandparent of Gifted Student
Wilmer Hayes	- 3500 Burlingame Rd -	Grandparent of Gifted Student <sup>SD</sup>
John Blad	514 N. Main McPherson KS	KASEA
Chris Hildenbrand	704 W. 25th Hutchinson, KS	Gifted Fac. KREC -
Leah Ann Anderson	319 S. main Lindbergh KS	parent
Mary Schoofs	7 LeMans Court Prairie Village, Ks	parent of 3 gifted children
Shibam Maulik	8720 Catalina Dr., <sup>66208</sup> Prairie Village, Ks 66207	
Kirsey Schneider	290 East Taylor, Tribune Ks 67879	Gifted student
Jan Schneider	Box 1038 Tribune, Ks 67879	Parent
Jean Schneider	Box 1038 Tribune, Ks 67879	student
Courtney Woller	26 Haineswood Baxter Spgs., Ks 66713	student
Suzanne Webb	1915 Cherokee Baxter Spgs., Ks 66713	student
Beth Hunt	241 E. 5 <sup>th</sup> Baxter Spgs., Ks 66713	student
Robert Hunt	241 E. 5 <sup>th</sup> Baxter Springs, Ks 66713	Parent

SENATE EDUCATION COMMITTEE

TIME: 1:20 p.m. PLACE: 313-S DATE: Tuesday, February 5, 1991

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Margaret Shabew	1027E Broadway Newton 67114	parent - USD 373
Carrie Drake	1027E Broadway Newton 67114	parent USD 373
Meaghan Moore	7611 Longwood, Kansas City, Mo. 64124	USD 500
Kevin Lee	404 Canary Jala Ks	parent USD 257
Darry Lee	404 Canary Jala Ks	student USD 257
BILL LEE	404 Canary Jala Ks	Parent USD 257
Drew Jones	1101 S. Rutter Chanute Ks	student USD 413
Chris Johnson	1407 S. Edith Chanute Ks	student USD 413
Anne Herbert	3 Anderson Ct. Newton, Ks	Parent Group <sup>USD</sup> 373
Juiss Schimming	616 Terrace Dr, Newton KS	Parent USD 373
Bonnie Nelson	500 Fairview Newton, KS	Parent USD 373
Brandon Nelson	" " " "	student " "
Debi Treddenick	6226 NE. 12 <sup>th</sup> Newton, KS.	parent USD 373
Phill Treddenick	6226 NE. 12 <sup>th</sup> Newton KS	<del>parent</del> student "
Pat McDaniel	1316 W. 5 <sup>th</sup> Chanute, KS 66720	GTC facilitator ANU
Jreca Jackson	2306 W. 4 <sup>th</sup> A. Circle Chanute Ks 66720	GTC facilitator ANU <sup>COOP</sup>
Alonna Adams	304 Breakside Ave Newton, KS. 67114	parent USD 373
Jennifer Boyce	5129 Stearns Shawnee, KS 66203	Student Shawnee Mission <sup>512</sup>
Susan Boyce	5129 Stearns Shawnee, KS 66203	Parent Shawnee Mission <sup>512</sup>
Miles Rickart	424 W. 7 <sup>th</sup> Chanute Ks 66720	GTC Fac.
Joe Folk	RR2 Box 65A Colony Ks 66015	Parent
Chidy Folk	RR2 Box 65A Colony Ks 66015	Parent
Stella Folk	RR2 Box 65A Colony Ks. 66015	Student
Amanda Folk	RR2 Box 65A Colony Ks 66015	Student

SENATE EDUCATION COMMITTEE

TIME: 1:20 p.m. PLACE: 313-S DATE: Tuesday, February 5, 1991

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Joy Gimpling	8800 W. 21 <sup>st</sup> A-5 Lawrence	Intern for <sup>Rep.</sup> Donna Whitcomb
Molly Zaslav	837 Michigan #1c Lawrence, Ks. 66044	Intern for Rep. Bill Wagoner - House Educ. Vice Chair
Judy Goetz	4401 N. Maize Rd. Maize, Ks.	Maize Gifted Education
Lucas Goetz	" " "	" Intermediate Gifted Ed.
Betsey Gray Bell	6823 W. 48 <sup>th</sup> St. N, Wichita, Ks	parent
Beverly Crowe	RR2 16901 W. 117 N. Sedgwick KS	Professional Associates of Gifted Education
Patricia J. Munn	1602 Proctor Circle, Wichita, Ks	USD #266 Maize Gifted Ed
Stephanie Woodley	103 E Hullitt Edgerton KS	Gifted Student Baldwin High School
Kenna Musgrave	RR3 Baldwin KS	Gifted Student Baldwin High
Bridget M Higgins	1225 NYork Lawrence, KS	Ex-Gifted Student: Current KU Student
J.D. Musgrave	RR 3 Box 195A Baldwin, Ks.	Teacher of Gifted - Garnett
Susan Spe	123 Roselawn Helton, Ks.	Osawatomie, Pleasanton, Lawrence Teacher - Newton Special Education Coop.
ROD MURROW	1209 E. 25 <sup>th</sup> TERR., LAWRENCE, KS 66046	(attorney) FMR. GIFTED STUDENT/ATTN
Robert Lorschach	5242 Catalina, Roeland Park, KS 66205	Former gifted student / medical student
Rebecca Buser	Rt 2, Box 178 Hiawatha, KS 66434	Br. Co. Spec. Ed Coop
Catherine A. Nichol	Rt 5 - Box 202 Hiawatha, KS	parent of gifted child
Helen Sounk	510 N 2nd Hiawatha, Ks 66434	Parent + teacher of G/
Debbie Hansen	106 Kansas Hiawatha, Ks 66434	Parent of gifted
Brian Wellham	1006 Walnut Valley Falls, Ks 66088	Gifted student <sup>UFHS</sup> <sup>USD 338</sup>
Paul Krumm	529 S Chestnut St. Lindsborg, KS	parent of gifted
Matthew Brinker	710 S. Manhattan Manhattan, KS	gifted student
Lila Bartel	2806 SW Osborn Rd.	Topeka, Ks 66614 teacher
Pat Smith	RR2 Box 272 Holton, Ks 66113	gifted student
Nancy L. Murphy	1356 Sherman Ave Leavenworth 66048	Parent/teacher

SENATE EDUCATION COMMITTEE

TIME: 1:20 p.m. PLACE: 313-S DATE: February 5, 1991, Tuesday

GUEST LIST

NAME

ADDRESS

ORGANIZATION

Sue Welborn

1006 Walnut

Valley Falls, Ks 66088

Barbara C. Berg

800 Elm Valley Falls, KS 66088

Parent of Gifted student

Caola Simmons

Rt 4 Box 73 Leavenworth

Gifted student

Mary K Baker

410 S. Main Ave. Manhattan KS

parent

B. B. Beck

710 S. Main Ave Manhattan KS

Jesse Brinker

710 S. Main Ave. Manhattan KS

gifted student

Carl Stunkel

117 N. Delaware Manhattan KS

gifted student

MRS L.E. Hahn

15830 W. 144 St Olathe KS 66062

parent of gifted

PATRICK MURPHY

1756 SHERMAN AVE LV KS 66048

GIFTED ED. PARENTS

Shannon Murphy

1356 Sherman Ave. Leav, KS 66048

Gifted Student

Sandy Simmons

Rt 4 Box 73 Leav's 66048

parent of gifted

STATE OF KANSAS



DIVISION OF THE BUDGET

Room 152-E  
State Capitol Building  
Topeka, Kansas 66612-1578

(913) 296-2436  
FAX (913) 296-0231

JOAN FINNEY, GOVERNOR  
Gary Stotts, Acting Director

February 5, 1991

The Honorable Joseph Harder, Chairperson  
Committee on Education  
Senate Chamber  
Third Floor, Statehouse

Dear Senator Harder:

SUBJECT: Fiscal Note for SB 108 by Committee on Education

In accordance with KSA 75-3715a, the following fiscal note concerning SB 108 is respectfully submitted to your committee.

SB 108, as introduced, eliminates the state mandate to provide special education services for gifted children and eliminates gifted programs from eligibility for state special education services aid. The bill provides that local boards of education may provide special education services for gifted children and provides that the structure of these programs is fully at the discretion of the local school district.

The estimate for the cost of gifted education programs for local school districts in FY 1992 is \$10,535,714 from state and local sources. This estimate is based on total local school district cost from the Department of Education's estimate of eligible teaching units and the gifted program's proportion of eligible transportation costs. Based on the Governor's recommendation of \$17,504 per eligible teaching unit and fully funded transportation costs; savings from elimination of state funding for the excess cost of gifted programs is \$8,850,000 in FY 1992.

Sincerely,

A handwritten signature in cursive script that reads "Gary Stotts".

Gary Stotts  
Acting Director

2241

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Senator Harder and distinguished members of the Senate Education Committee:

I am here as a citizen of the state of Kansas and a person with a strong professional commitment to the education of gifted and talented students. I am the parent of three children who are **not** labeled gifted in our school district, so my interest is not partisan in that regard.

Something I've noticed in our many years of contact with our children's schools is that schools with programs for gifted/talented students are schools with strong educational programs -- **gifted education improves the overall quality of education.** For example, the higher order thinking skills movement is the brainchild of gifted education. Other national programs growing out of gifted education -- programs in which Kansas takes part -- like Odyssey of the Mind, Future Problem Solving, and the Talent Identification Program are the products of gifted education. Like a good football program, they attract youngsters with exceptional potential, provide a wholesome challenge, and improve the climate of schools.

**Does education for gifted students make a difference?** Yes! I'd like to share a statistic that I believe shows us the "bottom line" for the gifted education ledger: the gross domestic product per employed person. Whether we are willing to admit it or not, the United States is rapidly being overtaken by those countries who are making a major investment of their best and brightest. Japan now produces almost two times the number of scientists and engineers per 10,000 people as the U.S., and Korea has the highest number of Ph.D.'s per capita in the world. The effect in the number of patents granted, design innovations, and industrial buy-outs by these countries are a clear testimonial to the power and effectiveness of their plan.

In closing, I'd like to make a plea for keeping the mandate for gifted education in Kansas. Gifted and talented children are a numerical minority. Like other minorities, they fall victim to the "last hired, first fired" principle. **Gifted students need the protection of the mandate: it is their sword and shield.**

" You don't produce future Thomas Edisons or Marie Curies by forcing them to spend large amounts of their science and mathematics classes tutoring students who don't understand the material. You don't prepare a young man or woman to become a world class athlete by keeping him or her in regular gym classes, and by not allowing him or her to compete against other youngsters who can provide appropriate levels of challenge. When a high schools tennis player is fighting it out with an opponent in practice or in a championship game, he or she is competing like hell, but s/he is also refining his/her skills and pushing his/her talents to the upper limit of its potential.

You don't develop world leaders such as Martin Luther King, Golda Meir, and Mahatma Gandhi by having them practice basic skills over and over again, or by mulling over mundane concepts that they can undoubtedly learn faster than all of their schoolmates, and, in some cases, even many of their teachers." (Joseph S. Renzulli and Sally M. Reis, The Educational Reform Movement and the Quiet Crisis in Gifted Education, 1990).

Talent development is the "business" of education -- we must keep that goal before us. Thank you for your consideration. Reva C. Friedman, Lawrence.

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# THE CONFROTUTE TIMES

## OUR THIRTEENTH YEAR

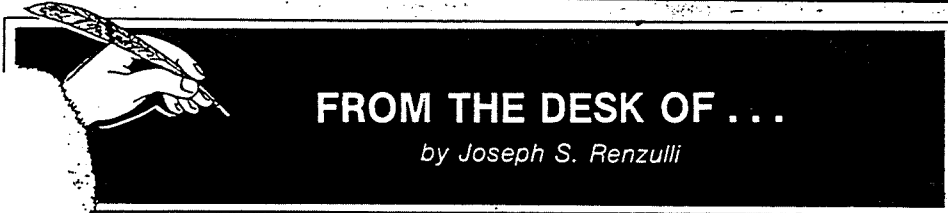
### JOIN US FOR CONFROTUTE '91

#### JULY 15-26, 1991



Vol. 12 No. 2 1990 Edition

Published yearly for participants of The University of Connecticut's "Confrotute" program and others interested in gifted child education.



FROM THE DESK OF ...  
by Joseph S. Renzulli

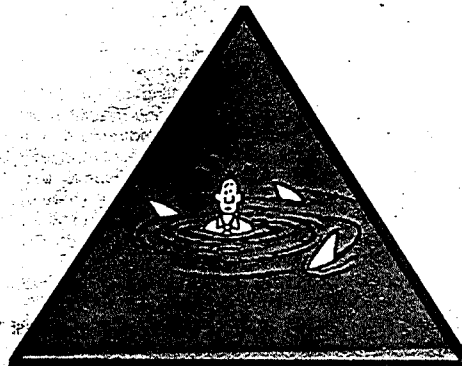
For the first time in more than a decade I find it necessary to begin this column on a somewhat pessimistic note! Programs for the gifted and talented are experiencing serious setbacks all over the country because of the general slow down in the economy and three new factors which may pose even more formidable threats to the services provided for students of high potential. Economic factors have always influenced gifted education, but we have survived previous recessions because the rationale underlying special programs remained strong even in the face of economic hard times. But this rationale is now being challenged by a number of factors that I will collectively refer to as "The Reform Movement." Reforming and restructuring general education are obviously important concerns for everyone, however, some of the proposals being put forth are nothing short of devastating for our most potentially able learners.

#### The Bermuda Triangle of Gifted Education

The three factors represented in the diagram are operating like the vertices of a hazardous triangle, each one interacting with the others, to create a dangerous abyss into which many special programs are descending and disappearing. The elimination of grouping is being proposed by policy makers as yet another desperate attempt to overcome declining scores, and to provide educational equity at the expense of educational challenge and excellence. The anti-grouping advocates are inclined to say that "the research" supports their position, however, quite the opposite is true when it comes to high ability students. [Note: See below for sources that you can use to combat these misinterpretations of research findings.] Another strategy being used to eliminate grouping is to make reference to the Carnegie Report and the recent report produced by the National Governors' Association. This report lists the following as one of its national goals: "Challenge educators to eliminate ability grouping and tracking." This headline item is currently receiving front page at-

#### The Bermuda Triangle of Gifted Education

The Elimination of Grouping



The Dumbing Down of Curriculum

Mastery Learning and Cooperative Learning Models

The second vertex of the triangle is the well documented fact that the general curriculum has been "dumbed down" by as much as two grade levels in most textbooks. We have written extensively about the dumbing down of curriculum as part of the rationale underlying curriculum compacting, but perhaps the following example of two mathematics problems reported by a research scientist helps to make the point in a somewhat more practical way:

1. Five girls and three boys reached the top of Hurricane Mountain. How many children reached the top of the mountain together?
2. Mark, Theo, and Jack are brothers. Theo was born second. Mark is the youngest. Who is the oldest?

In an unscientific survey, I passed these problems

college level here . . . In Taiwan, a 5th-grader has already started studying motion problems ("At what time will the two cars meet?"). In the Dutch system, multiplication and division are considered finished by the third grade level. When I took a peek at a Japanese 5th-grade level math book, I felt sad, embarrassed, and outraged. Who made the decision that our 5th graders, even in classes for the gifted, are not qualified to learn elementary algebra (negative numbers and first degree equations) and geometry (Pythagorean theorem) like their counterparts in Asia?

I shudder to think that if this is happening in schools that are nationally ranked in the 90th percentile, what is being taught to our children in the inner cities? *Kie Ho, Education Week, 1990, 9(35), 20.*

The third vertex of the triangle is the emphasis that the reform movement is placing on mastery learning models and substitutions for special programs such as cooperative learning. Mastery learning, sometimes referred to as unified curricular objectives, core curriculum, or curricular alignment, was originally designed to provide a highly structured approach to overcoming learning deficits in at risk-students. Although flexible progress through structured material is possible, and even recommended by proponents of mastery learning, the reality is that mastery learning is usually applied in a rigorous lock-step fashion. Whole group teaching, prescribed and didactic instruction, and an emphasis on test driven standardized curriculum and minimum competence have become yet another strategy for trying to improve the achievement test scores that frequently are published on the front pages of the states' leading newspapers. The learning rates of high ability students are being retarded by such methods, and even at risk students are dropping out of school at unprecedented rates because of the boredom inherent in such methods. When classrooms are turned into dreary places that devote most of their time to rote practice and repetitious worksheets, and when the curriculum is dumbed down to lower and lower levels of challenge, is it any wonder that at risk students are becoming more disaffected, that their scores continue to decline and the dropout rates continue to rise? If the diagnostic-prescriptive approach inherent in mastery learning hasn't produced any noticeable results, should we not give enrichment teaching a chance to accomplish the goals for at risk students that have thus far eluded us?

The newest panacea in town is cooperative learning. Although no one would argue with the importance of developing all forms of cooperation in young...

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#3

To: Senate Education Committee  
Senator Joseph Harder, Chairman

From: Harold A. Kane  
3121 N. 84th Terrace  
Kansas City, Kansas 66109  
Chairman, Wyandotte Special Education Co-operative  
Advisory Council

I am here today at the request of Dr. Lowell Alexander, Special Education Director of the Wyandotte co-op. As the Chairman, of the Special Education Advisory Council of the Wyandotte Special Education Co-operative, I represent some 3,400 Students and around 6,000 parents. Dr. Alexander would be better equipped to discuss this matter, however, it would probably be looked upon as someone protecting their own interest. My only concerns are that all Special Education Students receive fair treatment.

My wife, Betty, and I were involved in helping write the original Special Education Laws of the State of Kansas. It has been a long and tiring battle to bring it the the present state. While it has been a rewarding experience at times, it was never financially rewarding to either of us as everything we did was voluntary and in most cases costly to us. Two of our sons were in Special Education classes. One son has cerebral palsy, the other has Autism. They are both adults now and no longer in school.

The Gifted Education programs are quality programs that truly represent what education should be. It is too bad that they cannot be provided for everyone. The students are free to question and explore all sorts of possibilities. Recently, on a tour of Special Ed. classes in Kansas City, Kansas, I had the opportunity

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to observe several classrooms. Two of these were programs for the gifted. It is truly amazing what goes on. The students were able to fully explore the subject of the moment and could express their own ideas about it. They came up with ideas that I never thought of because of limits I had set. That is probably one of the most important things they do is to explore without limits. As we grow older we assume that things work in certain ways and no longer question why. These students explore all possibilities and don't rule out anything until they figure out on their own that it won't work. Many parents of students enrolled in the Gifted programs report that their children truly enjoy going to school. They seem to look forward to each day as a new and exciting opportunity.

Statistics indicate that 19% of Gifted students drop out of school when enrolled in regular education classes. Some are bored, others become disenchanted with traditional school. With the increasing complexity of the modern world, we cannot afford to lose creative minds. If the purpose of education is to teach people to think and reason, then surely, Talented and Gifted programs are highly successful and deserving of continued support on the State level. The State mandate for Talented and Gifted deserves to be continued and I ask for your support.

It seems certain that there are waste and inefficiency in all organizations including State, Federal and Local. I urge you to mind the waste but don't waste the minds.

Thank you for your time and attention,

  
Harold A. Kane

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A3-2

SENATE BILL NO. 27 & 108

Testimony Against Removing Gifted Education  
from the Kansas Special Education Mandate

by

Chet R. Johnson, Executive Director  
Reno County Education Cooperative No. 610  
2005 South Halstead, Hutchinson, KS 67501  
(316) 663-7178

I am speaking as the Director of Special Education of the Reno County Education Cooperative which is an interlocal school district that provides special education within five rural school districts in Reno County, Kansas. Our cooperative is serving two hundred seventy (270) intellectually gifted students.

Senate Bill 27 removes gifted education from the state special education mandate. However, districts that elect to continue gifted programs will continue to receive categorical aid to help them finance such programs. Even so, in tight money times, many districts will either reduce or eliminate their programs. This is likely to happen during the 1991/92 school year because school districts will be financing programs for handicapped children three to five years of age.

Senate Bill 108 eliminates categorical aid for gifted programs. If this happens, gifted education will disappear in Kansas. States that do not mandate and fund gifted education do not have gifted education in most of their school districts. Is this good, or bad? I believe that it is bad, very bad.

Please consider the following information as you focus on Senate Bills 27 and 108:

1. Intellectual giftedness is a category of exceptionality. Approximately 3% of students are intellectually gifted. They deserve and need special education to reach their educational potential.
2. Regular education usually does not, by itself, consistently provide the intellectual stimulation and educational opportunity that most gifted students need. Regular education teachers are not trained to work with the gifted, nor do they have the time needed to do so.

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3. Many people believe that all gifted students will realize their potential without gifted education. This is not true. Some bright students underachieve and drop out of school because they are not challenged or do not have the opportunity to pursue their interests and special abilities. Gifted education provides such opportunities.
4. One of the major values of gifted education is that students are intellectually challenged as they interact with their intellectual peers. Furthermore, they learn that it is OK to be smart and this frees them to stretch their minds and to excel.
5. Gifted education does not promote elitism and attitudes of superiority.
6. Most gifted education programs stress problem-solving, creative and critical thinking, research skills, and the opportunity to explore interests and focus on special abilities. Gifted students need these educational opportunities. Regular education does not provide these opportunities to the same extent as does gifted education.
7. We are living in a troubled world plagued by many serious problems: wars, famine, depletion of resources, pollution, violence, drugs, immorality, social unrest, disease, population explosion, etc. Our brightest people will make the greatest contribution to the solution of these problems. Now is not the time to take steps to reduce the educational opportunities of gifted students because **our future is in their hands.**
8. The reduction or elimination of gifted programs is not a step in the direction of educational excellence for Kansas; rather, it would be a giant step in the direction of mediocrity.

This speaker affirms that Senate Bill 27 and 108 will be devastating to gifted education in Kansas. The Senate is respectfully encouraged to: (1) continue to mandate gifted education; and, (2) continue the state categorical aid.

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#5

February 5, 1991

Chairman Harder and Members of the Senate Education Committee:

"David can't seem to sit still." "David can be rather impatient with the other students." "David doesn't seem to be able to stay on task as long as the other students." "David has become aggressive with the other children." "Have you ever considered having him tested for hyperactivity?" Given the fact that David was at least 40 pounds heavier and a good head-and-shoulders taller than the next largest child in his class, signs of aggressive behavior were of great concern to us. I can't even remember if we talked about his positive achievements at our first parent/teacher conference for our son's Kindergarten class.

By February of the next year--David's first grade year--David's teacher called us in for a special conference. We could sense her frustration with his behavior, but she also told us David had successfully completed all first grade material by the end of the first semester, so she had started him on second grade work. The year was 1980 and the State of Kansas had just mandated that schools offer programs for students who qualify as gifted. She suggested that we have David tested for this program.

That fall of 1980, David was accelerated to third grade, and continued to receive on-going reinforcement through the Gifted Program. Over the years, he and other gifted students in the program learned skills in critical thinking, problem solving, research, and independent study. With help and encouragement from the Gifted Program, David accelerated even further in math, which enabled him to take college calculus for credit while he was still in high school.

The tone of David's parent/teacher conferences changed dramatically. Behavior was no longer an issue -- we talked mainly about his academic progress.

Mr. Steryl Jones of the Kansas State Department of Education told the teachers of U.S.D. #400 that gifted students are at the top of the list of students at risk. The suicide rate among gifted students is frighteningly high.

David graduated from high school last spring with a 3.99 GPA, was president of his class, a football captain, and a state medal winner in track. This year he is a freshman at Bethany College on a full academic scholarship, including one of the new Board of Regents Teacher Education Scholarships. We feel that the Gifted Program had much to do with his success. David learned the skills needed to become a leader, not just another statistic. Our second son, Joseph, is an active participant in the Gifted Program. We believe that Joe and every other gifted student in Kansas deserve the opportunities made possible through Gifted Education.

  
Leah Ann Anderson  
Lindsborg, Kansas

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2/5/91  
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Thank you Chairman, Senator Harder and members of the Senate Education Committee for the opportunity to meet with you today. A special thanks to Senator Frahm who represents Northwest Kansas and her education leadership role in this state. I am speaking today regarding the Senate Bill #27 and particularly the gifted program for approximately 13,000 identified gifted students in Kansas

When Willard Daggett, in October 1989, spoke to the Kansas legislators, he concluded with lets, "focus on our children's future..." In the wisdom of foresight of previous Kansas legislatures, this state decided to exceed the federal standards, require services to gifted children, and support these children with state funds to assist local districts on partial costs for teachers/paraprofessionals at levels equal to other special education areas. For these efforts the legislators are commended. Their vision for the future was that gifted children are children with special needs. Rather than accept guidelines for special education that represented a minimal standard, they selected to exceed this and became one state that has been providing each year improved systematic programs and services to gifted children.

In effect the past legislators decided to ignore some of the myths of the gifted child, such as leave the gifted student alone and they'll succeed, when in fact the research has shown the opposite, or gifted children are the sons and daughters of affluent gifted parents when in fact the research has shown these children cross all economic, racial, and cultural lines.

Gifted children are our "exceptional children" who need our support. We just can't say to the regular classroom teacher, it's up to you alone to identify and challenge the kids to their potential. That regular classroom teacher needs to take more time to work with the average child.

The research is clear that gifted children need our attention as educators. These students have a higher sensitivity and intensity levels recognizing at an early age that they are different. Some students feel it is a curse and deliberately hide their talents from others in an attempt to fit in. Therefore, we know many gifted students are underachievers and at-risk.

What are some solutions that this Senate Education Committee might consider. One option is that the committee postpone action on SB 27 and take this year to make a thorough study of the gifted program including what other states are doing and avoid the appearance of a hasty decision to cut a program that has been mandated for many years and which gets better each year.

Another option is for the state to look at more business/education partnerships which support gifted children. A third option is to place the gifted program in the regular education fund with additional dollars to support gifted and tie the program on the state level to the outcomes-based units being organized at the Kansas State Department of Education.

A majority of the Education Committee may favor an optional gifted program and leave the decision on this up to local school districts. However, when looking at over 300 school districts in Kansas, most of the school districts are smaller K-12 districts with limited revenue resources. Since the gifted education program up to this point is required, those smaller districts have to use additional funds beyond the special education allocation to support the program. From a purely economic standpoint, if districts were given the right to have optional gifted programs, some districts with tight budgets could be expected to reduce or drop the program expenses.

In conclusion, if this committee and the legislature approve the optional program for gifted children then the Ways and Means Committee has a challenging task perhaps along party lines to reach a compromise of dollars to support the program with still the possibility of a governor's veto.

Will these students be educated and challenged to their optimum or will they be left to become more at risk in our society as adults? Let's focus on our children's future.

Thank You  
William J. Agnew, Ph.D.

EDUC  
2/15/91  
AG



My name is Jennifer Boyce. I am a senior at Shawnee Mission North High School. I was identified gifted in kindergarten and placed in the program and staffed in first grade. Society has many different ideas about gifted students. Gifted students are always very mature and act their intelligence level regardless of their age. Every gifted child is self-motivated and is able to go above and beyond the curriculum in the regular classroom without any assistance. Gifted students require very little individual attention. Every gifted child is strong in every area. Every gifted student should be the role-model student and get perfect grades. These are all misconceptions.

Actually most of these statements are almost complete opposites. It is normal for gifted students to act their age, how can society expect them to act like 40-year-old adults. Gifted students need the program often as a form of inspiration after having become so stagnate in the regular classroom. Gifted students have special needs that often require more time than a classroom teacher has. Gifted students have very definite strengths, but also have weaknesses that need nurturing also. Gifted students often get grades below their potential because they are bored, uninterested, and unchallenged.

Being gifted is much deeper and harder to define. Each gifted student is an individual and has different needs. These needs are often more vital than anything that biology, geometry class could ever take.

As I said I am a senior and I will be going to college this fall. And I do live in an advantaged school district so I doubt that the program will be cut where I live. So there is no direct way that this will affect me. But that is a narrow-minded and irresponsible attitude. That is why I am here. I cannot ignore my responsibility to voice my opinion and take a stand for a very worthwhile program. These students have the highest capability of learning; they are our future. Without something for them to grab onto and keep them track. And to also explain that being different is not bad just different. Gifted students have more complex questions that are no dealt with in the regular classroom curriculum. Questions can become so big that they can preoccupy these gifted students. Philosophical questions about life and death, Purpose and religion. Everyday questions such as what I am going to do with my life, which college, why is this teacher doing this or that, why can this not be changed. The gifted program has given me many intangible rewards that I cannot even measure because they are so invaluable, skills and explanations that I could not have acquired in other classrooms. The gifted program has been a catalyst for my exploration of higher learning. Please, do not take away the only outlet for our future leaders to expand themselves.

*Jennifer Boyce*

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A7

# 8

# KANSAS ASSOCIATION OF SPECIAL EDUCATION ADMINISTRATORS

John Black, President	316-241-1650
Ed Koehler, President Elect	913-632-3176
Caren Lowe, Secretary	913-594-2737
Linda Eisenbise, Treasurer	913-827-0301

## MEMORANDUM

**TO:** Senate Education Committee

**FROM:** Kansas Association of Special Education Administrators

**DATE:** February 4, 1991

**SUBJECT:** SB 27 AND SB 108

Members of the Kansas Association of Special Education Administrators do not support SB 27 and SB 108. KASEA recognizes that progress has been made to provide for the individual needs of children. Programs for gifted include the use of advanced placements, independent studies, acceleration in curriculum and placement, dual enrollment in college courses, and mentorships. Elimination of these opportunities would prevent our students from keeping pace with our changing society.

Kansas legislators should be applauded for having the foresight to mandate gifted services. If problems currently exist then together Kansas legislators and professionals must work to improve the program.

If there are other ways of providing for the individual needs of gifted children, these ways must be identified before repealing services for children.

JCB

ls

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2/5/91  
A 8-1 ONLY

#C

February 5, 1991

Dear Members of the Senate Education Committee,

As you have heard from these child advocates, gifted students, like all students, have a need for academic challenges. Accelerating the students to work on challenging topics where the students can find successes, teaches these students to work hard and helps to develop positive self-concepts. Gifted students have a need for opportunities and environments which foster creative expression. They also need guidance beyond that which is available from most teachers and counselors.

I am a graduate of Kansas' Public Schools. I attended school in Emporia both before and after the mandate for gifted education went into effect. Personally, I was able to see the vast differences between regular education offerings and those with appropriate differentiation to meet my needs. In elementary and middle school, when I had mastered the mathematics concepts being taught, I was given worksheets which were just more work, not more difficult work. I went through the same reading basal in third, fourth, fifth, and sixth grades because the teachers didn't have the time or expertise to provide more challenging assignments.

Not until I was in high school did the gifted education mandate become law. To have a specialist at my high school who could counsel gifted students, work as our advocate, negotiate new flexible scheduling procedures, and understand the needs of gifted kids was liberating. Because of policies initiated by gifted education, new paths have been created to allow students to telescope year-long classes into a semester; explore their interests at the college level before graduation; participate in mentorships; and to take advanced placement classes. Our job, however, is not done. Gifted students continue to exhibit needs for curriculum differentiation. We must continue to provide services to meet these needs.

For some of us, gifted education made school interesting, challenging, and motivating for the first time. Because I have seen public schools both with, and without these services, I can assure you that gifted education is a necessity not a frill or privilege to be so quickly revoked to save relatively few dollars.

My husband teaches gifted high school students in the Shawnee Mission School District and I teach middle school gifted students in Leawood. Perhaps it may seem rather self-serving for teachers of the gifted to testify

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concerning the value of all that we do. But our experiences have qualified us to explain the value of providing special programs for gifted students.

Most gifted education facilitators have taught in the regular classroom. We come from elementary or secondary classrooms where we have seen the vital need for acceleration and enrichment. Highly motivated gifted students have come to us seeking more information, challenges, creative outlets, and guidance beyond the time and resources we had available in the regular classes. Underachieving gifted students sat through demeaning conferences feeling frustrated with what they saw as the lack of relevance and challenge in all that the public schools had to offer.

Because of the multitude of needs demonstrated by our students, we sought advanced degrees and positions which would allow us to assist them. Many of my colleagues teach in several buildings each week, from converted closets, boiler rooms, and stages. We have made personal sacrifices to be able to help this special population. We continually strive to assist regular educators in making adaptations to make classes more appropriate for our most able learners.

We constantly must educate those who have not seen our educational system from the same perspective. At this time we come to you to ask that you vote no on Senate bills #27 and #108 so that gifted students, like other exceptional students, can continue to receive an education in the least restrictive environment.

Respectfully,



Vonda K. Sinha  
16201 W. 80th Place  
Lenexa, KS 66219

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#10

I am a parent of a ten year old child identified as gifted. For the past five years I have been teaching dropouts from jr. high and high school, helping them prepare for the G.E.D. Up until last May I was also teaching inmates at the United States Penitentiary Honor Camp in Leavenworth.

Numerous individuals among my students have been extremely bright and, I suspect, possibly gifted. One of the most frequent reasons they give for their dropping out of school is the statement, "I was bored."

Instead of losing more intelligence, talent, and potential leadership of future KS gifted citizens, let us continue to invest in quality gifted education now. The returns in business, taxes, and potential leadership will pay much higher dividends back to Kansas instead of our paying the price of supporting future growing prisons populations and possibly increased welfare rolls.

Rosemary J. Crock  
108 Ethel Lane  
Lawrence, KS 66043-1422  
2/4/91 EDUC  
2/5/91  
A 10

# 11

My name is Barbara Bukaty and my husband and I have two sons in the gifted education program in the U.S. District 500 school system, Kansas City, Kansas.

I am here opposing Bill #27 which would cut funding for gifted education that has enhanced our sons' education for five years.

Before the children were born, I taught in the Willingboro School District in the state of New Jersey. How I wished that New Jersey had had a gifted education program to help special students like Kansas had! Some of my students in that East Coast school would have benefited by enrollment in a program that addressed their unique qualities. A conventional classroom setting, no matter how creative and stimulating the teacher may be, is just not enough for these students.

Years later, I am seeing firsthand as a mother, another aspect to the question of what can be done with a child that needs extra. Kansas has addressed this need for years with a gifted program that has allowed our sons a steady dose of learning outside the conventional classroom. Here is where they can flex their minds and expand their opportunities.

Opportunity is a key word here. My husband and I were born and raised in Kansas. We made a conscious decision 5½ years ago to return and raise our three children in our home state. Our children's education is of prime importance to us. Opportunities afforded our children is added assurance that we are happy with our choice. Investment in fertile minds gives a rich return.

The money you now spend today to enhance these talented minds will be returned to the state when these individuals become the future leaders of our state. Don't shortchange the brain trust of Kansas or you will have

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to deal with a "brain drain" in the future.

Thank you.

Barbara Bukaty  
2208 Washington Blvd.  
Kansas City, KS 66102  
(913) 371-4636

Mother - two gifted education students  
U.S.D. 500 Kansas City, KS  
Opposing Bill #27  
February 5, 1991

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A 11-2

February 5, 1991

TEXT OF REMARKS AGAINST SENATE BILL #27 AND SENATE BILL #108

Prepared by Norma Jean Snyder  
Coordinator, Gifted Education  
Wyandotte Special Education Cooperative  
3600 Springfield  
Kansas City, Kansas 66103

Mr. Chairman and Distinguished Members of the Committee:

Over 500 identified gifted students in the Wyandotte Special Education Cooperative are counting on the eleven of you senators to continue to be supportive of their educational needs and to vote against Senate Bill #27 and Senate Bill #108.

Those of us that work with gifted young people see the tremendous need for helping them more nearly reach their potential. I wish you could go with me as I visit the gifted classrooms and see the depth of knowledge these students are gaining. They are our 'Kansans and Americans' of tomorrow. We can't afford to let them down!!

Some might say we should drop the mandate and let districts design and finance their own programs. Our gifted guidelines, under the mandate, are broad in nature and one must conclude that those particular districts will probably not service the needs of their gifted youth. I know it takes a lot of planning, time, and money to hire specialized teachers of the gifted, but we hire athletic coaches and they work with physically talented youth--do our academically talented students not also deserve the very best?

I've heard people say that these students can make it on their own -- well, maybe -- but for many it would mean the loss of a mental and creative challenge with peers of similar interests and capabilities. These students need to be challenged on a higher level, to think more creatively, more diversely, and to evaluate, analyze and to be able to ask and answer questions without fear of ridicule.

I would like to quote a parent of a couple of our former gifted students, "How can the leaders of such a prestigious committee think of doing away with such a program? The most important natural resource of Kansas is the youth. Without proper education of all youth, where does Kansas go -- up, down, or status quo? How can you discriminate against the future leaders of the communities, state and United States?"

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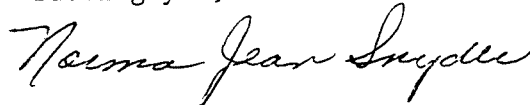


I must ask those of you on this committee to consider very carefully the action proposed not only as to the effects of the short term consequences, but to consider very carefully the long term effects as well. How disappointing to know that there is the possibility that in Kansas, it could again be possible to be denied opportunity to achieve fully in the area of mind development simply because one had the 'misfortune to be born gifted'."

This hour spent here today will perhaps become boring because it is so repetitive -- but this is what our gifted students face every day. Regular education teachers are wonderful, but they have to also deal with the average and below average students, and it is difficult to continually be finding challenging material for their academically gifted young people. Our instructors of the gifted are trained to help not only the students, but also their regular education teachers to design lessons to more nearly meet the needs of these young people.

We place our children's future in your hands. Please, please, vote no to Senate Bill #27 and Senate Bill #108.

Trusting you,



Norma Jean Snyder

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A12-2

#13

Testimony Senate Bill 27  
Jessica Gannon  
Topeka Education Center, Gifted Education  
Whitson Elementary

Mr. Chairman and Members of the Committee,

I am Jessica Gannon. I am opposed to removing the Gifted Education Mandate.

I, myself am a student of the Gifted Education program. I feel that the gifted education program challenges my mind. It teaches me subjects that I probably would not learn in the regular classroom. We get to use computers, study science, playwriting, math, problem solving and research an independent project of my choice.

In the time I have been in the gifted program I have pursued several interests and I have been able to do many things. Two that I really enjoyed were the dissection of a fetal pig and using a medical binocular microscope to view protozoa.

If you want the gifted kids of today, to be the leaders of tomorrow, you must educate them properly.

Thank You,

*Jessica Gannon*

*4th grade*

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A13-1

Testimony on S. B. 27 Topeka  
Education Center

Mr. Chairman and Members  
of the Committee,

My name is Emily Johnson  
and when I grow up I  
want to become an Actress,  
T.V. Journalist or an Interior  
Decorator. Gifted has helped  
in all the areas.

I'm afraid that the  
removal of the mandate  
could affect the Gifted Program  
and me. When I go to  
Gifted it is a challenge for  
me and I have something  
for me to work for. At school  
I don't have as many  
opportunities to do individual  
projects and research that  
I can in Gifted. If this  
mandate remains schools will  
continue to provide the

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A 13-2

opportunities I have for  
the past four years. The  
Gifted program has really  
affected me in a good way.

Please remember all of the  
disappointed children there  
will be if the mandate  
does not remain.

Thank You!!!

Emily Johnson

4<sup>th</sup> grade

Whitson Elementary

Testimony Senate Bill 27  
Lindsey Buening  
Topeka Education Center, Gifted Education  
Randolph Elementary

Mr. Chairman, and Members of the Committee,

I hope that you will not lift the mandate for gifted. In gifted you learn a lot. A few things I learned are how important teamwork is, and how to work on my own.

My personal opinion is that if you lift the mandate that some children might not get the education they need.

In gifted we learn about things you wouldn't normally learn in school. Gifted is fun while you learn. You can learn as much about one subject as you want. The different groups in gifted are.....computer, science, and language arts. In gifted I am making a movie, and I did a report on gymnastics.

I hope that you will keep in mind all the disappointed children if you decide to lift the mandate.

Thank You,  
Lindsey Buening

*Lindsey*  
4th Grade

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A13-4

Testimony on SB27

Noah Kaye Topeka Education  
Center

Mr. Chairman and the  
members of the committee,  
My name is Noah Kaye. I am  
a student in the gifted program  
and someone who, if you remove  
the mandate will be effected  
directly.

Gifted has obviously  
made an effect on me and  
my future. It has helped me  
to find many new ways to  
learn about subjects. I  
really am interested in.

Gifted also helps me learn  
with the great amount of  
resource materials that they  
provide and they help me  
to learn it in a lot of  
different ways. Because  
of my gifted education a  
variety of careers will be  
available to me. I will be  
more interested and better  
prepared for any challenge  
the future might present.

Thank you.

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A13-5

< Testimony Senate Bill 27  
Kate McCallister  
Topeka Education Center  
Whitson Elementary

Mr Chairman and Members of the Committee,

My name is Kate McCallister and I think gifted is one of the best things that has happened to me. For example, at gifted we are working on plays and I want to be a Broadway star. Now you would not learn that in the regular classroom.

In gifted education they give you a variety of learning options and they give you a lot of learning experiences. The teachers use creativity and they give you the ability to study the entire depth and breadth of a subject I am interested in.

Please keep the mandate for gifted kids' sake.

Thank you,

*Kate McCallister*  
*4th grade*

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A13-6

#14

My name is Miles Rickart. I am a gifted facilitator for the ANW Special Education Cooperative in Southeast Kansas. I serve 9 rural High Schools.

Ladies and gentlemen, I am going to tell you a story about a boy named Tony. At the beginning of this school year Tony was a sophomore in a small High School in our cooperative. In that community Tony and his family are well - known and "labeled". The family is indigent, they are on assistance, the boy doesn't know his father. Out of anger or who knows what the reason, after a Friday night football game, Tony slashed the tires of a bus from another school. Of course he was caught, convicted, and is now on probation.

The first 9 weeks of this school year Tony missed 16 days of school. He was belligerent and uncooperative with teachers and other authority figures, and had been suspended because of behavior. His grades were 3 D's and 3 F's at the end of the first 9 weeks.

The probation officer and an ANW psychologist recommended intelligence testing in order to avoid further problems with his probation. Tony was found to be a higher functioning, "gifted", young man. With the broad services available to him under the umbrella of Special Education we have been able to offer this young man and his family, an Individual

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Education Plan, counseling, behavior guidance, and classes with other gifted students.

We, the staffing committee, Tony and his mother, decided to try a new school, in a new town, where Tony was not already, "labeled". We were very apprehensive about this because to start with Tony had to get up an hour earlier just to catch a bus and of course he was not motivated to attend school nor to succeed.

Now, at the end of the second 9 weeks Tony's grades are 4 A's and 2 B's and he hasn't missed 1 day of school!

Ladies and gentlemen, our cooperative has, at this moment, over 80 gifted students in 48 different colleges and universities from prestigious East and West coast schools to our state universities all of whom are at various levels of their education.

Since our mandate in 1980 not one identified gifted student has dropped out of school and believe me, most all of the frogs have been kissed, most have been identified.

Please keep our mandate. Do not allow the Tony's of our state to become, Cyphers In The Snow.

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February 4, 1991

TO WHOM IT MAY CONCERN:

It has come to my attention that legislation is being considered which will directly affect the Gifted Programming in our school systems. I am writing to voice my concerns over any such legislation.

I realize that the budget gets tighter every year and that cuts must be made in certain areas. However, I have never understood why one of the first areas to be cut always seems to be education. Our nation already lags behind most other world powers in the level and quality of our education, yet we still tend to cut funding and insist that teachers and students "make do" with what is left-over after other areas get their share.

I also realize that the area of Special Education is a controversial and very expensive section of our educational system. As a mother of two "Gifted" children, I admit my concerns may be partially biased, but I have concerns as a citizen considering the future of our nation as well. The youth of our nation are the future, and of those young people heading into leadership positions for the future, those who are especially "gifted" with exceptional intelligence will be the ones to form the backbone of our system.

Some may say that, as children with exceptional intelligence, they can fend for themselves and will learn regardless of the setting. In part this may be true, but why should our best be penalized? Should we not be striving to encourage the more able

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to excel in every phase of their lives?

I have seen my children benefit in many ways from our "Gifted Program". They have developed higher levels of intelligence, a sense of self-confidence, and an on-going interest and curiosity in learning. These are qualities that are essential in the molding of leaders for the future. These are also qualities that the normal classroom teacher does not have the time to cultivate. The normal classroom teacher is currently dealing with increased teacher/pupil ratio, depleted funds, and trying to "Mainstream" handicapped students into their classrooms. This does not allow the individualized and accelerated program that the "gifted" student requires.

If this program must be cut, I implore you to at least consider continuing it at the Elementary level. I feel these formative years are crucial in the development of a curiosity and desire to learn. Basic skills are taught at this level that can be carried on into a regular classroom setting at the upper levels. I would like to see the program continue to grow at all levels, as I feel it has something important to offer to all ages. However, if a cut must be made, I see the early years as the most important.

I implore you to consider carefully the message that will be conveyed to our children, their parents, and the teachers of our state if you elect to discontinue a program encouraging the exceptional and gifted student to attain the highest level of learning possible. It is time for us to put our priorities in line and develop our educational systems to the fullest, not cut them back to a minimum.

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I thank you for your time and pray that you will attempt to find a better way to meet your budget. We need these programs and teachers. Education should be one of the top priorities of any society, especially one as blessed and advanced as ours.



Sherri L. Watson  
Concerned Citizen & Parent

EDUC  
2/15/91  
A14-5

February 4, 1991

Kathy Jones  
Special Education Instructor  
Lincoln Elementary School  
Iola, KS 66749

Dear Ms. Jones:

Thank you for your recent correspondence concerning the meeting in Humboldt and the Hearing scheduled for February 5, 1991, in Topeka; sadly, prior commitments on our part will prohibit our attendance. However, we would greatly appreciate it if you would convey to the Senators our feelings concerning Governor Finney's recommendation to cut funding for Gifted Programs.

It was our hope that statements made recently by elected officials and those seeking such posts, and the self-promotion of our highest elected official as the "Education President" had meant that some rationality as to prioritization of funds was about to be realized. We can only further hope that this recommendation is just a momentary lapse in good sense. Our twelve year old sixth grader has been blessed with many natural abilities whose full potentials were not realized until his enrollment in a Gifted Program in U.S.D. 257. Through these special classes he has been given the opportunity to expand, develop and refine his potentials outside of the necessary restrictions of the traditional classroom setting. We feel sure that the level he has achieved would not have been possible under the traditional program. We feel that his potentials are as great as his gifts IF they continue to be nurtured by professionals in such a setting as a Gifted Program. He is but one of many children in the same scenario.

These real threats to the continuance of the Gifted Program immediately bring to our mind such patented and familiar phrases as "a mind is a terrible thing to waste" and "the children are our future", and emphasize the truth in them. Who knows but what one of these children holds the potential to cure cancer, bring peace to the world or to solve the budgetary problems of this state. Who would want to be the person responsible for inhibiting, or stopping altogether, the realization of these potentials. Isn't this a self-defeating attitude rooted in an attempt to stop-gap the real budgetary problems of Kansas. We would suggest that our elected officials seek alternatives to balancing the budget that do not include the intellectual crippling of our children and our future.

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Our forefathers recognized that free public education was necessary for the country, and Democracy, to survive; only with an educated population would this grand experiment in self-government work. Over two-hundred years later we find ourselves in a different world with different needs and requirements for survival and success. This country finds itself in an unfamiliar position; we are taking the back seat in innovation, technology, trade and manufacturing, etc. and probably most importantly and directly affecting and causing the aforementioned, education. It is time for our new generation of elected officials to recognize the same truth recognized by those officials two-hundred years ago; our only hope lies in the full and complete education of all our children and the development of all their potentials. Only through the continuation of those programs such as the Gifted Program can we begin to regain and re-realize our own potentials and future.

We would hope that these facts are apparent to the members of the committee and that they would vote against Governor Finney's recommendation and for the future of our children and Kansas.

Respectfully yours,

*John E. Maier Nancy L. Maier*

John E. and Nancy L. Maier  
202 South Cottonwood  
Iola, Kansas 66749

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2/15/91  
A 14-7

WE, THE FOLLOWING SCHOOL STAFF MEMBERS, INDICATE BY SIGNING THAT WE FEEL THAT WE NEED TO KEEP THE MANDATE ON GIFTED EDUCATION AND TO STOP SENATE BILL #27. WE FEEL THAT SOME STUDENTS NEED SPECIAL EDUCATION AND BIGGER CHALLENGES. WE DO NOT WANT SENATE BILL #27. WE FEEL THAT NO SUCH LAW SHOULD BE PASSED IN THE STATE OF KANSAS. AS IT IS STATED IN OUR MISSION STATEMENTS, OUR JOB IS TO PROVIDE STUDENTS THE EDUCATION THEY NEED TO "REACH THEIR POTENTIAL".

Susan Louergan	Lincoln School	USD 257
Kathy Jones	Lincoln School	USD 257
Ellen Thompson	Lincoln School	USD 257
Bucky Jackson	Trinidad School	USD 257
Jayne Wessman	Trinidad School	USD 257
Barbara Sherrill	Lincoln School	USD 257
Diana Asker	Lincoln School	USD 257
Charlene Levane	Lincoln School	U.S.D. 257
Marcia Ross	Lincoln School	U.S.D. 257
Denise Linder	Lincoln School	USD #257
Let McHuffen	Lincoln School	USD #257
Jacque McFadden	Lincoln School	USD #257
Joseph D. O'Rourke	Lincoln School	USD #257
Deanna Harper	Lincoln School	USD #257
Mary Ann Ormott	Lincoln School	ANW #603
Lizbeth Rice	Lincoln / Bartlesville	USD #257
Lana C. Gurney	Lincoln School	USD = 257
Judith D. Baker	Lincoln School	USD #257

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A14-8

THE STATE OF TEXAS, COUNTY OF DALLAS, BEFORE ME, the undersigned authority, on this day personally appeared \_\_\_\_\_, known to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that he executed the same for the purposes and consideration therein expressed. My commission expires \_\_\_\_\_.

Nancy Cokely Lincoln School USD 257  
 Nancy Yokum Lincoln School USD 257  
 Cathy Ellis Lincoln School USD 257  
 Michelle Suter Lincoln School USD 257  
 Susan De Greve Lincoln School USD 257  
 Helma Sue DeMont Lincoln School N.L.D. #257  
 Mari A. Hutson Lincoln School ANW Coop #603  
 Cynthia Rutledge Lincoln School ANW Coop #603  
 Betty Barnhart Lincoln School ANW Coop #603  
 Brenda Leonard Lincoln School USD 257  
 Lillian Smith Lincoln School USD 257

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 2/15/91  
 A-14-9



February 4, 1991

To: Senator Walker  
State Capital  
Topeka, KS

From: Emerald Catron  
515 S. Cottonwood  
Iola, KS 66749

Dear Senator Walker:

Please vote to keep gifted programs. Vote no Senate Bill #27.

Thank you,

*Emerald*  
Emerald Catron



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2/5/91  
A14-10

February 4, 1991

To:  
Senator Doug Walker  
State Capital  
Topeka, KS

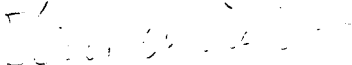
From:  
Terry Catron  
515 S. Cottonwood  
Iola, KS 66749

Dear Senator Walker:

I write to you today Senator Walker under the strong influence of perplexity. Having read newspaper accounts whereby Governor Finney supports the Mark of Excellence for our state colleges I mistakenly assumed that she values education not by the dollars it costs today but by its value to our states future. Surely Senator Walker you can understand my perplexity. If the governor has her wish we will see higher wages for college faculty members in the same year that we cut gifted programs from our grade schools across this state. Hopefully congress will champion the cause of education by killing Senate Bill #27.

As I typed this letter I considered composing a letter that espoused the value of education to our State's future economy, population, and many other tangible benefits. However I don't feel that this comes to the root of my own personal problem. My greatest concern is that I will have to face my eight year old daughter and explain to her that gifted classes have been canceled because the State of Kansas feels they are not worthwhile. These classes have provided the challenge absent from her normal class room. My wife and I have been extremely happy with her interest, participation, and acquired knowledge from the gifted program.

In closing I feel the need to ask a final question. Has the gifted mandate been singled out for the budget knife because of the relatively small number of participants, or is there some basis in fact that the program is a failure.

Respectfully,  
  
Terry W. Catron

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A 14-11

FEB. 4. 1991

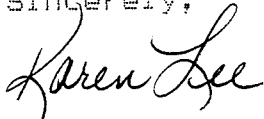
SENATOR WALKER:

This letter concerns Senate Bill 27, regarding dropping the mandate for gifted programs. Please do not allow this to happen!

My ten year old son, Barry Lee, is in the gifted program in District 257, Iola, Lincoln School, fourth grade. The program has stimulated his interests in logical thinking and learning. He looks forward to the days he goes to gifted. It is such a pleasure to see him eager to go to school, because he had been previously bored in school, getting A's without effort.

It would be wrong to stop a program that is aimed at children who have the most potential to be our future leaders. I keep reading about America's educational system being inferior to many others. Following this effort to pass Bill 27 will surely help to keep our educational system at a lower level. It isn't logical to spend such large amounts of money on retarded, or near-retarded children, and not to support the most promising children. Our aim should not be to promote mediocrity, but to promote excellence!! As a taxpayer, I cannot accept any other alternative, and as a parent of a gifted child, I will not accept any other alternative without protest.

Sincerely,



Karen Lee  
404 Canary Lane  
Iola, Ks. 66749

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2-1-91

Senate Education Committee  
State Capitol Building  
Topeka, KS 66612

Gentlemen:

The reason I write is that the "Gifted Program" is an important part of my schooling. It gives me an opportunity to learn things otherwise too advanced for the regular classroom. It gives people a chance to excel in areas where they are gifted. Please keep this program available.

Sincerely,  
Dustin Smoot  
age 12  
Grade 7<sup>th</sup> ANW Coop  
P.O. Box 104  
Chanute, KS 66720

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2-1-91

Senate Education Committee  
State Capitol Building  
Topeka, Kansas 66612

Gentlemen:

In my school gifted is an important part of my education. Gifted has introduced me to things that I would not have been introduced to in a regular classroom.

Sincerely,  
Rory Smoot  
Age 12  
Grade 7 ANW Coop  
P.O. Box 104  
Chanute, KS  
66720

EDUC  
2/5/91  
AT4-14

Date 2-1-91

Senate Education Committee  
State Capitol Building  
Topeka, KS 66612

Gentlemen:

The Gifted Program is an important part of my education. The Gifted Program provides me with the opportunity to learn things that I wouldn't learn in the regular classroom. Please help keep this program available to my school.

Sincerely,  
Jana Smart  
Age 11

Grade 5 ANW Coop  
PO Box 104  
Chanute, KS  
66720

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2/5/91  
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**WALLACE, SAUNDERS, AUSTIN, BROWN & ENOCHS,  
CHARTERED**

#15

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\*KIRBY A. VERNON  
\*RICHARD L. MARQUEZ  
\*ROBERT A. MINTZ  
\*RODNEY K. MURROW  
\*D'AMBRA M. HOWARD  
\*J. PHILIP DAVIDSON  
\*\*BEN W. ANSLEY

OF COUNSEL  
\*JEFFREY L. LAUERSDORF  
\*R. MICHAEL LATIMER

K. B. WALLACE (1912-1982)

\* ADMITTED IN KANSAS AND MISSOURI  
\*\* ADMITTED IN MISSOURI  
ALL OTHERS ADMITTED IN KANSAS

**TO: SENATE EDUCATION COMMITTEE MEMBERS AND ALL OTHER INTERESTED PARTIES**  
**FROM: RODNEY K. MURROW**  
**DATE: FEBRUARY 5, 1991**  
**RE: PROPOSED SENATE BILL 27, CONCERNING GIFTED EDUCATION IN KANSAS**

My first exposure to gifted education was as a junior at a medium-sized Kansas high school. I was seventeen years old when I entered the program, called "Guided Discovery", and its impact was nothing less than the intellectual awakening of a young man at a critical time in his life. I learned a new definition of "education" and discovered the role of creativity in attacking and solving difficult problems. I found out that true learning was much more than the memorization of information; instead, it was in the application of that information to never-before-encountered situations that real understanding took place. I cannot adequately express the impact that these realizations had, and continue to have, on my life. The combined impact of my own educational awakening and the humbling experience of being placed together with others of equal or greater ability forever changed the way I looked at the world. The limitation of access by any eligible Kansas child to such programs would be an intolerable waste of the talent and ability available within this state.

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I would first like to dispel what I believe are some of the myths surrounding gifted education. First, gifted education is not "elitist" in any sense of the word. "Gifted" is a term that applies to ability alone. Individuals from all socio-economic classes and races qualify as gifted as that term is used here. "Gifted" means nothing more than advanced intellectual ability; it is NOT a measure of academic performance, which may be a separate skill. It is analogous to athletic ability, which must be cultivated and trained before one can be a successful athlete. Those individuals who qualify as "gifted" are simply those individuals who are three standard deviations from the mean on any standard IQ test; they are the right-hand side of the bell curve. In short, while their ability may be elite, they are not.

Second, gifted children will not always succeed academically or in life simply because they are gifted. In fact, just the opposite may be true. Several recent studies show that while gifted students only comprise two percent of a schools population, they account for ten to twenty percent of high school dropouts. In other words, gifted students drop out of school at a rate five to ten times greater than non-gifted students! The common perception that gifted children will always succeed just because of their ability is simply not a reflection of reality; the problem is far more complex than that.

Gifted education plays an even more important role in a state like Kansas which is composed of a large number of small school districts where educational resources are limited. Gifted students in those schools are at an even greater risk of not having their talents recognized and cultivated because of the more limited exposure such students receive to educational opportunities both in and out of school. My own high school was about average in size (ninety people in graduating classes on average) and predominantly rural in population. Perhaps one reason those of us fortunate enough to benefit from that program feel so

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strongly about the impact it has had on our lives is that it provided a resource that had not existed prior to its implementation. Although gifted programs are necessary in all districts, they hold a more prominent position in the smaller districts that can offer less variety of educational opportunities than in the larger districts where a wide range of programs are available.

The success of gifted education programs in smaller districts is perhaps best illustrated by my own high school. There were six members of my senior class enrolled in the gifted program. Of those six, five went on to college and four obtained advanced degrees. That one program produced two physicians, one of whom is also obtaining a Ph.D., an attorney, a veterinarian and a nurse. But perhaps most significantly, virtually all of those going on to college completed their formal education at Kansas colleges and universities and all but one have remained, or plan to remain, in Kansas following completion of their educations. Their can be no better evidence of the dramatic impact gifted education can have on the future of this state than this retention of talent.

The "brain drain" of talent from Kansas that has been the subject of much discussion recently would certainly become greater if educational opportunities for the state's brightest members are curtailed or eliminated, making it necessary to seek such opportunities outside of the state. One small gifted program has contributed five professionals to the state, all of them educated in Kansas. While some of those six undoubtedly would have achieved some success despite the gifted program, there is no question that it drastically affected the course of the lives of all who participated. In my own case, I believe it is largely responsible for any success I have had. This state simply cannot afford to waste the resources that gifted education programs develop.

One often overlooked aspect of gifted education is its influence on those children from disadvantaged social or economic backgrounds. Often, these

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children have much less educational stimulus at home, or even school in some situations, than children from more advantageous backgrounds. These children also often suffer from a lack of strong educational role models. That gifted programs can have a profound impact on the lives of such children is nowhere better illustrated than in an example related to me recently by a gifted education teacher about a young girl that qualified for the program several years ago.

This young girl had attended eight schools by the time she was in the fourth grade. On the day the test for admission to the gifted program was administered, her mother was in jail. Her mother was Philippino and spoke little English and her father was unknown. She came from a social background where educational success was, at the least, not encouraged. Her mother was so impoverished that the girl had no bed on which to sleep. Her academic performance had been only slightly above average, but she had shown considerable potential despite the obvious gaps in her education.

The girl qualified for the program and today is in junior high school, still participating in the gifted program and has a keen interest in becoming either a physician and computer analyst. There is no question that she has the ability to do either. Her entire outlook on education has changed, and this young girl whose prospects were once dim now has a bright and promising future before her. Those that question the validity and necessity of gifted education programs should meet this young girl.

I also believe there is a question as to whether part of SB 27 is constitutional. I am greatly concerned that the changes regarding the hearing prior to a change in a gifted child's status under K.S.A. 72-972 violate the Equal Protection clause of the Constitution. These changes, found at K.S.A. 72-972(d), eliminate the ability of school districts to provide for such

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hearings on their own initiative, an option that is available to all other special education programs. The obvious impact is that there will be fewer children admitted to gifted programs because of an inability to participate on the part of the child's legal guardian.

A perfect example is the young girl with the Philippino mother described earlier. Had such legislation been in effect at the time of her testing it is quite likely that she would never have been admitted. Such children are then denied the benefits of state funding for no legitimate reason. This obvious disparate impact would fall heaviest on those whose legal guardians are themselves from disadvantaged social and economic backgrounds. Because of a fear that my personal feelings for the subject may be clouding my professional judgment, I consulted several other attorneys who have confirmed my assessment. Not only is SB 27 destructive social policy, it is quite probably unconstitutional as well.

We now live in a world that is seeing political and social reform unlike any other period in history. A tremendous economic interdependence is developing throughout the world that requires knowledge of other languages, cultures and political systems in order to compete. With these changes have come enormously complex problems that will require a great deal of creativity and foresight to solve. We are also in the midst of an explosion of technological and scientific information that has given us routine organ transplants and exploration of the outer reaches of our solar system.

Indeed, we now live in a world where even the very definitions, both medical and legal, of "life" and "death" are no longer known with any degree of certainty. It will take every bit of intellectual talent that this country and this state has to offer in order to deal successfully with these problems. Now is not the time to even consider curtailing the programs that seek to develop

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the very talent that is best able to solve these problems. A debate over the appropriateness of programs for the gifted would not even be held in Japan, Germany or any other advanced country because there would be no one to oppose them due to the widespread understanding of the need to cultivate whatever intellectual talent a society has to offer. Likewise, there should be no opposition in this country for the same reasons.

I strongly urge you to vote against SB 27 and any other legislation that seeks to cut back on gifted education in Kansas.

Sincerely,

A handwritten signature in cursive script that reads "Rod Murrow".

Rod Murrow

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# What if they're smart but don't do well?

By Mike Kennedy  
Of the Metropolitan Staff

Jeff, a fifth-grader in the Shawnee Mission School District, is considered a gifted student who, according to his mother, "would rather read than eat or drink."

Initially, school was a breeze for Jeff, who has participated in enhanced learning classes since first grade. But in third grade, his schoolwork began to require more effort and, despite his intelligence, his grades began to slip.

"Before, he was so bright he could

get by," Jeff's mother said. "He relied on his ability to do things quickly and easily. Then it got harder. We couldn't motivate him. We tried so many things. We did terrible things like yelling at him. We were all frustrated. His attitude was, 'Why try?'"

The problem is not uncommon. Many students identified as gifted do not live up to expectations of high achievement. Left unaddressed

by parents and teachers, the problem may never be corrected — national studies have found that gifted students, who make up about 2 percent of the population, account for 10 percent to 20 percent of the high school dropouts.

"School, the way it is set up, is not for everybody," said Joyce Scammahorn, coordinator of the gifted education program in Shawnee Mission.

Instruction is geared for the overwhelming majority of students who range from low-average to high-average intelligence, Scammahorn said. The needs of those at the extremes of the spectrum — the gifted and the developmentally disabled — are often not met in the typical classroom.

And just as the developmentally disabled need special education, so do gifted students, especially those who are not achieving up to their ability, she said.

"These kids can make a difference," Scammahorn said. "We know their IQs are very high. Think what they can do if we support them."

Guidelines in Kansas and Missouri allow districts to create programs for underachieving gifted students, but most districts focus on those gifted students who are performing in the 95th percentile or above.

"It's permissible, but to my knowledge, there are few programs that focus on underachieving" said James Marshall, director of special education with the Kansas Department of Education. "It's probably equally or more justifiable in terms of students trying to reach their potential."

Gifted education teachers say the reasons for underachievement can be as varied as the students. But some of the characteristics that turn up again and again are low self-esteem, perfectionism, procrastination, self-criticism, a feeling of competition where none exists, an unwillingness to take risks and "magical thinking," in which they expect achievement to happen automatically, without effort or practice.

For many of them, these attitudes manifest themselves in lack of organization, a selective memory, poor study skills that lead to gaps in learning, and rationalizations of why they aren't succeeding.

"A lot of these kids have written off school," said Gail Wydeven, a middle-school teacher in the Challenge program. "They perceive any kind of failure as overwhelming. They decide they're not going to deal with it. With a lot of things they don't cope."

And because they are so smart, these students have become skilled at developing ways to avoid performing up to their abilities.

"These are very, very bright students who have gotten extremely talented at underachieving and don't necessarily wish to change, or are very afraid to do so," said Debbie Woythal, the Challenge teacher on the elementary level.

## All parties are frustrated

Underachieving gifted students often encounter misperceptions about themselves, such as an assumption that a highly intelligent child is equally advanced in other areas.

"Because they are so intelligent, they seem more mature than they are," Wydeven said.

Others might think that someone so intelligent didn't desire praise or encouragement and couldn't or shouldn't need extra help to perform well in school.

"The attitude sometimes is, 'He's smart enough. Let him alone. He can make it,'" Scammahorn said. "Think how frustrating that could be."

Frustration is a common thread among those involved with the underachieving gifted.

"It's very frustrating for the teacher and the parent because you know they have so much ability," Wydeven said.

Jeff, before he became part of the Challenge program last year in fourth grade, felt the frustration, too.

He hated school, especially the amount of what he thought were repetitive math problems in his homework assignments.

"It was horrible," Jeff said. "I only finished about half of them. . . . If you don't do well in one subject you kind of give up in the others. You think, 'Oh, I can never do this,' and then you start thinking you're not smart."

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# Under-Achievement in Gifted Students

Underachievement is the discrepancy between a pupil's performance and his/her capacity as measured by an intelligence test. Surprisingly, underachievement is more prevalent among the gifted than in any other group. There are many causes for underachievement among the gifted. Some of these children have become disillusioned with school for one reason or another. Others have fallen into "lazy" habits, doing just enough to get by. Many have not received adequate instruction in the more complex reading or study skills. It is entirely possible to neglect instruction of the gifted--assuming they will develop skills their own way through belief in their initiative and intelligence. And many gifted students ARE able to cope adequately. Although their performance may not be to the best of THEIR ability, it may still be above average work. Although this is still a form of underachievement, it may go undetected. Students who are identified gifted, but only performing average or below average work in the classroom pose more of a problem and may be viewed as serious underachievers.

The phrase "gifted underachiever" appears to be a contradiction to many people, because their personal definition of giftedness requires superior academic achievement and significant intellectual accomplishments for an individual to even be identified as gifted. Much of this is due largely to research findings that have described the gifted population as generally superior in all areas of growth and development. This in turn has nurtured the adult expectations that gifted children are those who excel in school. Consequently, most teacher referrals for testing occur when the student has consistently earned high grades, scored high on tests and completed schoolwork so rapidly and accurately that the teacher must plan additional activities to keep a student busy. Students who are organized, "good citizens", answer questions correctly, follow directions well, etc. are more readily recognized as potentially gifted. And they may be gifted. Unfortunately, there is a population that goes unidentified because they may not exhibit enough or even ANY of these characteristics. While they are no less gifted than students coming closer to the stereotyped definition of "gifted", they are harder to identify, and it is more difficult for teachers to accept them as gifted. A common complaint made by teachers of underachieving gifted students is that "If he/she would only apply himself/herself, great progress could be made." And it is frustrating to recognize that a child with potential is not USING it. Very often, the problem is viewed as the child's problem--the lack of motivation and poor attitude.

In actuality, the very nature of giftedness can cause internal/external conflicts which result in inappropriate classroom interaction. While underachievers' personality traits are extremely diverse, certain characteristics are present to a significant degree:

- IQ of 140+ on Stanford Binet or WISC
- School work has been rather consistently incomplete
- Vast gap between qualitative level of oral and written work
- Test phobic, poor test results
- Profound interest in a single area in which he/she is "expert"
- School phobia or complete disinterest in attendance and participation
- Very low self-esteem and unhealthy self-concept producing: difficulties coping emotionally, lack of self-confidence, inferiority feelings
- Sincere belief that no one likes them (projection of self-hate)
- A very autonomous spirit, quite focused on self and resistant to influence
- Inability to function constructively in a group of any size
- Wide range of interests, mostly in the sciences and arts
- Tendencies to continually set goals and standards too high

No apparent satisfaction from repeated demonstration of acquired skills—e.g., math facts and cursive writing—tasks that do not require higher levels of thinking or creativity

- Not motivated by the usual devices—teacher enthusiasm, group interests, a "stimulating environment", and often not by praise or points awarded for "good behavior"

Additional common characteristics of gifted underachievers:

- Lack of academic initiative (as defined by school)
- A rigidity of interests, which translates into "I want to learn about the things I'm interested in!"
- Distractibility—inability to focus and to concentrate efforts constructively; a lack of selective perception when presented with multiple stimuli
- General hyperactivity, hypertensive behavior;
- General immaturity in all areas—physically, socially, and emotionally
- Very often young (fall babies)
- Chronic inattentiveness—just cannot listen and absorb
- Psychomotor inefficiency, most often a visual-perception handicap
- Tendency to attribute success and failure to external control, believing there is no personal ability to achieve "success" in the classroom setting
- Malingering, hypochondria, frequent illness resulting in excessive absences from school

\* \* \* \* \*

There are two basic behavior patterns gifted underachievers may fall into: aggression or withdrawal. A third pattern, while less problematical for the teacher, does result in increased tension for the child: compliance with others' (teacher, parent, peer) expectations.

Specific behavior patterns of aggression:

- Refusal to comply with rules, requests
- Instead of working, moves about disrupting others
- Vies for attention in a wide variety of ways
- Rejects assignments as "Silly, I know it!" or "I don't want to..."
- Exploits any freedom, lacks self-direction
- Alienates peers by constant aggression and derogatory attitudes toward them; excessive fighting and quarreling

Specific behavior patterns of withdrawal:

- No significant communication with peers or teachers
- Daydreams, wanders, doodles...lives in a fantasy world
- Cannot work in groups—always withdraws alone somehow
- Will attempt to do little in work or class activity
- Will not even defend self

The behavior patterns of a "compliant" gifted student are harder to define. Although this is not altogether an undesirable trait, it becomes problematical when a gifted student begins to "down play" or hide academic strengths in order to blend in with peers. Often these same children will cease to question or analyze situations aloud for fear of being ridiculed by peers and teachers alike. This can create intense inner conflicts.

\* \* \* \* \*

Underachieving gifted students are difficult to identify for a number of reasons:

1. Test scores are very low on achievement tests and grades.
2. "Inability to read" or reading "satisfactorily at grade level".
3. Low self-esteem and subsequent anxieties may prevent even oral participation revealing thought processes (withdrawn child) or child may be so engrossed in perpetual ego-defensive behavior that he/she doesn't respond to stimuli or demonstrate mental skills in response. Often the child's advanced mental skills are observed only in a one-to-one teacher-pupil relationship.
4. The assumption that gifted children are easily interested, and naturally motivated to learn in school—NOT PERCEIVED AS "LAZY", "INDIFFERENT", "UNINTERESTED", OR "UNCOOPERATIVE".
5. Teacher attitudes toward the nonconformist who "can't even follow directions" and may challenge her with defiance.
6. Teacher's emotional response to a child whose behavior does not indicate effort and positive attitudes but, rather, prevailing negativism and resistance.
7. Teacher's lack of knowledge about a child: especially medical and family history.

All children are vulnerable. Gifted children are too, although the degree of their vulnerability is compounded by their giftedness. "To have the intelligence of an adult and the emotions of a child . . . in a childish body is to encounter certain difficulties . . . The years between four and nine are probably the most likely to be beset with the problems". (Hollingworth) The social nature and needs of gifted children are somewhat different from those of 'average' children. Friendships are generally more difficult because age-mates do not share the same interests, vocabulary, and level of organizational and conceptual play, while older children look down upon them as babies. Some gifted children cope with this better than others. There are six basic factors that account for the vulnerability of gifted individuals in any setting. Some vulnerabilities lead to underachievement. They are covered briefly below.

#### PERFECTIONISM

This is one of the most overlooked, misunderstood personality traits, and is probably one of the most influential. An inner drive often exists that makes gifted students feel discontent with any performance less than what he/she perceives as the ideal goal. This is the drive that motivates students to strive for straight A's and top test scores.

On the flip side, this can often mask severe self-criticism and cause students to select only those activities or academic endeavors in which they feel certain they will succeed. WHEN FACED WITH UNFAMILIAR ACTIVITIES OR MATERIAL, OR WHEN FAILURE SEEMS TOO EMINENT, GIFTED CHILDREN TEND TO WITHDRAW, REFUSE TO TRY, OR ACT OUT, RATHER THAN TO FAIL TO MEET A DESIRED LEVEL OF PERFECTION. Students with high intellectual capability are painfully aware of possibilities—how much one CAN succeed. And often these students are reminded by parents, teachers, peers, and even themselves, that because they ARE gifted, succeeding should be a rather common occurrence for them. As a result, when faced with a challenge, they often find it more acceptable to refuse to cooperate (even to be labeled a behavior problem) than to risk not meeting a given challenge.



## SUPERSENSITIVITY

It is theorized that the supersensitivity of the nervous system creates intellectual giftedness by allowing the assimilation of extraordinary amounts of sensory input. This enables a child to be more discriminating of details of stimuli and variations in quality, and more perceptive regarding relationships. This contributes to a tendency to be analytical and critical of self and others. This is easily extended to social awareness of interpersonal reactions, group dynamics, and causal relationships between persons. As a result, THE GIFTED CHILD QUICKLY PICKS UP VERBAL AND NONVERBAL MESSAGES IN THE SOCIAL ENVIRONMENT. The positive element: He learns easily how to manipulate social relationships in leadership roles, and is capable of developing superior skills for social problem-solving. Problems: The danger in the child's supersensitivity to social feedback can result in the tendency to perceive rejection and then to develop feelings of social isolation. (Leading to passive, aggressive or passive/aggressive behavior).

## DEFICIT SOCIAL SKILLS

Peer acceptance is important to all children, and studies have indicated that gifted children may enjoy popularity, leadership opportunities and superior social skills. They may also experience serious feelings of aloneness, loneliness, and social isolation. There appears to be two variations to this problem.

One type of child, usually a high achiever, learns very early how to manipulate and control social situations. Other children may complain about bossiness, when the child assumes organizational duties and gives instructions to others. Such responses may reinforce the gifted child to dominate, or may communicate rejection. In either case, social conflict arises.

A more acute social conflict or deficit occurs in gifted children who have very limited interaction with other children during pre-school years. They need adult guidance to help them learn to participate appropriately as a group member, while still meeting personal needs at a reasonable level.

## SOCIAL ISOLATION

Even when individuals may behave in a manner resulting in social isolation or rejection, some factors in American culture exist which further or contribute to gifted children's vulnerability. While our culture rewards the "winners", often the winner is somewhat alone, seeming to threaten the self-worth of the competing "loser". (Teachers are often faced with this situation in the classroom!) In a recent study, pressures peers exert to hold in check the most creative member of a group have been documented. The techniques of control employed included open aggression and hostility, negative criticism, rejection or indifference, and the use of organizational "machinery" to limit and to impose sanctions. It was concluded that emotional difficulty often stems from such inevitable pressures. A highly creative child must either repress or sacrifice his creativity, or learn to cope with or reduce the tensions that arise from being so frequently a minority of one. Loneliness may spur some children on to achieve, or may result in apathy, learning difficulties, behavior problems, withdrawal, or underachievement.

"Different" is not often rewarded. Even consistently outstanding performance tends to make others uncomfortable or envious. Social "penalties", although often very subtle, include indifference in the forms of ignoring accomplishments and encouraging independent activity ALONE. This is often based on the feeling that those who are successful, need

attention, encouragement, reinforcement, praise, etc. or the belief that too much recognition will make an individual egotistical.

#### UNREALISTIC EXPECTATIONS

Gifted children, since they are thinking like older children, are apt to set goals too high to be realistic, given other developmental levels. However, the greatest danger may be adults who do not recognize their tendency to set these unrealistic expectations.

First of all, there is a tendency for adults to generalize or extend advanced abilities in INTELLECTUAL activities to ALL areas of growth and development, and to all forms of intellectual tasks. For example, the parents of a highly verbal 2-year-old, may begin to think of their child as a 4-year-old and set inappropriate expectations for the child's overall behavior, including social and emotional growth. The teacher of a mathematically advanced first grader may expect equally outstanding work in language arts, and interpret average progress in other areas as laziness.

Another reason for unrealistic adult expectations is related to the ego-involvement of parents and teachers in the successes of the child. They share the child's pride in accomplishments, and may continue to set ever-higher goals upon the completion of each one. In other words, the attitude prevails that the child must constantly be challenged. The gifted child begins to feel as though he will never arrive at a point of adequate success and achievement. No matter what he does, the goal will always be set higher. (Negative effects are reported for both achievers and under-achievers.) These efforts are not destructive—unless the childish nature is denied. For example, some parents may want their child to only play with educational toys, and he may not be allowed to simply play or "waste time." (It's been found that gifted adults who have experienced this, find it difficult to accept leisure time without guilt. They feel they must always be involved in some productive activity or their self-worth is somehow diminished.)

#### LACK OF APPROPRIATE EDUCATION PROVISIONS

There is still a lack of national commitment to meet the needs of the gifted population. As a result, gifted students in some states have had to complete formal education in schools where no consideration of academic or social needs exists. (This should not be the case in Kansas, since at this time we do have a mandate for gifted education. This section does not have the bearing on gifted underachievers it might elsewhere in the nation.)

#### CURRICULUM

Most curriculum in the classroom has tended to be textbook based, designed for the "average" ability. Gifted children may not find this stimulating because they are apt to be impatient with details and repetition. Examples: drill exercises in math, spelling, grammar, and traditional basal reading groups. (This is NOT to say a gifted student does not need the skills, but rather it is often difficult for them to learn in such a manner.) They are often perceived as lazy or unmotivated, and may dawdle over such work. This type of content is often designed to solicit factual memorization, and gifted children reason at higher, more divergent levels of thinking. A student who has learned to question resource people for information, is comfortable with resource books or experimental investigations and research, can find it extremely frustrating to deal with content presented at this lower level.

## INSTRUCTIONAL STYLE AND PHILOSOPHY OF THE TEACHER

The traditional American classroom can be described as teacher-centered group instruction. Research shows that in this type of situation, (maximum teacher-talk, minimal pupil questioning/self-expression, considerable structure/rigidity) gifted students can experience much conflict between personal needs and environmental demands. Numerous personality traits of gifted children can result in difficulty with what is perceived to be a rigid structure; drives to create, explore, achieve perfection, etc. result in conflict when tasks must be completed in a prescribed amount of time. The learning style of gifted students is often not compatible with instructional styles of teachers. They would rather learn by complex associative methods than by rote drill. They are more motivated by problem-solving and using analytical abilities.

Demands for conformity result in more intense conflict for highly creative individuals. "IT HAS BEEN SUBSTANTIATED THAT TEACHERS PREFER GIFTED CHILDREN WHO ARE LOW IN CREATIVITY TO THOSE WHO ARE HIGHLY CREATIVE"!! (Anderson) While it is apparent that this is not true of all teachers, it is certain that many teachers do have negative attitudes toward those bright and creative students who resist conformity. The sensitivity of the gifted pupil to negative social feedback contributes to emotional conflict and the development of chronic underachievement.

## SOCIAL CLIMATE OF THE CLASSROOM

Key factors governing the effect of the social climate on gifted students are: the degree to which competition is fostered, the extent to which individual differences are truly valued, and the amount of opportunity children have for interaction. If a climate is one of excessive competition, the gifted child is likely to be resented if he is a high achiever; if he is an underachiever, he is apt to develop an exaggerated sense of failure because of his basic perfectionism. If the social emphasis is placed upon being "average", or "like the rest", the gifted child is going to experience guilt and loneliness because of his "differentness". It is important that opportunities for interaction exist so that social skill and leadership potential may be developed.

If there is an excessive amount of criticism, failure experiences, competition, or pressure for grades, gifted children suffer emotionally and socially. Their perfectionism (although not exhibited in the manner most expect; perseverance to be the best) makes them vulnerable to feelings of failure. Their supersensitivity can cause them to perceive very subtle messages of peer resentment or rejection. In such a context, the gifted child is very vulnerable to anxiety and diminishing self-esteem. Intense conflict will occur if the gifted student perceives social penalties for creative activity, divergent thinking, and if there is a demand for conforming obedience at the expense of open questions and investigation.

\*\*From Giftedness, Conflict, and Underachievement: Joanne Rand Whitmore, 1980.

## SCAPEGOATING THE GIFTED: THE NEW NATIONAL SPORT

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Advocating for the gifted has always been risky business in American society, as if it were somehow anti-American to suggest that gifted children might have special needs. Professionals in few other fields fear discussing what they do for a living at cocktail parties. Parents of no other special education population are derided as are parents of gifted children. Having observed the ebb and flow of concern for the gifted for the last 30 years, I have never seen such a sweeping tide of animosity toward the gifted and gifted educators as in the last several months. American education has found a scapegoat for all its ills and will not be satisfied until gifted education has been exterminated and its advocates silenced.

This statement may sound outrageous, but I can document recent cases of persecution of state gifted/talented consultants, coordinators of gifted programs, teachers of the gifted, parents, and gifted children. Throughout the United States, budgets for gifted education have been slashed, self-contained classes and pull-out programs have been eliminated, teacher certification has been lost, gifted coordinators have been demoted to regular classroom positions, state consultants have been harrassed and forced out, teachers who support gifted education dare not speak for fear of losing their jobs, administrators find it politically

untenable to continue supporting provisions for the gifted, and parents are bewildered by this sudden change of heart.

Gifted education is on the verge of extinction in the United States unless something is done immediately to counter the trend. Parents and educators of the gifted have worked too hard for too many years to stand by and watch every gain in serving the gifted get wiped out in a single year. This is a call for action. As Mary Toll (1990) suggests, the time for passive advocacy has ended: in order to survive, we need warriors.

To what can we attribute this holocaust? Is it simply an artifact of tightened budgets? I think not. We have the funds to serve retarded children--to provide individual assessment and individual educational plans. If we had a mandate to serve the gifted, we would create the funding. We feel morally obligated to find the money to support that which we value. How did gifted children come to be so devalued in our society? Ironically, we've just gained national funding of exemplary programs in gifted education. So I do not believe that money is the real issue; it simply serves as a convenient smoke screen.

Is it our fear of "elitism"? When I learned this summer that the faculty of Harvard considers gifted "elitist," the meaning of "elitism" suddenly became very murky. There is not one shred of evidence that intellectual differences create elitist attitudes (Newland, 1976). Quite the contrary, the gifted in our country are the backbone of social reform and egalitarianism. The gifted care desperately about injustice.

When they are placed in classes together, they do not come to the conclusion that they are "better than everyone else." Rather, they are humbled by finding peers who know more than they do (Hollingworth, 1930). They are deeply concerned with global issues. A 9-year-old boy I tested this summer in California picked fruits and vegetables all summer long and sold them in his neighborhood to collect food for the homeless. He initiated this project on his own because he felt he had to do something to help.

Elitism is, and always has been, rooted in socio-economic differences, not intellectual differences. Scapegoating the gifted has been very effective in focusing attention away from the real issue. The wonder is that we haven't seen through the sham in all these years of false accusations. It is immediately apparent that eliminating programs for the gifted cannot eliminate the inequities in opportunity that exist between the haves and have nots. When gifted programs are unavailable in the public schools, upper middle class families place their children in private schools or educate them at home. These options are not available to single parents, two-income families, and families with limited means. It is the talented poor who suffer the most when programs for the gifted are cut.

Giftedness is not an upper middle class plot. Dr. Rita Dickinson (1956), in her many years of research as a school psychologist for the Denver Public Schools, found giftedness equally distributed among all socio-economic classes. The

detection and nurturing of high abilities among the poor enables them to surmount their own poverty and help the plight of others.

Even the accusation of racism has been dumped on gifted education. In the past year, gifted education has been attacked as racist in The New York Times, The Washington Post, The Denver Post, and other local newspapers. But the truth is that every gifted program in every urban city in America has adopted policies assuring that attempts will be made to achieve equitable representation of minority groups in gifted programs. Countless gifted children from minority groups and lower socio-economic backgrounds have become motivated to achieve in school due to their placement in classes for the gifted.

Have we lost all this ground overnight because a better way to educate children has been discovered? We could be led to that assumption by the School Reform Movement. However, the leaders of this movement have shown no particular interest in the welfare and progress of the gifted. No evidence exists that cooperative learning in the regular classroom serves the gifted better than gifted education provisions. Of 295 studies of cooperative learning found in the literature, only 3 of them even mention the gifted, and the only study that reported specific findings about the gifted was limited to 14 of these students! (Robinson, 1990a).

The blatant overgeneralization that cooperative learning in the regular classroom has been "found" to be good for all students--including the gifted--is completely unfounded. Robert

Slavin (1987), the major spokesperson for cooperative learning, specifically stated in his comprehensive review of the literature that gifted and special education classes had been purposely omitted from the research base:

Gifted and special education programs may be conceived of as one form of ability grouping, but they also involve many other changes in curriculum, class size, resources, and goals that make them fundamentally different from comprehensive ability grouping plans. (Slavin, 1987, p. 297, emphasis added)

Also, in his response to Ann Robinson's (1990a) critique, "Cooperation or Exploitation? The Argument against Cooperative Learning for Talented Students," Slavin admits:

Dr. Robinson is certainly correct in saying that the research base for applications of cooperative learning to the truly gifted is weak. Knowing this area well, I'd characterize it as virtually non-existent. (Slavin, 1990b, p. 29)

Yet, Slavin goes on to talk about the benefits of cooperative learning for "high achievers," as if high achievers and the gifted were synonymous. They are not. Robinson (1990a) points out in her article that "high achievers," as defined in the cooperative learning literature, includes 25 to 33 percent of the school population.

Herein lies one of the major flaws in reasoning about the gifted. Educators tend to think of the gifted as high achievers, and, therefore, automatically benefiting from any type of school program. Many high achievers are, in fact, gifted; however, many are not. And many gifted students are high achievers; then again, many are not. Achievement is an environmentally induced



phenomenon; therefore, having special programs for high achievers looks to many like "more advantages for the advantaged." Ability, however, is a broader concept, including retardation and giftedness, neither of which should be defined in terms of achievement. Programs for the retarded are not considered "elitist." They are considered necessary provisions to deal with inherent differences in learning rate and ability.

The range of differences in human development is so great that any one-size-fits-all curriculum, grouping strategy or organizational scheme is easily seen as illogical. There are 15-year-olds who are learning self-feeding skills, and a 6 1/2 year old who has completed the entire high school curriculum with extra credits. Gifted education and education for other groups with special needs is not tracking. Cooperative learning in the regular classroom was not designed for special educational groups. It is no more appropriate for the gifted student than it is for the retarded student.

The argument against ability grouping and tracking is perfectly justified for the mid-range of ability. The research seems to indicate that about 90% of the students learn best in mixed ability groups. But as children veer from the norm in either direction, their educational needs become increasingly more differentiated. A child 3 standard deviations below the norm (55 IQ) could not profit from placement in a cooperative learning group in the heterogeneous classroom; neither does a child 3 standard deviations above the norm (145 IQ).

While there is not one single study comparing the progress of gifted students in cooperative learning groups with their progress in any of several special education provisions (e.g., self-contained classes, pull-out programs, accelerated classes, Advanced Placement classes, self-selected independent research), there is ample research that ability grouping enhances learning and motivation for gifted students (Feldhusen, 1989; Kulik & Kulik, 1990).

Slavin (1990a) condones acceleration in mathematics and reading, but suggests that gifted students are adequately served by heterogeneous cooperative learning experiences for such subjects as social studies. How do gifted students feel about cooperative learning in social studies? Here is an excerpt from a letter that Corinne, a 12-year-old eighth grader, wrote to her superintendent:

The method that is unsatisfactory is the cooperative learning program in my social studies class... In cooperative learning groups the person with the strongest personality and highest academic ability usually takes control of the group immediately. Teachers tend to put the faster learners with the slower ones to help them along. That is the exact purpose and problem with cooperative learning. The faster kids are suddenly responsible for everyone else.... I believe that the advanced students are being slowed down drastically by this learning method. Not all kids want to learn, and I feel that cooperative learning puts the responsibility of making those people learn on advanced students.... Just because there aren't many of us doesn't mean we don't have a right to learn. (Kearney, 1990, pp. 14-15)

Exploitation of the gifted in order to bring up the lower end of the spectrum may sound "fair" to some, but bringing the top down does not bring the bottom up, and nothing is gained in

the name of democracy by holding back our brightest students. In our fierce desire for equality of opportunity for all, we are discriminating against children of high ability. No egalitarian goal is accomplished by forcing a child who reads at the sixth grade level to read a third grade reader (Silverman, 1989). It is criminal to force our brightest students into underachievement in order to motivate slower students. It is also dangerous.

While other countries are strengthening the curriculum of their brightest students, we are asking ours to serve as teachers' aides. Before they graduate from high school, all Soviet students take ten years of geometry, two years of calculus, five years of physics, five years of physical and economic geography, and seven years of a foreign language. By comparison, only half our students take one year of geometry, and less than one-sixth take one year of physics. We waste two more years on arithmetic than any other country in the world (Wirszup, 1980, 1985). Wirszup has repeatedly testified in Congress that the current state of education is endangering our democracy.

If the research does not support the massive obliteration of programs for the gifted, then why has everyone jumped on the bandwagon and been so quick to get rid of gifted education? The scope of the attack is too great and too swift to be motivated by logic. The attitudes and behavior toward advocates of the gifted is too vitriolic to be budgetarily based. I believe that America needed a scapegoat, and the gifted were selected. In the perennial battle between egalitarianism and excellence in

American education (Gardner, 1961), both have lost and blind discrimination appears to have won.

What is to be done? Robinson's (1990b) first recommendation is that we become informed that the "research base does not support the contention that cooperative learning is a substitute for special programs for the talented student. Resist such a policy" (p. 35). Her last suggestion is as follows:

Finally, speak plainly on the issue of cooperative learning as therapy for socially maladjusted, talented students. The assumption that gifted children are more likely than others to have a variety of personal and social problems is not supported in the literature. Thus, the pill of cooperative learning may be prescribed for a perfectly healthy patient. (p. 35)

This is excellent advice, since at least half of these children--gifted girls--are already oversocialized at the expense of the recognition and development of their abilities (Kerr, 1985). They often prefer to help others rather than take on new challenges in learning. Cooperative learning only exacerbates their lack of risk-taking.

Cooperative learning does have a place within gifted education. It is an excellent strategy to employ in classes of gifted students, where there is often a very large range of abilities and interests--despite the common label of "gifted." It is also useful to allow gifted students to form their own cooperative learning groups. "Hidden" gifted children are often chosen by other advanced students who recognize their special talents. If the brightest students in the group are learning something new, at as fast a pace as they can learn, then

cooperative learning is being used appropriately. When this is not the case, the method is being misapplied.

Gifted children have no legal protection. We need a federal mandate to assure that they will be able to progress educationally at their own pace. Parents of handicapped children pressed for the legislation that now exists to protect these children. I believe that parents of gifted children must follow suit. Many teachers and administrators continue to support provisions for the gifted, but the opposition is so strong right now that visible advocacy within the school system is risky. Therefore, parents must take the lead in turning the tide. Parents who have fought to establish programs for their children must fight to preserve them or to re-establish them.

I do not believe that all the provisions for the gifted that have been hard won over the last two decades can be wiped out in a flash without a massive reaction. The whole movement has happened so quickly that parents have not yet mobilized to respond. But parents of the gifted will do whatever has to be done to reinstate provisions for their children. I only hope that policies that discriminate against the gifted and scapegoat their advocates are soon put to an end. Otherwise, I predict that parents will take legal action against the schools as their only recourse. However, through awareness of the symptoms of scapegoating and conscious efforts to prevent its continuation, these drastic measures can be avoided. The gifted deserve an appropriate education; they should not be punished for being

advanced. They should be supported in developing their abilities to their fullest--for themselves and for society.

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Gifted children are not a homogeneous group. The more gifted a person becomes, the more unique that person may appear. However, there are many characteristics that often recur in groups of gifted individuals. While an individual may not exhibit all of these characteristics, a better understanding of all the characteristics may aid identification of gifted individuals.

There is a common problem in identification of these children. "Teachers often attribute a high achiever with giftedness. While there can be no certainty as to clear distinction in every instance, gifted children usually exhibit the ability to generalize, to work comfortably with abstract ideas, and to synthesize diverse relationships to a far higher degree. The high achiever generally functions better with knowledge and comprehension-level learning. While high achievers get good grades and accomplish much, they lack the range and diversity of the gifted." Clark, (1983)

The following five tables are organized into cognitive (thinking), affective (feeling), physical (sensation), intuitive, and societal characteristics of gifted children. They include curriculum needs and possible problems resulting from these traits. Familiarity with these traits can help identification and instruction of gifted students.

\*Adapted from Growing Up Gifted, Barbara Clark, 1983.

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**Table 2.5. Differential Cognitive (Thinking) Characteristics of the Gifted.**

Cognitive development rests on the analysis, integration, and evaluation of a vast quantity of experiences of the environment and understandings of those experiences. Educational programs should provide for an array of such experiences and encourage the processes of understanding, analyzing, organizing, integrating, and evaluating. Qualitatively different planning for the gifted implies recognition of the ways in which their differential cognitive characteristics affect this process.

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
Extraordinary quantity of information, unusual retentiveness.	To be exposed to new and challenging information of the environment and the culture, including aesthetic, economic, political, educational, and social aspects; to acquire early mastery of foundation skills	Boredom with regular curriculum; impatience with "waiting for the group"
Advanced comprehension	Access to challenging curriculum and intellectual peers	Poor interpersonal relationships with less able children of the same age; adults considering children "sassy" or "smart Alec;" a dislike for repetition of already understood concepts
Unusually varied interests and curiosity	To be exposed to varied subjects and concerns; to be allowed to pursue individual ideas as far as interest takes them	Difficulty in conforming to group tasks; overextending energy levels, taking on too many projects at one time
High level of language development	To encounter uses for increasingly difficult vocabulary and concepts	Perceived as a "show off" by children of the same age
High level of verbal ability	To share ideas verbally in depth	Dominate discussions with information and questions deemed negative by teachers and fellow students; use of verbalism to avoid difficult thinking tasks

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**Table 2.5.** Differential Cognitive (Thinking) Characteristics of the Gifted. (continued)

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
Unusual capacity for processing information	To be exposed to ideas at many levels and in large variety	Resents being interrupted; perceived as too serious; dislike for routine and drill
Accelerated pace of thought processes	To be exposed to ideas at rates appropriate to individual pace of learning	Frustration with inactivity and absence of progress
Flexible thought processes	To be allowed to solve problems in diverse ways	Seen as disruptive and disrespectful to authority and tradition
Comprehensive synthesis	To be allowed a longer incubation time for ideas	Frustration with demands for deadlines and for completion of each level prior to starting new inquiry
Early ability to delay closure	To be allowed to pursue ideas and integrate new ideas without forced closure or products demanded	If products are demanded as proof of learning, will refuse to pursue an otherwise interesting subject or line of inquiry
Heightened capacity for seeing unusual and diverse relationships	To mess around with varieties of materials and ideas	Frustration at being considered "off the subject" or irrelevant in pursuing inquiry in areas other than subject being considered; considered odd or weird by others
Ability to generate original ideas and solutions	To build skills in problem solving and productive thinking; opportunity to contribute to solution to meaningful problems	Difficulty with rigid conformity; may be penalized for not following directions; may deal with rejection by becoming rebellious

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**Table 2.5. Differential Cognitive (Thinking) Characteristics of the Gifted. (continued)**

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
Early differential patterns for thought processing (e.g., thinking in alternatives, abstract terms, sensing consequences, making generalizations)	To be exposed to alternatives, abstractions, consequences of choices, and opportunities for drawing generalizations and testing them	Rejection or omission of detail; questions generalizations of others, which may be perceived as disrespectful behavior
Early ability to use and form conceptual frameworks	To use and to design conceptual frameworks in information gathering and problem solving; to seek order and consistency; to develop a tolerance for ambiguity	Frustration with inability of others to understand or appreciate original organizations or insights; personally devised systems or structure may conflict with procedures of systems later taught
An evaluative approach to themselves and others	To be exposed to individuals of varying ability and talent, and to varying ways of seeing and solving problems; to set realistic, achievable short-term goals; to develop skills in data evaluation and decision making	Perceived by others as elitist, conceited, superior, too critical; may become discouraged from self-criticism, can inhibit attempting new areas if fear of failure is too great; seen by others as too demanding, compulsive; can affect interpersonal relationships as others fail to live up to standards set by gifted individual; intolerant of stupidity
Persistent, goal-directed behavior	To pursue inquiries beyond allotted time spans, to set and evaluate priorities	Perceived as stubborn, willful, uncooperative

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**Table 2.6. Differential Affective (Feeling) Characteristics of the Gifted.**

High levels of cognitive development do not necessarily imply high levels of affective development. The same heightened sensitivities that underlie gifted intelligence can contribute to an accumulation of information about emotions that the student needs to process. The affect-based information comes from sources within and without the child. Gifted children need to learn that their cognitive powers applied to this material will help them to make sense of their world. Their educational program must provide opportunities to bring emotional knowledge and assumptions to awareness, and to apply verbal ability and inquiry skills in the service of affective development.

The early appearance of social conscience that often characterizes gifted children signals an earlier need for development of a value structure and for the opportunity to translate values into social action. This can occur in the context of the society of the classroom and should then be extended into the larger world, as appropriate to the child's increasing competence and widening concerns.

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
Large accumulation of information about emotions that has not been brought to awareness	To process cognitively the emotional meaning of experience, to name one's own emotions, to identify one's own and others' perceptual filters and defense systems, to expand and clarify awareness of the physical environment, to clarify awareness of the needs and feelings of others	Information misinterpreted affecting the individual negatively
Unusual sensitivity to the expectations and feelings of others	To learn to clarify the feelings and expectations of others	Unusually vulnerable to criticism of others, high level of need for success and recognition
Keen sense of humor—may be gentle or hostile	To learn how behaviors affect the feelings and behaviors of others	Use of humor for critical attack upon others resulting in damage to interpersonal relationships
Heightened self-awareness, accompanied by feelings of being different	To learn to assert own needs and feelings nondefensively, to share self with others, for self-clarification	Isolate self, resulting in being considered aloof, feeling rejected; perceive difference as a negative attribute resulting in low self-esteem and inhibited growth emotionally and socially

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**Table 2.6. Differential Affective (Feeling) Characteristics of the Gifted. (continued)**

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
Idealism and sense of justice, which appear at an early age	To transcend negative reactions by finding values to which he or she can be committed	Attempt unrealistic reforms and goals with resulting intense frustration (Suicides result from intense depression over issues of this nature.)
Earlier development of an inner locus of control and satisfaction	To clarify personal priorities among conflicting values To confront and interact with the value system of others	Difficulty conforming; reject external validation and choose to live by personal values that may be seen as a challenge to authority or tradition
Unusual emotional depth and intensity	To find purpose and direction from personal value system To translate commitment into action in daily life	Unusual vulnerability; problem focusing on realistic goals for life's work
High expectations of self and others, often leading to high levels of frustration with self, others, and situations Perfectionism	To learn to set realistic goals and to accept setbacks as part of the learning process To hear others express their growth in acceptance of self	Discouragement and frustration from high levels of self-criticism; problems maintaining good interpersonal relations as others fail to maintain high standards imposed by gifted individual; immobilization of action due to high levels of frustration resulting from situations that do not meet expectations of excellence
Strong need for consistency between abstract values and personal actions	To find a vocation that provides opportunity for actualization of student's personal value system, as well as an avenue for his or her talents and abilities	Frustration with self and others leading to inhibited actualization of self and interpersonal relationships
Advanced levels of moral judgment	To receive validation for nonaverage morality	Intolerance of and lack of understanding from peer group, leading to rejection and possible isolation

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**Table 2.7. Differential Physical (Sensation) Characteristics of the Gifted.**

People of highly developed intellectual ability may be unusually vulnerable to a characteristic "Cartesian split" between thinking and being: a lack of integration between mind and body. During school years, when the gifted student is experiencing large discrepancies between physical and intellectual development, the school may be unintentionally encouraging the student to avoid physical activity. If a child's intellectual peers are physically more advanced so as to make him or her feel physically inadequate, while physical peers are less intellectually stimulating and not within his or her friendship group, the usual competitive playground games may be neither inviting nor satisfying to the gifted child. If the physical development of the gifted child is to be encouraged, programs should provide experiences that develop integration between mind and body in children with nonnormative development patterns.

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
Unusual quantity of input from the environment through a heightened sensory awareness	To engage in activities that will allow integration and assimilation of sensory data	Attention moving diffusely toward many areas of interest; overexpenditure of energy due to lack of integration; seeming disconnectedness
Unusual discrepancy between physical and intellectual development	To appreciate their physical capacities	Result in gifted adults who function with a mind/body dichotomy; gifted children who are only comfortable expressing themselves in mental activity, resulting in a limited development both physically and mentally
Low tolerance for the lag between their standards and their athletic skills	To discover physical activities as a source of pleasure; to find satisfaction in small increments of improvement; to engage in noncompetitive physical activities	Refuse to take part in any activities where they do not excel; limiting their experience with otherwise pleasurable, constructive physical activities
"Cartesian split"—can include neglect of physical well-being and avoidance of physical activity	To engage in activities leading to mind/body integration; to develop a commitment to own physical well-being; to extend this concern to the social and political realm	Detrimental to full mental and physical health, inhibiting to the development of potential for the individual

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**Table 2.8. Differential Intuitive Characteristics of the Gifted.**

This area of the human experience is involved in initiating or insightful acts and in creative activity. While this is the least well-defined area of human endeavor, it is probably the area that promises the most for the continuance and fulfillment of humankind. All other areas provide support for and are supported by this area of function. As each area evolves to high levels, more of the intuitive and creative are available.

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
Early involvement and concern for intuitive knowing and metaphysical ideas and phenomena	Opportunities to engage in meaningful dialogue with philosophers and others concerned with these ideas; to become aware of own intuitive energy and ability; guidance in developing and using intuitive energy and ability	Ridiculed by peers; not taken seriously by elders; considered weird or strange
Open to experiences in this area; will experiment with psychic and metaphysical phenomena	Guidance in becoming familiar with, analyzing, and evaluating such phenomena; should be provided a historical approach	Can become narrowly focused toward ungrounded belief systems
Creativity apparent in all areas of endeavor	Guidance in evaluating appropriate uses of creative efforts; encouragement for continued development of creative abilities	Seen as deviant; becomes bored with more mundane tasks; may be viewed as troublemaker

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**Table 2.9. Differential Societal Characteristics of the Gifted.**

Society has unique needs for the services of unique individuals. While we would not wish that education for the gifted focus on societal needs at the expense of the needs of these individuals, neither can education of the gifted disregard the importance of their mature social roles. Gifted students need direction in exploring all the opportunities society has to offer them and the ways of contributing what they have to offer to society. They need conceptual frameworks to organize their experience of society (e.g., Maslow's (1968) hierarchy of needs), and they need opportunities to develop those skills that will make it possible for them to affect society. Educational programs should provide for the options, conceptual frameworks, and skills that will underlie effective social involvement of gifted students.

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
<i>Differential Societal Characteristics of the Gifted</i>		
Strongly motivated by self-actualization needs	Opportunities to follow divergent paths, pursue strong interests, help in understanding the demands of self-actualization	Frustration of not feeling challenged; loss of unrealized talents
Advanced cognitive and affective capacity for conceptualizing and solving societal problems	Encounters with social problems, awareness of the complexity of problems facing society, conceptual frameworks for problem-solving procedures	Tendency for "quick" solutions not taking into account the complexity of the problem; young age of gifted person often makes usable alternatives suspect; older, more experienced decision makers may not take the gifted person seriously.

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Table 2.9. Differential Societal Characteristics of the Gifted. (continued)

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems
<i>Differential Social Expectations for the Gifted</i>		
Leadership	Understanding of various leadership steps and practice in leadership skills	Lack of opportunity to use this ability constructively may result in its disappearance from child's repertoire or its being turned into a negative characteristic, e.g., gang leadership.
Solutions to social and environmental problems	Meaningful involvement in real problems	Loss to society if these traits are not allowed to develop with guidance and opportunity for meaningful involvement
Involvement with the meta-needs of society (e.g., justice, beauty, truth)	Exploration of the highest levels of human thought; application of this knowledge to today's problems	

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## LEARNING CHARACTERISTICS OF GIFTED CHILDREN

The gifted child, as spoken here, is in the top two percent of the total population. The learning process is the same as for all children but there is a difference in emphasis and the instruction for this type of child differs somewhat in quality. The activities for gifted children are good in a sense for all children but should be done to a greater extent with gifted children.

The education of all children is directed toward the maximum development of the best potentialities of the individual. Since we are concerned particularly with the gifted, what are the maximum potentialities of these children? What are the ways in which gifted children differ to some degree from other children? And what does this mean as far as adaptations in teaching are concerned? Following are the characteristics of gifted pupils which are significant for instruction:

1. Keen powers of observation; naive receptivity; sense of the significant willingness to examine the unusual; alertness; takes in all that is around him. Sometimes the word intuitive applies to this type of child.
2. Power of abstraction, conceptualization, synthesis; interest in inductive learning and problem solving; and pleasure in intellectual activity are positive characteristics. Sometimes, on the negative side, the gifted child displays resistance to direction.
3. Interest in cause-effect relations, ability to see relationships; interest in applying concepts; love of truth and a resulting questioning attitude are reasons why a logical answer is sought for each problem. There is difficulty in accepting the illogical.
4. Liking the structure and order; liking for consistency, as in value systems, number systems, clocks, calendars. At times, especially in mathematics, this child may invent his own system. This system may conflict with procedures later taught to the child.
5. Retentiveness makes it possible for gifted children to retain material easily, if there is understanding--usually with one presentation. This is related to a dislike for drill and routine.
6. Verbal proficiency; large vocabulary; facility in expression; interest in reading breadth of information in advanced areas. This verbal proficiency may need to be channeled into concrete ideas and concepts to avoid vague and lengthy rambling.
7. Questioning attitude, intellectual curiosity, inquisitive mind, and intrinsic motivation are factors which make it important that the gifted pupil see some reason for the activity which he is doing.
8. Power of critical thinking; skepticism, evaluative testing; self-criticism and self-checking. This may lead to a critical attitude toward others and discouragement from self-criticism.
9. Creativeness and inventiveness; liking for new ways of doing things; interest in creating; brain-storming, and free-wheeling are closely related to the friendliness and verbal ability of the gifted pupil. Individual projects should provide opportunity to use originality and initiative.

\*Summary of talk by Dr. May V. Seago, October 28, 1959

10. Power of concentration; intense attention that may exclude all else; and long attention span are apt to result in a resistance to interruption. This accounts for the ability to persist until a project is completed.
11. Persistent, goal-directed behavior may be interpreted by some as "stubbornness." He is capable of follow-through and an intense kind of effort.
12. Sensitivity, intuitiveness; empathy for others; need for emotional support and a sympathetic attitude; ego involvement; need for courage. Because of this awareness of what is going on around him, the gifted child tends to need more social support and peer acceptance.
13. High energy, alertness, eagerness; and periods of intense voluntary effort preceding invention are apt to lead to frustration with inactivity or absence of progress.
14. Independence in work and study; preference for individualized work; self-reliance; need for freedom of movement and action; need to live with loneliness. Often group pressures are exerted to get the gifted child to conform even though he is different. There is a resistance to structuring and patterns which are set and a rebellious attitude may develop if pressure to conform is too great.
15. Versatility and virtuosity; diversity of interests and abilities; many hobbies; and proficiency in art forms such as music and drawing among individual pupils result in a group which is widely different in character. There are children in the group who are capable of moving in different directions at great velocity. It is difficult to adapt to swiftly growing needs.
16. Friendliness and outgoingness is evident in the gifted pupil's desire for social acceptance. They are aware of other people and seek ways of relating.

TOYS FROM THE ATTIC

THE YOUNG GIFTED CHILD

Annemarie Roeper\*

The first pre-requisite to work with gifted children is to be able to identify them. Today, this in itself is a major problem for this identification usually takes place only when the child first attends school at age 5 or 6. It is at that time that parents and educators notice a child's superior abilities through performance and other signs. I.Q. tests are still the major instrument of identification today but they are generally recognized as only partially reliable and are not even used until a child is about 5 or 6 years old. Nevertheless, a number of children are identified as gifted at a younger age because they do exhibit some of those special, noticeable abilities such as being able to walk and talk early and to learn how to read at a very young age. But in many cases, giftedness does not express itself in such easily identifiable terms.

Giftedness really is an ability to think, to generalize, to see connections and to use alternatives. The abilities just described may not necessarily translate themselves into outstanding academic achievement at a pre-school level or even at a later level. It is, therefore, particularly difficult to identify the gifted pre-school child. Thus, the gifted pre-school child's rights and needs are still not considered simply because they have not been identified.

Yet, the young child gifted with superior thinking abilities who has been living with these abilities may not be ready to deal emotionally with that which he/she understands intellectually. In some cases this may cause a child to act retarded socially and academically. For example, a young child, capable of recognizing contradictory, illogical behavior or injustice in the environment may be so overwhelmed by his or her own helplessness with the world, that this child will not accept the challenge and withdraw trying to avoid growing up. This pre-school child is not only having to cope with the reality of the world but also with his/her own superior ability of understanding this reality in more depth than others. Therefore, more emotions come into play for the young gifted child. As a further illustration, a young gifted child may be aggressive in a way which is appropriate for his/her age, yet realizes the consequences of this type of behavior more than would others of the same age. Because of the understanding that certain actions may bring pain or destruction, a feeling of guilt is developed which would not occur with another child who is less astute. Now this particular gifted child must also deal with the complicated reactions of guilt.

My purpose is to attempt to fill this gap with the information and experiences I have gathered over the last 20 years working with gifted children. There are two parts I would like to stress:

What not to expect of the gifted pre-school child;  
and  
What to expect, and how to handle it.

What not to expect - The gifted child is not necessarily ahead of others academically. Often people confuse giftedness with precociousness. A precocious child is ahead of others in development which means that this child will be more able or mature at a particular time. Other children catch up with the precocious child later.

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What to expect - The most important difference between a gifted child and a more average child is that the balance between the emotional and the intellectual development has become uneven. Emotionally a child may be 3 and intellectually 8. This makes for a completely different personality structure. A child such as this needs real understanding and acceptance of his/her difference. This child needs help in fulfilling the intellectual and emotional needs and this child must not be exploited.

One of the differences between the gifted and the average child is that the gifted child loses innocence earlier. The young child is usually protected by the fact that he/she is egocentric and is somewhat unaware of what goes on in the outside world. The gifted child loses this protection sooner as he/she eats from the Tree of Knowledge at an early age. In Jean Piaget's terms, the gifted child becomes an abstract thinker before the child is emotionally ready to deal with this understanding. Magical thinking is lost and the child is confronted with the cold facts of the environment and what he/she sees may be frightening. This is why we cannot say that the gifted child is privileged over others for knowledge is not in itself a privilege or even an advantage. In some ways the pre-school gifted child requires more help and support than other children.

Some characteristics of young gifted children which develop from their intellectual abilities can be observed. For example, gifted children may be driven to explore the world. They may be very active but not hyperactive and the difference is very obvious. The gifted child wants to master the environment and wants to learn for learning's sake rather than to learn merely for somebody else's standards. Thus, it is important that the gifted child be given legitimate opportunities to probe his world, intellectually and physically. It is important that gifted children be given opportunities to find the connections in learning, not just memorizing the facts through rote learning.

In addition, young gifted children often develop their own method of learning and our attempts to surround them with a different structure feels constrictive to them, cramps their style, and may make it impossible for learning to take place. They have their own learning style and we need to be conscious of it and give them the opportunity to function within it. This does not mean license, but rather a freedom within well set limits.

Pre-school gifted children may also walk and talk early. They use verbal ability instead of action for communication at a very young age. As young children need other children to communicate with, the young gifted child may be more dependent on adults for communication. In fact, young gifted children may be able to interact better with adults than with their peers. When we recognize this characteristic, we must not push our convictions on the gifted child and insist that the child be popular and spend time with other children. The gifted child in a nursery school may really need to sit with the teacher and talk.

Pre-school gifted children are perfectionists. They feel they must live up to high standards. This often makes them anxious and often inhibits them from trying something new. For instance, we may find in a nursery school that a gifted child will build the same beautiful intricate building out of blocks over and over again that he/she has done before because of the fear of never being able to build something equally good. In that case, help from the adult is needed for support to try something else.

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Gifted children are also often more dependent on adults than other children because they understand that they don't have the skills to carry out their own research and their own projects. This often is one of the great frustrations for young gifted children. They can figure out things very well, as for example, how to develop a telephone system from one building to another. But then, of course, they do not have the ability and skills to get the material, put it together and really carry it through. They need help from the adult to limit their projects so that they can be realistically accomplished. This situation at times may result in the child acting infantile. These gifted children may feel that what they really want to do and what the world expects from them is so impossible that they would rather play the baby. For instance, many gifted children are sometimes toilet trained particularly late. Young gifted children need rules and regulations for their own security because they are so overwhelmed with impressions that they may want to follow them all and end up with more than they can handle. They need to have help to understand the structure of the world. Therefore, it is important that we create a framework of regularity around their life, a regular rhythm within the child's day, one that allows them to grow freely to the extent to which they are able to grow at this particular moment of their development.

Gifted children need to feel they are understood. They often know that they are different and suffer from this feeling. They need help to become who they are naturally. It is important that they do not feel exploited and that their gifts are not used by parents or others to glorify themselves. Their image must be preserved. The young gifted child who is 3 years old and is a reader should be allowed to read to other people, but should not be used to perform for strangers at every opportunity or taken out of the category of a child. The gifted child should not be used as a teacher substitute or as someone who is different from the rest of the children. I have seen several children who were actually ruined by the feeling that they were better than everyone else and did not have to live up to the same rules for they felt themselves to be the exception. They had developed the emotional need to maintain a distance between themselves and others. These children felt that they had to be perfect in everything they learned and accomplished and created an unrealistic picture of themselves. To not accomplish perfection meant complete failure to them. When a situation occurred and these children were in a group situation where they were expected to behave as everyone else, they often felt they had failed completely. Often this kind of experience was of great trauma to these children.

Young gifted children often have an extremely good memory which also helps them learn. Yet their manual dexterity is usually not advanced and may be even behind others. This has to do with the fact that their knowledge goes way beyond their ability to do something with their hands. For instance, if they have an exact idea of what a house looks like and would like to reproduce it, they soon become aware that they cannot draw it like they wish and give up in disappointment. As a result of this frustration they may decide to give up drawing altogether, thereby becoming less skilled in drawing than other children merely because they won't practice the skill. Here again, adult encouragement and guidance is needed for these children.

One of the most exciting things for gifted children is opportunity for discussion and exchange of ideas. I have had many opportunities to watch gifted and non-gifted children during discussion periods. The difference is overwhelming. Even 3 and 4 year old children will sit down and talk deeply, excitedly and honestly about their own concerns. Gifted children love to define words.

Pre-school gifted children love projects to be developed by them but with the help of a teacher. The type of project they enjoy is not where the whole program is already structured, but it is really the type that is based on the 'inquiry method'. Such things as developing the concept of community by asking: If you were moving into a new house what would you need around you? What kinds of other houses would you need near you in order to be able to live?

Pre-school gifted children have many other characteristics. They need a great deal of physical activity and creative opportunities. They may need less sleep than other children. Young gifted children also need opportunity for solitude and for reflection. I am concerned about the many afternoon activities that parents plan for their gifted children who then become overwhelmed with stimulation. These children begin to feel that they are defined by activities and lose a sense of themselves when their time is overloaded.

The requirements for helping a gifted child grow are the same attitudes and the same philosophy that is needed for all children. Every child's uniqueness and needs should be recognized while we support the child. In the beginning I said that years ago the gifted child was considered as a resource. Now we feel that gifted children should be considered because of their right to be acknowledged. It is my strong belief that by helping gifted children be themselves, they will also become the best and most necessary resource of the world.

\*Reprinted from Parent Communication, Roeper School, Bloomfield, Michigan.  
Fall 1976, Gifted Child Quarterly, Fall 1977.

## SPECIAL NEEDS AND LIABILITIES OF GIFTED STUDENTS

- ...Because they learn easily and rapidly, they may often have time which they may not know how to manage.
- ...Because of their natural curiosity, keen observation, and superior ability to do conceptual thinking, they may often appear over-aggressive and conceited to their teachers and classmates.
- ...They dislike drill and repetition, even as much as they sometimes need it.
- ...Because of their superior ability, they may become interested only in perfection or may bog down in goals that are beyond present attainment.
- ...They think faster than they can write and often turn in work of varying degrees of "sloppiness."
- ...Sometimes when they are required to do a task which they already know, they may react negatively to the teacher, the subject, the school, and to the whole formal process of learning.
- ...They may come to dislike their superior ability because it sometimes prevents them from being accepted by their peers or from gaining appropriate recognition or approval.
- ...They usually are creative and seek ways of developing this creativity.
- ...If conditions are conducive to learning, their achievement level is usually two or three years above that of other children.
- ...They usually show superior emotional, social, and physical development.
- ...They may not always understand their potential, or perceive it in relation to social responsibility.
- ...Because of their superior ability, the lack of pressure to work and the lack of proper challenge, many of them may never learn the habit of sustained effort.



E. Alike, But Different

In any regular classroom of 20-25 children, there are that number of individual personalities and learning styles. If there is a gifted child in that class, however his or her individuality is even more outstanding. He or she also has a highly complex combination of attributes, again exceeding more than the average child. Furthermore, each gifted child is completely different from others, so that a special class for these children has complexities and differences to a mind-boggling dimension. Gifted children differ from other children, then, and dramatically so from each other. It is important to know, though, that each gifted child in your own school or classroom will not have all traits generally associated with them.

Versatility	Many ideas	Self-confident
Imaginative	Many interests	Sees more-gets more
Reads widely and in depth		Independent
Energy	Seeks Logic	Competitive
Sense of humor	Leader	Likes challenge
	or	
Fault finder	Loner	Dominates
Introverted	Radical	Withdrawn
Non-conforming	Daydreams	Fantasizes
"Different"	"Strange"	"Hiding"
Interest in one subject, in depth		Doesn't like school

F. Special Needs

The above is presented to show some characteristics, and how differently they are distributed from child to child. There are, however, some very strong needs each child will have, although some may have learned coping skills better than others. One is that they need more acceptance and understanding. How you relate to them will certainly influence and model for other children's response to them. Also, they are very involved in defining their identity, and interaction with and acceptance by adults helps immensely. There is a tendency not to value themselves (appearances sometimes to the contrary), and if you value them, differences and all, they can better accept themselves.

They usually know they are different, which can be very lonely and frightening. Help in understanding and accepting other people's differences will be supportive, also learning to value originality in themselves and others since they are original and unique.

They need help in learning when conforming is necessary and good, and how to do so. They will need, to some degree, to be accepted by their peers, who do not always understand ideas too beyond their own. Also, the concept of the mental age underlines the problem of communicating with other students who are much less literate than themselves.

In terms of school work, they can be guided to learn basic skills quickly and well, but will become very bored if limited to them, or involved in too much drill. They have a strong drive to study as well those subject areas which they elect, and need more than usual independent time to pursue something which arouses their intense curiosity.

There is also a need to explore subject matter in terms of values, morality, and social significance. The two major areas of concern, though, are that of communication with others, and self-esteem, or self-acceptance.

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2/5/91

A15-43

# Fort Hays State University

600 Park Street    Hays, KS 67601-4099    (913) 628-4000

February 5, 1991

Senator Joseph Harder  
Senate Education Committee  
State Capital  
Topeka, KS 66612

RE: Testimony given to Education Committee Hearing on  
February 5, 1991, opposing SB27 and SB108.

Mr. Chairman and members of the committee. Due to a serious automobile accident I am unable to appear before you in person as I have in the past, therefore I am presenting you with written testimony opposing the passage of SB27 and SB108. My opposition is based on many years of research involving gifted students and the research done by others in the field. Gifted education has become an integral part of the Kansas educational system over the last ten years since the mandate. There is still resistance in some school districts where it is viewed negatively by entrenched administrators and teachers who dislike the time, effort and money it takes to develop creative and meaningful curriculum for the gifted. It is the same group of "educators" who are opposed to meaningful reform in the educational system of our state. These same people have failed to learn about the very real needs of the gifted student and continue to "buy into" the myths that surround education for the gifted.

There are numerous myths concerning gifted students. One of the most prevalent includes the perception that we don't need to worry about these students because they are "smart enough" to get the additional education they need on their own. The unmet social and academic needs of gifted students are shown in national figures indicating that 24% of high school dropouts can be classified as gifted.

Many gifted kids have never had to put out much effort in school, or been really challenged intellectually. In a survey of over 400 gifted children, one of their greatest problems was that school is too easy (Galbraith, 1985). They suffer boredom at a much higher rate than the average student.

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Gifted individuals tend to have relatively high levels of general intelligence and extremely high levels of specific ability in the fields of their expertise (Horowitz & O'Brien, 1985). The more a gifted child's abilities differ from the norm, the more inappropriate becomes the educational program offered in the regular classroom. The frustration of gifted children forced to stifle their love of learning in inhospitable environments can result in withdrawal, behavior problems, or psychosomatic symptoms (Roedell, 1984).

It has been reported that about half of the gifted students who score in the top 5% on individualized intelligence tests do not match their ability with comparable school achievement (Blackburn & Erickson, 1986). Underachievement can be due to such factors as low self-esteem, self-deating attitudes, feeling unaccepted by family members and/or schoolmates, the pressure to conform (to be "normal"), and boredom with classes that are below their intellectual level. Some gifted students sacrifice their curiosity, hide their talents, and blend into the average group, therefore avoiding the unrewarding extra work associated with finishing first. Other problems can include disruptive behavior in the classroom, below average or failing grades, low motivation, and a poor attitude towards school. This all contributes to the large drop-out rate of gifted students in high school (Myers & Pace, 1986; Horowitz & O'Brien, 1985; Blackburn & Erickson, 1986). This also contributes to the fact that these children don't even come close to achieving their potential.

Additional research has been done in recent years centering on the social and emotional problems of gifted students and the bearing they have on academic performance. Many times these factors contribute to gifted underachievement and withdrawal from interaction and withdrawal from school. High ability children sometimes have a more difficult time finding compatible peers (Gallagher, 1985). When efforts to be accepted fail, a gifted child may withdraw from interaction due to the lack of intellectual peers on his own level with whom to interact. While intellectually advanced students frequently have advanced conception of the dynamics of social interaction, their good ideas may not translate into social behavior without the benefit of guided social experience in the company of true peers (Roedell, Jackson, & Robinson, 1980.) The term peer does not, in essence, mean people of the same age, but rather refers to individuals who can interact at an equal level around issues of common interest (Lewis, Young, Brooks, & Michelson, 1975).

Inappropriate educational settings contribute to increased vulnerability in gifted students when they spend large portions of their time there. The more a gifted child's abilities differ from the norm, the more inappropriate becomes the educational program offered in the regular classroom.

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Nurturing the development of gifted children requires a commitment of building support systems. Such systems include systematic affective education including social skills training and self-concept development; planned efforts in career counselling, academic counselling, and personal counselling; and supportive adults to act as role models, provide guidance, and offer understanding (Roedell, 1984).

These problems associated with their giftedness often diminish or disappear entirely when students are placed in an environment where they interact with gifted peers and discover that they are not "misfits" after all.

For ten years Kansas has shown its commitment to gifted education through its mandate. Exemplary programs have been developed, with some gaining national recognition, Fort Hays State University's College Studies for the Gifted has been recognized as a national meritorious program by the U.S. Department of Education, after passing a rigorous screening process. CSG was approved by the U.S. Department of Education National Diffusion Network (NDN) Joint Dissemination Review Panel (JDRP) in 1987. The programs which have been approved by the portability, and cost-effectiveness. CSG is now a developer/demonstrator program, charged with disseminating the program to all 50 states and 3 U.S. territories. Developer/Demonstrators are exemplary projects that provide training, materials and technical assistance to those who adopt their programs. CSG is the only university-based gifted program in the United States that has received this designation.

In 1989, the U.S. Congress recognized the importance of providing specific educational programs for the gifted and talented when it passed the Jacob Javits Gifted and Talented Act, creating a federal office for the gifted and talented and providing money for research in this field.

SB27 permits gifted programs but not mandated many schools will take the expediant way and drop them. Schools who have truely committed educators at their helm and larger districts may probably help them, but the majority of districts will drop their gifted programs not because they're not needed but because it will be "easier" and "cheaper".

This is indeed a fallacy, for gifted students will be deprived of an education that meets their needs and may be more costly for society as they loose valuable resources due to even higher dropout rates for this special population.

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I respectfully ask that you not take Kansas education a step backward but instead vote no on SB27 and SB108 again re-affirming Kansas' commitment to the education of our gifted population. We hear a lot about "excellence" and "improving our educational system". The mandate for gifted has allowed programs to be developed that have taken us closer to this goal. The current law has worked to the benefit of hundreds of students in our state. I ask that you continue to allow this population the important benefits of the mandate for gifted. Please vote no on SB27 and SB108.

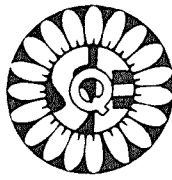
Thank you for your consideration. I respectfully ask that this document be added to the record. If any of the committee members should have questions, you may call me at (913) 625-6433.

Sincerely,



Anna L. Luhman  
Director CSG  
FHSU

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2/5/91  
A16-4



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## Schools for Quality Education

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Bluemont Hall    Manhattan, KS 66506    (913) 532-5886

February 5, 1991

TO: SENATE COMMITTEE ON EDUCATION

SUBJECT: SENATE BILL 108

Mr. Chairman and Members of the Committee:

I am Jacque Oakes representing Schools For Quality Education. It is an organization of 91 rural schools.

When a program's funding is being discontinued within the gifted area, there is always great concern.

Once a program has been started and is needed, it is very hard to stop it. Therefore, schools will be pushed to continue providing for the gifted.

We refer to students at risk everyday. The gifted student is very much a part of those at risk. If that student is not challenged, he will be lost. And he could be a great scientist or a well known leader of our country.

Please do not stop funding the gifted program within special education.

Thank you for your consideration.

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**"Rural is Quality"**

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# MEMBERSHIP ROSTER\*



## SOUTHEAST REGION

245 LeRoy-Gridley  
 251 North Lyon County  
 252 South Lyon Co.-Hartford  
 256 Marmaton Valley  
 258 Humboldt  
 283 Elk Valley-Longton  
 285 Cedar Vale  
 286 Chautauqua Co.-Sedan  
 287 West Franklin  
 344 Pleasonton  
 366 Yates Center  
 386 Madison-Virgil  
 387 Altoona-Midway  
 390 Hamilton  
 397 Centre  
 462 Burden  
 471 Dexter  
 479 Crest-Kincaid  
 492 Flinthills-Rosalia  
 508 Baxter Springs

## NORTH CENTRAL REGION

104 White Rock-Esbon  
 239 Minneapolis  
 269 Palco  
 270 Plainville  
 271 Stockton  
 278 Mankato  
 306 Southeast of Saline  
 307 Ell-Saline  
 324 Eastern Heights  
 326 Logan  
 334 Southern Cloud  
 395 LaCrosse  
 399 Paradise-Natoma  
 403 Otis-Bison  
 407 Russell County

## NORTHWEST REGION

103 Bird City  
 212 Northern Valley  
 241 Sharon Springs  
 242 Weskan  
 275 Triplains-Winona  
 280 West Graham-Morland  
 281 East Graham County  
 291 Grinnell  
 292 Grainfield  
 293 Quinter  
 301 Utica  
 302 Smokey Hill-Ransom  
 314 Brewster  
 316 Golden Plains  
 468 Healy

## SOUTHWEST REGION

209 Moscow  
 214 Ulysses  
 216 Deerfield  
 217 Rolla  
 218 Elkhart  
 220 Ashland  
 225 Fowler  
 228 Hanston  
 363 Holcomb  
 371 Montezuma  
 476 Copeland  
 477 Ingalls  
 494 Syracuse

## SOUTH CENTRAL REGION

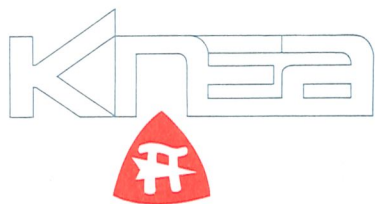
255 Kiowa  
 300 Comanche County  
 327 Ellsworth  
 332 Cunningham  
 350 St. John  
 354 Claflin  
 358 Oxford  
 359 Argonia  
 411 Goessel  
 424 Mullinville  
 438 Skyline  
 444 Little River  
 448 Inman  
 474 Haviiland  
 496 Pawnee Heights-Rozel  
 502 Lewis  
 509 South Haven  
 511 Attica

## NORTHEAST REGION

221 North Central-Haddam  
 222 Washington  
 223 Barnes  
 321 Kaw Valley  
 323 Pottowattomie West  
 329 Mill Creek Valley-Alma  
 378 Riley County  
 380 Vermillion  
 384 Blue Valley  
 417 Morris County

\*Current as of January 15, 1991  
 For more information contact: Schools for Quality  
 Education, 124 Bluemont Hall, Kansas State University,  
 Manhattan, KS 66506 (913)532-5886.

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 2/5/91  
 A-17-2



SB 27 testimony  
Senate Education committee  
February 5, 1991

Mr. Chairman and members of the Committee, my name is Peg Dunlap, Director of Instructional Advocacy with Kansas-NEA. I am here this afternoon to oppose the changes in special education services which would be authorized by SB 27. I thank you for the opportunity to explain our position.

Kansas-NEA believes that gifted, talented, and creative students have unique needs and require programs and experiences that often cannot be provided within the confines of a regular education classroom. Because of this, we support the inclusion of gifted, talented, and creative students in the broader definition of "exceptional children," as used in statutes and regulations for special education.

We believe this mandate must come from state-level policy makers, not be left to the discretion of local boards of education, because the issue is one of broader state interest: equity of educational opportunity for, as some would say, our best and brightest students.

At a time when Kansans are concerned about the future of our state, it seems prudent to ensure that Kansas students with special skills and talents are guaranteed access to services that will help them enhance those skills and talents to the fullest, regardless of which USD they live in.

Again, Mr. Chairman and members of the Committee, I thank you for this opportunity to explain our position on SB 27 and I urge you not to approve it.

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2/5/91  
AIB



410 First National Center  
Hutchinson, KS 67501  
316-663-1100



**John C. Mollett, CLU, ChFC**  
Registered Representative

4 February 1991

Education Committee  
Kansas Senate  
Topeka, KS

Dear Sirs,

I would like to have come to the hearing to speak in favor of the gifted program, but I was unable to make arrangements to be there on such short notice.

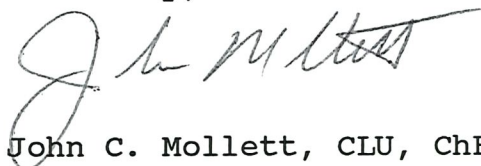
I am very much in favor of the gifted program in the public schools. I feel that it is challenging, encourages creativity, and teaches kids to think.

It is my impression that much of public education is based on learning and memorizing information. While I think the information learned this way is very important, I do not believe that it is nearly as challenging, nor does it teach kids to think on their own, like the gifted program does.

It is certainly my hope that you would continue to support the gifted program in the public schools.

Thank you so much.

Sincerely,



John C. Mollett, CLU, ChFC

JCM/tr

---

Agent/Registered Representative  
**The Equitable Life Assurance Society**  
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New York, NY 10019  
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2/5/91  
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TO: SENATE EDUCATION COMMITTEE  
FR: Phoebe Janzen  
RE: Senate Bill #27

February 5, 1991

I speak in defense of the Mandate for Gifted Education in Kansas. In 1972, in a report to the United States Congress from the United States Office of Education in what is called the Marland Report came the following conclusions:

"Gifted and talented children were disadvantaged and handicapped in the usual school situation and that boredom results from discrepancies between the child's knowledge and the school's offerings leading to underachievement and behavior disorders affecting self and others."

"Gifted children are the most misunderstood and educationally neglected group in American schools...."

A student becomes at risk as the knowledge and teaching environment are grossly mismatched.....

The results of a study of the curriculum of small schools (completed by Bruce Barker in 1986 and published in the Rural Educator) across the United States indicates that there may be difficulty obtaining the recommended three years of social studies and two years of foreign language. The National Commission on Excellence in Education (1983) recommended that state and local high school graduation requirements include: fours years of English, three years of mathematics, three years of science and social studies, one-half year of computer science and two years of foreign language.

That same study indicated that over 75% of the rural or small schools across the United States did not offer any Advanced Placement Classes. A study of the rural schools in the state of Kansas was conducted in 1987 by Phoebe Janzen which indicated that 99.9% of the rural respondents to a survey requesting information on high ability opportunities in Kansas High Schools, had no Advanced Placement Classes. Another 86% responded that they had no honors classes and 88.5% indicated that they had no test out policy.

The total number of schools surveyed was 306 schools of that number 104 schools responded to the survey. This alone may indicate the apathy surrounding excellence in education.

In another study conducted by Phoebe Janzen in 1988 involving the attitude of rural and urban administrators toward gifted students indicated that the rural secondary administrator was the most unsupportive of the needs of gifted students. The

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study also indicated that over 60% of the administrators had no college preparation dealing with the exceptional child. The urban elementary administrator was the most supportive of the needs of the gifted student.

The very school systems that push to drop the mandate are those schools where the least is being done to meet the academic needs of the gifted or high achiever. It is those schools whose students will suffer the most due to lack of curriculum, isolation from intellectual peers, and lack of understanding or knowledge of the needs of gifted students.

If the mandate were to be dropped and funding continued, many rural schools would drop the program because it would be easier not to have to deal with change and the ever present demands from the field of gifted education for educational excellence.

Since the study in 1987 as to offerings of Advanced Placement Programs in rural schools, I can say that I have successfully worked with three small schools districts in which I work to add the opportunity for AP tests and some AP classes. This not only benefits gifted students but it also benefits other students who have the ability to participate in higher level classes.

Please carefully consider what the ramifications of this bill could encompass. Also please consider why this bill was introduced.... what is the bottom line.... money.... educational needs.....sour grapes.....elitist allegations...what purpose does this bill really fill?

Respectfully,

  
Phoebe Janzen  
Marion County Special Education.

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A 20-2

KANSAS  
ASSOCIATION



OF  
SCHOOL  
BOARDS



5401 S. W. 7th Avenue Topeka, Kansas 66606  
913-273-3600

Testimony on S.B. 27 and S.B. 108  
before the  
Senate Committee on Education

by

Mark Tallman, Coordinator of Governmental Relations  
for  
Kansas Association of School Boards  
USD 512 (Shawnee Mission)

February 5, 1991

Thank you for the opportunity to express the views of Kansas school boards on the issue of the special education gifted mandate. SB 27 would make special education programs for gifted students optional for local school districts, but would continue state special education aid for such programs. SB 108 would remove both the mandate and state special education aid for gifted programs.

The KASB delegate assembly has taken a position in favor of maintaining the gifted mandate. We also believe that all state mandated programs should be funded by the state. Therefore, we oppose the passage of both SB 27 and SB 108, and urge you to report them unfavorably.

USD 512 (Shawnee Mission) joins us in this position.

Thank you for your consideration.

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# Marion County Special Education Cooperative

601 East Main  
Marion, Kansas 66861  
Phone (316) 382-3705

Centre U.S.D. 397  
Goessel U.S.D. 411

Hillsboro U.S.D. 410  
Marion U.S.D. 408

Peabody U.S.D. 398

February 5, 1991

**TO:** Senate Education Committee  
**FR:** Linda Ogden, Paraprofessional

**SUBJECT:** Senate Bill #27

Those of us who work with the gifted and high achieving students of Marion County strongly believe that a program which individualizes for the needs of each of these students is absolutely necessary. We are troubled by recent proposals to drop the mandate and possibly end funding for gifted education in the state of Kansas. This is a concern because eliminating the mandate for gifted education communicates the idea that of all student groups covered under the title of special education, the identified gifted are the most expendable, and that the most intellectually able are the least essential.

We are frustrated because year after year, it is necessary to defend the need for gifted education. No other group in special education has been called to justify their existence, to prove their purpose, and protect their right to appropriate educational opportunities as have the identified gifted. Those of us who teach and nurture gifted children are not simply promoting our careers, we are fighting for the rights of every child in Kansas to reach his or her full potential as a citizen of the world.

Classroom teachers of today must deal with large numbers of students who arrive with a much broader range of abilities, more varied lifestyles at home, and more unpredictable behaviors and responses to the classroom environment than in past years. For decades, our classrooms consisted of students from similar backgrounds, common socio-economic levels, mostly two-parent families whose livelihood was dependent upon farming and agriculture. Today's teachers are faced with children whose parent(s) is chemical dependent, who have only one parent at home, who have a low level of supervision at home due to parent work schedules, and who are all bombarded by the stresses and technology of modern society. Under these conditions, it is difficult, if not impossible, for the teacher to satisfy the needs of students on either extreme of the intellectual scale.

We strive, through individual education programs for identified gifted students, to offer our most intellectually able students opportunities and challenges not available to them in the regular curriculum. Many of these students will be tomorrow's government leaders, our future research scientists, our space explorers. Can we possibly deny them the opportunities which will enable them to reach these goals?

We feel that only through a state mandated Program for Gifted Education can gifted students receive all the advantages they, and every student, deserve. An appropriate education is a right guaranteed every citizen, and through education for the gifted, the needs of a particular group of citizens can be met.

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IN 1974 THROUGH ITS ENACTMENT OF THE SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN ACT, K.S.A. § 72-961, ET SEQ. BEGINNING IN 1980, IT WAS MANDATED THAT EACH DISTRICT HAVE IN PLACE SERVICES TO MEET THE SPECIAL NEEDS OF GIFTED CHILDREN. IT SEEMS PECULIAR AND IRONIC THAT, ONLY TWO YEARS AFTER CONGRESS TARDILY FOLLOWED KANSAS' LEAD, KANSAS PROPOSES TO GREATLY WEAKEN ITS COMMITMENT TO GIFTED CHILDREN.

THE PROPOSAL TO ELIMINATE MANDATORY SERVICE TO GIFTED CHILDREN FOR EACH DISTRICT IS SHORT-SIGHTED. SERVICES FOR GIFTED CHILDREN CAN BE PROVIDED AT A MUCH LOWER COST PER PUPIL THAN SPECIAL SERVICES TO OTHER EXCEPTIONAL CHILDREN. MOREOVER, IN THE LONG RUN, EDUCATING GIFTED CHILDREN TO THEIR FULL POTENTIAL CAN ONLY BENEFIT THE STATE. THESE ARE THE CHILDREN WHO ARE LIKELY TO BE THE CREATIVE BUSINESS PEOPLE, PROFESSIONALS AND EDUCATORS THAT WILL PROVIDE THE TRUE ECONOMIC STRENGTH OF KANSAS AND, NOT INCIDENTALLY, ITS TAX BASE IN THE FUTURE. WE MUST RECOGNIZE THAT KANSAS IS IN COMPETITION WITH OTHER STATES FOR BUSINESSES AND INDUSTRIES WHICH ARE INCREASINGLY MOBILE AND ABLE TO LOCATE ANYWHERE.

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THESE BUSINESSES, INVARIABLY, ARE LOOKING FOR A WELL EDUCATED WORK FORCE AND A SCHOOL SYSTEM THAT WILL ALLOW THEM TO ATTRACT AND KEEP EMPLOYEES.

AS A RESIDENT OF JOHNSON COUNTY I CAN ASSURE YOU THAT MUCH OF ITS GROWTH HAS BEEN THE RESULT OF ITS ABILITY TO ATTRACT HIGH TECHNOLOGY BUSINESSES AND INDUSTRIES. MANY PEOPLE MOVE TO KANSAS FROM MISSOURI BECAUSE THEY KNOW THAT THEIR PROPERTY TAXES WILL RESULT IN A DIRECT BENEFIT TO THEM, NAMELY A SOLID EDUCATION FOR THEIR CHILDREN. THIS FLOW CAN GO THE OTHER WAY, NOT JUST IN THE KANSAS CITY AREA, BUT IN THE OUTFLOW OF BUSINESSES AND JOBS THROUGHOUT THE STATE.

THE MOST UNFORTUNATE ASPECT OF THE BILL IS THAT IT CLEARLY RECOGNIZES THAT DISTRICTS WITH A STRONG TAX BASE MAY WELL FIND A WAY TO CONTINUE THEIR GIFTED PROGRAM. IT THUS PROPOSES TO PENALIZE GIFTED CHILDREN, WHO COME FROM FAMILIES OF ALL ECONOMIC STRATA, MERELY BECAUSE THEY RESIDE IN SCHOOL DISTRICTS WHICH CANNOT, OR CHOOSE NOT TO, SUPPORT THEIR SCHOOLS FINANCIALLY THROUGH THE PASSAGE OF SCHOOL TAXATION AND BOND ISSUES. THIS SEEMS INCONSISTENT WITH THE LEGISLATURE'S RECENT EMPHASIS ON SCHOOL EQUALIZATION.

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IT IS A MYTH THAT GIFTED CHILDREN, BECAUSE OF THEIR TALENTS, CAN EASILY FEND FOR THEMSELVES WHILE THE PUBLIC SCHOOLS CONCENTRATE ON THE EDUCATION OF THE AVERAGE AND THE ACADEMICALLY DISADVANTAGED. GIFTED CHILDREN, I AM TOLD BY SPECIAL EDUCATION EDUCATORS, CONSTITUTE A DISPROPORTIONATELY HIGH PERCENTAGE OF HIGH SCHOOL DROPOUTS LARGELY BECAUSE THEY FIND THE SCHOOL CURRICULUM UNCHALLENGING AND TURN THEIR FREQUENTLY HIGH ENERGY LEVELS TO OTHER THINGS.

JUST AS CHILDREN WITH LEARNING DISABILITIES AND PHYSICAL HANDICAPS NEED SPECIALLY TARGETED SERVICES, SO DO GIFTED CHILDREN. THE FAILURE TO PROVIDE THESE SERVICES DOES NOT MERELY MEAN THAT WE WILL HAVE MADE A GIFTED CHILD AVERAGE; IT MAY MEAN THAT WE HAVE MADE THE CHILD FAR BELOW AVERAGE, EITHER IN EDUCATIONAL ACHIEVEMENT OR THROUGH THE DEVELOPMENT OF BEHAVIOR PROBLEMS.

IF WE CHOOSE TO CONCENTRATE OUR RESOURCES ON PROVIDING EDUCATION ONLY FOR THE AVERAGE, WE CAN ONLY EXPECT MEDIOCRITY TO RESULT EVEN THOUGH THROUGH A TINY INVESTMENT WE COULD REAP THE BENEFITS THAT THE EXCEPTIONALLY TALENTED CAN GIVE TO OUR SOCIETY AND STATE. THANK YOU.

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A23-4



Date: February 5, 1991  
Testimony before the State of Kansas Senate Education Committee  
In Room # 313 South, State Capitol Building regarding  
Senate Bill #27, 1:30 PM to 2:30 PM.

Given by: Joseph R. Freund  
2707 SW Westport Drive  
Topeka, Kansas 66614  
Home (913) 273-0500  
Work (913) 267-1414

Distinguished Senators of the Senate Education Committee:

My name is Joseph R. Freund. My wife, Nancy, and our six year old daughter, Katie, reside at 2707 SW Westport Drive in the City of Topeka, Shawnee County, Kansas. Our daughter attends school as a first grader at Most Pure Heart of Mary School in Topeka and recently became enrolled in the gifted program offered by School District #501.

My presence here today is to speak against this bill and any bill that would curtail or eliminate the gifted program as we know it today. I only have a few quick points that I would like to make and these points will be made from the perspective of a parent of a child enrolled in the gifted program.

My first point is that I feel that the gifted program has considerable merit. I have discussed the gifted program with parents of children that have been enrolled in the gifted program. Their comments were always favorable and included the comment that they would have more than gladly enrolled their children in such a program if they had to do it all over again. From my personal aspect, I have noticed that my daughter, Katie, is being challenged in ways that broaden her knowledge base and her logic in attacking problems

as well as tasks presented to her. She is being exposed to material that she would not normally see, I estimate, until she was in the third grade. This exposure is helping her to develop at a heightened pace compared to her peers, but this development is occurring at a pace which is well suited for her. I believe the program to be a success.

My second point concerns itself with the rationalization of who receives the benefits from special education programs. Special education to the lay person concerns itself, not only with gifted children, but more often than not with children who have learning disabilities or handicaps which inhibit their learning process. Children with learning disabilities or handicaps require special methods in the presentation of material and the absorption of this material. I know from experience about these matters as I grew up with a younger sibling who was severely handicapped and died at a young age while I was a teenager. As strongly as I believe in this traditional aspect of special education and would encourage such education programs to continue, I cannot rationalize the determination that the gifted program should be eliminated just because gifted children are perceived to have no problems learning and can be sacrificed. I would argue to the contrary. I have read where a gifted child who is not properly challenged, can develop learning problems or become "bored" with the educational system. These problems or "boredom" can lead to continued problems later in their educational life and beyond. If we are to have programs for children with special needs, then these programs ought to include children with positive needs as well as those who are not so wonderfully blessed.

My final point speaks to the words that have been uttered by most

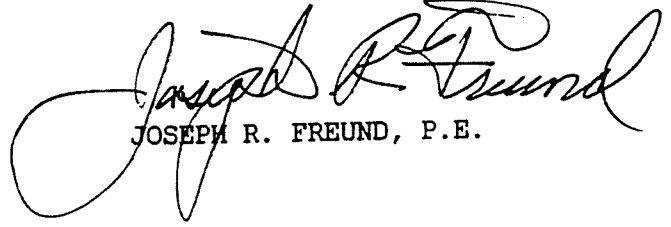
politicians within the recent years. Candidates and present day elected officials have spoken of the great concern over education and our children. Individuals such as Presidents Reagan and Bush and others on the national level have addressed this concern and are striving to correct deficiencies in the nation's educational system. Even on the state level, our officials have pointed to the education system in Kansas and seen areas which need improvement; to wit, the Margin of Excellence program created by past Governor Mike Hayden. Most recently, Governor Joan Finney has gone out of her way to point to our children as the future of Kansas. In light of the concern over the use of resources in this country, as well as in this state, and the need to develop alternative solutions to resource problems such as homes, energy, water, and the environment, how can we afford to discriminate against and put obstacles in the way of the children who could be the leaders of tomorrow in the political, governmental, industrial, and scientific arenas?

Education can be likened to investing. Financial brokers tell us we should have something to fall back to in the future when we retire; we should be involved in a retirement program, invest in various forms of stocks and real estate, and put some money away in savings. The Kansas Legislature has a tremendous task in front of it deciding where to wisely invest the State's money. Short sighted solutions to financial problems today can only be magnified to untold degrees in these children in the future. In the spirit of one generation trying to improve life for the next generation, let us not make the same mistakes with our world, our state, and our children that have been made in the preceding generations. Let us show through our actions that we recognize the importance of continuing the investment in our children for

their tomorrow. "THE FUTURE IS NOW!"

Thank you for your attention and this opportunity to address this issue with you.

Very respectfully yours,



Handwritten signature of Joseph R. Freund in cursive script.

JOSEPH R. FREUND, P.E.

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My name is Meredith Porter. I live in Leawood and I have two children who are served by the gifted programs in their schools.

I would like to begin my testimony with something that you are all probably familiar with - the normal curve representation of a population. Remember the bell shaped curve from Psych 1? At the far right end of this curve are the 3-5% of the school population we are discussing today, the gifted students of Kansas. At the other end are the 3-5% of the students who make up the retarded portion of the school population. Over the years, especially since the passage of P.L. 94-142, we have gone out of our way to serve these children at the lower end of the scale, and well we should because they are different. But I think that oftentimes we all forget that the gifted kids in the other tail of that bell curve are just as different from the average child as the retarded student is. But unlike their counterparts at the other end of the scale, most gifted children are real good at not letting those differences show. They appear to be functioning just like everybody else on the outside. On the inside, however, there's a battle going on.

Gifted kids think differently; they feel differently; their sensitivity level is different - their whole perspective on the world is different from the average kid. But in the regular classroom, those differences are not accepted. Gifted kids are often forced to fit into the same mold as everyone else. These kids have needs that can only be met by the protection of our gifted education mandate. They deserve programs that are an appropriate fit to their needs. And these programs need to be taught by teachers who have been specifically trained in dealing with gifted children, just as we have specialists who are trained to deal with retarded students.

My two children have told me over and over again how special those few hours every week are when they get to spend time with other children who are like themselves. It's the only time during the school week that they can just be themselves - no masks, no pretenses. It's a time when it's OK to be really smart -- no one calls you a show-off just because you happen to know a lot of interesting facts about something. No one calls you a "nerd" or thinks you're weird. This class is a time when gifted kids can let their hair down intellectually, emotionally and socially and strive to be all that they can be.

Isn't this really our hope for all students in Kansas? Don't we hope that they can be challenged to go as far as they possibly can? These children ARE different, but they can also be the ones who will make a difference in the world of tomorrow. I urge you to maintain the mandate to provide fine programs to educate our gifted children.

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908 West 22nd Terrace  
Lawrence, Kansas 66046  
February 4, 1991

Senate Education Committee  
State Department of Education  
120 East 10th Street  
State Capitol Building  
Topeka, Kansas

Gentlemen and Ladies:

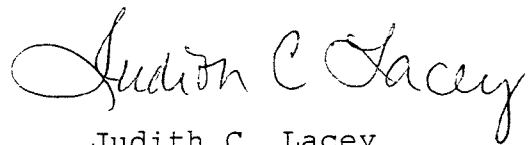
As a parent and a taxpayer, I urge you to support continuing the mandate for Gifted Education in Kansas. I ask that you vote AGAINST SENATE BILL 27.

As we face problems like war, recession and an endangered environment, we need leaders, problem solvers and thinkers. We cannot afford to ignore our best and brightest minds.

The state mandate for Gifted Education was originally passed because research by the Department of Education on the national level gave evidence that America's brightest students were NOT "getting it on their own" but were dropping out of high schools, law schools, medical schools and universities. If you vote to remove the mandate, you will be sending education in Kansas backward, not forward. Again, I urge you to vote AGAINST SENATE BILL 27.

CONTINUE THE MANDATE AND FUNDING FOR GIFTED EDUCATION.

Sincerely,



Judith C. Lacey

EDUC  
2/5/91  
A 26



Phone 383-2771

Alexander W. Schoofs  
Automobile Consultant

1-2-91

I'll fit your budget!



Dear Honorable Senator Joseph Harder and Distinguished  
Senate Education Committee Members,

My name is Alex Schoofs. I am in seventh grade and have been in the a Gifted Program since third grade. I am very concerned that there may be a change in funding for gifted education in the state of Kansas. If this were to happen, I would miss out on many educational opportunities. Many Kansas gifted students will in the future help solve Kansas' many problems. Without the gifted program, these students will not be able to achieve their full potential.

Since fifth grade I have been studying German at the high school and I am now fluent in German. Last summer I lived with an all German speaking family for one month. This was a great experience for me to use my German skills.

I recently started my own business because of my interest in cars. I provide new car buyers with information on the cars that they might be buying. The only class during the day where I can work with a computer and develop my business is in my gifted class. This opportunity is very important to me. These are only two examples of the many things I do that make up my gifted class. I hope I'll have a gifted class for the years to come, so please keep funding for gifted education in Kansas.

Sincerely,

*Alexander W. Schoofs*

Alexander W. Schoofs

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2/5/91  
A27

Simon Andrew Parkinson  
5321 West 55th Street  
Roeland Park, Kansas  
66205.

February 1st. 1991.

Dear Honorable Senator Joseph Harder. Distinguished Senate Education Committee Member.

My name is Simon Parkinson and I attend Indian Hills Middle School, in the Shawnee Mission school district. I am in the gifted program. I worked very hard to get into the gifted program and I am really proud of my accomplishment. The gifted program enables me to do work at my own level and speed. It also gives me time to read and discuss great classics, for instance right now we are reading "Hamlet". I do not fully understand it, but my teacher, Mrs Braude, is helping my classmates and I to gain a deeper understanding of it. I do not want you to close down the gifted program, for it has really helped me appreciate and understand new and great things.

The gifted program covers a wide variety of subjects and discusses things that we could not discuss in a regular classroom due to the differing academic abilities in regular classes. Students who are struggling in the regular classes can be helped more often because I can ask my questions in the gifted classes. I really think the gifted program benefits all students and not just the gifted students.

Sincerely,

  
Simon Andrew Parkinson

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2/5/91  
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Dear Senator Joseph Harder and Senate Education Committee members,

This is not just another letter saying "please don't shut down the gifted program," but a letter of reason. I am always hearing some adult saying that "The children are the future" and "They will be running the world in the next generation." They are right too. It is usually the smart ones that become the world's leaders of the future. The gifted program provides the competition, and an incentive to strive to be the best that you can be. By cutting the program you would also be cutting the state's, the country's, and maybe even the world's chance for a much better tomorrow. As a current member of the gifted program, I can easily attest to the educational benefits that I have recieved. I look forward to be able to continue in this endeavor. Therefore I implore you to not eliminate the mandate for the gifted child program.

Sincerely yours,

*Lawrence David Indyk*

Lawrence D. Indyk

Indian Hills Middle School

Seventh grade

SEEK program

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2/5/91  
A29

I am speaking, as a concerned student, to discuss the implications of Senate Bill 27. As you know, this bill, if passed, would delete the state mandate for gifted programs in the public schools. I, being a gifted student, realize the gravity of the situation.

First of all, I am aware of the problems in this situation. There is the concern of discrimination when children are removed from the classroom and given special opportunities. The legitimacy of a gifted child being categorized is also being investigated. I'm sure that financial difficulties are also a major concern when considering this situation.

Discrimination, as defined in the World Book Encyclopedia, means the act of making or recognizing differences and distinctions. Should a child who has been identified as being gifted be punished because he/she has been recognized as being different? A large part of discrimination is recognizing the distinctions, along with this recognition shouldn't there be some action? Why should below-average students receive extra guidance if above average students aren't also given special opportunities?

The validity of the labeling of certain students as gifted is also being questioned. Many think that the primary determinant of "giftedness" is income and race. In that case, maybe there should be a test developed that would test for advanced learning potential which could be adapted according to race and income. I realize that this is purely hypothetical and maybe improbable, but I do know that abolishing the entire program is definitely not the answer.

Personally, the gifted program has benefited me tremendously. It has allowed me the opportunity to skip a grade and accelerate through some classes. If denied this opportunity, I may have become frustrated and resentful toward the school system. If future generations were to be denied these opportunities the effects would be widespread and dramatic. We are already behind in world technology and mass production techniques. If we hope to regain our status of technological

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superiority, we must nurture our most promising intellects. Ending the state mandate for the gited program would do just the opposite.

If this program was to be annuled, it would essentially crucify many of our brightest students. These future leaders would be strangled by the rope of average and below-average students. Although the current program may not be perfect, it is certainly better than the alternative, seven hours of unessential, sanguinary boredom for this country's most promising assests.

*Andrea K. Laue*

Andrea K. Laue

EDUC  
215791  
A30-2

February 5, 1991

**Kinsey Schneider**  
Box 638  
Tribune, Ks. 67879  
Gifted Student

Senators,

I'm here today to speak against the passage of Senate Bill #27. I feel that if you were to close the gifted program, you would be making a grave mistake.

One of the things I have studied in the gifted program is French. I plan to go to France for a year as an exchange student. Since my gifted facilitator also speaks Spanish, I plan to also learn the Spanish language. I plan to go to college and law school and hope to use both of these languages in my profession. I also plan to get to the Scripps-Howard National Spelling Bee. In the gifted program I can work on my spelling.

Since lack of money is the reason for eliminating the gifted program, why not make some money by raising certain taxes? For instance, why not increase "sin taxes"? People spend a lot of money on liquor and cigarettes. If you were to increase taxes on these extravagancies the state would profit greatly.

Another suggestion is increasing the taxes on luxury cars. The taxes on these expensive cars would help the state profit.

You could place a tax on lottery tickets. If people can afford to spend money on lottery tickets, they can afford to pay taxes on the tickets.

All these taxes I have mentioned could be used to fund the gifted program.

Thank you for listening to my speech. I hope you will give some serious thought to my suggestions.

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431

To the Honorable Members of the Education Committee,

Testimony  
Brian Townsend  
Gifted Education  
Student  
Freshman  
Girard High School  
Girard, KS 66743

My name is Brian Townsend. I am a freshman at Girard High School. I have been involved in the Gifted Education Program since my second grade year. Here are some of the things that the program has done for me; first of all, it has taught me critical thinking skills that I will use from now on, these skills also help me to excell in my regular classes. Also, it has taught me leadership skills, these skills help me relate to my classmates, teachers, school and community in a positive way.

There are opportunities offered in the Gifted Education Program that are not offered in a regular education; creative problem solving, logic problem solving, and independent study. For the most part, it has challenged me to excell and to develop my strengths and understand and correct my weaknesses.

My hope is that the members of this Education Committee will consider the vital importance that Gifted Education has to the students of Kansas and will allow it to continue as it is.

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2/15/91

A 3 2

February 5, 1991

Ladies and Gentlemen:

My name is Beth Hunt. I attend the Baxter Springs Middle School District 508.

I was informed our Governor's education budget has recommended a cut in funding for Special Education with a complete funding cut of the Gifted Education Program. I am here today to ask you to rethink this decision. Why cut a program that will harm the gifted children of Kansas?

For myself the Gifted Program has provided me with a better challenge academically and socially - informing me of the doors of careers and opportunities open to my future. By cutting this program you would be closing those doors for myself and others.

The other day my mother asked me what makes the WINGS Program so different from your other classes, maybe these answers will help you understand the importance of this program. First the WINGS Program challenges me to strive more academically. It enhances me to be more creative. We are taught to be more aware of the world around us. It challenges me to work at a higher thinking level and to apply more thought to problem solving. Yes, it has given me ever-increasing opportunities to develop and test my leadership skills, to explore careers, to travel, to find myself and my place in the world around me. It has encouraged me to develop myself to my full individual potential; to relate to others with increasing understanding, skill, and respect; helped me develop values to provide the foundation for sound decision-making; and taught me that I should use my abilities and leadership skills to contribute to the improvement of society.

These are just a few of the advantages the Gifted Program has provided me. These are also reasons I would like for you to reconsider funding the program. A good education program such as this one is essential to our state's future and the future of our nation.

Beth Hunt  
241 East 5th  
Baxter Springs, Kansas

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2/5/92  
A33

MARK LORETTO  
1259 HIGH  
TOPEKA, KS. 66604

FEBRUARY 5, 1991

TESTIMONY BEFORE THE  
SENATE EDUCATION COMMITTEE  
ON 1991 SB 27 & SB 108

Thank you for the opportunity to present comments regarding SB 27 and SB 108. As the parent of two children who have greatly benefitted from the gifted programming in U.S.D. 501, I am appearing before you today to speak in strong opposition to the proposed elimination of the mandate for special education services to gifted students. I am also adamantly opposed to the elimination of state funding for such services. SB 27 was hurriedly introduced as a means to provide an "element of choice" to school districts who are not committed to providing a quality gifted program, who are economically pinched or who are not "philosophically in agreement" with the need for such services. However misguided SB 27 may be in its purported purpose of providing flexibility, SB 108 eliminates any pretense of continuing to support or encourage provision of services for the gifted. By eliminating state funding for gifted programs, SB 108 clearly conveys the message that the needs of gifted students are of no importance whatsoever to the state; it virtually ensures the demise of such programs. These giant steps backward fly in the face of fundamental educational principles and are short-sighted responses with long-term consequences and effects.

The creation of the gifted mandate in the early 1980's was based upon a solid education principle of recognizing and responding to individual differences by differentiating instruction in order to address individual needs and abilities. This premise forms the basis for special education services for all exceptional children, whether gifted, handicapped or learning disabled. Just as providing only regular classroom instruction may be inappropriate for a retarded child, the academic and personal development of gifted students is handicapped by the lack of special education services.

--The materials and level of instruction in a regular classroom are often far below the capabilities of these students. My oldest son was reading the sports page in kindergarten, but did not receive instruction in reading until the first grade. The younger son brings home quarterly spelling lists for review and practice over the next nine weeks, and successfully spells all the words on the list before the classroom instruction has begun. Such a student, facing endless worksheets and practice papers over material mastered long before, is not likely to develop any motivation or enthusiasm for learning. Moreover, education without challenges and realistic goals for such students fosters poor academic attitudes and lazy study habits. Such patterns and habits are difficult to change once established. Given their potential for being productive, creative leaders for the Kansas of tomorrow, retarding their academic and personal growth has long-term consequences for all of us.

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--By providing special education services for gifted students, their social and emotional growth is also enhanced. Children are often rather intolerant of others who are "different" in some way. Some gifted students (girls, in particular) choose to hide or downplay their abilities in the classroom in order to avoid teasing or name-calling. In gifted programs, students find that they do not need to be defensive about their abilities and that there are others who share their interests.

While our sons would certainly be adversely affected by elimination of funding for gifted programs, my wife and I would make every effort to continue to provide enhanced learning experiences for them in our own home. However, gifted children from socially or economically disadvantaged homes are not likely to continue receiving such experiences outside of their formal education in our public schools. It is this potential for a disparate impact on the least advantaged and yet highly capable students that I find particularly troubling. It is the talented poor who suffer the most when programs for the gifted are cut.

The Legislature has in the past few years expressed its support for expanded funding for Regents institutions in order to assure a "margin of excellence" in state post-secondary education. The Governor, despite acknowledging the tight fiscal situation, believes that the commitment to completing the margin of excellence is a high priority. I find the Governor's introduction of SB 108 and the interim committee's recommendation of SB 27 to be highly ironic in light of their stated commitment to educational excellence. These same public officials are now saying that mediocrity is the acceptable standard for students in the state of Kansas who have demonstrated an exceptionally high level of academic ability. Whatever short-term difficulties the state may now face, do not force the state's brightest students into under-achievement. I urge you not to short-change the state in providing for educational excellence at all levels and development of its potential leaders.

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**TO:** Sen. Joseph Harder, Chairman  
Kansas Senate Education Committee

**FROM:** Steven L. Boyce  
216 S. 9th  
Burlington, Kansas 66839  
(316) 364-5853

**SUBJECT:** State Funding for Gifted Programs

**DATE:** February 3, 1991

I have recently been advised by the Coffey County Special Education Cooperative that Senate Bill 27 will eliminate funding for gifted programs in Kansas.

My child, Jon Boyce, has special educational needs. He does not perform well in a mainstream classroom without additional help. When he does not receive special education, he complains constantly about school. He may fake illness to avoid school - I can't tell for sure if he is ill or not.

If he were retarded, handicapped or had a behavior disorder, his right to special education would not be questioned or threatened - even though he might never be able to function at even an average level. No one, including myself, would question his right to special education. Our children are all entitled to a "free and appropriate public education," in the "least restrictive environment."

However, my son's needs are on the opposite side of the spectrum. He is gifted. His intelligence and initiative are high. He likes chess, music and law. At 11 years of age, he reads the newspaper and keeps up on current events. He loves to learn and constantly reaches out for new information.

People fall within a bell-shaped curve. The bell-shaped curve is the foundation of educational grading systems, business compensation systems and other systems that differentiate between people based upon their abilities and performance. On one end of the curve are the persons who function below an average level. Their entitlement to special education is legally secure. The vast majority of people are within the middle of the curve, and the mainstream is appropriate for them. However, the bell-shaped curve always has a small population at the other end for people who perform well above the average. Education should follow the pattern set in the business world, where exceptional people are rewarded with higher pay, more responsibility, more interesting and challenging jobs.

It is not logical that our state education system would ignore the "gifted" end of the bell curve, encouraging mediocrity instead of excellence, and failing to meet the bona fide needs of intelligent, creative people.

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Sen. Joseph Harder  
February 3, 1991  
Page Two

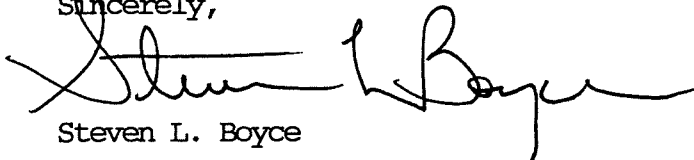
Before he entered the gifted program, Jon constantly complained about school. His usual comments were, "I'm bored," "I have headaches every day," "The teacher is stupid," "We've already done that work," "I'm too sick to go today." He was very unhappy with school, and it reflected in his behavior at school and at home.

Since his entry into the gifted program, Jon's attitudes toward school have changed 180 degrees. He is eager to go each day. He is a straight-A student, with good behavior and attitude. He likes his teachers. His needs for challenge are met through the gifted program - through plans for development sculpted especially to suit Jon's special needs.

And the state gets a return on its investment in education for the gifted. These are the people who invent new and better ways to do things. They become our political and business leaders. It makes good business sense to develop our brightest and best as we compete for resources in a world market.

On behalf of my son, Jon, and the rest of the gifted children, I request that the Kansas Legislature continue to recognize that it makes good sense to provide gifted children with special help by defeating Senate Bill 27.

Sincerely,



Steven L. Boyce

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2/5/91  
A35-2

Statement of  
Dave Maxon  
9618 West 124th Terrace  
Overland Park, Kansas 66213  
Student at Oxford Middle School  
before  
THE KANSAS SENATE EDUCATION COMMITTEE  
FEBRUARY 5, 1991

Opposed to Senate Bill #27

Dear Senators,

I think the state of Kansas should continue to mandate and provide funds for gifted education for many reasons. One is that if you cut the funds for gifted classes Kansans could become undereducated and then our state could fall behind the rest of the states education-wise and technology-wise. This could create a shortage of creative and innovative people to work as business owners and become involved in running the state.

I personally think another reason is that gifted classes provide an education not obtained anywhere else. For example in our class we wrote papers on lifeskills and spent time trying to come up with new solutions for problems like ozone depletion and school dropouts. Small classes with committed students and quality guidance made this possible. I may not like some of the activities we do but I think all of them make me think more and differently then I would if I only had regular classes.

I truly feel that gifted students should have the same benefits as do other special education students. So I think gifted education should be funded the same as other special education classes.

I learn many interesting things in gifted education class and it's fun. My classmates feel the same way. I know my school district has committed to continue funding gifted education, but I believe the state of Kansas needs to make sure all of its students have the same opportunity. I think Kansas can be a great state if it continues to support all of its students.

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**U**niversal **F**orce **D**ynamics **P**ublishing  
Robert K. Spear, Publisher  
410 Delaware  
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2 February, 1991

**A WRITTEN TESTIMONY PROVIDED TO**  
**THE KANSAS STATE SENATE EDUCATION**  
**COMMITTEE**  
**ON TUESDAY, 5 FEBRUARY, 1991**  
**AGAINST THE ELIMINATION OF FUNDING**  
**AND A STATE MANDATE FOR KANSAS**  
**GIFTED CHILDREN EDUCATION**  
**PROGRAMS**

by

Robert K. Spear

Representing Himself as a  
Parent of Gifted Children and Product of the  
Indiana Gifted Program

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A37-1

**TO THE HONORABLE SENATOR HARDER**

**CHAIRMAN**

**KANSAS STATE SENATE EDUCATION COMMITTEE**

These are trying times. The tax base doesn't support the budgetary needs of the State. Financial corners must be cut; loop holes must be tightened. All State-funded programs are coming under scrutiny. The Gifted Program has come under attack by earnest people looking for fat and fluff which can be eliminated. Upon first consideration, one might think such a program is a nice-to-have benefit. After all, these kids are smart already. They certainly could survive without all this extra attention, couldn't they? We need to concentrate on all those less favored children who can't read or add, right?

**WRONG!!!**

These children who have been blessed with higher intelligence and greater talents are the future leaders of your state and country. Are you willing to throw that future to the wind to save a few bucks today? Yes, some of these gifted children will succeed, no matter what. Many of them, however, will not for a variety of reasons. In fact, without a Gifted program, without focused mentoring, without social skill development, and without structured positive guidance, many could end up actively working against the society from which they came! Does this sound outlandish? Let's look at some facts.

I have taught college classes behind the walls of three prisons here in Leavenworth. Guess which prison had the highest intellectual levels of a prison population? The Federal prison. What does this mean? Those who are more imaginative and smarter tend to do crimes of greater scope and impact. At the same time, these more intellectual prisoners also seem to be more anti-social. They tend to create realities and operating norms on their own terms, not society's. If they had had loving guidance from a gifted program in their youth, would they have tended to reject their society? Would

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they have sought alternative paths if someone had been there who understood and could help them work through the problems and miseries of being "different" from their peers? If they had been given opportunities to win and provide value-added to society in general, would they have felt compelled or lured to a life of crime? Are you aware that the real movers and shakers, the strongest adherents to the Satanic movement throughout the country are some of our brightest and best kids? These are kids who felt rejected by society so sought their own way to attain power and riches.

Yet, you are proposing to cut loose the cannon balls on the deck of our stateship during the storm! Our heavenly Father sent some of his greatest souls to contend with these last days. These great souls have an extremely high potential— potential to do great good or great harm. If we abandon these special souls to their own devices, will we increase the probability that more of them may choose the "Darkside"? I think so! Prison and crime statistics tend to support this thesis.

On the other hand, if we nurture our specially gifted children, provide them constructive guidance, help them over the stumbling points, we greatly increase the probability that more of them will provide meaningful input to society. Gifted children are blessed and cursed at the same time. They are smarter but tend to have more social adaptability problems because of their differences. Given the right kind of help and assistance, we can increase their positive contributions and decrease the disruptive ones.

If you vote to do away with this program, you will see several results:

- A small amount of money will be saved in the immediate future.
- Not as many children will produce as much for society when they get older. This means we will lose a positive economic and social value.
- More of these children will become creatively anti-social when they grow up, thereby costing society more for incarceration and their positive value lost along the way.

Please consider the long term, as well as the short term impacts of these proposed budgetary and policy changes. Those of you who are bankers, lawyers, and business persons surely understand the value of leveraging. That is exactly what we are doing in the Gifted

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Program— leveraging our children's and society's futures. For these reasons, I must recommend, nay, urge you to consider all these aspects and vote against hamstringing the training of our future leaders and high performing citizens.

Respectfully,

A handwritten signature in cursive script, appearing to read "Robert K. Spear", with a long horizontal flourish extending to the right.

Robert K. Spear

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A37-4

I am the parent of a talented and creative adult child. She grew up at a time when there was no special programming to meet her special needs. As a result, she felt frustrated, stifled, thwarted, unstimulated, and unappreciated by her educational environment and community. Her memories of school and her hometown are not the happy memories that every parent wishes for their children. Her memories are those of a community and a "system" which blocked her every effort to grow in the way that she knew she was meant to grow.

I was thrilled when Kansas mandated gifted education. Finally, the bright young minds of Kansas had the vehicle to help them develop within the educational system which was handicapping their growth.

I was born in Kansas, educated in Kansas, and have lived in Kansas all my life. I am proud of Kansas. It has always bothered me greatly when movies, TV, or books have portrayed Kansas as a backward, unsophisticated state. I am proud that Kansas was one of the forerunners of mandated gifted education. I see the elimination of the gifted education mandate as a giant step backward.

Unfortunately, education is not a high priority for all Kansans. Basic education is not only all, but in some people's minds more than, anyone needs. If the mandate is removed, I fear the elimination of programs--especially in the smaller rural communities--when money is tight. These communities have bright young minds growing up in them that may not be developed to their full potential--may not then be able to compete on the same level with the Eastern Kansas college bound students that have come from communities that are made up of college educated parents, cultural enrichments, and academically enriching opportunities--may not grow up to "be all that they can be."

Without the vehicle to meet their special needs that the mandated gifted education program provides, how many "bright" young Kansans--our future--will be turned off to education, their hometowns, their home state, and even their own potential if we do not give them the understanding support and special programs that they need? They need special programming. For them, gifted education must be mandated!

*Kenna Frankensfeld*

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I represent the voice of many parents from Dodge Co. We have approximately 176 students in a gifted program. They must not lose the programs and opportunities provided by gifted education.

Our educational system teaches to the average student and meets the needs of most of those students. Special Education addresses the needs of the bottom 3% and the top 3%. We are here today in support of that top 3% - those categorized as "gifted".

These are the children who are self-motivated and self-disciplined. They are the high achievers and competitive students. They want and need to be challenged. We owe them more than the regular classroom can offer. This is the role of the gifted education program.

Our children must be prepared. It is my job as a parent to make sure my child gets every educational opportunity available to her so she will have the foundation to make choices, be it colleges, career or life. Through gifted programs she is building that foundation. Because of acceleration, test-out, individual-rate courses, and college-level offered courses, she will graduate with more credits than most high school students. She has maintained a straight A average and is satisfied with nothing less. She is merely an example.

The students are the leaders, workers, and <sup>the</sup> involved in our schools. They are the scientists, engineers, doctors, & leaders of tomorrow. Gifted Education is needed to ensure that these children achieve to their fullest potential. That is our responsibility! We must be able to afford it! It must be our priority to support the needs of these children. Do not do EVER away with the program that gives them this support.

Thank you, Gretchen Malone

# Activities students may choose

1. To develop higher level thinking and group dynamics through the participation of group competitions.
  - a. Quiz bowl
  - b. Math contests
  - c. Chess
  - d. Stock Market game
  - e. FPS - Future Problem Solving
2. To develop higher level thinking skills through the participation in individual competitions.
  - a. Art contests
  - b. Photography contests
  - c. Writing contests & writing club - writing conferences
  - d. Geography Bee - Geography Olympiad Creative Drawing  
Writing Group
  - e. Spelling Bee
3. Will explore individual areas of interest
  - a. Drama Inventions Law seminars  
Great Books
  - b. Crafts
  - c. French Model UN
  - d. Sign Language Knowledge Master
  - e. Government Project Fair
  - f. Tutoring program Science activities
4. Will explore and increase awareness of career options - shadowing
5. \_\_\_\_\_ needs access to advanced instruction or more complex material at the student's appropriate skill, pace, and ability level to attain maximum development of strengths and ability.
6. Each gifted shall be permitted to test out of, or work at an individual rate, and receive credit for required or prerequisite course or both at all grade levels, if so specified on the IEP

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A 39-2

Educating our most capable learners is a challenge that we must take seriously, we can not afford to encourage under-achievement, disillusionment, and alienation among these students. Research data states that students who become frustrated and bored by the lack of challenge and achievement usually resort to one of the following types of coping behaviors: (1) withdrawal/dropout, (2) agressiveness, or (3) passive compliance, all of which result in limited achievement of potential. We must not allow an educational vacuum to occur for any student. Maximizing the abilities of our most capable learners must be a priority as we face the challenges and opportunities of the future.

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A39-3

Special education. AA. Welfare. All are examples of programs set up for the disadvantaged. These programs have been formed to protect the "minorities" from the "norm". We, as gifted education students, as well as our teachers, are a minority. We need our special program just as the drug addicts do.

Proposal: Put three drug-free, educated, well-groomed, hard-working American people into a group of one hundred, consisting of murderers, thieves, drug dealers, and rapists. After a period of time, the three people will come to see the glory of being lazy and selfish, and will probably have their values converted. They will no longer be a benefit to society and as a result, we will all be at a loss.

It will be a loss to society to remove the gifted and talented teachers and students from our schools. We, as students, would be made to sit in a classroom, unable to work at our own speed. We would have to listen to teachers who are unable to alter their schedule so that we can get a better understanding of the concepts (most of the teachers simply feel the need to get through the pages rather than encourage the students to think for themselves and explore the ideas within the pages).

This is a discrimination against us. It is the same situation as a person in a wheelchair who is unable to go certain places due to the lack of a ramp or elevator. We will be unable to go places because of the lack of a gifted program. We would be forced to limit ourselves, and that is the most foolish thing you can do to someone who wants to be challenged.

Jill McMillan

EDUC  
2/5/91  
A39-4

I have heard that the state is trying to improve Kansas education. But is eliminating the mandate and not funding an education program that helps Gifted students who will become doctors, teachers, scientists, lawyers, businessmen, or even Presidents a wise decision? The gifted students of today will keep America at the forefront of technology in the future.

I feel that this is not the way to cut the budget because the Gifted Education program has contributed to the advancement of education in America.

I've come upon numerous news reports recently revealing that America is lagging behind in education. How can ending the Gifted program improve our education?

The Gifted Education program is a vital factor in determining whether America will prevail as a world leader in education. The future of America lays in your decision.

*Karen L. Fong, sophomore  
Wodge City Senior High School*

EDUC  
215191  
A39-5

I am here today because the GTC program might lose the state mandate and funding. I am part of the GTC program in Dodge City, Kansas and I know that without the state mandate and funding, the GTC program would be cancelled. Our school district is overcrowded and is still growing. The citizens voted down a proposal to build a new school, but voted yes to a new Senior Center. Which is needed worse, a school or a Senior Center? As you and I both know, these same people will just cancel the GTC program because they think it is unneeded.

The GTC program is very comparable to the state's mandatory Special Education program. Both are helping the students that don't fit the norm to learn more and to become more productive members of society.

Would you think it a good idea to stop funding the Special Education program? No, because those kids need that program. I need my program, too. Which is more important? Why not keep both?

The Gifted Program has given students the opportunity to take Honor or Advanced classes. The Gifted Program is also responsible for letting students take college courses while attending high school. These classes and courses are being taken by all students, not just those in GTC. How can you take away a program that helps not only its members, but also those that are not members? The GTC program benefits more than just those who want and need to be challenged.

The GTC program also helps its own. I am currently working on preparing our districts Quiz Bowl. The high school students are helping the elementary and middle school students. We do the work, and they learn. The GTC program also makes it possible for students to figure out what they want to pursue as a career through seminars, workshops, and mentorships. Students also receive the opportunity to practice intense critical thinking with the Future Problem Solving Program. Students also participate in the Model United Nations program which helps them grow in an understanding of our government as well as foreign policy.

If the state mandate and funding for the GTC program is cancelled, many schools will cancel the program totally. That's a lot of smart kids that you are dealing with. Without the GTC program many of these students will just slip back into the norm and they will stop challenging themselves. We will be losing a lot of good minds without the program. Your decision to cancel the state mandate and funding will affect students now as well as in the future.

Let's keep the mandate and funding of the GTC program. Let's further our education.

We are dependent upon this program, and this program is dependent upon the state mandate and funding.

Jason ~~\_\_\_\_\_~~ EDUC  
2/5/91

A40

I feel removing the gifted mandate from Kansas is a mistake. Kansans have to look at what the Gifted programs offer the children. In the Gifted program students are able to further their education much more than what is offered by the normal school set up. Gifted students have the opportunity to test out or accelerate through subjects that are not challenging so they are not held up and can progress. Gifted students are eligible to take College courses. The students are also able to participate in many programs to help familiarize themselves with processes and the do's and don'ts of their occupational goal. Preparation is vital for success. Gifted students are not on the average intelligence or learning skills level. If gifted students are treated average, they will be. The Gifted program offers many educational opportunities that are above average so the students can reach higher levels. Kansans have to also look at what the Gifted program offers our state. Do Kansans want a handful of people to be proud of and know they were a part of their success or an entire population of average people? Education is the most important part of the future of the human race. Will cutting funds make it better? If children are our future I think everyone should do everything they can to help them.

*Dee-Dee*

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I appreciate the opportunity to appear before you today to respectfully request that Kansas legislators maintain the gifted mandate for this state. Although my job is that of an educator - or more specifically a Special Education educator, my remarks find their roots in my role as a parent.

Our oldest daughter, born in 1964, was the victim of a disorder known as Pradre-Willi Syndrome. Paula was legally blind but with very thick corrective lenses she learned to read - and she read very well - third grade level when she entered kindergarten. We had to have special shoes made for her crippled feet. She had a great deal of difficulty getting around as she was much shorter than the rest of the family and extremely obese. She tended to be overly and overtly emotional.

In spite of some rocky moments Paula managed to get through elementary school without any special education assistance and was eagerly looking forward to entering junior high school. Late in the term of her sixth grade year, the secondary principal, my supervisor at the time, called me into his office. I was always offended at his unfounded arrogance but never more so than when he asked with what I perceived as a sneer, "This daughter of yours - what do you intend to do with her?" I was well versed in defending against society's blaming me for inconveniencing it with a handicapped child and so responded "Well I could tie a rock around her neck and throw her into a lake! What do you propose I do?"

"I can tell you there are some things this school has to put up with and some things they don't. Your child and those two boys in the wheel chairs are problems we don't need." I left with tears burning my eyes and fury burning my heart.



If you've kept up with your history of education and the birth date I gave you earlier, you will recognize this as the time that PL 94 -142 came into effect. Although this man was not much of a humanitarian just then he did work hard to follow the law.

So Paula and her two classmates with muscular dystrophy entered junior high. Their classes had all been moved to the first floor to remove the hassle of getting upstairs. The two boys died before getting their high school diploma. Paula's health was slipping, also, but she finished school and proudly received her diploma with her class.

During her senior year the same principal I spoke of earlier accosted me in his office. He spoke of complaining to legislators that they sat in their ivory towers in Topeka passing mandates that we educators had to carry out. I let him talk until he wound down. I took a deep breath and seemingly changing the subject asked him if he remembered our conversation some six years earlier. He acknowledged that he did. "I have to know," I asked, "Has my daughter been a detriment to your school system?"

"No," he said thoughtfully, " as a matter of fact this is one of the best classes that we ever graduated. I am sure that these kids who are graduating with your girl watched her struggle and work so hard just to be average. They couldn't very well save face and not strive also to achieve all they were capable of."

"If that is the case then why, Mr. Turner, did you say that you would not allow my child in your school?"

"Because," he said in a voice now devoid of all arrogance, " I didn't understand -- I just didn't understand."

"Well, dear heart, that is why legislators need to tell you that you must do what is best for young people because sometimes folks like you just don't understand."

A year and a month after Paula graduated, she died. And that was a very sad time but not nearly so sad, had she been forbidden to be all that she could be -- had she been banned fro the thrill of achieving all that she could.

I am sure that there are those of you either reading or listening to this testimony who would say that this case does not apply to today's debate. I beg to differ because Paula's younger siblings were identified gifted. Had there been no mandate in place, these youngsters would also have been denied the opportunity for achievement.

Giftedness is not a delightful gift. It is a tremendous burden with needs no less than those found in the handicapped. These children have within them the ability to cure cancer, the vision to build a vehicle to travel to the stars, the words to move humankind to a warless society and the heart of a great symphony as yet unheard. But without the proper educational nurturing their potential will drown in a sea of apathy. And without a mandate proper educational nuturing may happen for some of Kansas gifted but will not be guaranteed for all because some insightful educators "just don't understand."

Presented February 5, 1991  
Judy Ruder  
Special Service Coordinator  
U.S.D. #274

Statement on Senate Bill #27

Presented by : Richard S. White  
1060 Villa Vista  
Colby, Ks 67701  
phone: 913-462-7575 (work)  
913-462-6983 (home)

Position taken: Opposition to Senate Bill #27

Statement Summary:

Eight different, but interrelated, reasons are presented that discuss why Senate Bill #27 should not be adopted. In essence, they are: 1) the needs of under-achieving, at risk gifted children will be compromised, 2) many rural or smaller school districts will drop the gifted program, 3) there will be adverse impacts on communities without gifted programs, 4) as a subgroup of exceptional children, gifted children will be discriminated against, 5) gifted children, as potential leaders, need to receive the best education possible, 6) budget savings should not be realized by eliminating the state mandate, 7) other educational efforts will also be adversely impacted and 8) more detailed examination of the action is needed.

Personal Statement

I appreciate the opportunity to present my statement and testimony: a) as a Kansas citizen concerned with educational quality in our school system, b) as a parent of gifted children, and c) as a representative of other concerned parents in northwest Kansas.

There are currently 256 gifted children who have been identified and are in the program in 12 northwest counties. These counties include: Cheyenne, Rawlins, Decator, Sherman, Thomas, Sheridan, Graham, Wallace, Logan, Gove, Trego and Lane. The parents of children that I have spoken with have been, without exception, strong supporters of a gifted program for their children. They are deeply distressed that the Kansas Senate would consider eliminating the mandate for the program, and they are gravely concerned that concomitant reductions in funding, via SB 108 or other measures, will fatally injure a productive program that has taken years to build.

I believe the attendance at the Committee hearing is indicative of the support that the gifted program has among Kansas citizens. It represents, in essence, the tip of the iceberg on a subject that is of genuine concern. Speaking for myself, I feel compelled to make my opinion known, although I am certainly not acquainted with the Kansas Legislative system through direct participation of this sort.

I am opposed to Senate Bill 27. In stating my opposition, there are several comments, questions or objections that might be made. Some have already been or will be identified by others, and limits obviously exist with respect to points that can be identified. However, I would like to point out some of the more salient factors that have entered into my thought processes. These are:

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1. Before entering the gifted program, my daughter Theresa had little interest in school. It seemed to offer little challenge and was boring to her. She was demonstrating some of the classical patterns of being an underachiever. The gifted program turned this situation around. I wonder sometimes where she would be without such a program. There are many children today who are regarded as at risk. Our educational system must respond to meet such challenges. We can not simply gear our system to meet only the needs of the average student. I have a son Harold who was recently identified as gifted. What does the future hold for him if the mandate for gifted children is rescinded?
2. If the mandate is removed, many school districts with less active programs will be tempted to drop educational programs for gifted children. These actions probably focus mostly on rural or smaller school districts. Is this trend in the best interests of Kansas education?
3. People with gifted children will think twice about moving to locations without a program. What will be the associated impact on community services such as medical, legal, dental, or new business ventures? Some people may look elsewhere for new job opportunities in the absence of suitable educational infrastructure.
4. S.B. 27 discriminates against one group of exceptional children, the gifted. Why not discriminate against others? The mentally or physically handicapped, for instance? The answer is obvious! No one group should be singled out! The door then becomes open for others! This then could lead to any number of legal challenges. Regardless of the existence of federal mandates, our gifted children should not be discriminated against.
5. Gifted children as a group represent our best, most talented and brightest children. They are a group from which future community and business leadership will come. They should receive the best education that can be provided. Eliminating the mandate sends the opposite message.
6. Kansas may be in a period of fiscal restraint. This is understandable and can perhaps be accepted in relation to the gifted program. However, rescinding the mandate is not the proper way to achieve budgetary savings. It has potential for eliminating a program that can not be readily restored.
7. I have been informed by personnel at the Northwest Kansas Educational Service Center that funds from the gifted effort spin off to directly benefit children in the talented pool as well regular education children. Program reduction resulting from elimination of the mandate, therefore, would impact other educational efforts.
8. It would seem that an insufficient assessment of the advantages and/or disadvantages of eliminating the mandate has been made. This appears evident from the minority report from the Interim Committee for school Finance signed by 10 members.

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To put things in perspective, I feel that the factors identified by my statement argue strongly for keeping the existing mandate for gifted children in place. Therefore, I urge rejection of Senate Bill #27 in its present state.

I thank the Senate Committee and express appreciation for the opportunity to present these opinions.

Respectfully submitted

A handwritten signature in cursive script that reads "Richard S. White". The signature is written in dark ink and is positioned to the left of the typed name.

Richard S. White  
February 5, 1991

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Senator Joseph Harder, chairman  
Senate Education Committee  
State Department of Education  
Room 143 North  
120 E. 10th Street  
Topeka, Kansas 66612-1103

4 February 1991

To the Honorable Senator Joseph Harder,  
and distinguished members of the Senate Education Committee:

Thank you for letting me participate in this hearing.

When we moved to Kansas from Michigan in 1985, my wife and I were concerned first and foremost with schools in deciding where to buy a house. The reason for our move was a job opportunity at the University of Missouri in Kansas City, where I now work and teach.

Before the move, we explored both Kansas and Missouri school systems. I phoned a professor in the School of Education at the University seeking information on gifted education opportunities and possibilities for my daughter, Shena, who at three was already giving strong evidence she would require such programs. I was informed the state of Missouri had no mandate for gifted education.

We turned to Kansas, and to our delight, found that the sunflower state had a mandate in place, up and running, for gifted education. We moved to Kansas.

I want to tell you that I am impressed with the State of Kansas. It is a progressive, forward-thinking and forward-acting state. Senate Bill #27, however, is a step backwards, a step in the wrong direction, a step which fails to recognize very real needs of very real students, which seeks to dismantle the people's mandate for and funding of gifted education in Kansas. Rather than seeking to embrace, encourage, nurture and reward academic excellence, Senate Bill #27 runs away from it.

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As a nation we have a tendency to more quickly celebrate the gifted athlete than the gifted thinker. This is unfortunate.

I was privileged to work with young people in Southeast Asia during 1972 and 1973. In that part of the world, the outstanding student is the hero.

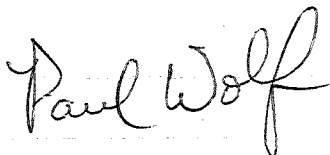
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In many Asian countries students rise from their seats and bow when their teacher enters the classroom. It is a sign of respect. There is a story about a certain famous Chinese professor who whereupon entering the classroom would stop and bow solemnly to his students. This was highly unusual. When asked why, he replied, "Because I do not know who may be sitting in my class."

Senator Harder, distinguished Senators of the Committee, all our children are precious. All. Those who bear the capacity for accelerated learning, startling leaps of imagination, innovative thought, astonishing memories, remarkable levels of numeric, verbal or nonverbal reasoning are not better than other children, but they do have different learning needs. Please do not abandon them.

We must celebrate no less the gifted <sup>thinker</sup> ~~mind~~ than the gifted athlete. "We do not know who is sitting in our classroom."

Thank you,



Paul Wolf  
6108 W. 85th Terrace  
Overland Park, KS 66207

ph. (913) 642-0610

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Comments by Maize Intermediate Students  
304 W. Central  
Maize, Ks 67101

Gifted Education is important because:

1. It offers more variety than the regular classes.
2. We are allowed and encouraged to make decisions about now and the future and take the consequences for our decisions.
3. It makes learning fun.
4. We get to do role playing.
5. We get to solve puzzles.
6. We get to have new experiences.
7. It offers different studies from what we get in regular classes.
8. We have to meet unusual challenges.
9. We learn challenging vocabulary words.
10. We prepare for scholarship tests for college.
11. We can dig deeper into topics that interest us.
12. We get to make choices and decisions about what and how to learn.
13. The class expands our horizons by teaching word processing, computer programming, problem solving, etc.
14. We learn new techniques.
15. It is fun to do new things.
16. It brings out the creativity in us.
17. We get to do something on our own independently without always being told what to do.
18. This class is a challenge.
19. It helps find out what I'm interested in for future careers, etc.
20. Gifted helps intellegent children advance faster and farther because they get one on one attention.
21. We get to play the Kansas State University Stock Market Game and we were first in our region.
22. We get to learn the Future Problem Solving process and to compete against other teams in the state. It is really hard, but worth it.
23. We get to be in scholars' bowls and show people that education and learning is important like athletics.
24. We get to be with people that have similar abilities. If I told some kids in my regular class my real ideas and interests they would laugh. The kids in my gifted class understand because they have different ideas and interests too.
25. We often get to learn on our own, in our own way, and at our own speed in this class. I don't have to wait for everyone else in the class in order to go on with my work.
26. We learn to get along with others in our group and that they have good ideas too, sometimes.
27. We learn to take a risk and not give up if we fail the first time.
28. We can participate in Science Olympiad.
29. Our teacher runs the Odyssey of the Mind competition so we can compete in creative problem solving against other teams in Kansas.

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**ANSAS** *association*  
*for the* **GIFTED, TALENTED and CREATIVE**

*P.O. Box 25281 Shawnee Mission, KS 66225*

**Members of the Senate Education Committee:**

As president of the 400 members of the Kansas Association for the Gifted, Talented and Creative I urge you to vote against Senate Bill #27 and Senate Bill #108. These two measures would not support a continued mandate and funding for special programs for our over 13,000 identified Kansas gifted students.

Educators and parents of gifted children know that this special population that contains leaders and innovators essential to our state's future have four very specific needs that must be met. They need to be able to progress through basic skills at a faster pace. Because of their keen memory, ability to grasp details quickly and capacity to deal with abstract ideas, the gifted learner requires less drill and practice than most students.

A second need of the gifted learner is to provide opportunity to nurture his particular talent area. Often developing the talent involves expanding on the basic skills and concepts. Time and resources are needed to develop the special skill. This may involve finding a community resource person or mentor, as well and helping the student locate resource material.

Gifted learners need opportunities to work with their gifted peers. This enhances social and emotional development and helps them know there are others who think and feel as they do. Research supports the positive effects of grouping gifted students. They do benefit from the stimulating interaction and develop a better understanding of themselves and their relationship with others.

Finally the gifted student needs a differentiated curriculum. One that allows for in-depth exploration of ideas and problems and integration of knowledge. Because of his ability to grasp larger concepts, he needs to be afforded an opportunity to see how complex topics tie together. This experience can help develop an appreciation for and a love of knowledge.

These are the four basic needs of our gifted students. We have established fine programs in Kansas to meet these needs. Take away the mandate and funding and the needs of gifted, talented and creative Kansas youth will remain. Kansans took responsibility for meeting these needs in 1979. We are still responsible today for helping every gifted student develop to his fullest potential. I hope the Kansas legislators of 1991 will meet this challenge.

Diane Hansen

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A46-1

## **FACTS ABOUT GIFTED EDUCATION IN KANSAS**

**13,096 CHILDREN WERE SERVED IN GIFTED PROGRAMS IN KANSAS DURING THE 1990 SCHOOL YEAR.**

**IN 1991 458 CERTIFIED TEACHERS OF THE GIFTED WORK WITH IDENTIFIED GIFTED STUDENTS IN KANSAS.**

**KANSAS HAS BEEN A LEADER IN GIFTED EDUCATION IN THE MIDWEST SINCE 1979. NONE OF OUR NEIGHBORING STATES, NEBRASKA, MISSOURI, COLORADO OR OKLAHOMA, HAVE PROVIDED A MANDATE TO SUPPORT GIFTED. KANSAS IS ONE OF THIRTY-SEVEN STATES NATIONWIDE TO HAVE A GIFTED MANDATE.**

**FIVE OF OUR STATE UNIVERSITIES OFFER EXCELLENT TRAINING PROGRAMS FOR TEACHERS AND PARENTS INTERESTED IN THE EDUCATION OF THE GIFTED.**

**MANY POSITIVE OUTCOMES ARE ENJOYED BY KANSAS YOUTH INVOLVED IN GIFTED PROGRAMMING. KANSAS RANKS AT THE TOP NATIONWIDE IN SUCH MEASURES OF SUCCESS AS ACHIEVEMENT TESTS, COLLEGE ENTRANCE TESTS AND NATIONAL MERIT FINALISTS. INTEREST GENERATED IN ACADEMIC ACTIVITIES SPONSORED BY GIFTED PROGRAMS MAKES KANSAS GIFTED AMONG THE LARGE GROUP REPRESENTED IN INTERNATIONAL COMPETITIONS SUCH AS ODYSSEY OF THE MIND, FUTURE PROBLEM SOLVING AND KNOWLEDGE MASTER OPEN .**

**KANSAS HAS BEEN AWARDED A THREE YEAR GRANT FROM THE 1989 JACOB JAVITS GIFTED AND TALENTED ACT THAT PROVIDES FEDERAL RESEARCH FUNDS FOR GIFTED. THIS GRANT OF \$296,000 A YEAR WILL WORK TO ESTABLISH IDENTIFICATION AND BENEFITS TO THE RURAL AND MINORITY GIFTED CHILD.**

**OVER FOUR HUNDRED EDUCATORS, PARENTS AND STUDENTS BELONG TO THE KANSAS ASSOCIATION FOR THE GIFTED, TALENTED AND CREATIVE. THIS GROUP WILL CO-HOST THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN CONVENTION IN KANSAS CITY NOVEMBER 6-10, 1991. KANSAS PROGRAMS AND GIFTED STUDENTS WILL BE SHOWCASED AT THIS NATIONAL MEETING ATTENDED BY OVER 2500 EDUCATORS AND PARENTS.**

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## **NEEDS OF GIFTED CHILDREN**

**TO PROGRESS THROUGH THE BASIC SKILLS AT A FASTER PACE.**

**AN OPPORTUNITY TO NURTURE HIS/HER PARTICULAR TALENT AREA.**

**OCCASION TO WORK WITH AN APPROPRIATE PEER GROUP.**

**A NEED FOR DIFFERENTIATED CURRICULUM.**

- \*Present content that is related to BROAD-BASED ISSUES, themes or problems.
- \*Allow for IN-DEPTH LEARNING of self-selected topic within area of study.
- \*Develop productive, complex, abstract and/or HIGHER LEVEL THINKING SKILLS.
- \*Encourage the development of PRODUCTS that challenge existing ideas and PRODUCE "NEW" IDEAS.
- \*Encourage the development of SELF-UNDERSTANDING, i.e. Recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
- \*Focus on OPEN ENDED TASKS.
- \*Develop RESEARCH skills and METHODS.
- \*Present comprehensive, RELATED and mutually reinforcing EXPERIENCES within an area of study.
- \*EVALUATE STUDENT OUTCOMES by using appropriate and specific criteria through self-appraisal criterion referenced and/or standardized instruments

### **DON'T FORGET THE CHILD....**

1. The gifted and talented student is a child and progresses through the same cognitive, emotional and physical stages as other children, although sometimes at different rates and sometimes exhibiting different behaviors.
2. The gifted and talented student is gifted and talented not just when he or she is in the gifted program.
3. Gifted and talented students come in all sizes and shapes. There is no one differentiated curricula which will fit them all. They require a variety of approaches. (Passow, 1982)

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# some answers to the **BIG** QUESTIONS

Isn't gifted education elitist?

Gifted education only provides appropriate education for children who need a special challenge. These children come from all neighborhoods and economic backgrounds. Children from poor families often need gifted and talented education the most because their families frequently cannot afford enrichment opportunities for them. Also, difficult financial circumstances and backgrounds sometimes prevent parents from having higher expectations for their children. If we are to keep our country a place where people can achieve regardless of their economic background, gifted education can help us. It provides a special challenge to all very bright and talented children, regardless of their cultural or economic background.

We have programs for the low-ability child and the high-ability child-- but what about the average child?

Most educational programs are geared to the needs of the average child. In a real sense, most money is now spent on the average child. We agree that the average child should never be short-changed in the education process, but neither should the gifted child.

Aren't all children really gifted, so don't we need to provide for all their gifts?

In a sense, yes, all children certainly do have special gifts and talents. Some may play basketball well; some sew well; others have marvelous personal charm. The purpose of a gifted program is to provide for students' academic and creative needs not met by the regular educational program. For example, a star basketball player already has the team; the sewer has an opportunity to do excellent work in home economics courses. However, the young creative writer or poet rarely has a writing class to challenge and focus his skill; nor is the mathematics whiz provided with advanced or accelerated math. These students may be bored, and their talents are not challenged or strengthened. When we find special gifts and talents, we must provide opportunities to develop them.

Why should we spend more money for kids who will make it anyway?

While many gifted kids will "make it anyway," it is nonetheless unfair to hold them back and make them succeed in spite of the system. More importantly, many gifted children do not "make it anyway." Their lost talent is both a personal tragedy for them and a loss to society. Studies of high school dropouts have found that between nine and 20 percent are in the gifted IQ range-- certainly many more than one would expect based on their ability, and certainly a waste.

Can we afford to pay for more special education?

Gifted programs can be very inexpensive, compared to all other kinds of special education. Also, we save money in the long run by investing small amounts to help make schools more meaningful. This small investment helps insure us against larger problems that can be more costly-- for example, bored, apathetic, or even antisocial students, to say nothing of lost talent development.

What do the rest of the kids get out of it?

Teachers who become involved in gifted education learn to stimulate creative development, to use questions effectively, to foster good self-concepts..., to individualize instruction, and other valuable concepts and skills. Much of this can be-- and is-- applied in the regular classroom. They become better teachers, and this benefits other children as well. Also, when there are gifted programs in a school, it becomes apparent to all that excellence is rewarded and valued. When excellence is valued more children become motivated to achieve, and we sometimes discover giftedness where we might not have expected to find it. For example, if there has been peer pressure not to achieve, some students will hide their abilities and talents. Gifted programs encourage these children to achieve too. So while providing for the special needs of gifted children, we also encourage hard work and excellence in our schools for all children.

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My son's heritage is from the Lebo area in Coffey County. Thus far in his education, the gifted program has been available and he has taken advantage of the program.

He is in a small school with only one class per grade. He has no choices as to classmates or teachers. We are a lower middle class family. His father is deceased. I work hard to provide a stable home and to meet my children's needs mentally, emotionally, and financially. The gifted program helps immensely in my son's intellectual growth as it is challenging and motivates him to use his intellectual ability. Without this program, Matt would not be stimulated to learn, to grow, or be challenged. As a result, I am afraid he'll regress, be bored, and intellectually delayed. He may redirect his energies and become a problem student.

I encourage you to maintain the gifted program and not reduce the program in any way. There are hundreds of children like Matt that will be directly affected. Since Kansas has had concern for the youth leaving the state, I would think we would want to invest in our children, invest in our future. Matt needs to be challenged; it is our responsibility. Please do your part in providing this program. The ultimate results should improve our already great state.

*Sandra Wright*

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A 47

February 5, 1991

Hello, I'm Jaime Steiner, an eighth grader from Centre Junior-Senior High School, located in Marion County. I have been involved in this fine academic program for four years.

Coming from a rural community, I have benefited immensely from the gifted program. I don't have the same chance for an education like a student in the urban region. I don't have opportunities such as magnet schools or private schools that excel in academics, not sports.

Before I started in the gifted program, school was long and boring. But the gifted program has made it interesting. I have been able to take lessons in photography and art, neither of which are offered at my rural school. Those courses have helped me in my everyday activities. I have gone on many exciting and informational trips. I have toured colleges, which have helped me plan for my future, gone to many workshops, museums, and explored nature. As a seventh grader, I was in the high school production of "South Pacific", which I feel was a good experience mentally and physically. This year as an eighth grader, I am taking two high school courses, Algebra I and Computer I.

The gifted program has given me so many options. It has made me stop and think. The door to opportunity has opened. I have experienced things that I would have never had the chance to otherwise. It has helped me to be independent, taught me to speak out for my rights, as I am doing here today. It has taught me not to "go with the flow" and has improved my self-esteem.

America has fallen behind other countries in the area of academic achievement. I want to help America achieve the goal of excellence in education. I know we have the ability to advance if someone will encourage the generation of tomorrow.

I would just like to say I am not a "nerd running around with a calculator", as some people seem to think. It's awful to stereotype anyone like that. I like to believe I have the ability to achieve on my own.

Thank you for taking time out of your busy schedule to consider what I have to say. I hope this information helps you to make an informed decision.

Please consider continued funding of the gifted program.

Jaime L. Steiner  
R.R. 1 Box 94  
Lincolnvillle, KS 66858

411 SW Greenwood Ave.  
Topeka, Kansas 66606  
February 5, 1991

Senator Joe Harder, Chairman  
Senate Education Committee  
Room 241-West  
State Capitol Building  
Topeka, Kansas 66601

Dear Chairman Harder and Members of the Senate Education Committee:

Last Thursday, January 31, 1991, administration and staff of Potwin Elementary School here in Topeka, informed us that our first grade daughter had more than met the requirements for acceptance into the Talented and Gifted Program in USD 501. Of course, we were very excited that we, together with the staff of USD 501, could begin providing the special services necessary to provide her the opportunity to work towards and begin reaching her full potential since it was obviously not possible to do so fully within her regular classroom.

However, during the same meeting in which we received this good news, we also learned of Governor Finney's proposal to eliminate the existing state mandate that all school districts must provide "TAG" services to those students who satisfy the eligibility requirements. Thus, the reason for our letter and these comments.

We stand in opposition to Governor Finney's proposal to eliminate the state mandate for providing "TAG" services in each school district and implore this committee to reject this proposal, in total, as a result of this hearing. Since our State's most prized and precious possession is it's young people, and the investment in the brightest of our young people can only be viewed as one of the best long-term investments the state could make, the mandated statute as it currently exists is not only appropriate, it is also a wise business decision and is necessary to assure that all talented and gifted children have every opportunity to excel and reach their full potential as productive citizens of our state.

Again, we stand in opposition to Governor Finney's proposal, and we ask the Senate Education Committee to reject it fully following the hearing on this matter.

Very truly yours,

*Steven C. Waugh Marilyn M. Waugh*

Steven C. Waugh and Marilyn M. Waugh

cc: Dr. Gary Livingston, Supt. of Schools, USD 501  
Governor Joan Finney

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Robert B. Lorsbach

I come before you today to voice my opposition to Senate Bill 27.

I represent the product of Kansas public education. I received the bulk of my elementary and all of my secondary and undergraduate education in our state public school system, and I am, in fact, currently a student at the University of Kansas Medical School. While in high school, I participated in the gifted education program.

I am a strong advocate for gifted education. In personal terms, I know that my years of involvement in gifted education played a critical role in my intellectual development. Through gifted education, I came to understand that learning was more than merely memorizing and integrating that which the teacher required of me. I was challenged to ask questions about and formulate ideas relating to concepts that simply were not addressed by the standard curriculum. Perhaps most importantly, through gifted education, I came to know and appreciate the inherent joy of learning and the dividends that it offers.

In a more general sense, my belief in gifted education stems from a strong conviction that every child is entitled to an education in which the talents and abilities of that child are developed to their fullest. Public education is designed to meet the needs of a diverse population of children. However, it is unthinkable that a standardized approach will fulfill the educational needs of every child. Therefore, in subjecting certain groups of children to the standard curriculum, there is an unacceptably high risk that those children will fail to succeed in their pursuit of intellectual fulfillment. For example, no one would question the special educational needs of a child with a learning disability. It is incumbent on us, then, to ensure that programs are in place to address the needs of that child and to facilitate as much as possible his or her intellectual development. Similarly, children who are endowed with extraordinary intellectual abilities also have special educational needs that are not met by the traditional educational approach. If we truly are committed to providing

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Robert B. Lorschach

the best possible education for every child, then like the child with a learning disability, we must be equally compelled to providing the gifted child with supplemental education to fully develop his or her intellectual potential.

Perhaps at no time in the history of our country has the need for quality education been so great. Our children will live and work in a complex, technologically advanced global community where great demands will be made on their cognitive and problem-solving abilities. We are, therefore, compelled to making the pursuit of educational excellence one of our highest priorities. Gifted education represents one important step toward attaining this goal.



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A 50-2

Thank you, Mr. Chairman, and members of the committee for allowing me to testify today.

My name is Patrick Ross and I am a gifted student at Robinson Middle School.

These Senate Bills, 108 and 27, are discriminatory bills. Removing the mandate on gifted education is just like depriving handicapped children their rights to a special education. We deserve the same special education opportunities and challenges as any other special education group; but just because we are at the opposite end of special education these bills deprive us of those rights.

Albert Einstein, for example, was a failure in school because his teachers didn't recognize his giftedness. But he overcame that.

How many more Albert Einsteins have there been who did not overcome it?

How many more Albert Einsteins or Thomas Edisons or Madame Curies will never reach their full potential because of these bills?

So what I am asking you, the members of the committee, to do is veto this bill and give everyone the chance to an education that will challenge them.

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A 51

Date of Hearing: February 15, 1991

Presented to: Senate Education Committee

Presented by: Brandon Nelson

Subject: Gifted Education Mandate, Senate Bill #27

Hello, my name is Brandon Nelson. I am a sixth grade student at Santa Fe Middle School in Newton.

I feel the Gifted Education Mandate is needed in Kansas because it helps students of all skill levels to get a fair education. It also helps the students learn at a pace that is suitable for them.

The gifted program at my school is called ELP which stands for Extended Learning Program. Before I was in ELP, school was easy, and at times it was almost boring. When I began the ELP program, I started to see how challenging and interesting school could be. As a result, two to three hours out of the day I am able to go to an ELP class which gives me opportunity to work on more challenging material.

The ELP Program has helped me sharpen my thinking skills and to understand much more about math, reading and other subjects.

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I feel the gifted program has helped me to be a better student. It has also helped me to learn more in a shorter amount of time. In the future, I feel it will help me to have more job opportunities and will give me assistance in choosing the right profession.

Please consider allowing this program to continue.

Thank you.

Brandon Nelson

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A 52-2

Testimony of

CLAUDIA YEAGER-SMITH

regarding

Senate Bill #27 and Governor's Bill #108

February 5, 1991

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A 53-1

I address you as the parent of two former students enrolled in a gifted education program in Topeka, Kansas. My son and daughter are presently students at the University of Kansas. Both are National Merit Scholars, State of Kansas Scholars, Summerfield or Watkins-Berger Scholars. One is a Robert C. Byrd Scholar and the other is on the All Big Eight Academic Honor Roll.

My son will graduate with honors this spring and has been accepted to the University of Kansas Medical school; my daughter also hopes to attend medical school. In all probability one or both will settle in Kansas to live, raise their families and make their contributions to humanity. I might add... both are registered voters and voted in the last election.

When we relocated to Kansas 10 years ago, our children left a school district with a nationally excellent reputation in gifted education. We sought programs and people to build on the foundation our children already had. What we found here was "bare bones". We found some outstanding teachers and educators and some that were very poor. The gifted education program in U.S.D. 501, while "bare bones", did provide exposure to an enriched atmosphere and encouragement by caring, committed adults. As a parent, as a taxpayer and as a concerned citizen, I ask you to not drop below this bare bones investment in the future of Kansas.

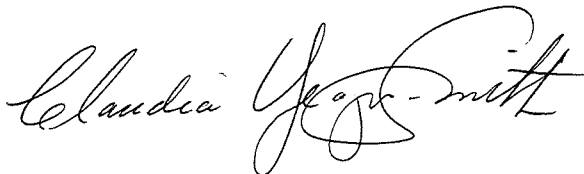
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Gifted education is not elitist, it's not a "frill". Whether one's special ability is mathematics, athletics, music, language, science or fine arts; development to the highest level is a positive contribution to the State of Kansas. The cost of this education will be repaid many times over. Students in gifted education programs tend to stay in school; they don't drop out, they don't become problems, they contribute desirable resources to our society. They truly are your best and your brightest. They are your future taxpayers, your future soccer coaches, your Sunday school teachers...their parents probably vote, and they will, too.

I ask you to VOTE FOR the mandate of excellence in education and to CONTINUE funding of gifted education programs. Please, for the children of Kansas, for the future of Kansas; vote to DEFEAT Senate Bill #27 and Governor's Bill #108.

Respectfully submitted,



CLAUDIA YEAGER-SMITH  
3209 SW Westwood Drive  
Topeka, Kansas 66614  
(913) 272-4249

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2/5/91  
A53-3

# LINCOLN ELEMENTARY SCHOOL

UNIFIED SCHOOL DISTRICT NO. 257

700 N. JEFFERSON

IOLA, KANSAS 66749



(316) 365-3432

Mrs. Susan Lonergan, Principal

As an elementary principal in southeast Kansas my school serves as a resource center for several special education programs serving children from four school districts. My staff and I are committed to providing equal educational opportunities for all of our students. Equal educational opportunities for a gifted student rarely can be found in the regular classroom alone.

We have been most fortunate to have gifted programming in our special education cooperative for the past twelve years. Especially at this time of national concern with our educational system, we must continue to attempt to meet our brightest student's needs with qualitatively differentiated programming.

For the 1989-90 school year the ANW Education Cooperative spent \$985 per pupil for Gifted Education which was the lowest per pupil expenditure for any of our special education programs. In comparison, per pupil cost was \$3,398 for the Behavior Disordered program, \$6,849 for the Trainable Mentally Handicapped program up to per pupil costs of \$12,137 for our Hearing Impaired program.

I realize at this difficult hour of financial crisis and the awesome task faced by you as legislators, we must prioritize our fiscal responsibilities. How can we deny educational possibilities to those who have the vision of our future? Therefore, I implore you not to make gifted education the victim of your budget restrictions.

Susan Lonergan

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A 54



Distinguished Senators, Members of the Senate Education Committee,

I am honored to be here today. But it is not for myself that I am speaking, but rather for my son, Robert, and for thousands of other young Kansans across this great state.

My son did get to accompany me here as a special school assignment that he will report back to his class about what he learned about how our government works.

It is ironic that I am here today. If Robert were a learning disabled child, we would not be fighting for his education. That is mandated. The Federal Government has seen to that. But it is because my son and others like him are gifted children that brings us here today.

Robert has been in the gifted program of our school system for only two years. He doesn't know about the advantages he has or the special education program that is being laid out for him. All he knows is that it makes learning fun again. It is a challenge to him that he just simply doesn't get in the regular classroom experience.

The most recent figures available show that in 1989 there were 13,000 Kansas students being served by gifted education. And Gifted Education is one of the most economical of all the special education programs.

Even to remove the state mandate for Gifted Education is a step in the wrong direction. Gifted Children have special education needs and deserve to be provided for not only for their sake but indeed for the sake of our future.

Someone was farsighted enough to provide for this program and year after year it has been working for the betterment of our Kansas schools.

Other countries in the world are strengthening the curriculum of their brightest students, why are we considering cutting our gifted programs all together? Our children are a natural resource too hard to come by to waste any potential.

The gifted deserve an appropriate education; they should not be punished for being advanced.

I opened my remarks by introducing my son Robert to you. I wish I could have captured the expression on his face when I first mentioned to him about the possibility of losing his special class. He doesn't understand politics and budgets, but he does understand his schooling and he knows what he will miss if our State legislature takes this action. As I mentioned, this is his first time to see representative

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government in action. He is and will be watching you closely as you make your decision on this matter. His educational future is quite literally in your hands, can he count on you to support him and his educational needs? Will he be able to proudly look and see that you made the right decision and stopped this movement to cut gifted education? Robert Carl Balaban and his dad pray that you will. Thank for your time.

Peter A. Balaban  
610 N. Maple  
Abilene, Kansas 67410

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215/91  
A55-2

Mike Bloustine  
P.O. Box 23  
Louisburg, Kansas 66053

Elimination of the state mandate requiring Kansas school districts to provide special education services for gifted children would be a mistake. As many school districts have expressed, it is sometimes difficult to provide funding for gifted education programs. However, as the old saying goes, "Give an inch and they'll take a mile." If this bill passes in Congress, the state will be one step closer to eliminating a program that benefits thousands of kids across Kansas.

In theory, the purpose of special education is to help students who do not fit within the range of normal or average students in public schools. As you already know, mentally disabled, physically handicapped, and learning disabled students require special education in order to function properly in society. Classes devoted to these students teach kids how to reach and go beyond their potentials, learn to communicate with others, and cope with their problems. Just as these students deserve the chance to get the extra help they need, gifted students deserve the chance to receive the educational experiences they need.

In the regular classroom, teachers must target the middle intellect to make sure lessons are understood by the most students. While this approach works for the average kid and sometimes brings slower students up, it leaves the gifted

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students unsatisfied. Many gifted students are bored with regular classroom activities, and are not challenged at all. Gifted students experience many other problems as well. They have social and emotional needs that are not met in the regular classroom. Many gifted students do not even have a peer group with which to relate their problems.

Just as disabled students need education on their level, gifted students need a chance to work on their level. Since most teachers do not have the time nor the resources to offer gifted students this opportunity, a gifted education program is a must. These programs are the only means for providing the emotional, social, and intellectual interactions required by these students.

So far, I have attempted to show that gifted programs are not merely luxuries of rich school districts. Rather, they are obligations of public schools to meet the needs of all students. If the mandate is removed, many school districts will drop the program from their budgets. While this has some impact on the state's budget, there is a much more important factor to consider. As of December 1, 1990, over 13,000 students in Kansas were enrolled in gifted classes. Those classes are currently being taught by over 450 teachers. Elimination of the mandate is a removal of a needed program and many jobs. The impact of the bill is even greater if Governor Finney's proposal to remove gifted funding is adopted. Clearly, this step towards

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ASG-2

removal of an already established and growing program can not be taken.

With the adoption of this bill, Kansas will surely be taking a step backwards in education. Every academic endeavor is a strive for excellence, not mediocrity. How poor the Kansas educational system will look if it does not care about providing advanced education for its talented students. The competitive edge Kansas has over other states in education will certainly not be enhanced by removing the gifted mandate.

This year, the National Convention for Gifted Education will be held in Kansas City, Kansas. Won't it be odd for gifted education teachers to tell their guests, "Welcome to Kansas, the state has no gifted program"? And what about the teachers? By removing the mandate, the jobs of the highest educated teachers in Kansas will be jeopardized.

I realize that I have speaking under the assumption that the gifted program will be removed with the passage of this bill. I also realize that the bill states only that the mandate be dropped. However, since Governor Finney has already said she would like to withdraw all state funding for the gifted, you simply must prevent this intermediate step.

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A56-3

Danna M. Peterson  
Teacher of the Gifted  
USD #416  
Louisburg, KS 66053

THERE ARE THOSE

BY

NATHAN AND JANET LEVY

There are those  
(And they're not few)  
Who see a sky  
And just see blue.  
There are those  
(And strong their might)  
Who look at stars  
And just see light.  
They will hear Brahm's symphony  
And all they'll hear, is melody.  
They look at me  
(And even you)  
Yet all they see  
Is a face or two.  
But there are those  
(And they are few)  
Who see much more,  
Than others do. . . .

These are the few that we are here to address today. I am speaking to this group to express my concerns about the gifted education mandate and funding in the state of Kansas.

This history of gifted education is age old except in the schools of the United States.

There are recorded accounts of the efforts of Sulieman the Magnificent to recruit youth of superior ability to be educated in his palace. His aim was to develop leaders to continue his empire.

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Emphasis on both intellectual as well as physical superiority characterized the culture of the Spartans. The scholarly character of some elements of the Athenian culture also emphasized special attention to those who were of superior ability.

Throughout the ages, exceptional opportunities were provided in the environment of royal courts and church establishments. Scholarly efforts, artistic products and the performing arts were valued by both church and royalty.

Early education in the United States sought a different purpose. Rather than educating a few very well, the goal was designed to develop a common education for all. The purpose of this was so that a population could speak, read and spell a common language and become responsible citizens in this new participatory democracy. In the rush to nourish the melting pot, the needs of all children who possessed exceptional learning characteristics were ignored. With the Industrial Revolution came a modification of the goal of the "Common school." The new direction was aimed at preparing students to assume their place in an emerging work force. Again, the average was the focus. In the latter part of this century we began to acknowledge individuality and self-actualization, on both ends of the spectrum, in the American school system.

Andrew Carnegie was one of the leading critics of traditional curriculum and one of the strongest proponents of practical education. Yet even Carnegie saw that society must have the contribution of gifted individuals; it needs them for cultural enrichment. It needs them for survival.

Several students currently in the gifted program commented on why they felt a program for the gifted children was needed:

1. For some students this is the only class that is challenging.
2. It gives your mind a real workout to keep it in shape; like exercising your body.
3. Gifted children need to learn about subjects in more depth than is possible in a regular classroom.
4. It is easier to learn when you are surrounded by people like yourself.

According to a recent report by the National Commission on Excellence in Education, "Our goal must be to develop the talents of all to their fullest. Attaining that goal requires that we expect and assist all students to work to the limits of their capabilities."

Does the governing body of Kansas expect us to do this without fully educating our more capable learners? In Kansas there are 52,000 special

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A 57-2

education children - 13,000 or 24% of these children are identified as gifted. Yet out of the over 5,000 teachers hired to serve these children only 458 or 9% are employed for gifted education. I was startled when I first learned of these statistics - and you should be startled too.

Having been a regular classroom teacher, I know it is not possible to fully challenge these students and teach the other twenty. Teaching gifted students requires more planning and constant interaction with the individual child. The challenge these children seek is not limited.

President Bush recently challenged us in his State of the Union Address to excel in education; specifically in math and science. The mind of a gifted student cannot be contained in a Chemistry 1 classroom. This mind must be allowed to question and actively seek solutions to real problems.

Using this state's most precious resource, our children, as a budget cutting measure is incomprehensible. The 13,000 students in gifted education in Kansas will be among the leaders of tomorrow.

I'd like to finish with the rest of Levy's poem,  
About those few . . .

But there are those  
(And they are few)  
Who see much more,  
Than others do.  
They see beyond the blue of sky  
Beyond just lights  
(For stars will die)  
They hear much more, than melody.  
They hear the heart of a symphony.  
And they can see,  
Beyond my face,  
Into a more secluded place.  
And because their cups,  
Hold a larger store,  
When they drink,  
They drink far more.

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A 57-3



February 5, 1991

To: Senator Joseph Harder and Members of the Senate Education Committee

My name is Lynne Serrano. My husband and I are residents of Wyandotte County, Kansas City, Ks., along with our four children. Thank you for allowing me to address your committee in regard to Senate Bill #27. I stand vehemently opposed to this proposal to rescind the mandate for gifted education in our state. I believe gifted education is absolutely essential for these special children in order for them to develop their unique capabilities to their fullest potential.

I can speak for the tremendous value of this program from personal experience. My 14 yr. old son has been attending gifted education classes for eight years and my 10 yr. old son has participated in these classes for four years. When my oldest son was in Kindergarten, he was tested by child psychologists from USD 500 upon the recommendation of his teacher, for possible placement in the gifted program. At the age of six, he was reading at the fifth grade level and in three months he finished all requirements for the first grade year. His teacher, Mrs. Lili Stewart, told us so many times how grateful she was that our son was allowed to participate in the gifted program. She knew, with a class of 35 students, she could not meet all of our son's needs. It was then my husband and I realized how invaluable gifted education was to our family. My children look forward with great enthusiasm to their gifted classes each week.

You would not ignore the needs of children with exceptionalities such as learning disabilities, speech or hearing impairments or physical handicaps. These children, too, require special education to allow them to develop to their fullest potential. Please do not turn your backs to the special needs of children with exceptional learning abilities; although their needs for special education may not be easily identifiable and prominent, they most definitiely exist.

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A58-1

I implore you to defeat Senate Bill #27--please allow our great State of Kansas to stand clearly as an advocate for the special educational needs of all exceptional children. Do not deny these special services to the gifted children of our state today who will surely become the future leaders of our cities, counties, and our state. Say YES to all exceptional children in Kansas with a resounding NO to Senate Bill #27.

Thank you.

Mrs. Lynne Serrano  
2027 Elizabeth  
Kansas City, KS 66102  
(913) 371-4688

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2/15/91  
A58-2

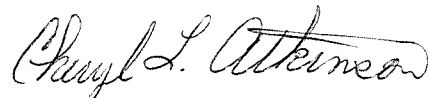
Dear Senate Education Committee Members,

I am the parent of an identified gifted high school age daughter. My daughter was identified in kindergarten in Southeast Kansas where we lived at the time. As a result of gifted programming, she was allowed to accelerate in many academic areas. Without the gifted program she would be held back academically and not allowed to develop to her potential.

The gifted program also deals to a large extent with meeting the affective needs of gifted students. As a result of this program, my daughter learned that it's OK to be smart. She learned what she is capable of and the importance of using her abilities. As a sophomore she is taking college classes and preparing herself for her chosen career. Much of the motivation she has shown is the result of the encouragement she received in the gifted program.

I strongly encourage this committee to support gifted education in the state of Kansas. We cannot afford to waste the brilliant young minds of our state.

Sincerely,



Cheryl L. Atkinson  
9375 S. Cedar Creek Rd.  
DeSoto, Kansas 66018

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A 59

I'm sure everyone here would agree that education and the pursuit of education is good, and that destroying the possibilities for the pursuit of education is bad. Well that's what you are faced with in this bill. Decreasing the education possibilities of the gifted students in this state.

I'm sure also that no one will deny that the Japanese are far ahead of our country in the field of education. This bill if passed will set us further behind. This bill sends a message to the world that we in the United States don't really care about educating our children.

If you take the time to analyze this bill, you see it for what it really is...discrimination. Not just discrimination vs. the gifted children of the state, but especially against the students of small schools that won't have the budget to maintain their programs if the funding is cut.

By cutting the funding on this program it opens a door. It opens a door to the cutting of other programs equally as important. If this is passed what is next? Maybe cutting funding for programs that give extra help to those students who need it. Maybe cutting all extra-curricular activities just to save money. You can do it, you have the power, and this bill paves the way for that very thing to happen.

If you don't care about the future of your children or the future of America, then by all means pass this bill. If, however, you do care about the future of the children of this country, then do not let the nullification of the mandate occur.

DARW BREES  
STUDENT  
BLUE VALLEY  
HIGH SCHOOL

EDUC  
2/15/91  
A60

A. Puffel

Hello, I'm Allison Puffel representing <sup>the</sup> Blue Valley HS gifted program.

I believe that my experiences so far w/ the gifted services have made me more culturally aware, more open to opportunities in life, and have provided for me a constant source of creativity.

I take part in a program under the TAG affiliation that allows my friends and I chance to travel to different schools to see creative problem solving, for fun. Not only are we looking at an outlet for people that share my interests but the future's engineers, architects, chemists, and physicists. My mom sent clipping to <sup>our</sup> Joan Finney from the USA today addressing state's National ~~standings~~ standings in education. Kansas was 12<sup>th</sup>. Not bad but this bill can only worsen it. At World Odyssey of the Mind, the St. of Virginia occupied at least 60 seats or more; Kansas occupied about 15. As attention grows and more co. get involved with the increase in participants (IBM sponsors us usually). Now is not the time to chop off ~~our~~ our connections with a growing activity. Taking money from education can only prove negative and money should never limit a child's imagination.

EDUC

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A 61

## WHY GIFTED EDUCATION?

I benefited from TAG because it challenges me. Also I learn to appreciate myself. You also learn better to work together. You also learn to study better at Odyssey of the Mind time.

Darick Bell, Bethel, Grade 5

TAG has taught me things that I can use in the future.

Jennifer Morton, Vance, Grade 5

Gifted Education has given me great experiences in the past three years. It has broadened my horizons. Remember, children are the future and you should want the best for us.

Molly Easley, Vance, Grade 5

Please don't cancel Gifted Education. If you do, you will be cancelling our opportunities.

Amir Ardelbli, Kennedy, Grade 5

I have benefited from Gifted Education in many ways. I have learned to think different ways. I have learned to expand my mind and solve problems. I have also learned to think spontaneously. Gifted Education has taught me a lot and I have benefited a lot from it.

Lauren Zellers, Kennedy, Grade 5

I need to have TAG because I need a more challenging class and it makes me think. I know it may be expensive but don't you really think a child's education is more important than money? We will be leading this country one day. Don't you also think that if we lead this country without an education, we might ruin this country and not know anything about this country?

Tiffany Anthony, Kennedy, Grade 5

I've been in gifted ever since the first grade and I'm not stopping now! So you just do what you think is best, but there will be a lot of angry kids!

Nathan Sheehan, Mark Twain, Grade 4

I have liked gifted education because you get an opportunity to learn different things. It is like a mini college.

Jada Hall, Welborn, Grade 5

TAG is great way to help us reach our goals.

Stephanie Corral, Kennedy, Grade 4

If I didn't have TAG classes every week I wouldn't learn as many things I need to learn. TAG is not a class just for fun, or to get out of regular school. It's to achieve more.

Jennifer Manlove, Kennedy, Grade 5

You're trying to shut down something that will benefit the future. I thought I was dumb and stupid until I was brought into Gifted Education. I know there are kids that feel the way I felt.

Billy Duncan, Mark Twain, Grade 5

In Gifted Education I have a good chance to have a nice job and graduate with good honors. So without Gifted Education it wouldn't give me a chance for a better future.

Brenda Harris, Mark Twain, Grade 5

When I wasn't in TAG class, one and a half years ago, I was bored and nothing seemed exciting in class. TAG class challenges me. When you want some help in school they give you practically all the answers you need, but in TAG they help you a little and leave you hanging. I think that is better for a child because it makes you think more. I think class is fine, but TAG class is great.

Rebecca Siddiqui, Welborn, Grade 5

EDUC

2/5/91

A62-1

DATE: January 31, 1991  
TO: Senate Education Committee  
FROM: Jaquita Jackson  
SUBJECT: Gifted Education Program

I feel that it would be an extremely devastating travesty if the Great State of Kansas saw fit to eliminate the mandating and funding of the gifted program.

Being one of its proud products, I feel that it is the most effective and efficient way to help our state's gifted children. Without the special education program, where would gifted children go for academic stimulation that the school districts are suppose to provide? Instead of reaching full potential, most of us would probably end up "just getting by" because we were bored with the educational system.

Being gifted also poses another serious problem. Gifted children, identified by the state or not, have a tendency to be set apart from the rest of their peers. Special education provides a sense of identity. That sense of identity is very special and helps us to better interact with peers who are not gifted and everyone in our environment.

My emotions run high on this issue because of how much the gifted program has helped my academic and personal life. I was identified

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A62-2

as gifted about eight years ago. About that time, I was becoming excessively disruptive in class. It wasn't because I was a "bad seed", I was just -- quite simply -- bored with the classes. Soon after I started melting with my gifted instructors and my gifted peers, I became much more pleasant to be around and to teach; I got back into schoolwork. Then in middle school, a problem arose. I was being ostracized by my peers. None of my classmates knew that I was gifted, but they knew something about me was different. They ended up taunting and teasing me into a psychiatric ward, where I had to recover from a series of suicide attempts. My gifted instructors drug me back from the depths of my own private hell. They saved my life and piece it back together. The gifted program saved my life. No, I wasn't the doctors or the school counselors, not the people whose job it was to do it. Now that I'm a senior in high school, the program has given me directions that I could not have otherwise obtained. I believe that every Kansan child deserves the same chance that I was blessed enough to have.

As far as the mandating is concerned, please take into account that gifted education is a very important part of special education.

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A62-3



Special education is mandated so that children who need it will have the skills they need to become productive citizens, one day constituents. I believe that it is the right of every American child to get the best education there is; I also believe that it is everyone's responsibility to provide them with it, not just to the wealthier districts -- every single one.

In less than a month, I'll become a voting constituent. I would hate to see you take my money away from bright youngsters who deserve every chance that I received. These children are the future of our nation, our world. We should try to make them the very best that we can.

Please vote against Senate Bill #27. If passed, it could hinder many young lives.

Thank you,

Jaquita Jackson

DATE: January 31, 1991  
TO: Senate Education Committee  
FROM: Leilana McKinara, Gifted Student  
SUBJECT: Gifted Education Program

Gifted education is a very important part of the educational system. It is not a program organized to alienate students not a part of the program but rather functions as an enhancement of the education gifted students receive. Ideas are explored in depth in gifted education that are of interest to the student and that cannot be dealt with in the regular classroom due to time. For instance my class did a unit on dissection and I found that I had an interest in biology as well as a small background to draw from when I actually had an opportunity to take a biology class. Through numerous field trips and activities the student is allowed exposure to the concept of applying logic and reasoning skills in both an informal setting such as the gifted classroom and in the more formal setting of competition. The Olympics of the Mind is one such competition.

EDUC  
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A62-5

DATE:

TO:

FROM:

SUBJECT:

The students are asked to solve a problem spontaneously and present a solution after a certain amount of time. In order to display the creativity and depth of thought, a long term problem which the students have worked on ~~prev~~ before the competition is also presented.

On a more personal level, the gifted program has acted as a support group for me. No one understands a gifted student better than another gifted student. Each feels the same pressure of being "smart". It helps to just talk about it.

Finally, it does not seem to be in the best interest of Kansas ~~or~~ the entire nation, to eliminate a program which lends itself to developing and promoting the future leaders of this nation. To eliminate such a program could be detrimental to the survival of many <sup>special</sup> students. Can Kansas afford to lose them?

EDUC  
2/15/91  
A62-6

Dear Governor Finney,

My name is Rachel Hostetter and I'm in 6th grade and live in Kansas City, KS. The reason I'm writing to you is because I think that you should continue the funding for the Gifted Program. Why ~~I~~ think that? Because it gives me a challenge. In regular class we do normal things that sometimes get boring because it's so simple. But when I started the Gifted Program I was given a challenge. It made me think and use all the knowledge that I have to figure out a problem. I hope you will consider what I have just told you. Thank you



Sincerely,  
Rachel Hostetter

EDUC  
215191  
A62-7

DATE: Wednesday, January 30, 1991

TO: Senate Education Committee

FROM: Jennika Y. Lewis, a student of Gifted Education at Washington High School

SUBJECT: The proposal of Senate Bill #27

My parents are taxpayers and voters in the state of Kansas. As taxpayers/voters my parents expect their tax money toward the continuance of quality education, which included the Gifted Education Program.

Gifted Education has contributed to me by: letting me express my creativity, helped me to open up, and letting me become more confident.

In my opinion, it would be wrong to terminate Gifted Education Programs because that would be cancelling out part of our education. For the sake of other Gifted Education students and their education, please vote against Senate Bill #27.

Yours truly,

Jennika Y Lewis

EDUC  
2/15/91  
A62-8

DATE: 1-30-91

TO: Education Committee

FROM: Marlon Smith

SUBJECT: Gifted Education Program

My name is Marlon Bishop Smith. I have been in the Talented and Gifted program since I was in kindergarten, which since now I am a Sophomore (10<sup>th</sup> grade) at Washington High School, means I have been on the Gifted Program as a student for eleven years. What Gifted Education has done for me during those years as a hearing impaired individual with a profound sensorineural hearing loss; Gifted Education has helped me understand my creative and 'brainstorming' abilities, and also understand the basis of regular education. Gifted Education has helped me become computer literate when I was in fourth and fifth grade, which I appreciate now that my main interest is getting a occupation in the computer software publishing business & electronics trade that has to do with computers and automation, meaning robotics. It has also taught me to understand my ability to invent possible items of the future and has taught me to understand more about politics and the stock market. I had more understanding of biological life and physics when I got to Junior High or what they call Middle School, and also literature. My opinion is the basis of Gifted Education is to help you understand on a more advanced level of a common educational subject, and I think it would be wrong to eliminate the Gifted programs because our gifted children now are the future's inventors and leaders. Without Gifted education the world and the nation would be a place of common folks with similar standards.

EDUC

2/15/91

A62-9

To The Honorable Senator J. Stimpig

I do not think that you should take ~~lifted~~ Ed away for these reasons, ~~Gifted~~ Ed gives us a challenge that we normally wouldn't get in our regular class. It gives us a chance to express ourselves creatively and it makes us use our brains.

In normal class we just have to think for a second and we know the answer. In ~~Gifted~~ Ed we have a opinion, all of us are the same because we are challenged by what other students do.

In ~~lifted~~ Ed we don't just talk about things we have hands on experiments. Thank-you for letting me voice my opinion.

Concerned 5th Grader,  
Jenny White

EOUC  
8/5/91  
A62-10

To The Honorable Senator Sheila Frahn,

My name is Jennifer Jones from Bonner Springs, Kansas. I am going to give you some comments on Gifted Ed.

I enjoy Gifted Ed. just as much as others and I know I speak for everyone when I say I appreciate Gifted Education.

It has helped me explore, create, originate, and produce my own ideas. I need Gifted Education because it brightens my horizons, and opens my eyes.

I have learned so much in Gifted Ed. that it would be crazy to be unable to continue it.

Sincerely,

Jennifer Elizabeth  
Jones

EDUC  
8/15/91  
A62-11



To the Honorable Senator, Joseph Harder,

The reason we have Gifted Education is to keep us from getting bored and it challenges our minds to greater links than in the classroom. We have time to really express ourselves about war, environmental issues, science, and a lot of other fun things we do. This month we are doing Odyssey of the Mind where we do different problems to earn points. Save Gifted Ed. Please?

~~Sheri Stanley~~

EDUC  
2/5/91  
462-12

The Honorable Senator Joseph Harder,

I don't think you should take away gifted  
ed because we are - your future!!!  
I like it because in class I'm bored because  
I know what but in T.A.G. I get challenged!  
How would you like it if you were us and  
a look away you gifted ed!?!? We talk about  
up to date things and discuss them. We get  
to show our creativity when in the other  
classroom we can't. We learn things by  
doing them. We get to show our opinions  
on everything. We have Odyssey of the Mind  
which is a very big challenge. I like  
doing challenges because it makes my  
brain work to solve the problem. I don't  
think you should take it away because  
we aren't the ones that want to change.  
You are taking away alot of jobs when  
you do this. Then they won't be able to  
pay taxes and then you will have less  
money!

p.s. TAG means  
talented and gifted

Amy  
Ashford

EDUC  
2/15/91  
AG2-13

2062 N. 42 St.  
Kansas City, Ks 6610  
Jan. 31, 1991

Dear Sir/Madam,  
Please vote against Senate Bill #27. I  
am a student in Gifted Education and  
I feel that if Gifted Education was  
discontinued many people would be  
losing a great opportunity. I find that  
I enjoy Gifted Education because we  
get to do things that we might not be able  
to in a classroom. I ask that you please  
vote against Senate Bill #27.

Sincerely,  
Elizabeth  
Jensen

EDUC  
215791  
A62-14

4812 Cleveland Ave  
Kansas City, MO 66100  
Jan. 31, 1991

Dear Senator,

Please vote against Senate Bill #27. I would like to keep Gifted Ed. going because it gives me the chance to have to work at something. In regular class everything is easy. I need the chance to have something challenge me.

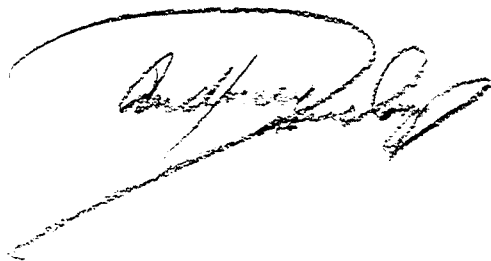
Sincerely,  
Karen Holt

EDUC  
2/5/91  
A62-15

Dear Senator,

Please do away with Bill 27. I'm a student at West Middle School Kansas City Ks. I'm in the J.A.D. program. I feel that this program gives the opportunity to do more creative things that you would do in a normal classroom. It teaches you more advanced skills that you will need later in life. It teaches you to use your mind. It makes you think on a higher level. If tag goes a lot of talented minds will go.

Sincerely

 Andrew Dunlop

EDUC  
215191  
A62-16

Feb. 4, 1991

Dear Honorable Senator John Strick (R.),

This is the first year that I have been involved with the Gifted education program. I have a friend that is very special to me. She has been in it since kindergarten. She enjoys it very much and has told me alot about it.

This has lead me to the conclusion that I would very much like to experience the challenges that will help me to achieve my goals. Please vote to keep this very special program in progress because I would very like to have a chance to broaden my horizens. Especially since I will do so in a class that is so very special to so many students that are in the the Gifted class.

Sincerely,

Barbara Suzanne Biggs

Fifth Grader at Stony Point South

EDUC

215791

A62-17

2/4/91

DEAR SENATOR JOHN STRICK, JR.,  
IF YOU TAKE GIFTED EDUCATION  
AWAY YOU PROBABLY DON'T KNOW  
HOW MUCH YOU WILL BE TAKING  
AWAY FROM LOTS OF KIDS. IT  
GIVES US A GREAT EDUCATION.  
IT ALSO HELPS BRING TALENT TO  
EDUCATION KIDS. IT ENCOURAGES  
US TO LEARN MORE THINGS THEN  
JUST THE STUFF IN THE REGULAR  
CLASSROOM. ALL KIDS COULD LEARN  
EASIER IF THEY HAD A GIFTED  
EDUCATION.

YOURS TRULY,

NINA

MARIE  
BROWER

Stony Point SOUTH  
Grade #4

EDUC

2/5/91

A 62-18

Feb. 4, 1991

Dear Senator John Strick, Jr.,

I've been in Gifted Education for three years. I've learned a lot of new things in it. For example I've learned forensic science skills to be an effective detective and orienteering skills so I'll never get lost in the woods. Other kids learn a lot of new things too! Please vote for the Gifted Education Program.

Sincerely,  
Nicolas Nilges  
Fifth Grader at  
Stony Point South

EDUC  
2/5/91  
A62-19



Feb. 4, 1991

Dear Honorable Senator John Strick, Jr.,  
I'm begging you! KEEP GIFTED education, or I'll  
crack up! Gifted Education helps kids think clearly. It even  
helps with skills to get to the 4th grade Spelling Bee like I did. Some  
of us might even be in the same place you are today in the future.

Sincerely,  
Melissa Ann Buckley  
Fourth grader at  
Stony Point South



AIRIONNA WHITAKER

3131 N. 63

KCLS. 66104

SENATE EDUCATION COMMITTEE

STATE HOUSE

TOPEKA, KANSAS 66612

To Whom it may Concern:

I AM WRITING THIS LETTER IN HOPES OF PERSUADING THOSE MEMBERS OF THE CONGRESS TO VOTE AGAINST THE SENATE BILL #27. IF THE ~~THE~~ GIFTED EDUCATION PROGRAM WERE TO BE ELIMINATED, I FEEL AS THOUGH MANY YOUNG PEOPLE WOULD BE DEPRIVED OF A VERY GOOD OPPORTUNITY TO LEARN.

IT WAS THROUGH THE GIFTED EDUCATION THAT I REALLY BEGAN TO ~~EXPAND~~ DEVELOP MY COMMUNICATION SKILLS. AT ONE POINT IN TIME I WAS VERY SHY. TODAY I PARTICIPATE IN BOTH DEBATE AND FORENSICS, AS WELL AS GIVE ~~S~~ OTHER SPEECHES.

THE GIFTED PROGRAM ALSO ALLOWED ME AT A ~~VERY~~ YOUNG AGE TO LEARN ABOUT LITERATURE, PHOTOGRAPHY, DISECTION AND ANATOMY, AS WELL AS PERSONAL ~~MEET~~ MY ~~PERSO~~ INTERESTS SUCH AS ~~RESEARCHING~~ GERMANY, DRAMA, AND GEOLOGY.

EDUC

2/5/91

162-21

I FEEL I OWE ~~A LOT~~ A LOT OF  
MY SUCCESS TO THE GIFTED EDUCATION PROGRAM.  
IF IT WERE TO BE DISSOLVED I FEEL MANY  
CHILDREN WOULD MISS THE OPPORTUNITY THAT  
I AM SO THANKFUL FOR.

PLEASE WHEN CONSIDERING SENATE BILL # 27.  
TAKE INTO CONSIDERATION THE CHILDREN WHO  
HAVE AND SHOULD CONTINUE TO BENEFIT FROM  
THE GIFTED EXPERIANCE. VOTE AGAINST BILL  
# 27. THANK-YOU

SINCERLY,

*Deanna Whitaker*

Feb. 3, 1991

Dear Sir or Madam,

I think it is really a shame that you would consider cancelling the Gifted Education Program. I believe many kids have benefited from the program, including myself, I don't know if I could have imagined school without it. It was the one class where I felt that I could ask and answer questions without fear of ridicule. It was a chance to test myself against kids with equal or greater knowledge which in its self was a cure to the everlasting boredom I experienced in most of my other classes. Gifted Ed. was a way to escape the countless interruptions from smart-aleck trouble makers. I was privileged enough to have gone on many field trips with my Gifted class, like Touch The Future Day where we got to find out what different jobs would be like, or Adventure Woods where we get to find out what it was like being a leader and a follower and tried our trust and faith in each other. I think it would be a big mistake to discontinue the Gifted Education Program.

Sincerely,  
Erin Blythe

EDUC

2/5/91

A62-22

1/28/91

Dear Governor Finney,

I am writing to inform you of how I benefit in Gifted Education. I am 12 years old my name is Michelle. I've had G.E. for about three years. Throughout this time period I've learned how to be fluent, flexible, and evaluative. I also learned logic and how to build. This class helps me work with others of about the same ability of mine. So what I'm trying to say is this program is really helpful thanks to funds but a letter I received said that the state is considering reducing funds. Please reconsider because kids like me need classes like this.

Concerned Student,

Michelle K. \*  
Myers

EDUC

215791

A62-23

Dear Governor Finney,

I am writing to ask you not to shut-down the Gifted Education program, for I think it has advanced my knowledge of things. Which in turn has helped me to make straight A's since first grade. Next year I will be going to Highschool but my brother is still in elementary school and has a chance to experience new things. So I ask you, please don't shut-down the Gifted Education Program.

Sincerely,  
Jessica Circle  
Benedale M.S.  
3000 SPRINGFIELD  
KANSAS CITY, KS.  
66103

EDUC

7/5/91

A62-24

Dear Governor Finley,

Hello, my name is Candice Robinson, I attend Reseda Middle School and I am in the Gifted Program. This program has helped me in many ways to get a better education and meet some very interesting people. Me and the other students in my class have heard about you wanting to reduce the amount of funds given to the Gifted Program through our teacher MS. Bessier. We all agree that this is not a very good idea because without money we would not be able to get the equipment we need to get the best education possible. This program offers some things that they do not teach in regular school, and that is one of the many things that make it so special!

Sincerely yours,

\*Candice Robinson\*

P.S. Please think about it!!

EDUC  
215/91  
A62-25

1-28-90

Dear Governor Finney,

I don't think you should take money away from the gifted education program because I have learned how to do lots of interesting things here I have learned how to develop pictures, make hot air balloons, build strong balsa wood structures, and do many different kinds of spontaneous problems. I also went to a gifted education program last summer where I went on a paleontology dig, took art, philosophy, and worked on independent projects at Fort Hays State University. If you take money away from the gifted program, you deprive others of these experiences.

Sincerely,  
MaryBeth Hardos

Holy Name School  
1007 S.W. Blvd.  
K.C., KS 66103

EDUC  
2/15/91  
A62-26



Dear Governor Finney,

I'm Jamie Seeman and I am in the Gifted Program. We need the funding for Gifted Programs. We do a lot of neat stuff here. This month we're working on O'Miers Buggy Lite. The object is to make a lightweight vehicle that carries a trailer to three different spots on a course. If you cut off our funding we wouldn't be able to do these - neat - things.

Sincerely,  
Jamie  
Seeman

EDUC  
215791  
A62-27

Dear Governor Finney and the Senate Education Committee,

All the T.A.G. (Talented and Gifted) have heard what you're thinking of doing. I think it is horrible. You could be ruining our education. Taking away T.A.G. is like taking away your mind. Which is more important, money or Gifted Education? Someday I might become a leader, and part of the reason I would is because of Gifted Education.

I have been in T.A.G. ever since the end of second grade until this year in fifth grade and I have enjoyed it very much. I always get happy on Monday's and Wednesday's because those are the days I go to T.A.G. If it wasn't for T.A.G. I probably wouldn't be half as smart as I am now. If you give the schools a choice to have T.A.G. or not, they probably wouldn't because they would have extra money if they didn't.

This concludes my letter and I hope this is sincere enough to change your mind, but if you don't you are making a big mistake.

Sincerely,

Liam Zellers

Grade 5

EDUC

2/15/91

A62-28

Dear Governor Finney,

Pleeeez<sup>tho'</sup> don't cut funds on the Gifted Education plan, it helps us spell. Besides, with the money we have gone on field trips which have taught us how to deal with the real world such as: a trip to a stock market, and soup kitchen, also to Hidden Adventure Trail to lead us into group workings in which we tried to overcome obstacles using team support.

Sincerely,  
MAX Lietzen

P.S. If you do cut, try to cut only a teensy amount!

EDUC  
215191  
A62-29

Dear Governor Finney,

The kids at Gifted Education are starving for the information that we need to become better people. The Gifted Education program is feeding us with that information. Gifted Education is very important to the students because we get a chance to show our talent! If you stop the Gifted Education program you will be letting us down. How can you just leave us starving?

Your Starving Student,  
Amir Ardabili

EDUC  
215791  
A62-30

2/4/91

Dear Governor Finney and the Senate Education Committee,

I just entered T.A.G.\* I like T.A.G. because it helps kids learn more than in their classrooms. Why stop it when you started it? Do you care more for money or for kids? Teachers like the idea because kids get smarter. Maybe you haven't stopped to think about what kids feel for the idea. I might not get to do anything if you stop T.A.G. I think the kids should have a vote too. T.A.G. prepares kids for the future. It's bad to stop something when you know people like it. I hope gifted-education wins.

Yours Truly,  
Lisa Dilks  
T.A.G. student

\* P.S. T.A.G. = Talented and Gifted

EDUC  
215791  
A62-31

Dear Governor Finney and the Senate  
Education Committee,

I am a student in T.A.G.  
I only started one year ago but  
it has changed me already. I have  
learned to think spontaneously, to  
expand my knowledge and thinking  
levels, and to think more creatively.  
I like being around kids with  
similar goals.

In my regular class, some kids  
don't care what they do. They don't  
care if they flunk or get low grades.  
They say "F" means "Fantastic," that makes  
me want to say, "Just shut-up!" In  
T.A.G. kids learn not to give up - to  
keep on trying till you get it right.

Please don't cancel T.A.G. You'd  
be canceling out America's future.  
That is a VERY important issue.  
You'd make a LOT of kids angry!!

A very worried 5<sup>th</sup> grade.  
Eliha Dawn Waters EDUC

P.S. T.A.G. means Talented and Gifted. 2/18/91  
A62-32

Dear Governor Finney and the Senate Education  
Committee,

I am a gifted education student. T.A.G. class  
has helped me achieve the knowledge that I need  
to succeed in life. Having gifted ed. has changed  
my way of thinking in many ways. T.A.G. is a  
way that I know I have a chance in life. It  
is a way to get along with others in a better way. I  
have thought in much higher thinking levels  
ever since I started T.A.G. when I was younger.  
In T.A.G. everyone gets to think in different and  
more challenging ways. All of the opportunities  
of life to me depend on T.A.G. Please support  
T.A.G. because our lives depend on it.

A very sad and angry T.A.G. student,

Jennifer Manlove  
J. F. Kennedy  
Grade 5

T.A.G. = Talented and Gifted

EOUC  
2/17/91  
A62-33

Dear Governor Finney,

I am a seventh grade student, and I am in gifted program. Even though I have participated in it for only about a month, I experienced all beautiful things we do there. On February first, we are going to the Odyssey of the Mind contest, and we are preparing for it in gifted program.

I think that the students throughout the nation would love it. Therefore, I think that at least some money from the funds should be invested in gifted program.

I know it is very difficult for you to make all the decisions you are expected to, but please, consider this idea, and do anything you can, if you can.

Sincerely,  
Nikola Jekic

EDUC  
215791  
A62-34



February 4<sup>th</sup>, 1991

Dear Governor Finney and Senate Education  
Committee,

My name is Rebecca Siddiqui.  
I am a 5<sup>th</sup> grader at Wellborn  
School in Kansas City, Kansas.  
I am in J.A.G (Talented and Gifted).

I am writing to ask you to  
change your mind about taking  
J.A.G away from us.

J.A.G stretches our minds and  
challenges us. It makes things  
harder for us. J.A.G is  
more important than the  
few dollars you can save if  
you take it away from us.

J.A.G is very important  
to us and it's not fair

EDUC  
2/5/91

(COVER) 467-35

if you take it away.

Sincerely,

Rebecca  
Siddiqui

EDUC

2/5/91

A62-36

DATE: January 31, 1991  
TO: Senate Education Committee  
FROM: ~~Alene~~ Xer Priest Grade 10  
SUBJECT: Vote Against Senate Bill # 27

I think it would be wrong to eliminate gifted education because for a lot of gifted kids it's one of the few places where they know they can fit in. The gifted education teachers know that we can do whatever we set our minds to so they give that little bit of special motivation. It gives gifted kids just a taste of what we can achieve and teaches that even though the sky is the limit, outer space is waiting out there for us to explore it.

EDUC  
215791  
A62-37

# Brougham Elementary School

Olathe Unified School District No. 233  
15500 S. Brougham Drive  
Olathe, Kansas 66062

Lori Stamp, Principal

Telephone (913) 829-5553

February 4, 1991

The State Education Committee  
Capitol Building  
Topeka, Kansas

Dear Committee Members:

It is my understanding that State Bill 27 regarding the Gifted mandate is up for reconsideration.

I am a school administrator with the Olathe District Schools and was a former teacher of gifted/talented children. I would like to share some concerns which hopefully will influence this important decision.

1. Gifted children constitute three to five percent of the school population. Prior to programs designed specifically to meet the needs of these children, many were "lost in the crowd." What a disservice to our community and country to bypass the development of our potential leaders, inventors, innovators--our future.
2. Many of these students are disillusioned with school and with life since an early age. They often do school work that is just above average or just enough to get by. Therefore it is difficult to identify this child. Specialists in the area of gifted education can help with the identification process and design adequate instruction to help these children develop their own skills.
3. Our country has the highest dropout rate of the industrialized nations. Students having high intellectual ability have a high dropout rate. We need to get to these students before they become an expensive burden to society. With adequate intervention and help early on, these potential dropouts will become productive citizens and many of our potential leaders.
4. One of the most important differences between the gifted child and an average student is the emotional and intellectual balance. A gifted child may be nine years old and intellectually fifteen. This makes for a completely different personality structure. Such children need special attention in helping them to fulfill their intellectual and emotional needs without being exploited. The gifted education programs in our schools help these students learn coping skills, provides understanding and acceptance of this difference and helps them to develop their abilities in healthy and constructive ways.

EDUC  
2/5/91  
A63-1

5. Gifted children are often overlooked in school systems in favor of slower learners. Our egalitarian society pays lip service to "developing tomorrow's leaders" but resents help for those who are intellectually advantaged. Remedial programs are taken for granted, but half our country's bright and talented youngsters are not given the educational opportunities suited to their special needs. Kansas has been one of the forerunners in providing services for these special students. Are we going to slip backwards or continue to better our educational programming for all children, including impaired, handicapped and gifted?

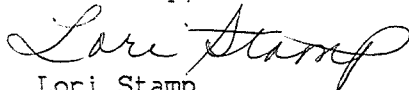
"Democracy requires diversity rather than uniformity. Valuable individual differences need to be cultivated . . . Few people object to making special provisions for the athlete or for the handicapped child. Gifted children may become handicapped if appropriate provision is not made for them."

-Ruth Strang

6. Research shows that talent and ability have a better chance to flourish if identified early and is consistently nurtured. This not only includes the academic needs of students but degrees of giftedness and the students' counseling needs as well.

The decision you make regarding State Bill 27 will certainly affect every school, child, and every adult across Kansas. By choosing to keep our gifted mandate, you will have a tremendous impact on the future of Kansas-- its people, communities and businesses. The action to keep gifted education programs across our state sends a powerful message to Kansans-- Kansas values education. Your thoughtful consideration to keep our Gifted Education mandate intact is appreciated by all who value our students and the future of Kansas.

Sincerely,



Lori Stamp  
Principal

EDUC  
2/15/91  
A63-2

February 4, 1991

Senator Joseph Harder  
State Capitol  
Topeka, Kansas

Dear Senator Joseph Harder and  
Distinguished Members of the  
Senate Education Committee:

The State of Kansas has long recognized the value of education to it's citizens. Even those citizens with severe learning disabilities have been enriched by this State's understanding of that value. No one denies the value of education to the economic and social futures of our state and nation.

If the State of Kansas is to be competitive in the "real" world, our educational system must produce competitive minds across the board. Our state's strong minds, as well as the troubled or weak, deserve consideration and support. to deny a quality education on the basis of race, creed, gender, religion, wealth, or handicap is readily seen as a denial to the individual of a basic American right. Political and educational leaders clearly understand that fundamental concept.

A "gifted" student has rights too. Do not allow those students, whose potential is our future, to become an underclass without a quality educational experience. While the achievements of those with limited academic ability are to be applauded, it should not be at the individual expense of others for economics. The future requires the development of the skills and talents of our "gifted". The world demands that a nation and state provide for more than literacy and basic motor skills.

No one group should be provided benefits at the educational expense of another. Current "gifted" programs are better than nothing, they are priceless to their students and this state. The proposal to eliminate funding for these programs is a banal idea and a hand on the throat of Kansas's gifted students.

The state's future success will be won on the battlefield of ideas by the best trained minds. Don't let us become a "third world" educational system. Provide money for our gifted programs equal to the Japanese challenge.

I have two children currently enrolled in "gifted" programs. The programs have enhanced my childrens educational experience and forever enriched their lives.

EDUC

2/5/91

A64-1

Their opportunity to excel through enriched programs is not a mere budgetary problem to me or them. My taxes support a diversity of educational programs provided to a variety of special children. I believe a strong mind is just as special in this day and age as a weak one. To discriminate against the gifted is to risk continued loss. Our country and state can ill afford such loss through additional educational blunders.

I want my tax dollars and legislators to provide an educational opportunity for all our children, even the "gifted".

A "gifted" mind is a terrible thing to waste for a buck!!!

Very truly yours,

*Jeanette L. Matney*  
Gardner, KS 66030

EDUC  
2/15/91  
A64-2

Senator Joseph Harder  
Senate Education Committee  
State Capitol  
Topeka, Kansas 66612

February 3, 1991

Dear Senator Harder and  
Distinguished members of the Senate Education Committee,

My son is eleven years old and in fifth grade. He was identified gifted at the end of his first grade year. Prior to that time, despite the fact that his kindergarten and first grade teachers were very aware and responsive to his educational needs, Rob was very frustrated in the classroom. He wanted to 'quit' school. At first it was humorous, but after awhile I was becoming alarmed by his negative feelings about going to school. I finally told him if he didn't go to school, I would have to go to jail. So he made the supreme sacrifice: He agreed to stay in school so that I could stay out of jail!

After he began in the gifted program, he was like a different child. He had something to look forward to, an outlet that made the less challenging part of the week more bearable.

Gifted children are included under the category of exceptional children, and rightly so. They have special needs that cannot always be met in a classroom of 25 or more children of widely varied aptitudes. Imagine what it would be like to go to a job every day where there are few, if any, challenges. You leave at the end of the day thinking, 'Is that all there is?', only to get up and face the same dismal situation the next day. It is difficult for an adult to handle such a situation. How much worse it must be for a child.

These children may be bright, but they are first of all children. You may think that they can make it on their own, but this is not true. Children need to be guided, led, taught to use their abilities. It doesn't just happen. What we don't use, we lose.

I pay taxes for my child's education. In return, my child should be provided the education that meets his needs. Senate Bill 27 states in Section 2 "...The Board of Education of every school district shall provide special education services for all exceptional children, except gifted children ... My child is a victim of discrimination. What will the next Bill say- All children except those with black hair will be served? It's not as ridiculous as it may seem.

EDUC  
2/5/91  
A64-3



It will be a tragedy for public education if those of us who can afford it are forced to find quality education outside of the public school system. If any 'part' is missing, the 'whole' is weakened.

Please do not ignore the needs of these very special children. Thank you for your consideration.

Sincerely,

*Ara Hunsicker*  
*Edgerton, Kansas*

cc Governor Joan Finney  
Senator Jim Allen  
Representative Judith Macy

EDUC  
2/5/91  
A64-4

Dear Senator Harder and Distinguished members  
of the Senate Education Committee,

Before I went to gifted I was unable to figure  
out problems creatively and solve them effectively.  
I had nothing to look forward to at school. Since  
I was put in gifted I've enjoyed school. I have  
won 8<sup>th</sup> in the state math contest, 1<sup>st</sup> in the greater  
KC. Science fair, and have skipped a grade in math.  
You can see what gifted has done for me. It would  
be a waste of much potential for gifted to be dropped.  
Please consider if your favorite class of which you learn  
most and have most fun in, is dropped by people of state.

So please don't sweep gifted under the rug,

Gifted student,

Kobby Hunsicker

EDUC

215191

AC4-5

Senator Joseph Harder  
Senate Education Committee  
State Capitol  
Topeka, Kansas 66612

February 1, 1991

Dear Senator Harder,  
Distinguished members of the Senate Education Committee,

I am concerned about public education in the state of Kansas. As a health professional in the public school system, I have a realistic view of its strengths and weaknesses. As the parent of a gifted child, I have some serious concerns about what may happen to the mandate for gifted education in Kansas.

Education is an investment in our future. Our greatest hope for solving the many complex problems in our society rests in the hands and minds of our brightest children. We hear the cry - largely from government sources that the United States is falling behind the rest of the world in the areas of math and science. Yet, the same 'government' is threatening to hamper the educational opportunities of the very people who could reverse that trend.

As a parent, I am obligated - and determined - to provide the best education possible for my child. As a taxpayer, a financial as well as philosophical supporter of public education, I have the right to expect the system to support me in my effort. This effort would include finding legislators who would agree that gifted children should be empowered, not handicapped by the public education system.

It is my sincere hope that the Legislature will not turn its back on our gifted students. To do so would give them the message that their efforts and achievements are unimportant and unworthy of your support.

It is said, "A mind is a terrible thing to waste". Please consider the alternative to providing our gifted children with the educational opportunities they need and deserve.

Sincerely,

*Ann H. Hunsicker*

E O C

2/5/91

AGY-6

Feb. 3, 1991

Dear Senator Joseph Harder and  
Distinguished Members of the Senate  
Education Committee,

The gifted program is needed in  
schools where there are overachievers  
and kids who need to have a  
challenge. That is why funding  
should not be cut from the  
gifted program. Our taxes help  
pay for the program, so it would  
seem fitting for us to have a say  
in what happens. I enjoy being in  
gifted, so please don't take it away.

Sincerely,

Bobby Harrison

EDUC  
2/5/91  
A64-7

Feb 1, 1991

To Senator Joseph Harde,

This letter is in regards to Senate Bill #27 concerning the Gifted Education.

We have two children, Andy age 6 and Jeremy age 9. From the time Jeremy was very young, he learned quickly. He was more interested in reading and numbers than going outside to play. Unknown at the time of Jeremy's intelligence, as Andy approached the same age where Jeremy was counting and reading, Andy was not. I became concerned that maybe Andy had a learning disability. It wasn't until a few years later, thanks to a couple of very fine teachers, that we became aware that Jeremy was gifted. I had to think of the effect it could have had on Jeremy and Andy, if we had not been made aware of Jeremy's intelligence.

Gifted children have special needs, just as learning disabled children have. The gifted children look at the ~~world~~ world differently than their fellow students. Jeremy never had real friends until he joined the gifted class. There he found kids that think like he does, have similar interests. He can talk to these kids and they understand him. This class is very important to him.

Our gifted program motivates these kids. It helps them learn how to use these wonderful minds that God blessed them with. This class allows these kids to find others like themselves and not feel out of place in this world.

EDUC  
215791  
A64-8

I want to tell you a story of someone I know. He was born in the 1950's. This man had an above average intelligence. In school he would breeze through the work. Then he would become bored. This led to mischief. As years went by he was labeled a ~~trouble~~ trouble maker. His teenage years coincided with the drug age. He spent his adult life involved with drugs. He has been in and out of mental institutions and jail. I often wonder if there had been a gifted program back then if things might have been different. Maybe if his parents and teachers would have been aware of his intelligence, they could have steered his life in a different direction. I wonder how many others are out there like him?

I cannot imagine ~~that~~ that our government officials would ever consider lifting the mandate for the learning disabled children. Is why is it being considered for the gifted children? Shouldn't they also be given the opportunity to reach their full potential as is every other child in school?

Sincerely,

Erin and Don Austin

21145 S Moonlight Rd.

Lardner, KS 66030

# 913-884-8181

School District # 231 of

Lardner, KS

969 Cimarron Trail  
Gardner, KS 66030  
February 3, 1991

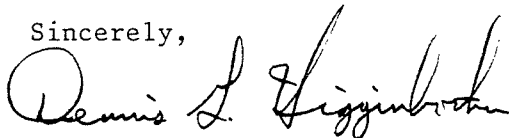
Dear Senator Harder and Distinguished Members of the Senate Education Committee:

As residents of Gardner, Kansas and parents with a child in the Gardner Elementary Special Education Gifted Program, we are very concerned about Governor Finney's proposed budget plans that include the abolishment of funds for the Special Education Gifted Programs.

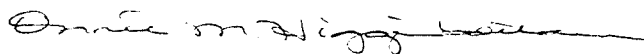
Our daughter has been in the Gifted Program for three years (since the second grade) and we feel the enrichment of her education has been invaluable. The Special Education Gifted Program has allowed her to be involved in projects and activities far beyond the scope and abilities of her regular classmates. This additional challenge and experience above and beyond her routine classwork cannot be replaced in the regular classroom setting.

We feel we must continue to provide additional challenge for these children who exhibit exceptional learning abilities in order to encourage their further development. It would be a tragedy to allow their mental abilities to stagnate for the lack of a few dollars. We personally favor increased taxes rather than face budget reduction in these particular funds.

Sincerely,



Dennis G. Higginbotham



Onnie M. Higginbotham

cc: Senator Jim Allen  
Representative Judith Macy  
Governor Joan Finney

EDUC  
x/15791  
A64-9

To Whom It May Concern,

My name is Bethany Koester.  
I am in the gifted program at Edgerton  
Elementary School. I'm in the 4th  
grade. My teacher is Miss Johnson.  
My special ed teacher is Mrs. Amos. Her  
helper is Mrs. Waters. I will be  
real sad if you take away the money  
from our class. It will be hard on  
me and all the other kids in it if the  
program was cancelled.

This class ~~was~~ good for me. It  
helped me slow down and think  
about things. I have fun with the  
science projects. We have lots of fun  
in this class. We also have fun  
making maps, etc. So, PLEASE DON'T  
TAKE AWAY THE PROGRAM!

Sincerely,  
Bethany M. Koester

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EDUC  
215791  
A64-10



Senator Joseph Harder

Feb 2, 1991

Re: Senate Bill # 27

Kenton A. Cropp  
RR 1 Box 76  
Edgerton, Ks.  
66021

Dear Senator,

Please give careful consideration when casting your vote on the Senate Bill # 27.

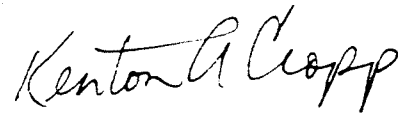
We are the fortunate parents of a child that is thoroughly enjoying the opportunity to participate in our school district's Gifted Student Program. While she has always been a bright and eager student in her normal classroom setting, she relishes the challenges offered to her and the other children in the Gifted Program.

Our district's Gifted program is well thought out in two ways. First, it strives to provide challenges without unduly pressuring the children. And secondly, they intentionally prevent the group from becoming elitist.

A successful educational system must offer goals and rewards to all it's students. We believe this should be required and oppose legislation that jeopardizes this mandate.

Thank you for your time and we would appreciate your support.

Sincerely,



Kenton A. Cropp

EDUC  
2/15/91  
A64-11

February 4, 1991

Dear Senator Harder and Distinguished Members of the Senate  
Education Committee,

I am writing to express my concern about Senate Bill No. 27  
and discontinuing the mandate for the gifted education program.

My son, Jared, is in the third grade and has been in the gifted  
program at Gardner Elementary School almost two years now. His  
kindergarten and first grade teachers both told me that they be-  
lieved Jared needed special enrichment. They were unable to give  
him the time he needed because they were dealing with their other  
students, also.


I must tell you that I had reservations about singling him out  
from his peers. So, I didn't push to get him tested for the gifted  
program at first. I thought that a bright child could get along  
fine in a regular classroom setting.

But, as time went by, he became more and more frustrated with  
school. Even though he liked his teacher and friends, he began  
to cry about having to go to school each day. Finally, in the  
spring of this first grade year, at the urging of his teacher,  
we had him tested and placed in the gifted program.

Literally overnight, his attitude changed toward school. The  
activities in the program are geared to enrich and expand on  
concepts they are learning in their regular classroom, so he  
has gotten more enjoyment out of his whole school experience.

I know that our state is facing severe budget limitations.  
But I believe that the gifted program is important to our  
educational system. I urge you to continue the mandate for the  
gifted program.

Sincerely,



Susan Chasteen

EDUC  
215791  
A64-12

Dear Senator Joseph Wandler and Distinguished  
Members of the Senate Education Committee,

This letter is being written in opposition to  
Senate Bill # 27 and in support of fully funded,  
mandated gifted education programs in the state  
of Kansas.

Gifted education has played an extremely  
valuable role in the life of our oldest daughter.  
The program has provided the spark that she  
needed to find school challenging and rewarding.  
We hate to think of what her education would be  
like without this program.

Every child in the state of Kansas deserves to  
have available the chance to participate in an approved  
gifted education program.

Any attempt to remove funding or the mandate  
for the program will be a step backward. Your  
attention to this matter is greatly appreciated.

Sincerely

Tom Trigg  
Julie Trigg

EDUC

215791

A64-13

February 2, 1991

Dear Senator Joseph Harder,

We are parents of school-age children in the Gardner, Kansas, Unified School District #231. One child is in the gifted program. We are aware that this program is funded by state and local taxes.

As a property tax payer, we are also aware of the controversy over state taxes. Much of this concern has been shown by the results of the latest election. It is only logical that our representatives look for measures to eliminate expenditures to help control the state budget.

We have been made aware of the proposals that will have a drastic and devastating effect on the gifted activities being offered in our school. Specifically, the proposal from the Division of Budget which would eliminate state funding to the local districts in support of the gifted program. Secondly, a proposal from the Interim Committee for School Finance recommending the mandate for gifted education be dropped but funding continued and the decision be left up to local districts as to whether their gifted programs be continued.

For the record, we are opposed to these actions by our governor, senators and representatives. If any action is required by our state, it is the mandate to make special education the standard for all Kansas schools.

In a time of poor economy, inflated prices, overspent state/federal budgets, and very angry taxpayers, we are desperate for leaders with some common sense. We feel that the taxpayers will readily subsidize the education of their children but will be very intolerant to the subsidizing of Big Businesses' "reduction of the inventory tax".

Please use some common sense. Do not impede our future by punishing our children. Be financially responsible, but do not act mindlessly.

Sincerely,

*Mr. & Mrs. Frank R. Smith*

Mr. & Mrs. Frank R. Smith  
30275 W. 143rd St.  
Gardner, KS 66030

EDUC  
215721  
A64-14

Dear Senator Harder,  
I think the gifted programs  
are very important. If there  
becomes no more gifted programs  
lots of kids grades will drop. So  
please help to keep our gifted  
programs going.

Sincerely,  
Jeremy Austin

EDUC  
2/15/91  
A64-15

Dear Senator Vander

1/3/91

I am writing concerning the Senate Bill #11 regarding funding & mandating gifted programs in the school districts.

My daughter attends a gifted class. This has been very beneficial to her. I can't imagine how you could take something away from kids like this who may be our future leaders in America. The U.S. doesn't have the best reputation for educating our kids. We are behind. This would only make it worse. Are you thinking of taking funding away from the school districts? I am sure you would like to see the funding for gifted programs.

Thank you

Vivian Cropp

EDUC

2/15/91

A64-16

February 3, 1991

To Whom it May Concern:

The education of our children today, is the future of our country. If we decline our children the opportunity to excel, what would happen to the United States as a leader in the World.

I can't believe the Lawmakers of our State or our dear Governor would intentionally jeopardize our State of Kansas by ending funds for our Gifted Program, negating the educational test for learning.

I am writing to you today as a parent and a concerned citizen to appeal to you for the support of our Gifted Educational Program. I am asking you to give our children a chance. We as a State and Nation will all profit from it in the future.

Reggy F. Kersten  
Harden, KS

EDUC

215791

A64-17

Robert & Sharon Harrison  
716 Colleen Drive  
Gardner, Ks 66030

December 28, 1990

Governor-Elect Joan Finney  
2nd Floor  
State Capitol  
Topeka, Ks 66612-1590

Your Honorable Governor-Elect Joan Finney,

We are asking for your support of the existing educational programs involving our gifted education in Kansas. The continued support from the Federal, State, and Local Representatives is a must.

We are **against** the proposed budget cuts which threatens the continuation of our state's gifted education programs. Education is **not** the place to be budget cutting!

The National Commission on Excellence in Education reports in "A Nation at Risk" that the Federal Government, in cooperation with states and localities should help meet the needs of key groups of students such as the gifted and talented, the socio-economically disadvantaged, minority and language minority students, and the handicapped. In combination, these groups include both national resources and the Nation's youth who are **most at risk**.

Our goal must be to develop all students to their fullest. Our education system must have a means to meet these goals. It will take our financial support if we expect our schools to meet the genuinely high standards.

Gifted children can no more make it on their own than the learning-disabled. Turning our backs on these special students forces them into being average or less.

In summary, a quotation from Nancy L. Johnson, "The Faces of Gifted": "Locked up in the minds of gifted children are the cures, the answers, and the hopes for the future." They are our future leaders.

Your support is needed!

Concerned--parent, citizen, voter, and taxpayer,

  
Robert R Harrison

  
Sharon K Harrison

SH

EDUC  
2/15/91  
H64-18



Dear Senator Harder,

I would like you to vote to keep  
the gifted program in my school. I  
like the program because it teaches  
me new things.

Sincerely,  
Kelsie Crapp

P.S. Thanks for taking the time  
to read my letter.

EDUC  
215191  
A64-19

Dear Senator Harder

As a student I have been informed that before Mike Hayden left office he wrote up a proposal that would drop the "Gifted Mandate". I am a gifted student and I go against the proposal because the gifted program has helped me to reach my goals and pass them. It has also helped me to be creative.

Shirley  
K. B. Foster

EOUC  
2/15/91  
A64-20

Senator Joseph Gardner,

I am asking you to NOT endorse the  
bill to stop "Gifted Student Programs" in  
schools.

Kelly J Bigham  
21175 S. Moonlight  
Gardner, Ks 66030

EDUC  
215791  
A64-21

Roberta L. Anson  
516 North Cedar  
Gardner, Kansas 66030

(913)884-6200

February 2, 1991

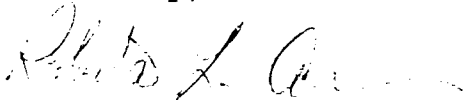
Senator Joseph Harter  
State Capitol Building  
Topeka, Kansas

Dear Mr. Harter,

It is my understanding that legislation is before you which would remove the state mandate for special education opportunities for "gifted" children. While I agree that the local districts can best assess the need for participation in a "gifted" program, I fear that this legislation would be a precursor to removing state funding and support for these programs. These programs attempt to enable these high potential students to reach their maximum level by presenting challenges beyond those encountered in a normal classroom, and have been very successful. My son, a participant in such a program, has had renewed interest in school due to the few hours a week in which he receives this additional challenge. I urge you to reject this legislation as now written until such time as it can be re-drafted to assure that state funding will remain at its current level. If individual districts are allowed to decide whether they participate in this program, without fear of a financial burden for so doing, you will get participation where it is merited and the dollars spent on the programs will be spent to help our children receive the education they deserve.

Thank you for your consideration.

Sincerely,

  
Roberta L. Anson

EDUC  
2/5/91  
A64-22

Dear Senator Joseph Harder  
and Distinguished members of Senate Education  
Committee,

I feel that By stopping the funds for  
Special education classes. we are robbing one of  
our major resources of this Country and that is the  
Education of our children. Especially the gifted ones.

I'm sure we spend our tax dollars on  
things that are a lot less important than Education.  
If we have to cut funds lets start  
there.

Thank You  
Ray S. Corson

FOUC  
215191  
A64-23

2/19/91

Dear Governor Finney, Senator Allen,  
& Representative Macy,  
I am ten and in the gifted program.  
In my regular class I get bored,  
the program gives me an extra  
challenge. I've learned things I otherwise  
wouldn't have a chance to learn or  
wasn't interested in. I didn't like  
science before I started the program.  
Then I got to do a project with an  
owl pellet, we took it apart and recon-  
structed a baby rat out of the  
tiny bones. I thought it was gross  
at first but it turned out to be  
really neat. I wish you will keep the  
program so other kids will have a  
chance to do more educational projects  
like the ones I've done.

Sincerely,

Darci Hanna  
4<sup>th</sup> grade  
Edgerton Elementary  
U.S.D. 231

EDUC

2/15/91

A 64-24

February 5, 1991

Ladies and Gentlemen,

Thank you for the opportunity to come before you this afternoon and voice my concerns at the thought of losing the gifted education program in the state of Kansas. Gifted children may be the greatest natural resource that Kansas has to offer. These are the individuals that can make great advances in the world.

Gifted children have special needs. Because of their higher functioning intellect, they operate on a different level than their peers and it's vitally important for them not only to understand their difference but also to learn to utilize, accept and appreciate their God given talent. We, as adults, view these children as the ones who have everything going for them but often their peers classify them as nerds, brainheads, odd or different. Without gifted education these children, because they are so different, can develop poor self esteem and question their own self worth. That is why we think gifted education is so important. We need trained professionals to help our children develop their full potential and to accept themselves as different. Without a gifted education program, these individuals might never make the contributions to society that are necessary to make this state a better place to live.

The consequences of losing gifted education will be a loss of major proportions. Not only would we be wasting the best and brightest talent this generation has to offer but there is a very dark side that we, as parents, must always face. Drugs, teen pregnancy, runaways and suicide. The rate of high school dropouts and suicide is higher among gifted children than any other group of individuals. What began as a bright, precocious child that can name all the state capitals, read before kindergarten, and has a grasp of calculus long before high school, can easily turn down the wrong road during adolescence. We've all been through those formative years and know how difficult it is to cope as we see life change around us. These children know they are different and they've known it from their first encounter with other students. Part of the importance of the gifted program is that it helps gifted students accept themselves and their special talents.

EDUC  
2/5/91  
AGS-1

Gifted individuals are the people that discover cures for fatal diseases, design patriot missiles, and develop waste-free nuclear energy. We need programs to identify and encourage these students to use these fantastic abilities to the maximum. The state of Kansas has taken a leadership role in mandating gifted education and we encourage you to continue that leadership.

I'll close by pleading with you to continue the state-wide policy of excellence in education. Academic areas are certainly not the place to cut budgets. Let's give the best and brightest minds of Kansas the opportunity to spread their wings.



Diana Henry  
915 Burke  
Fort Soctt, KS 66701

EDUC  
2/5/91  
A65-2



The need for a mandated program of identification and development of our highly talented youth is readily apparent when we realize that from this pool of students come our leaders of tomorrow, our researchers, our engineers, our artists, our physicians and our best and brightest teachers.

But more importantly, from this pool comes 25% of our high school dropouts and 80% of our underachieving students. In my work as a counseling psychologist I see the results of the boredom and frustration caused by the mismatch between these students abilities and their classroom work. Students who are not challenged become disenchanted with school and drop out, often never to return. When they do return, they have cut themselves off from many opportunities.

Because each child's needs and talents are so different, his or her program needs to be individually planned. A child with an IQ of 135 is as different from one with an IQ of 100 as is a child with an IQ of 65. These children learn not only at different rates but in different ways. Some need their material presented at different rates; some need it presented in different ways; and some need different material altogether.

The mandate for gifted education to identify and develop these students is the only means currently available to protect these students's right to a program that is individually designed to meet their developmental needs.

Thank you for your time and consideration.

Caryln L. Saunders, Ph.D.  
Counseling Psychologist  
Resident of Mission, Kansas  
(913) 722-0500

EDUC  
2/5/91  
A 66

Sylvia Whitney  
USD 353 Wellington  
Expanded Skills Teacher  
February 5, 1991

The purpose of my speaking to you today is to ask you to support the mandate and funding for gifted. In 1980, Kansas joined other progressive states in providing this positive approach to nurturing our state's most able youth. It was at this time, that I joined with other "pioneer" teachers to establish these programs. Having taught in the regular classroom for several years prior to this, I had sensed the serious unmet needs of these students. Now, some eleven years later, I feel a lot has been accomplished. To observe the electrifying dynamics of the students as they come together—to see the excitement as they share their ideas and reinforce each other—to sense the building of self confidence and understanding of one's abilities—to see opportunities chosen for self fulfillment—are but a few of the rewards.

Now we must wonder why are these children no longer important?

Kansas is a great state. It had the foresight eleven years ago when it instituted the mandate. As a state, it showed that it valued one of it's most important resources. We have accomplished a lot of which we can be proud. Kansas has some of the finest and most effective teachers in this field—consider the National Conference for Gifted will be

EDUC  
2/5/91  
A67-1

in Kansas City this year. Kansas has some of the most accomplished young people to be found anywhere- consider the high number of National Merit Scholars and Rhodes Scholars.

Why then do we want to throw out the baby with the wash?

Consider for a moment a little plant. It needs water, light and soil to grow. Give it less water, occasional light, and poor soil. It will survive even with substandard treatment. It will remain alive and striving to grow. It will "make it anyway." For the plant to achieve optimal growth, it must receive treatment that is unique to that plant. Some need more water, others less, some more light, others less, some need rich soil, others sandy. Would you deny one plant it's essential requirements simply because you don't fully understand that plant's unique needs? Would you deliberately withhold water from one plant and give it to another? Of course not, no one would. What if in time that small plant grew to become a magnificent raintree in the forest, providing shelter and protection to the smaller more delicate life forms around it.

The analogy is obvious. Each child needs treatment unique for his own optimal growth. One child's care should not be denied because he requires "more water." Each child should be guaranteed his rights to achieve all he can- guaranteed through legal protection and supported by funding. Can the state of Kansas afford to support programs for the gifted?

EDUC  
215791  
A67-2

We should ask, " Can the state of Kansas afford NOT to support programs for the gifted?"

I ask you to continue your support of the state's mandate and funding for gifted.

EDUC  
2/5/91  
A 67-3

Ginger Anderson

February 5, 1991

Wellington Senior High

Student

In 1980, when the gifted mandate took effect, I was a second grader. My mother, a single parent, was working hard to support my baby brother and me. I was what you might call a problem child. I paid no attention in school, spent the whole day in daydreams, and stared out the window not paying any attention to what the teacher was saying. The teachers had practically given up on trying to get me to participate in class. No one, not even my mother, thought that I would finish high school, much less go to college.

Today I am a senior, and have been in the program for a little over ten years. I am ranked 19th in my class, am a National Merit Commended Scholar, and am planning to go to college and major in zoology. I have written one short novel and several short fiction stories that I am presently trying to get published. I think that the gifted program at my school has played a large part in getting me where I am today.

It was this class that helped me to know what I was capable of doing and how to go about doing it. It was the personal attention and caring of the teachers that helped my family and I understand why I had so much trouble in school. The teacher in my regular classes couldn't understand why I never wanted to do what the other students did. She didn't know that my family had taught me how to read before I was in kindergarten. On the other hand, my family wasn't aware that a lot of kids didn't even know their ABC's until they learned them in school. Neither one realized at the time, that I was bored and didn't think that the assignments were worth my time to complete.

It was our gifted program, called Expanded skills, that finally caught my attention. Here was something that was new to me and kids who shared some of my viewpoints. I finally started showing some interest in school because of what I learned in this class and found out that I didn't have to learn in the same way as everyone else.

I was very upset when I heard about the proposed Senate Bills #27 and #108. I couldn't imagine why anyone would want to cut the funding for the program that has done so much for me and other people I know. The program has been around long enough for me to benefit from it, but it has yet to be long enough to see what it could do for other students or for the

EDUC  
2/5/91  
A 68-1

former students that are now out in the work force. I think that the program should be allowed to continue, so that it can help others like it has helped me

This year is my last year to benefit from this program, but it is my brother's first year in it. I sincerely hope that it will not be his last. I know what it has done to help me, and what it could do to help others with the same, if not more potential that I had. My feelings echo all those I know who have younger siblings in the program. "I don't want their potential to go to waste!"

EDUC

215/91

A68-2

**Wellington Senior High School**

605 NORTH A STREET  
WELLINGTON, KANSAS 67152

MERLYN ELDER  
PRINCIPAL

AL LOWE  
ASSISTANT PRINCIPAL

February 4, 1991

Kansas Education Committee  
1991 Legislature  
Rick Bowden, Chairperson  
433 Walnut  
Goddard, KS 67052

Dear Mr. Bowden:

As an educator in the State of Kansas I am concerned about the future funding of education, specifically relating to the provision thereof for gifted children. In working with gifted students for many years, I have seen the difference the program has made in the lives of the children who benefit from it. Many of the bright students will make it without the program; however, many do benefit from the gifted services.

I would appreciate your consideration of Senate Bill #27 and your continued support on educational issues such as this.

Sincerely,

WELLINGTON SENIOR HIGH SCHOOL



Merlyn Elder, Principal

ar

EDUC

2/5/91

A 69

# WELLINGTON JUNIOR HIGH SCHOOL

311 North "A", Wellington, Kansas 67152  
316-326-3305



**Mel Coates**  
Principal

**Mike Wilmoth**  
Assistant Principal

**Lynn Reed**  
Counselor

**Richard Lawrence**  
Athletic Director

February 4, 1991

Kansas Education Committee  
1991 Legislature  
Rick Bowden, Chairperson  
433 Walnut  
Goddard, Ks. 67052

Dear Mr. Bowden:

As a Kansas educator, I want to commend you on your position in the debate concerning the future of gifted education. Since this future is in the hands of your committee and the legislature, I am writing to express my concern about this issue.

It is imperative that our schools continue to meet the needs of all its students. To meet the stringent demands of business and industry, it is of the utmost importance to all Kansans that we insure the brightest future for this state by preparing the highest quality students. The potential for gifted must be realized if this is to be accomplished.

The gifted MUST be challenged if they are to reach their full potential and the return on that 9 million dollars is incalculable to all of our citizens.

As your minority report stated, you needed time to hear from the administrators and people of Kansas. This administrator is asking for your support in financing the gifted programs in our schools by voting "no" on Senate Bill # 27.

Sincerely,

A handwritten signature in blue ink that reads "Mel Coates". The signature is written in a cursive, flowing style.

Mel Coates  
Principal

EDUC  
2/5/91  
A 70



February 5, 1991

TO: Senate Education Committee  
ABOUT: Senate Bill 27 and 108

I am here today to testify against Senate Bills 27 and 108. I am opposed to these bills because I believe we need Gifted Education in Kansas.

The question I am here to ask is: When you write bills like these, what message are you sending to students across the state of Kansas?

Our parents and our teachers tell us through education we should achieve individual excellence. For many students our school system is adequate, but through these two bills you will be taking away the opportunity, and for younger gifted children, the encouragement to do this.

I urge you to stop these bills in committee and support--not hinder--many of our state's best and brightest from becoming all they have the ability to be.

Thank you,



Laura Sloan  
High School Senior  
Emporia

EDUC

2/5/91

A 71

February 5, 1991

TO: Senate Education Committee

RE: Senate Bill #27 - Elimination of the state mandate for gifted education

SUBMITTED BY: Nicole R. Holmes, 4th grade student, QUEST Program,  
Indian Creek Elementary, Olathe, Kansas

Good afternoon. My name is Niki Holmes. I am a 4th grade QUEST student from Indian Creek Elementary School in Olathe. QUEST stands for "questioning, understanding, expanding, synthesizing, and thinking".

I, like Dr. King, also have a dream and part of that dream requires your help. It was less than two weeks ago during the State of the Union Address that our President said that by the year 2000 he wanted our nation to lead the world in math and science. I feel that to insure the goals of this nation and the goals of my own dream requires the continued funding of the programs for the talented and gifted children in the state of Kansas.

President John F. Kennedy once said "Ask not what your country can do for you, but ask what you can do for your country." I want to do many things for my country, like finding a cure for AIDS, resolving the issues of poverty, preserving our national resources, and finding new, clean, efficient, and inexpensive energy resources to power America into the 21st century. However, funding for education is something that my country will have to do for me so I might achieve these lofty goals.

The kids I work with in QUEST are hard, determined workers. A lot of us have already chosen our career paths such as scientists, doctors, lawyers and others. It is possible that one day one of these talented children might even be the President of the United States.

We are not elitist. We feel that everyone has something special about themselves. All we ask is your continued support in helping us to develop our special talents through funding of the gifted programs.

Please do not rob the children of today who are the hope of tomorrow.

Thank you.

EDUC  
2/5/91  
A 72

Following Presented by: Robert H. Moore

7611 Longwood

Kansas City, Ks. 66109

Senator Harder and committee members, good afternoon and thank you for the opportunity to speak to you today.

I am Robert H. Moore of 7611 Longwood, Kansas City, Kansas 66109, appearing before you as a concerned and involved parent of two (2) children in our communities public school system.

Today you are in consideration of a measure (Senate Bill 27) to change the mandate used to fund a branch of special education, that being gifted education.

From a personal side I can tell you that money spent on gifted education in Wyandotte County has made a very positive difference in my son Matthew and daughter Meaghan.

How can a gifted education program help?

My son was identified as gifted in his first week of second grade, when he asked his teacher if he was spelling words such as vanilla correctly and asking for difficult math problems. Testing confirmed his abilities and he was admitted to gifted education. Throughout his elementary years (K to 5 in USD 500) teachers would send home books of a higher level so we could use them at home.

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2/5/91  
A73-1

Because of his abilities my son realizes he is different than most other classmates. At Eisenhower Middle School (USD 500) he is a part of a project that has grouped gifted students together for English, mathematics, social studies and reading classes. In this core class he is with students and teachers that understand his higher level of thinking. This experience has made middle school much easier for him to adapt to.

(As an example of his higher plane of thinking please notice Matthew's letter to Representative Bill Reardon. Many of the words used are from his classes weekly spelling lessons.)

In the case of my daughter, Meaghan, she was identified just recently as being gifted. Why at a later age? We cannot explain. But, she had been a straight A student, very talkative with excellent understanding of things beyond her years in grades K to 4. It was Meaghan's fifth grade teacher who noticed several keys in her personality (leadership, eagerness to participate, and she was "smart" enough to know if peer pressure was to do average she could do average and fit in with her peers) and recommended testing for gifted.

Since her gaining of gifted education programs, Meaghan now again makes 95% or better in class work, she is ignoring peer pressure and looks forward to school, especially on gifted days. (Meaghan is also a member of USD 500's grade 5 and 6 all city honor chorus.)

I am aware that taxes are high and that programs all want more money to make them better. I also understand increased

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A73-2

funding is difficult to find and sometimes is not a cure-all to problems existing in our schools and communities.

But on the reverse side, please, before you vote to remove gifted education's mandate, consider the damage to not only current gifted education students but those yet to be identified gifted students. Please look at the benefits of gifted programs as I look at them: developing stronger students for our community; stronger students for potential enrollment in our Kansas system of colleges and universities; and stronger citizens for our states industrial, business, and governmental communities.

I close by asking again for you to consider, with care, this issue that I as a parent see as crucial. Crucial just not to the children involved, but crucial to the future of our state.

Thank you

Robert H. Moore

EDUC  
2/5/91  
A73-3

January 24, 1991

Dear Mr. Reardon,

When I learned of the plans to abolish the Gifted Education program I was shocked. This program is and has been a very important part of my life. This program includes some of the best programs I have ever participated in. These programs, including Odyssey of the Mind and Creative Encounters, have helped give me a new plethora of knowledge and rudimentary knowledge is expunged, mostly, from our learning cycle. The mundane annoyance of passing from class to class is excluded in our specific program.

We also learn to cope with everyday problems, using our alacrity, in solving problems. Your rash decision is a belittling thing to do. You not only have a paucity of information to use you, but you are also going to terminate this laudable program.

In conclusion I would like to reprimand this indiscriminate use of blatant ignorance in a form I perceive to be a blatant use of monolithic power.

Respectfully  
Matthew  
Moore

EDUC  
215191  
A 73-4

To: Senate Education Committee  
Re: Senate Bill #27  
Submitted by: Anne Herbert,  
3 Anderson Court  
Newton, Kansas  
Feb. 5, 1991

Senators of the State of Kansas:

Today we grapple not with a question of words on paper -- a mandate to uphold or eliminate -- but with a basic belief that all Kansas children have the right to an education which allows them the opportunity to maximize their potential.

It is not a question of finances, nor of district's right to self-determination, but one of protecting the rights of those for whom expectations exceed the average.

Let me share with you a fable by G.H. Reavis.

#### THE ANIMAL SCHOOL

Once upon a time, the animals decided they must do something heroic to meet the problems of a "new world." So they organized a school.

They adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it easier to administer the curriculum, ALL the animals took ALL the same subjects.

The duck was excellent in swimming, in fact better than his instructor; but he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop out of swimming in order to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. BUT AVERAGE WAS ACCEPTABLE IN SCHOOL, SO NOBODY WORRIED ABOUT THAT EXCEPT THE DUCK.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the treetop down. He also developed "charlie horses" from overexertion and then got a C in climbing and a D in running.

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The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb and fly a little, had the highest average and was valedictorian.

Only about 20% of the students in Kansas classrooms are ducks, rabbits, eagles, squirrels and eels. In the minds of some, including our new Governor, this minority should just "fit in."

Although the same folks might have trouble shunning the needs of other equally small special education minorities -- the mentally and physically handicapped -- these talented children are short-sold because of a false belief that they will survive no matter what. They are viewed as short adults, able to learn without help, and capable of knowing how to develop and channel their gifts into productive lives.

My experience both as a parent of gifted children and as a teacher says otherwise. Gifted kids come in all shapes, sizes and colors. Some come to school from enriched environments with home support and resources; others do not. All come with needs that are difficult to meet in the regular classroom. As a result, we often ask them to take a back seat -- to wait for others to catch up with them, to accept average as their goal, to stay with the group rather than to forge a new trail.

I think that is not what our country is about. Do we want our future citizens and senators to take a back seat or to be forging a new path?

Gifted education is often the only door of opportunity open to these children. If the mandate is dropped, the justification for funding these programs will be teetering on the edge of a precipice. If the mandate is dropped, districts will be handed a waiver which they may use to determine needs of students based on ability to finance those needs and numbers served.

Human rights are not a matter to be decided by finance. They are a matter of principle. Please protect our children's right to an education which fits their needs. Uphold the mandate for gifted education.

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A74-2



STATEMENT OF DANIEL J. HUGHES ON SENATE BILLS 27 AND 108

5 FEBRUARY 1991

My name is Daniel J. Hughes. I live in Leavenworth, Kansas. I was born and raised in Wichita and graduated from Wichita State University in 1969. After serving in a combat position in Vietnam, I obtained my Ph.D. in European History from the University of North Carolina in 1979. I have worked for the U.S. Army at Fort Leavenworth since 1985. I also teach at St. Mary College in Leavenworth. I have two children, a son and a daughter, in the gifted program in Leavenworth County.

I appreciate the opportunity to address this committee on the subject of the gifted mandate and state funding for gifted programs. I have no particular expertise in the subject of gifted education, although in the short time since this hearing became known to me I have read as much of the professional literature as I could. My views, therefore, are those of a somewhat average citizen rather than a professional educator in the normal sense.

It seems to me that questions of fundamental changes in educational programs should be placed in two broad contexts: that of the overall national situation and that of the individual students involved. Let me turn now to the first context.

I share the view, now prevalent in much of the professional and generalized literature on education issues, that the American

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school system is second rate. Measured by the quality of the students we turn out, even our best students are mediocre when compared with their foreign counterparts. Most of you are no doubt aware of the statistical and anecdotal evidence for that broad generalization. Most troubling, perhaps is the astonishingly high drop-out rate, somewhere, as nearly as I can tell, between 35 and 40 percent in many states. People who lack the self-discipline to stay in school will be largely irrelevant to the high-technology employment opportunities of the future. We will, as the Bible says, need hewers of wood and drawers of water; but upon such occupations and with such people one will not build prosperous state or national economies in the 21st Century.

One often overlooked aspect of the overall drop-out problem is the fact that our most intelligent students fail to complete high school approximately as frequently as do ordinary students. Their rate may be even higher. As substantial recent research has indicated, gifted students who drop out frequently do so at the end of a lengthy academic and psychological downward spiral which begins in elementary school. Given our society's bias against intellectual accomplishment, the mere fact of being highly intelligent renders many children, especially girls and young women, susceptible to this problem. If we are serious to about keeping children in school, especially those most likely to benefit from school and to make substantial contributions to our society, we should take steps to eliminate factors which encour-

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age students to drop out. Conversely, we should strengthen, not weaken, programs which successfully encourage children to stay in school. Programs for gifted children clearly serve that function, although much remains to be done.

We must do more to encourage our bright students to learn and to excel in academic pursuits. Few if any people whose intelligence falls into the average range will become the scientists, professors, or other intellectual leaders of the next century. Right now, not enough students graduate from our high schools and universities with the skills and interests to fill the places in the nation's graduate schools. Most studies indicate that more than half of the nation's graduate students in mathematics and science are foreigners. Fortunately, about half of them choose to remain in the United States. Should that cease to be the case, we will simply lack enough highly skilled intellectuals to maintain a modern economy. Against this background, the continued failure of our society to motivate our smartest children and to assist them in reaching their potential is a self-destructive negative investment in our future. I say our society, rather than our schools, have failed because schools can provide only part of the solution, just as they are only part of the problem. The obvious conclusion here is that we should be trying to find ways to increase our investment in the high-technology humans of our future. We spend uncouneted billions developing the technology and machines of the next century. We need to spend more making certain that we have the human resources to

operate them and to develop subsequent generations of technological advances. The outlook for the latter is not very hopeful.

When it comes to preparing the nation's children for the technology, economics, and social issues of the next century, we are committing national suicide. Encouraging our gifted children to reach their full potential is but a part of the reform that is necessary. But it is as good a place to start as any, and now is hardly the time to reduce such efforts.

For the moment remaining within this broad national and state policy context, let me turn to the question of our priorities for limited educational investments. We have no hesitation, indeed it is a matter of law, to spend many thousands of precious dollars on those poor children whose handicaps and mental shortcomings guarantee that they will never be productive. I am referring, of course, to "severely handicapped" or "severely retarded" people, who will forever remain a burden on society.

What of the "severely gifted?" In moments of frustration educators have coined this phrase to describe students whose intellectual potential, perhaps those with IQ scores of 145 and higher, is farther above the normal range than are severely retarded people below it. Why is it our policy that we will spend vast sums of money on these unfortunate people while the potential Einsteins of the future receive little or nothing in special programs?

The answer usually given is that the brightest children will "make it" or "get it" anyway. What will they "get"? They will

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not achieve their potential and they will not, as a group, become competitive with their peers in Germany, Japan, and just about all the other industrialized countries. What they will get is mediocrity. If that is our educational goal, we are doing quite well and can do even better by abolishing all special programs for everyone except those who have no chance of rising to mediocrity.

All these considerations apply even more to gifted women and minorities than to white males. Under pressure of our society's values in general and peer pressure in particular, gifted girls are notoriously liable to reject their own personal abilities in favor of what might be called the bimbo/cheerleader model of American femininity. Gifted programs of any sort can be of major importance in providing encouragement to reach their potential rather than suppress their intelligence with the facade of embitcility that has for so long been our female stereotype. The evidence that many, perhaps most, gifted girls faced by social pressures decide not to be gifted is overwhelming. The loss to the collective intellectual assets of the nation is staggering.

Of course gifted minority or other students from very disadvantaged backgrounds may have little if any special stimulation outside their gifted classes. Make no mistake about it. If the gifted mandate and funding are eliminated, minority gifted children will feel the effects much more severely than will middle class children like mine.

In short, from the point of public economic policy, no

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A 75-5

shortcomings in education are more glaring than the indisputable fact that most of our brightest students do not achieve anything like their academic and later productive potential. This is one investment in the state's infrastructure that should not be reduced.

The second context into which the gifted issue should be placed is that of the individuals themselves, although ultimately this is part of the first. This is the human side of the loss to our national productivity.

Gifted students are out of place in classrooms which cannot make adjustments to their special needs. The repetitive tasks associated with teaching average and below average students often are detractors rather than assets to learning by gifted children. Boredom frequently sets in, sometimes to be followed by disruptive behavior and other problems. For the most part, however, gifted children simply withdraw and fail to perform as they should. Ultimately, many teachers retaliate and the problems become worse. Ordinary classrooms, designed at best for the average student, thus frequently create these problems and then make them worse if overworked teachers prove inadequate to the task.

Perhaps gifted students could gain more attention and thus more support for special programs if they were disruptive. If all frustrated gifted children would bang their heads against a wall, or refuse to exercise proper toilet functions, or do any number of other unsettling things, perhaps we would put them in

special classrooms or hire individual tutors, or provide some of the other services readily available to other people who cannot remain in ordinary classrooms because of their special attributes.

From the limited perspective of my own children, I conclude that the current gifted program, modest though it is, offers some opportunities for meeting these children's special needs. The limited classes offer, in the first place, an intellectually focused meeting of intelligent students. They provide a counterweight to the suffocating emphasis on sports that is the bane of our entire educational system. They certainly provide their students with opportunities to work on special projects, to understand a few things in great depth, and thus to understand what real learning is all about.

Gifted classes offer their students proof that they are not alone and that others have their same interests. This is especially important for gifted girls, who may be entirely isolated in their classrooms or even their schools. My daughter, a fifth-grader who joined the gifted program only this year, has shown dramatic improvement both from her gifted and her learning-disability classes. We have seen her interest in learning increase as her performance in school has improved. As her attitude has changed, at least in part because of her gifted classes, so has her most important role-model shifted from one older girl, who is a high school drop-out to another, formerly in the same gifted program, who will probably get a substantial scholarship

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A 75-7

to Kansas State University next year.

Many parents of gifted children currently in Kansas programs could no doubt provide better examples than have I.

I find it really quite surprising that we should be here talking about legislation that would cancel gifted programs. We should, rather, be finding ways to expand the program's services substantially and to shift the focus in our schools from athletic attainment to academics. I have not been to Japan, but I can assure you that if you could go to Western Europe and talk to students at almost any level, as I have done several times in the past few years, you would realize how ridiculous are our current educational standards and how inadequately prepared are even our gifted students in comparison. Our current programs, after all, are only a fig leaf. If they are cancelled, the central fact of our culture's values and standards on education will stand forth in all its ugly nakedness. That central value is the cult of mediocrity. It, rather than any foreign rival, is our greatest enemy.



To: Senate Education  
Committee

Re: Opposition to Senate  
Bill No. 27: Removing  
the Mandate for  
Gifted Education

Date: February 5, 1991

EDUC

2/5/91

A76-0

To: Senate Education Committee  
Re: Opposition to Senate Bill #27  
Date: February 5, 1991

We appreciate the difficulties facing this senate committee in prioritizing the allocation of inadequate funds - a problem compounded this session when what little money is available needs to be stretched further than ever before. We would, nevertheless, beg you to consider carefully the implications of scrapping the statewide gifted education mandate.

Our oldest son spent his first eight school years in a small rural school district. In the beginning, he was "one of the boys," but as time passed, it became more and more apparent that his interests were along academic/intellectual lines, while his friends strived after what the system rewarded most physical giftedness. The district, for example, provided the football stadium with the best public address system on the market, but nothing extra whatsoever, in terms of program or recognition, was available for the academically talented. There should be no quarrel with athletics, per se. It gives a great sense of identity and pride to a school (especially when the teams are doing well), and gives many students, some scholastically marginal, a chance to be involved and to feel success. But let's give the intellectually gifted the same chance for development and recognition by their school and community.

During our son's middle school years we moved to a larger school district. With a larger student population and more educational opportunities, his personal adjustment made a dramatic turn-around. He found friends that had like interests and more rewards for academic excellence. An ironic aside is that he qualified for the state wrestling finals as a sophomore - a program that was unavailable in the smaller rural school system. This is not to say that some necessary changes and improvements could be implemented in the way gifted programs across the state are structured, especially in the rural areas. Several co-ops have already come up with some effective solutions that include working with not only the identified gifted, but with the top ten percent of the school's population. These innovative developments need continued funding, which will be extremely difficult, to say the least, if the mandate is dropped.

If we can bus the physically gifted for athletic events at least once a week, surely we owe our intellectually gifted the same chance to develop to the top of their potential.

I hope and pray that Kansas will be at the forefront of a movement that recognizes that if we want creative, able and effective leaders for our society in the difficult years ahead, their training MUST start with challenging and appropriate education today.

Sincerely,  
Janet Gayle Strukel

*Janet Gayle Strukel*

EDUC

2/5/91

A 76-1

1 February 1991

Senate Education Committee  
State House  
Topeka, KS 66612

Dear Committee Members,

As a teacher and parent of gifted children, I urge you to retain the Kansas mandate for gifted education.

Students in gifted education must have intelligence quotient (IQ) scores 28-30 points or more above those of the general public. The average IQ score for the general public is 100. Children with an IQ of 70 or below have special educational needs that are obvious and cannot and should not be ignored. The needs of a child whose IQ score is 130 or above has special educational needs that are equally as valid and vital but perhaps are not as obvious upon first glance.

Gifted students need curriculum that is stimulating and challenging. Demands on the regular classroom teacher increase every year. Regardless of how hard they try, regular classroom teachers cannot meet the needs of all the students in their classes. Teachers tend to help the student who lags behind, rather than help the student who has completed the assignment ten or fifteen minutes sooner than the rest of the class. These students need the opportunity to work through their course work at a more rapid pace and they need enrichment not found in the regular classroom curriculum. They need the stimulation that comes from interacting with their intellectual peers and the reassurance that they aren't the only "eggheads" in the world, that others face some of the same problems they face. Gifted children can become bored in the regular classroom which breeds apathy, anxiety, misbehavior and an indifference for the educational process. To quote a television message, "A mind is a terrible thing to waste."

Please keep the mandate for gifted education intact. Show that Kansans care about the special needs of all their children - even their brightest children.

Thank you for your time and consideration.

Sincerely  
Barbara Watkins

*Barbara Watkins*

EDUC

2/5/91

A 76-2

February 5 1991

Mr. Chairman and Members of  
the Education Committee,

I'm a gifted education student. I feel we should keep the gifted education mandate because after I finish regular school work I get bored. But when I'm at gifted there's always something to do. At gifted we have fun ways of learning things. It never gets boring at gifted. We also learn different ways to work with problem solving. I know a lot of people who would get out of regular school to come to gifted.

Sincerely,

Erin Mindell 3<sup>rd</sup> grade

EDUC

2/5/91

A 76-3

February 5, 1991

Mr. Chairman and Members of  
the Education Committee,

I'm a gifted student. The  
reason I am writing is because  
I think we should keep the  
mandate for gifted education.

In school, I always get done  
with my work first, then there  
is nothing to do, I get  
tired and bored but at the  
gifted education center there is  
always something to do.

If you asked a kid that  
didn't go to gifted but knew  
about it if they wanted to go  
he or she would jump for joy,  
and if they got to go they  
would enjoy it very much.

Your friend,  
Jesse Anderson

EDUC

2/5/91

A 76-4

Mr. Chairman and Members of the  
Committee.

The mandate for the  
Gifted program shows that Gifted  
is helping me at school and at home.  
People are smart enough to do work  
and to do it well. It was very disappointing  
if it's cut down. When I get into  
Gifted I was very excited. But if you  
don't keep the mandate I won't be  
happy much longer.

Thank You,  
Donny Wong,  
McCune  
4th Grade

Donny Wong

E000  
2/15/91  
A76-5

Mr. Chairman/members of the  
committee,

My name is Robert Brown. I  
am a gifted student but my home  
school is Whitson. I know some other  
kids from my school came to testify  
about the mandate. I don't think you  
should dispose of the mandate  
because then the Gifted program  
wouldn't be around for kids who get  
their work done early and get bored.

Sincerely,  
Robert Brown

Robert  
Brown

EDUC  
7/5/91  
A76-2

Mr. Chairman and Members of  
the Committee,

I'm writing to you in opposition  
of the Senate Bill 27 to remove the  
Gifted Mandate. I want to tell you  
that if you remove the mandate A lot  
of Gifted kids like me won't get the  
education they need and deserve.  
Some of the many good points of  
Gifted Ed are:

1. There is always fun and  
educating things to do.

2. It has more challeging things  
to do so it more fully educates me.

3. It always keeps me busy.

So if you remove the mandate a lot  
of Gifted kids including me won't be  
happy.

Sincerely,  
Mark E. Dickison  
Gifted Ed  
4th Grade

*Mark E. Dickison*

EDUC  
2/5/91  
A76-7



Kent Sallee

Board Member - Source Inc.

Inman KS.

Ladies and Gentlemen of the Senate Education Committee  
- I thank you for the opportunity to speak before you this  
afternoon.

My name is Kent Sallee and I make my home in Inman. I  
am a board member of SOURCE Inc. which stands for Supporting  
our Children's Education. We are a non-profit group which  
was formed to create an awareness among parents, educators,  
legislators, and the general public of the needs of the  
gifted, talented, and creative. At present we serve School  
Districts in Lindeborg (Smoky Valley), McPherson,  
Canton/Galva, Moundridge, and Inman. I come before you today  
not only as a representative of this group but also as a  
parent of a gifted child.

Implementation of Senate Bill #27 will send a very  
clear message not only to families with gifted students  
but also to the rest of the nation. And that message is  
that Kansas isn't interested in the special needs of the  
gifted student. On Kansas Day, Governor Joan Finney  
remarked to a group of school children "If we bring out the  
best in you, then we'll bring out the best in Kansas". That  
is a great inspiration but her rejection of funding for  
gifted exceptionalities makes it ring hollow. Senators I  
would ask, will this money we expect to save be worth the

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2/5/91

A 77-1

price we will pay tomorrow?

Sitting in our Kansas classrooms today are our future professors, physicians, scientists, and political leaders. Will they languish as their overworked teacher tries to cope with their special needs? Or will their school be able to deliver challenging , high level, fast paced instruction.

Surely we must deliver quality education for all Kansas youth. Many have need for improvement in the basic skills of reading, writing, and math, but our major weakness in achievement are in higher level conceptual learning, application, and problem solving. The kind of learning that sparks curiosity in our children. This spark must be nurtured and not snuffed out.

As a parent I am concerned that if specialized instruction is no longer available in my daughter's school she will learn to slow down, to get by easy, and in the process, lose her love and enjoyment of learning.

In closing I would like to share with you a poem written by a 5th grade student named Chad.

I sit in a vacuum  
day after day,  
My brain is turned off  
and wasting away.  
My fingers are writing,  
Who cares what they say,  
Just turn in the paper  
Day after Day.

Is it asking so much,  
would it be such a shame,  
to find me a challenge  
Instead of someone to blame.

E O C

2/5/91

A 77-2

I'm sent out of the classroom  
To be all alone,  
If this is how school is  
I'd rather stay home!

I want to be included,  
I want to have fun,  
And feel some accomplishment  
when my schoolwork is done.  
So please get some programs  
And classes and such,  
I know it takes work,  
But the rewards will be much.

I'm just a small boy,  
I hardly matter at all,  
But small boys grow up  
Into men that are tall.  
Don't let me waste  
All the years that I've got,  
Let's work together -  
Please give me a shot!!!

Senators I urge to oppose this bill before you. Lets  
keep the gifted mandate and bring out the best in our  
brightest students.

EDUC  
2/5/91  
A77-3

To: The Senate Education Committed Members  
From: Marcia Ackerman, Gifted Education Consultant  
Lawrence Public Schools, Lawrence, Ks.  
Re: Senate Bill No. 27

I have been a gifted consultant for eleven years. We need to keep the mandate in special education for gifted services in order to provide those students with special talents and gifts an opportunity to expand these areas. In most areas of the state this would not happen if there was not a teacher for the gifted.

I have identified children that most people would never have recognized as gifted. One child would not come out from under his desk for his first two years of school. His IQ score was 160. We worked for several years on his special needs.

Then there are the children who fall in the top 3% of their class that must continue to "wait" on the others usually on a daily basis. Their needs must be identified and monitored.

I hope you will not take this matter lightly. The best and brightest futures are in your hands today.

*Marcia Ackerman*

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215791  
A78

My name is Elizabeth Rich and in the matter at hand I would like you to consider keeping the gifted program a mandate. I am just starting to get quite involved with the program in ways that any other class wouldn't and couldn't allow. For instance, at this time in the school year my classmates and I are working on many projects. In one of them , Odyssey of the Mind, we clear away our desks and use the floor space to build a car or maybe a more efficient way to build an engineering structure. In what class would we be allowed to do this but the gifted program? The program is a less structured class where we are allowed to do things especially designed to challenge us , things that in any other classes would take up most of the teacher's time and would put less emphasis on the other students. The things I get out of the program and its teachers are things that drastically affect me every day. Things such as, believe in yourself, try your hardest to be your best, do what you think is right and not what others think is right, and learn to rely on yourself. just to name a few. The class has brought out things about me that I never even knew I had inside of me. I have been in the gifted program since first grade and I still wonder what would have happened to me without the program. I used to want to be a ballerina. Not because I liked to dance, but because it was a " girl's thing ." Now I know I can do anything. The program has proved to me that I can do anything I can put my mind to. I am not asking you to make the decision just on what one student says. Please listen to the others and make the decision not because of the money you will save, or because we " exclude " people but by how it will affect all who are concerned. Thank you.

*Elizabeth Rich*

EDCC  
215791  
A79

Senators:

My name is Vicki Martin. I live in Abilene. I am the mother of three children currently participating in the gifted program: Jack, age 12; Tyler, age 9; and Jessica, age 7. All three have participated in the program since they were identified as gifted in kindergarten. Each spends only approximately 45 minutes per week with their gifted consultant, Mardy Hedges from the Central Kansas Co-op. Why would I appear here to today to fight to save that 45 minutes? Let me tell you what happens in that short time period each week.

Each child selects and plans several projects to complete during each school year, and also participates in many group projects with other gifted children. As my children have participated in the program over the years, I have seen them learn to select, plan, develop, research, and complete each project. Perhaps more importantly, they have learned how to communicate their new knowledge and experiences with their classmates and adults. I have seen them grow, gaining self confidence, self discipline and self respect. The program has given them a chance to interact with their intellectual peers--learning, questioning, excelling in an encouraging environment. It has also enhanced their classroom learning, as they complete advanced activities planned jointly by the gifted consultant and the classroom teacher to be completed after or instead of their regular lessons. This makes productive use of time that might otherwise be spent in waiting or needless repetition. Just as important is the opportunity to bring back to their regular classroom some of the new skills and information gained through programs, talks, games, and other learning activities which they plan and present themselves.

Many who are unfamiliar with the true nature of the gifted program, including some administrators, feel it is elitist and benefits only a few. By sharing his knowledge the gifted child enriches not only his own learning, but that of his classmates in the regular classroom. He or she begins to take on the responsibility of the leader--to learn, to share, to help. Where do you expect the solutions to world problems to come from? Where do you expect our leaders, scientists, writers, architects, engineers, architects, philosophers to come from? We owe these children the best because we expect the best from them.

If I sound a little evangelical about this program, it's because my family feels that way about it. The gifted program is especially important to those of us living in rural areas who are not able to expose our children to museums, special classes, or cultural events as often as we would like. For these children, the exposure to new ideas and experiences is even more important than for students in larger schools who have access to many opportunities. Unfortunately, the rural school districts that most need the program are the very ones least able to afford to finance it. These districts are the most likely to eliminate the program if it is not state mandated and state funded.

This program is too important to leave to the discretion of individual school boards and administrators, many of whom do not understand or support the goals of the program. Too many are

unaware of the benefits of the program, or simply shortsighted as they struggle with rising costs. It is ironic that as funding for education soars, as new facilities are built, and programs to increase financial incentives for teachers are funded, that we parents of gifted students must come here today to fight to preserve this program. Is your commitment to improving the quality of education in Kansas only lip service? The best investment we can make in the future is to give all children what they deserve--an excellent, appropriate education. For gifted children, that means making a firm commitment to preserve both the mandate and necessary funds for the gifted education program. Don't shortchange our future.

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February 3, 1991

Ladies and Gentlemen,

Thank you for the opportunity to speak to you today about the Gifted Mandate in Kansas.

I would like to present to you an idea strongly supported by the January 14th issue of Fortune Magazine. It proposes that the future success or survival of any country now depends primarily on the development of its very best brainpower. It is not enough to educate everybody. What is critical is how well you educate your very brightest people. It is not enough to have a good idea. To survive in the marketplace it must be the best idea.

The most economically successful products in the world today are those with the highest concentration of pure brainpower involved in their creation. Even in warfare, success today resides in the pure brainpower of the weapon systems. Importantly, these new "high tech" products as we have come to call them, create jobs at all levels of society when they are manufactured. If we fail to develop and keep our own most talented citizens in Kansas we will miss the economic revolution that is occurring all around us.

I would submit that there are two primary things the government of Kansas should do to ensure the future economic success of Kansas:

(1) Create a fair, economically attractive tax structure which stimulates growth.

(2) Create a superb educational system which will develop and keep our brightest citizens in Kansas.

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I am here before you today because our Governor seems intent on undercutting goal number two.

I believe I know why. Some people feel this is a program which benefits only a few students. Those people do not understand how the economic spin-off of good new ideas benefits many citizens. I would ask the members of this committee to study this Fortune Magazine article for insight into what the future of economic competition will be like. Then ask yourself, should we be cutting the Gifted Mandate in Kansas or should we be expanding it. (See footnote)

I participated in accelerated courses at Shawnee Mission High School in the 1950's. Following graduation I was accepted at both the University of Kansas and the Massachusetts Institute of Technology. I knew that top quality education could be obtained in Kansas so I stayed for my B.A. and M.D. degrees. After further training and experience outside of Kansas I chose to return to Kansas. My memories of interesting and challenging experiences in Kansas schools and the desire to provide that same excellent quality education for my children influenced my decision. Subsequently I have recruited the Chief of Cardiology from the Walter Reed Medical Center in Washington, D. C. and a staff cardiologist from the world famous Cleveland Clinic to join me in practice in Overland Park.

I hope the legislature will learn how to become recruiters of the best and brightest for Kansas. Continuing to fund the Gifted Mandate will help achieve this goal. Only by providing a truly outstanding educational system will Kansas be able to meet the

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economic challenges of the future.

Thank you.

Karl D. Pfuetze, M.D.  
10910 W. 120th Terrace  
Overland Park, Kansas 66213

Footnote: Even in small schools like the eight student school in Great Bend, Kansas, that produced the National Champion in the nation-wide geography contest, special effort can produce outstanding results.

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## MANAGING

## NOW CAPITAL MEANS BRAINS, NOT JUST BUCKS

That's what observers as disparate as Apple Chairman John Sculley and Alcoa CEO Paul O'Neill say. Ralph Stayer, CEO of Johnsonville Foods and an expert on shaking up organizations, argues that we are witnessing a fundamental shift in business history. First, entrepreneurial capitalism yielded to managerial capitalism, which now is giving way to something he and his consulting partner, James Belasco, call "intellectual capitalism." It's a bit like reversing the Industrial Revolution, O'Neill says: Instead of dumbing-down production, business is evolving a high-tech version of preindustrial craftsmanship. This time the artisans are using their heads, not their hands.

Traditional goods, says Stanford economist W. Brian Arthur, are "congealed resources"—like the coal, coke, and iron that go to make an ingot of steel—put together with a bit of know-how. New products—like software and advanced aircraft—are "congealed knowledge" bound up in a bit of material.

Arthur is one of a handful of economists who say gray matter is so different from greenbacks that neoclassical economics, with its laws of supply and demand and of diminishing returns, cannot fully explain how the stuff works. So different, says Apple's Sculley, that intellectual capital will ultimately lead to "a dramatic shift in the wealth of the world" from natural resource owners to those who control ideas and knowledge.

Tangible forms of intellectual capital—patents and copyrights—preoccupy many companies. Membership in the Society for Competitor Intelligence Professionals, a trade association for corporate intelligence and counterintelligence agents, doubled in 1990. Patent-infringement suits have multiplied. The fisticuffs were fiercest in high tech, which saw battles involving Motorola, Hitachi, Texas Instruments, and Intel, among others.

Scarcity is one reason intellectual capital is so hotly pursued. In J. P. Morgan's day money was the hardest form of capital to

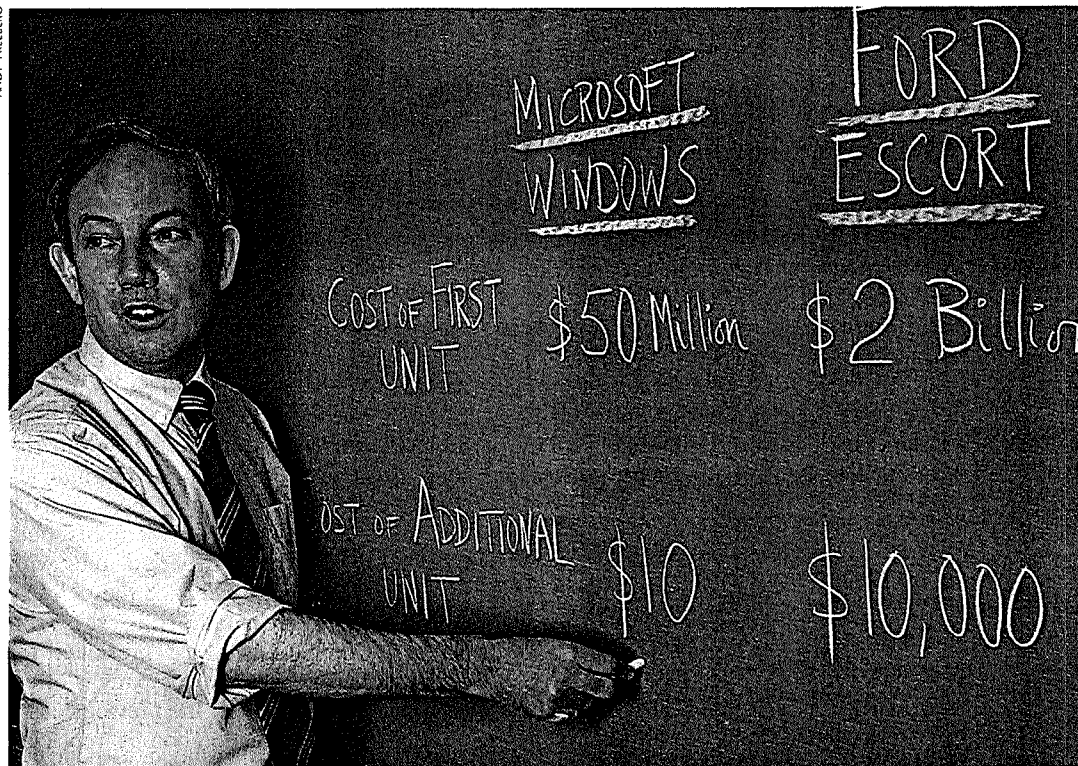
REPORTER ASSOCIATES Rebecca Lewin and Ricardo Sookdeo

get. Now, argues Virgil Barry of the A.T. Kearney consulting firm, "brainpower is dangerously short—at a time when business advances are being made by people who outthink others, not people who buy twice as many machines."

It's a queer kind of wealth. For one thing, intellectual capital is virtually impossible to measure—"an off-the-balance-sheet asset," says Donald L. Curtis, a CPA and management consultant at Deloitte Touche. Your investment in a new plant shows up as an asset. But all the money you spend training your work force to

American's Sabre reservations system even if they have their own and even though Sabre gets a fee for each booking, because 18,000 travel agencies are linked to the system, too many to ignore.

Losers get immured in market niches, like a player struggling in the final stages of the Japanese game Go. Winners keep winning because "congealed knowledge" often has high up-front costs but negligible marginal cost—resulting in staggering profits. It may take millions to write a piece of software, for instance, but copying it costs just a few dollars—dramatically less in relation to



Brian Arthur uses estimates of R&D vs. incremental costs to illustrate high tech's special economics.

double the output of the old one doesn't.

★ Most important, the return on intellectual capital can be nearly infinite. Competition in knowledge-based products is often winner-take-most: VHS videocassette recorders largely drove Sony's Betamax off the market, just as a high-tech process of the 19th century—alternating current—short-circuited Thomas Edison's direct current.

Winners can be impossible to dislodge, even if another product is more advantageous. The QWERTY keyboard configuration is a classic example: Designed to prevent keys from jamming on a manual typewriter, it persists because it is familiar, though other layouts are faster. Similarly, competing airlines feel they must tie in to

R&D than, say, a second Ford Escort. Likewise, the markups are much higher than for low-tech products. And the sophisticated manufacturing processes that produce them are susceptible to cost-saving improvements that dwarf the usual economies of scale.

The more nearly a product is pure knowledge, the higher the returns may be. In electronic networks the marginal cost for anybody with a terminal is a mere spark of electricity, and each participant can deal directly with all the others. MIT economists Julio Rotemberg and Garth Saloner show what that does in a network for electronic funds transfer. If two banks can exchange funds with each other and if the price of each transaction is \$1, the network earns \$2.

continued

Add a third bank, however, and it can make \$6, because each bank can send money to two others. That's a 300% increase in value from a 50% increase in capacity.

Put 20 banks on the line, and it's worth \$380: Ten times the capacity has created a 190-fold increase in value. (Value can also vanish almost overnight, as happened when the fax put the kibosh on the telex.) The network will one day reach a point of diminishing returns, but far later than an appliance factory or a brewery—and after a longer period of increasing returns.

Brian Arthur argues that the effects of increasing, rather than diminishing, returns explain the economics of high tech. You want the temperament of a gambler but the deep pockets of a corporation. That's because up-front costs are so high and because, in winner-take-most games, market share is so valuable—as many Japanese companies have learned.

Managing knowledge workers is more than a matter of tolerating eccentric neckties. Most pay scales, for example, don't make sense when the source of wealth is brainpower—often group brainpower—not bricks and mortar. It's no accident that real estate costs more in an idea epicenter like Cambridge or Beverly Hills than in Pittsburgh or Detroit.

— Thomas A. Stewart

## THERE ARE NO PRODUCTS— ONLY SERVICES

Take a step beyond “total quality” and “customer satisfaction.” There's a new view of the relationship between supplier and customer, and even which is which. The idea, as put by Rosabeth Moss Kanter of the Harvard business school: Think of every product you buy or sell as a service. In other words, look at what it does, not what it is.

That way, selling a product becomes only one of your opportunities to do something for your customer. You can add a service package, for example. Fred Steingraber, CEO of the A.T. Kearney consulting firm, calls this “bundling.” Look at Toyota's Lexus. Thanks to a partnership with IBM, Lexus tracks every car on a national computer—your sedan's complete maintenance history is available to every dealer from Miami to Seattle. Why? Because Lexus doesn't want its relationship with you to end at the showroom door.

At Packaging Corp. of America, a Tenneco subsidiary, employees say they offer packaging solutions, not just packaging. Says CEO Monte Haymon: “It used to be that we made a product and looked for people to buy it. Then we started doing research to learn what the market wanted, and developed products for that. Today we're working with individual customers.” That means turning the company's manufacturing divisions—which specialize in materials like corrugated cardboard and plastic—into service arms that often work together to provide what customers want.

Then there's unbundling. When you think of products as services, you might decide to contract out stuff you'd never have let out of your sight before. IBM, famous for its vertical integration, no longer handles its own warehousing. Two years ago it junked 21 parts warehouses in favor of half a dozen outside vendors, including Federal Express.

Commodore Business Machines goes further: In November it unbundled virtually all its post-sale services for consumer products. Its partner is a new division of Fed Ex called Business Logistics Services. Fed Ex mans a 24-hour consumer help line for Commodore. If your computer needs to go to the shop, Fed Ex will pick it up the morning after you call, drop off a replacement, and often do the repairs at its Memphis hub. Customers never know they're dealing with Fed Ex employees, except for the delivery man. After a six-month trial, says Jim Reeder, Commodore's vice president for customer satisfaction, his company is offering better service at half the previous cost.

This kind of collaboration is replacing

competition in relationships with suppliers. Experts at the Cresap consulting firm “supplier integration.” It elevates output from a mere cost-cutting measure to a level of strategy. Says Cresap's George: “In the long run the market doesn't tolerate beating up on suppliers.” The goal is a “win-win” alliance, where suppliers get the security of a long-term relationship and customers get more say over the stream processes.

In an integrated relationship, instead of pitting suppliers against one another to get the best price, purchasing agents work closely with a few select suppliers to minimize the total cost of the deal. Often, as in the arrangement between Fed Ex and Commodore, it is difficult to find the line between supplier and customer.

Bundling and supplier integration force companies to analyze more than the manufacturing costs they usually focus on; they must learn to identify, says Boston economist Oliver Williamson, is the *transactions*—that is, everything above the marginal cost of making a product or offering a service. Transaction costs include inventory, technical support, managerial overhead, and plain old waste. Often, Williamson says, they result from the wrong corporate structure: Vertical integration, for example, is an expensive way to do what most commodity products but much cheaper for some specialty items.

Companies that think of the product as a service can look for efficiencies in the whole transaction, not just the assembly line. Buffer inventory may disappear in a just-in-time system. Products may be conceived when the

Vertical no more: IBM uses Fed Ex and others to warehouse parts.



manufacturer thinks not only about what it makes but also about how its customers use it—as Xerox discovered when it redefined business as document processing. At GE the Out program, a consortium where employees look for ways to improve productivity has expanded to include joint sessions with customers like Sears. The company asks such questions as how to share a single system to track purchase orders, a new slogan: “GE customers—one system, not two systems.”

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KC Star Jan 31, 1991

# More doctors needed in 64 Kansas counties, hospital study shows

By LAURIE J. SCOTT  
Staff Writer

Three counties near the Kansas City area are among 64 in Kansas that need more doctors, according to an annual survey by the University of Kansas Medical Center.

Although the number of counties labeled as critically underserved declined from 54 in 1989 to 51, the study showed, it still exceeds the 46 counties in that category in 1986.

Linn, Miami and Leavenworth were rated as critically underserved. Johnson County reported having 203 doctors with primary care as their specialty, the second highest in the state behind Sedgwick County.

Ronald Spangler, director of the medical center's office of institutional research and planning, said he was encouraged by the decrease in the number of underserved counties.

"That does not mean that we think it's a good situation," Spangler said. "We hope that it has stabilized."

Besides the 51 counties rated as critically underserved, 13 others were said to be underserved, leaving a total of 64 that do not have enough doctors to serve residents.

A county is considered underserved if it has a ratio of 37.1 physicians per 100,000 residents. A critically underserved county has 33.3 physicians per 100,000 or lower, or about 3,000 patients per doctor.

Miami County reported having eight primary care doctors, a ratio of 31 physicians per 100,000 residents. Linn County had a ratio of 15.3 physicians per 100,000 residents and Leavenworth County had a ratio of 26.5 physicians per 100,000 residents.

The study counted primary care physicians, including family practitioners, and doctors specializing in internal medicine and pediatrics.

The figures also include doctors who may practice part time in more than one county or who list something other than primary care as their specialty.

Chip Wheelen, spokesman for the Kansas Medical Society, said

tion helped stabilize malpractice insurance rates, which made it easier for doctors to practice in low income rural areas, where most of the shortages occur, Wheelen said.

"The current trend is a promising one," he said. "We're very optimistic that it will continue in that direction."

Counties near urban centers, such as Miami County south of Johnson County, or Sumner County south of Wichita, find themselves short of doctors because the residents favor big-city physicians, and thus doctors don't have a large patient base.

"Being close to a metropolitan area, some people choose to travel a little farther for some medical care," Spangler said.

Dr. W.O. Appenfeller of Osawatomie said he saw a once-thriving practice dwindle in the last few years.

"They (county residents) are going outside of our area greatly," Appenfeller said. "They usually go north, to Johnson County."

He said the lack of patients wasn't the only thing keeping doctors away.

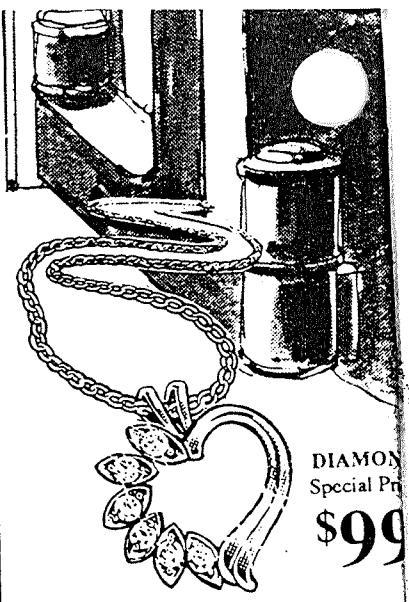
"We have difficulty finding people who want to live here," Appenfeller said.

In certain specialties, the entire state needs more medical personnel.

Every county, for example, is listed as critically underserved in geriatric medicine. But Spangler cautioned that could be misleading because specialists in geriatrics take many years of training beyond the normal medical school.

"It is not really appropriate to say that those are the physicians constantly serving the population over 65," he said.

The same would hold true for other specialties in which the state is underserved, such as neonatal-perinatal medicine and pediatric subspecialties.



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Alexis A. McCord  
502 South Eddy  
Fort Scott, Kansas 66701  
Ph. (316) 223-6918

February 05, 1991

Joseph Harder, Chairman  
Senate Education Committee:  
Sheila Frahm, Vice-Chairman  
Jim Allen  
Eugene Anderson  
Gerald Karr  
David Kerr  
Audrey Langworthy  
Don Montgomery  
Nancy Parrish  
Jack Steineger  
Doug Walker

Dear Senate Committee Members, Honorable Congressmen and Women:

My mission, as a parent of a gifted child, is to offer for your consideration useful statistics and opinions regarding Senate Bills #27 and #108<sup>3</sup> which affect the Kansas gifted education mandate.

Those educators who would believe the cost is too high, and the benefits too low, have the right to make that choice.<sup>9</sup> Gifted programs are not mandatory. A growing number of voters, however, question the collective right of small groups to deter those districts which would pursue educational excellence for their gifted students.<sup>9</sup>

I find myself questioning whether it is, in fact, the small groups lobbying, or whether the legislators themselves are advocating the demise of the current \$8.5 million<sup>8</sup> mandate. Twelve years ago the need for the state mandate was documented<sup>8</sup> (1979), and the need is growing. There are ten areas in our state which cannot find qualified gifted education teachers.<sup>8</sup>

You may ask what are some of the reasons voters feel that gifted education is so important. Several reasons exist, including our medical advancement, our military ingenuity, our industrial technology, our agricultural successes, and our space agendas.<sup>10</sup> The progress in these areas depends on the strength of our intelligence, and the manner in which we use that intelligence. Our viable gifted programs provide the student much practice in developing decision-making skills, communications skills, analogous and comparative thinking, and disciplined training skills in college preparatory SAT/ACT testing.<sup>10</sup>

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You may also consider what reason for loyalty to the State of Kansas would there be by those creative minds who could have a very positive affect on the Gross National Product. If our state continues to offer encouragement and incentive for heightened mental capacity, the motivation to remain in Kansas would be greater.

The consequences of the passage of such Bills as #27 and #108 could affect many of the 2,291,780 <sup>1,7</sup> people in the state. The results would be easily observable: 1) apathy among our gifted students, 2) school drop-outs, 3) migration to greater metropolitan areas, and 4) reduced agricultural/technological/educational advances.

War, of course, is a prime motivator for the development of advanced thinking and technology. Our literal survival depends on our educational standards. President George Bush affirmed that the states are capable of the authority of handling some of the federal funding, when he indicated in his State of the Union Address, January 29, 1991, his proposed transfer of \$15 billion back to the states.<sup>2</sup>

Another opinion I have heard expressed is that "The gifted children will always survive."<sup>4</sup> We need our money for our handicapped." One could never argue the priorities of need for the handicapped, or the elderly, or others; but gifted citizens have very special needs also.<sup>5,6,8</sup>

The population of gifted students in the State of Kansas is 13,096.<sup>8</sup> The total population of students in public schools (elementary, junior high and high school) is 440,859,<sup>11</sup> bringing the percentage of gifted students to the 3% range. That expenditure could be a very sound economic investment. The reverse would be "false economy".

Please use wisdom and conscience as you determine how we move forward in our schools. Please do not choose for us a debilitating Senate Bill.

I urge, plead, pray, implore your careful consideration of Senate Bills #27 and #108.<sup>3</sup> Please vote against their passage.

Sincerely,

*Alexis A. McCord*

Alexis A. McCord

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Senators, parents, teachers, administrators, and fellow students: my name is Courtney Wolin and I am a student from Baxter Springs.

In trying to decide what I could say today to express my feelings about gifted education, two words came to my mind - potential and responsibility. I have been fortunate to be blessed with a gift - not one I earned or necessarily deserve, but a God-given gift - that natural ability to excel that labels me "gifted". And because of that gift, I have the potential to learn and be anything I can envision or dream. To reach my potential and perhaps attain excellence, I have been "gifted" yet again with our Wings program in Baxter Springs. Through the efforts of my gifted education teacher, I have been given the opportunity to see and hopefully reach my potential and been enriched by the challenges she provides. Along with that potential, I also have a responsibility, The responsibility of taking every academic advantage given to me so that I might someday use my "gift" to improve the lives of those with whom I share this world. But, the responsibility I have must be shared by you. You alone are responsible for continuing to provide the programs that will help myself and others like me reach our fullest potential.

I ask you to accept your responsibility, that of providing mandated gifted education programs, so that the gifted students of Kansas may reach and even surpass their potential. In turn we will "gift" you with the best and

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brightest leaders possible to guide this state in the 21st  
century. Thank you.

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I am here today to express to you both my anger and my disappointment in your recommendation to eliminate the gifted mandate.

My initial concern is why in the world would you go to such an extreme measure as to eliminate a program without a comprehensive look at all of the educational programs? If the monies are just not there, then we must look for ways to cut back. Cut back, but certainly not cut out!

There are presently 24 states that have a gifted mandate. Won't Kansas be proud to be known as the first state to rescind their mandate! Just what exactly is the message Kansas will be giving to other states. Well, obviously, Kansas will be saying we do not care about the bright children who will be educated in our state. If you have children who are classified gifted, don't come here!!

Our small, rural schools are constantly fighting for survival. If this bill passes, do you really think it will effect the large, urban schools? Absolutely not. They will continue to offer gifted classes as their funds are large enough to cover this expense. But what about the small schools? They too are desparately trying to stretch their monies. Trying to balance a budget should not be at the expense of the gifted and talented students.

The argument is given that "if children are truly bright, they will learn it anyway." Statements like this are proven incorrect over and over. Regular education teachers want to challenge the gifted kids, but they have classrooms full of students who have equal or greater needs. Enormous amounts of time are being given to keep students from falling behind or dropping out. They just do not have the time to challenge gifted children as they need to be challenged.

We need to ask ourselves what will happen to gifted students who are in the regular classroom fulltime? They will never learn to work at school because they don't have to. They will just give in to boredom. Hollingworth, a noted researcher, suggests that "bright children need only 1/2 of their time for schoolwork." The regular classroom could be just a waste of time for bright children.

It seems to me that we are constantly fighting to give our youth the education they need in order to keep our country a leader in this world. But tell me, how can we continue to do this when the legislature wants to tie our hands? To cut out a program, so that the budget works, is ludicrous. Would a physician cut off your hand if you had an infection, before he examined the rest of your body? Well, that is

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exactly what this legislative interim committee is doing. You are trying to eliminate the mandate without looking at the total educational package. Look into regular education-look into special education. See what measures can be tightened, changed, or restructured. Look at small schools with too many administrators; look at special education resource centers who receive reimbursement for staff who do not work with children but often work with regular education. There are many, many inconsistencies that are there-but you must spend some time looking at them.

Yes, I am angry and annoyed. I am disappointed and distressed. But most of all, I am stunned at how little you value the educational opportunities for the bright youth of today. Tomorrow they will be our leaders, and if you succeed in your bill, they WILL NOT be leaders in Kansas.

Janice R. McClenahan  
Brown Co. Special Ed. Coop.

Dear Senate Education Committee:

February 5, 1991

I have worked for the Blue Valley Association for the Gifted for six years. I have been a co-president of that association for the past three years.

We are a support group for parents and individuals concerned with gifted education. We feel so fortunate in Blue Valley because of the genuine enthusiasm our district has shown for enriching our gifted and talented students. This enrichment spills over into our talent pools and in many cases involves projects for the entire school.

Future problem solving, stress management, career exploration, Odyssey of the Mind, the high school mentorship program, and the gifted girls seminar are just a few of the very stimulating and positive programs available to our children.

We are also a part of a newly formed organization comprised of gifted associations, parents, and individuals from across the state called the Kansas Parent Information Network, simply named K-PIN. The formation of K-PIN put us in touch with people throughout Kansas and we were very surprised and dismayed at the enrichment opportunities or non-opportunities available to our rural counterparts. K-PIN is working to unite and pool gifted resources for all of Kansas. We have a vision to raise the potential of gifted education across the entire state. K-PIN receives no state or federal funding. You can only imagine our disappointment when we learned that Senate bills # 27 and #108 may take away what little money and attention the gifted mandate allocated for gifted programs in our public schools.

We feel that if the programs are at risk, so are these children. In a traditional classroom setting high ability students must wait for the entire class to learn a concept before they are allowed to proceed. For a student who excels, this can be a very frustrating experience.

It has been argued that gifted children will make it on their own. But why should they be held back and required to succeed in spite of a frustrating educational system. Research has indicated that many of these children will not make it on their own. Nyquist's 1973 study reported that 19% of high school dropouts in New York State would be classed as gifted. Most of these gifted dropouts were underachieving students who were unguided, uncounseled, and unchallenged. In other words, the system let them down.

Our greatest resource for the future is these very bright children. Given the guidance and opportunity to reach their full potential they will become the problem solvers and decision makers that Kansas needs for the future. Please reconsider the importance of the gifted mandate and vote to allocate the full funding it requires. Thank you.

Virginia S. Henry  
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Leawood, Kansas 66211  
(913) 491-0271

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February 4, 1991

To: Members of the Senate Education Committee

From: Marj Murray, Shawnee County resident and parent

Thank you for taking time to read this memo. I am writing to encourage each of you not to vote to eliminate state funding of programs for gifted children in Kansas. I fear that with the current tax situation, individual school districts would have a hard time supplementing the needed dollars and the programs would be eliminated.

We have been very fortunate to have two children for whom the gifted program has been an invaluable part of their schooling. Each of them has been encouraged and supported by their peers and teachers in the program. Rather than feeling strange or different, they have grown up with a sense of pride and quiet confidence in their special abilities. They do not believe they are smarter or brighter than their classmates and their classmates, in return, have shown an appreciation for who they are. If we want our children to respect others with handicaps and special learning disabilities and to support those programs, we must also respect and support those children that have been designated as gifted.

This Inaugural year has been dedicated to the Future of Kansas. The children who are now being served by the gifted program are the future outstanding citizens of Kansas. It is imperative that we provide them with an education that allows them to develop their fullest potential.

Education for gifted students was mandated in Kansas a decade ago. Let us go forward, not back in time.

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My name is Shannon Pestock. I attend Piper Elementary in Kansas City, Kansas. I've been in Gifted Education since I was in kindergarten. I am now in the third grade.

I like Gifted Education because it is a place where I can express my ideas differently and creatively.

In Gifted Education I can invent, orienteer, do Odyssey of the Mind, and forensic science.

At invention convention, you can invent different things. Last year I invented the Light Indicator, won first place, and was the Grand Winner for my grade level. Without Gifted Education I would not have been able to experience this.

In orienteering, you have a map and a compass. You try to find marked places on the map which are coded, and be the first one back with the correct answers.

In Odyssey of the Mind you try to solve the problem your team selects. This year the problem I had was showing a transformation of an object.

In forensic science you learn to identify fingerprints and handwriting. Last year I solved the crime of the stolen candles. It was fun. I would want to do it again this year.

EDUC  
2/5/91  
A87-1

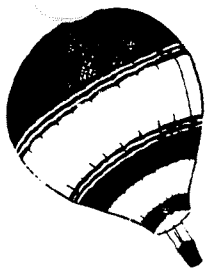
I think it is important to keep Gifted Education. I think it is very fun. I am sure other children my age would want to be in Gifted Education, too. If there is no Gifted Education, myself and other children will be disappointed and unchallenged.

Please keep the Gifted Education program. It is very important.

Shannon Pestock  
Age 8, Third Grade  
Piper Elementary  
Kansas City, Kansas

EDUC  
2/15/91  
A 87-2





"Uplifting Education"

Robert Shannon  
Superintendent

Rick Doll  
Asst. Superintendent  
for Instruction

Perry McCabe  
Asst. Superintendent  
for Business

John C. Black  
Director of  
Special Education

# McPherson Unified School District 418

514 North Main  
McPherson, Kansas 67460  
(316) 241-1643

February 4, 1991

The Honorable Joseph Harder, Chairman  
Senate Education Committee  
The State Senate  
Topeka, KS 66612

Subject: Mandate for Gifted  
Education

Dear Senator Harder:

It has come to my attention that the Senate Education Committee will be holding a hearing regarding the existing mandate for gifted education in Kansas. My purpose in writing this letter is to express my personal and professional support for the existing mandate, and would encourage members of the committee to consider very carefully the important services provided by local school districts as a result of the mandate.

I believe that the mandate for gifted education is an area in which the state can provide guidance and encouragement to the local unified school districts. No doubt, some districts would continue to provide this service without a mandate but others would not. I personally feel that it is important for gifted children throughout Kansas that the mandate remain in place.

In the McPherson Unified School District we are proud of the educational opportunities and enhancements that we can provide for gifted children. I am confident that our local board of education would continue to provide this service without a mandate, but would like to see the state maintain its progressive position of leadership in this area.

I have not addressed the matter of research or the rationale proposed by those in favor of this legislation. Serious research and study should be given whenever state-level, public policy decisions will remove services that have been in place for an extended period of time. Has such research been completed?

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A 88-1

Senator Joseph Harder  
February 4, 1991  
Page two

Please give very careful and thoughtful consideration to a proposal that could detract from rather than contribute to the quality of public education throughout Kansas.

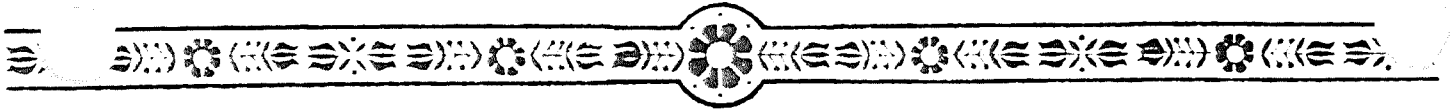
Respectfully,

*Robert Shannon*

Robert Shannon

RS:ab

EDUC  
2/5/91  
A 88-2



Smoky Valley  
Unified School District No. 400

126 South Main Street  
Lindsborg, Kansas 67456

February 4, 1991

Members of the Education Committee  
Kansas State Senate  
State Capitol Building  
Topeka, Kansas 66612

Greetings:

Although I have not had the opportunity to see the proposed Senate Bill #27, I have been advised of its contents.

I am opposed of any effort to take away the availability of a gifted program for students anywhere in our state. I believe gifted programs should be mandatory.

The current research is that a high percentage of at-risk students come from students who would qualify as being gifted. Therefore, quality gifted programs should be available in every school district. Special effort needs to be made to keep all students challenged. These students can contribute in great ways to our society if their minds and attitudes are fully developed.

I'm advised that there are those who wish to make the programs voluntary. This may mean less financial support from the state and even the local district.

We have national and state programs demanding equity! It would seem almost unlawful not to have mandated gifted programs so there would be some equity in all districts.

Gifted programs have been much improved over the years. There are great benefits and most negative aspects have been removed.

Because of the above reasons we must support the continual mandate requiring Kansas School Districts to have gifted programs.

Sincerely,

Irvin H. Myers  
Superintendent

no

EDUC  
2/5/91  
A 89

Mike Emadipour  
Age 11  
Eisenhower Middle School  
February 5, 1991

SENATE BILL No. 27  
Gifted Education

My name is Mike Emadipour. I come from Eisenhower Middle School in the sixth grade in the Advanced Basic Studies class. Today, I want to tell you why I want to continue the Gifted Education program.

In the past few years, I have learned a lot in Gifted Education. I learned how to dissect a frog, I learned how to do Logo on the computer, I did many reports, and I went in the Odyssey of the Mind contest. That is a contest where gifted kids get together and make a contraption and compete against the other team's contraption. I also made two inventions that got 2nd place two years in a row.

This year, in Social Studies, we are studying about the world. We just completed the study about Gandhi. He left his people something more important than speeches and possessions. He said to gain justice, you must do it with nonviolent actions instead of physically attacking someone. We are also interested in current events. Every morning, we do a reaction report to show our true feelings about the issue.

In math we are studying decimals. Instead of doing assignments out of the textbook, we are learning to do the Stock Market Game and it helps us learn about real life.

In spelling, we see 20 words we have never seen before at the beginning of each week. By the end of the week, we master all 20 words easily. You may also look at the list I included. The words will also help me later on in life.

In reading, we read William Allen White novels instead of reading in the textbook. Our class has read or heard about all 18 William Allen White books. We are doing reports on the books and we are also making pop-up-books for younger children so they can vote for one of the books in March. These novels have gotten me interested to read more books.

In language, we are starting to study Black History through a lot of research.

If we prove that we know something, we skip it rather than waste our time. Most of the time, we don't wait on one person because they don't understand something. The work that we do in our class is fun and challenging. Easy assignments don't teach me anything. In our class, we are proud to get good grades. We don't just carelessly do our work so someone doesn't call us names. I think gifted students should be challenged by other gifted students.

Please try to continue the Gifted Education for all gifted students.

EDUC  
2/5/91  
A99-1

WEEK 12  
SPELLING LIST

- |     |              |                          |
|-----|--------------|--------------------------|
| 1.  | anathema     | a curse                  |
| 2.  | diatribe     | bitter, criticism        |
| 3.  | expunge      | erase                    |
| 4.  | flamboyant   | colorful                 |
| 5.  | fortuitous   | accidental               |
| 6.  | fractious    | quarrelsome              |
| 7.  | ilk          | kind, sort               |
| 8.  | incoherent   | disjointed               |
| 9.  | inhibition   | restraint                |
| 10. | integral     | essential                |
| 11. | jaunty       | a <del>spir</del> ightly |
| 12. | nominal      | in name only, slight     |
| 13. | ostentatious | showy                    |
| 14. | placard      | poster                   |
| 15. | prestigious  | well-known               |
| 16. | remuneration | reward                   |
| 17. | schism       | split                    |
| 18. | timorous     | fearful                  |
| 19. | truncated    | cut short                |
| 20. | utopia       | place of perfection      |

IDIOMS

21. wear your heart on your sleeve: make your feelings evident
22. wash dirty linen in public: openly discuss private affairs
23. save face: to avoid disgrace
24. Indian summer: warm autumn weather

EDUC  
2/5/91  
A90-2

3 February, 1991

Governor Joan Finney  
2nd Floor  
State Capitol  
Topeka, Kansas 66612-1590

Dear Governor Finney,

It is my understanding that former Governor Hayden has recommended changes in the laws regarding funding for Special Education. The proposals to eliminate state funding to local districts for Gifted Education or to drop the mandate while continuing funding came from the Division of Budget and the Interim Committee for School Finance and were apparently prompted by the Governor's own recommendations.

The purpose of public education is to assure that every student receives an appropriate education. Special needs students fall into several descriptive categories, ranging from disabled to gifted. The needs of gifted students for challenging instruction are no less significant than those of any other student. These children thrive on the extra challenges presented to them through Gifted Programs, while maintaining their regular classroom routine. The current educational trend to eliminate accelerated classes from curriculum has consequently eliminated the opportunities for gifted students to pursue goals above and beyond average. For many, the Gifted classes are a reward and an appreciated acknowledgment of their superior academic performance. To single out the programs for this segment of special needs children as a target for potential budget cuts is both shortsighted and discriminatory.

Removing the mandate for special education for gifted children could be misunderstood as a message that although funding may be available, the program could be considered expendable. In these times of budget trimming and tax burden shifting, removing a mandate is only one step away from removing the funding. Please don't allow that to happen!

These special children need our special attention. They are our future. If we are to have any hope of keeping our brightest and best here in Kansas,

EBJ  
2/5/91  
A 91-1

their early education must encourage them that Kansas is worthy of their time and energies.

Sincerely,

*Mr. and Mrs. Gary Hanna*

Gary and Sherri Hanna  
Parents of Darci Hanna  
4th Grade, Edgerton Elementary  
USD 231

cc: Senator Jim Allen, Representative Judith Macy

EDUC  
2/5/91  
A 91-2

Steve and Donna Koester  
1001 West Fourth Street  
Edgerton, Kansas 66021  
(913) 882-6229

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February 4, 1991

Senator Joseph Harder  
Kansas State Education Committee

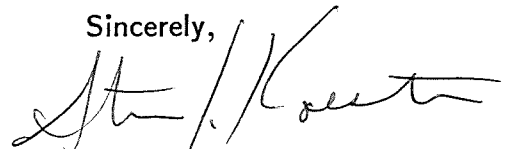
Dear Senator Harder,

Our daughter, Bethany, is in the fourth grade and is also enrolled in the special education or gifted program at Edgerton Elementary School. We are writing to express our concern over the state legislature cutting the funding for the special education program in Kansas.

Bethany is a bright child and has never had any trouble with school and at times seemed a little bored with it. This was until she was selected for the gifted program. Now she comes home filled with enthusiasm and tells us all about what she has done in her gifted class. She now has the challenge she needed and is utilizing much more of her full academic potential.

We realize that during these tough economic times that sacrifices have to be made. We also feel that this is also a time of serious deficiencies in the American educational system -- a time when more attention must be given to improving or at least maintaining this country's level of academic excellence. Keeping the gifted program will give today's students the tools to make and keep Kansas and America at the top in tomorrow's world. In that light, we feel that it is so very important that funding for the special education programs in the state of Kansas be allowed to continue.

Sincerely,



Steven J. Koester



Donna M. Koester

EDUC  
2/5/91  
A 92



## REASONS TO FUND GIFTED EDUCATION

1. Students who are "gifted" have not already received special gifts from others. They are children with special needs just like their peers with learning disabilities. Please don't allow the term "gifted" to imply that they have already been helped.
2. Gifted students in the regular classroom who do not have enrichment activities frequently become bored. Bored students are often disruptive students. Gifted programs can prevent boredom for these students and thus prevent the potential for behavioral problems.
3. Gifted students who become bored with the regular classroom frequently drop out of school because it is not meeting their needs. The cost to society of providing for adults who are improperly prepared for the job market is much higher than providing for gifted education for children.
4. The goal of education should be to provide the best possible opportunities for success for all students. Children whose needs cannot be met in the regular classroom should be provided with supplemental instruction. This includes children with learning disabilities, physical handicaps, and gifted students!
5. Gifted students have the potential to be the leaders of tomorrow, provided they have the proper instruction in how to utilize their abilities. Gifted education gives these students the tools to maximize their abilities for the good of society.
6. Pulling gifted students out of the regular classroom for needed services provides the regular classroom teacher with more time for review with the students who need that review. Thus, all students can benefit from the presence of a gifted program in the school.
7. The actual cost for maintaining the gifted program is much lower than the cost for maintaining other special education services because fewer personnel are required to work with gifted children. They do not require the one-on-one service frequently required by other special education students. Thus, far more benefit can be derived for cost involved in gifted education.

Please do not curtail the mandate and funding for gifted students. This special education service is essential for the success of these students. The benefits derived from this program far outweigh the costs involved. Provide for the future of Kansas by providing for our gifted students.

Maureen Donegan 14817 Summertree Olathe, Ks 66062 782-0960

EDUC

2/5/91

A 93

February 4, 1991

To Whom It May Concern:

It has been brought to my attention that there is a bill being considered to do away with funding for the Gifted and Talented Programs in Kansas. This is of great concern to me for many reasons. The first, of which, is that I have a son who greatly benefits from this program.

As a parent and a tax-payer, I feel that this program is needed to address the needs of these special children. They, just like the learning disabled students, have special needs that must be met if we are going to make the most of their abilities. After all, isn't that what education is all about -- making the most of what the student has to offer?

These students that benefit from this Gifted and Talented Program are going to be the Leaders of Tomorrow. Surely, it is important to us as Americans to give every opportunity possible to the people who will be leading our country in the decades to come. We, as Americans, are also interested in being able to compete intellectually with the nations of the world. These students are the very ones who will enable us to compete, but not if we neglect to foster their enate thirst for knowledge.

I also know, all too well, how difficult it is to meet the needs of this type of student in the regular classroom. I have twelve years of experience teaching in the Texas public schools. This program has within the last few years finally become mandated in Texas. I'm sure you all are aware that Texas has many educational problems. You as a state would like to keep your standing in the nation as far as education is concerned. These students are the ones who will make a difference in the numbers when it comes to National Percentiles on Standardized testing.

I sincerely believe that not funding this program will be a grave mistake. We must support our Leaders of Tomorrow by making available to them every possible avenue we have to make them the best leaders this country can produce. Please vote to continue funding the Gifted and Talented Program!

Sincerely,

*Londa McKandless*

Londa McKandless

EDUC  
2/5/91  
A94

Dear Sir or Madam:

I've been an identified gifted student in the Shawnee Mission School District for nine years, since the third grade. The gifted programs provided by my district have served me well. In fact, I cannot imagine how I would've survived the "system" without them.

It is distressing to me to contemplate the removal of the state's mandate for the specialized education of the gifted. I am lucky to attend one of Kansas's foremost school districts, nationally recognized for its excellence in education, yet I strongly feel that special education for gifted students is a priority. How much more desperate is the need for gifted education in less developed districts?

Though the stereotypical "nerd" is the exception rather than the rule, gifted kids are square pegs in round holes, so they have special needs which cannot be fulfilled by "normal" kids' education. I believe that Shawnee Mission does a particularly good job of providing a flexible curriculum and capable advisors to its gifted students.

Gifted students are often well-rounded leaders who excel at a variety of activities; conversely, they may be extraordinarily advanced in a particular discipline. In either case, the Individualized Education Plan (I.E.P.)

EDUC

2/5/91

A95-1

permits students the freedom to manage their time and resources efficiently, whether they are balancing sports, academics, and student government; or becoming a concert violinist with a penchant for physics.

The close relationship which develops between the student and his/her gifted facilitator is invaluable in defining his/her goals, planning an appropriate educational path, and providing a mooring for support. My gifted facilitator often takes the place of a guidance counselor, but he knows me far better than the school counselors ever will. He's also teaching me Latin, (which is not offered in Shawnee Mission) and teaching a course called "Theories of Knowledge" which is a fascinating survey of the history of dominant Eastern and Western thought.

I'm looking forward to studying classical languages and philosophy in more depth when I enter college. I intend to matriculate at a small liberal arts school touted for its discussion-oriented, conference-style, classes and individualized approach.

Many of the nation's top undergraduate colleges make these attributes major selling points to attract exceptional high school students. I can especially appreciate the value of these features; I have experienced being "just another number" as well as being recognized as a uniquely gifted

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A95-2

individual. I far prefer the latter, and I am grateful to have experienced it through Shawnee Mission's Gifted Education.

The gifted program has presented me with privileges of freedom and responsibility not available in a "normal" track classroom. They also serve to promote education in such classrooms, however, by removing "teacher's pets", show-offs, and innocently intimidating whizzes.

No system is perfect. But a multiple track plan that provides flexibly for exceptional cases is beneficial to all students, allowing teachers to progress at a fairly uniform rate for the entire classroom.

Although the passage of Bills #27 and #108 will probably have little effect on my last year as a gifted student in Shawnee Mission, I urge you to carefully consider the impact that this "integration" will have on the quality of education in Kansas. We've come a long way from sod schoolhouses with lisping five year-olds learning to read alongside fullgrown farmhands. In planning the state's educational future we must not take a step backward.

Amanda Wilcox

Grade 11

Shawnee Mission North

Gifted Student

Sincerely,



Amanda Wilcox

EDUC 2/5/91  
2/5/91 Bill #27  
A 95-3 Bill #108

February 5, 1991

Dear Sir or Madam,

So what's this I hear about the state legislature wanting to take away funding for the Gifted program? I have been involved in the Gifted program for eight years, and it has been my only intellectually oriented experience for the majority of that time. People who comprehend and retain information faster than the average student need a class such as Gifted.

In my particular case I was immediately turned off by education in the first three years of primary school because I was already familiar with the material. Classroom instruction became redundant. The situation I was in could have evolved into a serious inability to accept education, were it not for the Gifted program. It allowed me to broaden my areas of thought, reason, and philosophical appreciation.

In my opinion, Gifted education is probably the single most influential aspect of school for a gifted student. Taking Gifted away from the gifted student is the equivalent of taking brush and paint away from Van Gogh and telling him to make do with pencil and paper. He can always draw, but will he ever be realizing his full potential?

Educational committee members, if your position is for the removal of Gifted funding, then I implore you to rethink this question. Please keep in mind that this funding benefits the cream of the crop of our future leaders, and redirecting this money will only be detrimental to the community in the long run.

Thank you for your time.

Respectfully,



David P. Trefz II

David P. Trefz II

Grade 11

Shawnee Mission North

2/5/91

Bills 27 & 108

EDUC

2/5/91

A96

Monday February 4, 1991

Re: Bills 27 & 108

Dear Sir or Madam:

I am a senior at Shawnee Mission North High School. I understand that my legislature wants to cut funding for a very important program in Kansas schools: gifted education. Perhaps proponents of the integrated classroom do not understand the frustration level experienced by gifted students in normal classroom settings. The fact is that gifted people catch on to ideas much more quickly than the average 100-IQ-points-Joe. Therefore, an intellectually advanced student in an underchallenged setting must constantly face boring, repetitious teaching styles geared towards the lower echelons of intellectual capacity. Personally, I would go insane in that sort of setting and so I beseech you, please don't take away the funding for the only oasis of thoughtful study many students have at their disposal. Thank you for your consideration.

Sincerely,



Anita Wiler

EDUC  
2/5/91  
A97

Monday February 4, 1991

Re: Bills 27 & 108

Dear Sir or Madam:

I am a junior from Shawnee Mission North High School and have been involved in the gifted program in the area since third grade. I have become informed that there is legislative consideration to cut the gifted education programs. I don't feel the advantages of the gifted curriculum is quite understood. The accelerated student is very underchallenged in many of the regular courses. Not only is the pace unchallenging but the material covered is often very uninteresting, causing a great lack of motivation. One of the only places where I can move forward at an appropriate pace is in the gifted classroom. Here I am able to think without the burden of busy work, allowing thought to flow more freely and quickly and thus going further with the learning process. DON'T CUT THE PROGRAM.

Yours truly,

  
Jeff Peterson

EDUC  
2/5/91  
A98



Monday February 4, 1991

Re: Bills 27 & 108

Dear Sir or Madam:

My name is Melanie Jones and I'm a senior at Shawnee Mission North High School. I have been involved in the gifted program for the past five years. My gifted experiences have helped me incorporate challenging courses into my schedule. Also, through my Individualized Education Program, I have been able to formulate my college plans. I know that without the opportunities to experience gifted education I would have felt frustrations throughout my high school career. It would be a mistake for the state to repeal the gifted education mandate. The gifted program helps the ablest excel in a school that focuses on average students. I hope other students have the opportunity to fulfill their potential through the gifted program as I have. Thank you for your time.

Sincerely,

A handwritten signature in cursive script that reads "Melanie Jones". The signature is written in dark ink and is positioned above the typed name.

Melanie Jones

EDUC

2/5/91

A99

I am the mother of a gifted student. She is now a senior in high school and will be attending college this fall on the road to fulfill a dream she has had since she was six years old. My testimony is not profound or eloquent it is simple. My daughter's first words were "ME DO" not spoken softly but with stubbornness and determination. She was reading fluidly by two, by way of memorizing the words because she had no patience to learn phonics. By the age of four I no longer would tell her new words and told her she'd have to learn them herself and finally after two temper throwing weeks she mastered phonics. She started school with enthusiasm and pride. She read all the time to practice for school so she could read to her teacher. Three months went by and she never got to read to her teacher. She cried every day, when she came home. She hated school. The teacher didn't have time.

We transferred into the Shawnee Mission School District. On the First day of enrollment she read to the special reading teacher for two hours. Her smile, her pride, and her enthusiasm was back. She tested out reading at the 12th grade level, but with only a sixth grade comprehension level. She was identified gifted and has remained in this supplemental program ever since. The teacher in the regular classroom are not educated in special education in nor do they have the time. Many of her teachers did not have the patience or the understanding of a gifted child. Two things always happened.

1. Because of her high intelligence she was expected to act the age of her intelligence level.

2. She was given the role of the teacher's aid and tutor of fellow classmates. Neither were fair to her. In the normal classroom Jenny's needs were not met in elementary school.

When children feel that they are different they equate that to- "something is wrong with me."

The gifted program was a God Send.

1. It gave her a peer group.
2. It gave her teachers who understood with patience and celebrated her gift.
3. It gave her curriculum in areas of her strengths and let her concentrate on those strengths. She had always tested in the 99 percentile in problem solving and logic reasoning and no where in the normal curriculum are these strengths utilized and encouraged to grow.

4. It gave her individual time and challenges.

5. It gave her pride and responsibility for her gift and that is why she is here today. I beg of you do not neglect these children. Do not put out the fire of these young minds before they have time to light the world.

You are the leader of our government. Is that the message you want to pass down to these children. "Your

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2/5/91

A100-1

too much effort, we don't have time or the money- you don't matter!" I get sick in my heart to think that after three months of school my five-year-old daughter hated it. What if she had not been given the opportunity of this special education program. Please do not let a Jenny fall through the cracks of the system. She matters!

Sincerely,

  
Susan K. Boyce

Susan K. Boyce  
5129 Stearns  
Shawnee, Ks. 66203

A Mother of a Gifted Child

2/5/91

Bill #27

Bill #108

EDUC

2/5/91

A 100-2

My testimony is presented to you from four perspectives. One perspective is from my five years of study in the field of gifted education, and achieving my Master's Degree in this field. The second is from working with high school age gifted students for the past five years in five different school districts in rural Kansas. The third perspective comes from raising a gifted daughter who is now 15 years of age. The fourth perspective is coming from the part of me that is a citizen concerned about what the elimination of the state mandate would do to our state and universal society.

Combining all my experience, knowledge, and understanding as one, I therefore bring to you a rationale for gifted education:

1. Gifted students require challenges throughout their educational years for high levels of actualization to result. We either progress or regress, we never stay the same. Just to retain giftedness, not to mention furthering the potential, gifted children must participate in programs appropriate to their level of development.
2. Jefferson once said, "There is nothing more unequal than equal treatment of unequal people." Our political and social system is based on democratic principles. The school, as an extension of those principles, purports to provide an equal educational opportunity for all children to develop to their fullest potential. It is then undemocratic to refuse to allow gifted children the right to educational experiences appropriate to their level of development. We do not ask retarded children to work in the same programs and to progress through the same curricula as the more typical learners. We should be about striving for educational excellence as opposed to mediocrity. How can we justify holding back the gifted student?
3. When human beings are limited and restricted in their development, when they are not allowed to move, or to reach beyond, they often become bored, frustrated, and angry. There is physical and psychological pain in being thwarted, discouraged, and diminished as a person. To have ability, to feel power you are never allowed to use, can become traumatic if continued.
4. To be superior to others in physical abilities (e.g., boxers, runners, skaters, tennis players) or artistic abilities (e.g., pianists, photographers, conductors, actors) is valued and rewarded in our society. Everyone accepts the idea that such athletes and artists work or train continuously; they, therefore, earn their prestige and status. Not so with intellectual ability. Those who possess giftedness are accused of trying to develop elitism even when appropriate educational opportunity is all they seek. Society does not feel personal threat from those accomplished in physical or artistic areas, but often exhibits this reaction in the presence of intellectual ability.

EDUC  
2/5/92  
#101-1

Does our society have more need for physical and artistic ability than intellectual ability?

5. Gifted students need their giftedness defined and explained to them to help in the building of a healthy self-concept. Their ideas and interests are quite different from their age-mates. They feel isolated. Intellectually they need peers on their own intellectual level to bounce ideas off of, and emotionally they need extra nurturing and support. A gifted student with an IQ of 130 is as far from the average student's IQ of 100 as an educable mentally handicapped student's IQ of 70. Both students need and deserve special education services.

6. Contributions to society in all areas of human endeavor come in over-weighted proportions from this population of gifted individuals. Kansas and our universal society will need the gifted adult to play a far more demanding and innovative role than that required of the more typical learner. We need enough integrated, highly functioning persons to carry out those tasks that will lead us to a satisfying, fulfilling future. Without providing special education programs for gifted persons, their special gifts and talents may go untapped, un nourished, and may never reach their bloomed potential, or become beneficial to our great need in society's future.

Talented and brighter does not necessarily mean happier, healthier, more successful, socially adept, or more secure. Most teenagers and preteens want desperately to fit in, to be liked, to be just like everyone else, and any difference, whether positive or negative, is cause for anxiety. But sometimes gifted kids are very different, and they may feel isolated, alienated, or weird because of those differences. One educator stated, "The nonconformity nature of the highly creative individual is in direct conflict with the extreme conformity demanded by adolescents in groups." Along with their high intelligence often comes emotional challenges. Gifted students by nature are often highly perceptive, highly involved, super-sensitive, and perfectionistic. Gifted girls are often confused and troubled by mixed messages they receive from our society. On the one hand they are being told that because they are gifted and talented they should develop their talents and pursue excellence in their fields, and on the other hand women are expected to be selfless, nurturing, and supportive of others. The gifted perfectionist needs space to take risks, opportunity to try new things, and a safe place to "bomb out", and group support from intellectual peers. Gifted students often have lower self-concepts than their more typical peers, which is a definite contradiction to the societal myth that somehow the gifted program is seen as an elitist group rather than a group of students with special needs. It also contradicts the belief that because these students are exceptionally bright they are able to take care of

EDUC  
2/5/92  
A101-2

themselves, and solve any and all problems that they might have on their own.

I am truly concerned that eliminating the mandate will inturn cause a lot of rural school districts in Kansas to drop their gifted programs. It is these areas of Kansas that need gifted programs the most. A lot of the schoolsdo not even provide regular education curriculum that induces higher level thinking such as honor classes, Advanced Placement classes, more that one foreign language, or advanced classes in the math and science areas; not to mention the lack of classes in the arts and humanities. Gifted programs and teachers of the gifted also enrich regular classroom students and teachers with such services as speakers for assemblies, seminars in specified interest areas, and curriculum ideas and projects for teachers to use in their regular classroom, enhancing higher level thinking skills for the regular education student.



Judy K. Musgrave, Teacher of Gifted in  
Garnett, Osawatomie, Pleasanton, Mound  
City, and Louisburg

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A 101-3

Senators:

I am here to testify today because I am opposed to the passage of either Senate Bill 27 or 108. Both propose the removal of the mandate for gifted education in Kansas, and promote a major step backwards for the Kansas educational system. Ten years ago, the Kansas legislature chose to become a leader in education by enacting a gifted mandate. That action spoke louder than words ever could to the commitment of Kansas to excellence in education. However, today we see a movement to lift that mandate, and to jeopardize the educational futures of our brightest young citizens. These young people have the potential talent of future Rhode scholars, Guggenheim fellows and Nobel Prize winners. They have the potential to lead Kansas in the 20th century in business, medicine and education. They have the potential to find the cures for mental retardation, cancer and AIDS. And yet, we stand here today to discuss whether their futures, indeed the future of Kansas, are worth the funds necessary to enrich and challenge their developing minds.

Many individuals, evidently including the authors of these two bills, mistakenly believe that this student doesn't need special help, that left to their own devices they will "pick it up" on their own. As both a teacher and a parent of gifted children, I can assure you that this is not the case. True, some students will continue to achieve if denied their special programs. However, others will become disenchanted with curriculums that don't address their special needs and will only put in time, never reaching their full potential. Others will simply drop out of school, never making the contributions to

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society of which they are capable. Consider the research reported in "Teacher Magazine" which states that during the 1983-84 school year, 10% of the drop outs in the Houston school system had test scores at the 90th percentile and above. Or consider the case of the school district of College Station where 8.5% of all drop outs were in the honors program.

Gifted students have special educational needs, just as other exceptional students have special educational needs. The only way in which these needs can be addressed is with the continuation of the gifted mandate. The question here is not whether we can afford the gifted programs in Kansas, but rather, can we afford to lose our technological edge through inattention to the needs of our brightest students. The answer, of course, is that we cannot.

In closing, I would like for you to consider the following statement of a gifted student:

"I was so excited about going to school. My parents had already taught me the alphabet, and I could read. And my dad had given me a calculator. I learned a lot of math on that. I already knew my multiplication tables up to 12. By the end of my first week (in kindergarten), I could see that there was going to be a problem. The only thing we learned was what the color red looked like. Well, my parents were pretty good. They had already taught me that."

Thank you.



Helen L. Sourk

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A 102-2



Gifted students represent three percent of the nation's population. These are the brightest we have to offer the world. The general public perceives this group of students so capable that they need no additional services. Because of this general consensus the children suffer. They are made to feel it is wrong to be bright. These students do have special needs. that was the reason the state deemed it necessary some eleven years ago to incorporate the gifted program under special education.

Because of these needs, different strategies are needed; exposure to "real world" experiences; and consultation is necessary, because their intellectual levels cause them to perceive problems differently. Many of these students have specific social-emotional concerns.

Through the gifted programs the students are able to: 1) interact with intellectual peers, 2) Expand, enrich, and accelerate the regular curriculum which does not always meet their academic needs, 3) meet specific affect needs, and 4) participate in mentoring programs and internships within their areas of interest.

Another area addressed through the program is assistance to the classroom teachers, by providing 1) inservice to acquire skills for meeting the needs of the gifted child in the classroom, 2) regular consultation with the gifted facilitator to assist them in meeting specific needs within their classroom, and 3) as a general resource.

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An additional facet of the program includes the parents, by 1) assisting them with resources, 2) by being an ally in a negative society, and 3) as an advocate in the school system. Finally this program and it's facilitators are a link to and for the administration, which is a benefit to everyone.

It is a sad state when mediocrity is the standard for our students instead of excellence.

Submitted by,

K.T. Willhite

Marion County Gifted Education Consultant

February 5, 1991

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2/5/91  
A 103-2

SENATE EDUCATION COMMITTEE

February 5, 1991

Submitted by Patrick Bernhardt

12522 Goddard Overland Park, KS 66213

(913) 897-6111

Senators of the Senate Education Committee,

Standing here before you this afternoon, I am representing the gifted youth of Kansas. This committee's job is to ensure that the schools of our state nurture intelligence and creativity in all of our state's brightest minds.

The intentions of the governor may have been good but with her limited experience she can not immediately assume that this program is useless and needs to be cut.

We, the students who are enrolled in gifted education, need this class. It presents a challenging environment in which we learn skills such as: logical, critical, and abstract thinking; creative thinking; problem solving; testing and study skills; time management; decision making; goal setting and planning; personal responsibility for learning, utilizing his/her own potential.

These skills are not offered through any core class such as English, Math, Science, or Social Studies. We are the future leaders of this country. The skills we learn

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A 104

through the gifted program are vital if we are to continue to make this a prosperous democracy.

I can see only two options that this committee has:

1. Reject the governor's proposal.
2. Restructure the program so that special honor classes are offered in the public school system at all grade levels.

Scholastic preparation is among the most valuable asset you will possess in life--PLEASE DO NOT TAKE THIS AWAY FROM US!

Thank you.

FEBRUARY 5, 1991

PRESENTATION TO THE KANSAS STATE SENATE COMMITTEE ON GIFTED EDUCATION

We, the students, feel that we should have a say in our government. After all, aren't we the future of this state?...of this country?...of this world? If we are the future, why do you want to cut Gifted Education?

Gifted Education is a very challenging class. We do higher level thinking skills and logic problems. We are keeping up with the news by playing "The News Game" which is about world events. We also filmed, directed and edited a movie that is fifty-five minutes in length and sent copies of it to our troops in Saudi Arabia. We wanted to help people in our school system so last year we decided to paint a visual-aid mural for the remedial classroom in our school. We planned it out, bought the paints and got to work. So you can tell we do alot of creativity work also.

We do many different things in Gifted Education and we would like to keep it that way!!! As future adult Kansans, we would like to see Gifted Education kept in our schools for our children and their children. As future voters and taxpayers, please consider what we have to say.

Thank you.

Suzanne Webb  
Grade 7  
Baxter Springs, Kansas

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A105

Dear Honorable Senator Joseph Harder and  
Distinguished Education Committee Members,

I would like to tell you about my experience being in  
the gifted program of Kansas State.

In the elementary school I was not identified gifted as  
I did not show any sign of cleverness or intelligence. How  
could I? I was bored with the routine and wanted to do  
creative things but there was no challenge in class and doing  
something different always made me different from the other  
kids - and that was worse! The task given in class was the  
same and I did not feel the urge to go beyond. But I liked to  
draw, write stories and make creative books. Every year  
Shawnee Mission School District has the R & D Forum and I  
would write and design my own books. Each year I would win a  
first place, the blue ribbon, or the Grand Award! My mother  
knew that I was very creative and was not sure whether I  
would flourish in the gifted program. Last year at the R & D  
Forum a gifted children's teacher read my book and insisted  
on my being tested for the gifted program. I made it this  
time and it has changed my world.

I find I am being challenged everyday in the middle  
school. My grades are excellent and I feel that the teachers  
in the regular classroom try to challenge me all the time.  
This is done because my Seek teacher is all the time on the  
alert and if I am not challenged she is there to give me  
extra work. One time my Seek teacher made me take a short  
course in Latin which was so exciting! I was always the  
ordinary kid in the elementary school but today my peers  
recognise me as a clever girl and I am given the opportunity  
to do so many creative things that I feel good about myself.

The gifted program is a very important aspect of  
education and I sincerely hope you will maintain it for  
without this program I would never have been able to do as  
good as I am doing today and I hope I will be able to  
continue so that Kansas State will be proud of me.

Yours truly,

*Devika Moulak*  
Grade 7

EDUC

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A106

Dear Honorable Senator Joseph Harder and  
Distinguished Education Committee Members,

I was the fortunate child to be identified gifted at an early age. I like to be challenged and can get bored quite easily. My parents gave me many books when I was young and tried to challenge me in all areas. When I entered kindergarden I was identified gifted and was fortunate to have a gifted program teacher who had a good sense of humour and knew how to challenge me in the enhanced learning class. But unfortunately, I went to this class only for one day in the week and the rest of the days I had to do the regular work. I enjoy doing the regular work but it is so defeating when I come up with pages of research and the other children do only a few paragraphs! I do not feel the incentive to do so much for I know that a page would be enough to get me an A in my grade card!

We had a great principal in school who understood my frustations and when I was in the third grade he managed to get me with the top 5th graders in math and this was only possible by putting it in my IEP. Today I am in the 6th grade and I go to the high school to do Algebra 2 and Spanish 1 and all this is possible because it is stated in my IEP!! My mother realised that I knew alot in math and wanted me to go ahead without skipping my grade level but she got a lot of opposition from the administration. Then she came to know about the law where Kansas State provides for the gifted program and protects the children who are gifted from being bored. She drew up a new IEP and managed to put me in higher math. I think I do justice to her and the school for though I am 11 years old I score the highest in my class. I think I can be further challenged in science, computer and litrature but she cannot do it now due to certain restrictions!

I had the oppurtunity to go to Japan with my family and met quite a few kids who do more than I do. Our President talks about challenge in math and science but I think this oppurtunity is not given to the average kids in our school. Whatever I managed to get in math was because of the gifted program and putting it in the IEP but it scares me to think what would have happened if there was no such program available!! I think we should be challenged now when we have the time to work and not later for we may lose all the incentive to work hard.

You make all the policies and you should help children like me who are excited about knowledge and want to grasp everything! The gifted education program is very important for without this program I would not have been able to progress as I do today and I wish I could do this in other fields too!

*Dave Moulck*  
EDUC  
2/5/91  
A107

To: Senator Education Committee Members

From: Linda Dunehee, Shawnee Mission Association for the Gifted

Date: February 5, 1991

Re: Rescinding Mandate for Gifted Education and Elimination of Funding

I am here this afternoon as a parent of three exceptional children who are gifted and as the president of our local parent advocacy group, the Shawnee Mission Association for the Gifted. My role as parent gives me personal insights into the nature of gifted children. As president of an organization of around 400 members, I frequently hear the common concerns, joys and frustrations shared by parents of gifted children.

There are several points I wish to present to you today:

1. It is our common concern for the welfare of our children that brings us here today. We wish to see the continued support for services to special needs children who are gifted through the mandate adopted into law in 1980. We feel it is necessary to fund these services through the special education budget.
2. The definition of gifted children established in 1972 remains true for children today. They represent high potential and require special programming to see that they reach that potential. However, the world has changed a great deal.
3. Education is in crisis: Textbooks are two grade levels lower in difficulty than 10 to 15 years ago. The lack of stimulation in the regular curriculum leads to frustration. This can in turn lead to daydreaming, misbehaving, underachieving, or worse, drugs or alcohol.
4. Special education can provide the challenge and stimulation missing in the classroom. Special programs and the certified teachers can provide the child with the environment that can accentuate the positive aspects of giftedness.
5. My own child, age 12, feels he benefits in many ways. He values the chance to express his own creativity. He also values the friends he has made who he can share with, talk "seriously" with and gain acceptance from.
6. 22% of our district's special education presently benefits from services to exceptional children who are gifted. The I.E.P. is a crucial part of their educational program.

In conclusion, providing the kind of education that will give our children the chance to accept, develop and utilize their gifts and talents will require some creativity and sacrifice from all of us. We need both a strong and positive affirmation of support for their potential by maintaining a mandate for gifted education. We must back this support with the funds to make the programs effective. These children have been entrusted to our care for such a short time, and it is our responsibility to nurture their gifts and talents to fruition.

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A108-1



SOME UNDERLYING MYTHS ABOUT GIFTED CHILDREN

MYTHS COMMON IN PUBLIC PERCEPTION:

They have everything going their way.

They can succeed without help.

Their special abilities are always prized by their families.

They should be valued primarily for their brain power.

They are more stable and mature emotionally.

They have gotten "something for nothing."

They naturally want to be social isolates.

MYTHS COMMON AMONG PARENTS AND EDUCATORS:

They are not aware of being different unless someone tells them they are.

They will reveal their giftedness (on their own).

Their giftedness needs to be emphasized above all else.

They need constant challenge by others if they are to achieve.

They need to be disciplined more than other children.

They should assume extra responsibility for others.

They enjoy serving as "examples" for other children.

(Webb in Guiding the Gifted Child)

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2/5/91  
A 108-2

January 31, 1991

Senator Joseph Harden  
Statehouse - 143 N  
Topeka, Kansas 66612

Dear Senator Harden,

My name's Matthew Dunchoo. I'm a seventh grader at St. Joseph Grade School, in Shawnee Ks, and I attend the "Seek" program at Hooper Grove Middle School, and I have to say that the Gifted program is the best thing that could have happened for as long as I've attended grade school.

I started the Gifted education program in 1<sup>st</sup> grade, and have moved right along, until now. There's one other girl in my grade who goes to Seek with me. Her name is Kathleen Buska, and she understands the importance of gifted education too.

Let me explain to you what exactly Seek and E.L. are. When we went to Key Marsh last year for E.L., we had a teacher

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named Nancy Bosch. At this E.L. center, we worked puzzles, solved problems, did group and single activities, all of which brought out the creative juices in all of us. During my time in the E.L. program, I learned all of the things a gifted mind should get to experience. I learned keyboarding on the computers provided for us, wrote my own story, and solved problems on it. I know how to use a computer. From watching videotapes of a boat of whale-tracking people, and solving problems that had to do with the tapes, to learning about how a television works, we're given the chance to learn about things we would never get to in the regular classroom.

Right now, we're preparing for competition in O.M., or Odyssey of the Mind. Students in the gifted program in the U.S., and in other parts of the world, compete at different stages, all hoping to win best of state, and go to the world competition, held in different parts of the U.S. every year. Last year, my team won first at the district competition, and went on to regional. Kathleen's team made it to World.

This year in the 5th class we only had 3 boys, because the class consists

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A 109-2

only of seventh graders, so we had to bring in 2 more students recommended by their teachers to come and work with us, and so far they've been great. We've chosen the problem called transformations, in which we have to show to the judges 5 transformations of something, anything, but it had to be in the eight minute time limit. Our topic this year is war, from disagreement to threats + sanctions, war to negotiations, to peace. So far, we're coming along great.

You've got to understand the importance of getting to participate in these activities. We need to be able to express our creativity. And there's another aspect of it. I've gained friends. Friend who understand me. Friends who I can talk seriously with. Friends who I can have fun with and relate to, and to me, friendship is one of the most important points in all of our lives. When there are people such as teachers, or my mom, who are so devoted to making our lives better, and paving a path to good life and leadership for us, who is anyone who could take away that love and caring. I'd like to see the person

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who thinks they could take away all that  
caring people have worked for. Gifted education has  
been recognized for quite a while, and to  
me, it looks like it has a long and prosperous  
life ahead of it. Please, don't stop gifted  
education.

Sincerely,

Matthew Danilow

P.S.

Sorry about my handwriting.  
It's a non-erasable pen!

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A109-4

My name is Allison Penka. I was in a gifted program at Ingalls Junior High and High School since its inception during my seventh grade year. I would like to relate some of my personal experiences in gifted education.

My participation in my school's gifted program provided me with solid research skills, which I would otherwise not have learned in my small high school--skills which are crucial to my success as a student at the University of Kansas. My gifted teacher helped me to intensely prepare for college. She encouraged me to study for the ACT, apply for scholarships, and enter numerous speech and writing contests.

Most important was the guidance, concern, and support shown for me and for my fellow students in the affective area. A gifted student is, after all, much more than an I.Q. score. Often, gifted students are more aware of the problems in the world, of the needs of others, but, conversely, aren't always able to understand or sort out their own needs and concerns. I had a close friend in my school who was brilliant, but who had unacceptable social skills, was unmotivated, and undisciplined. He failed many of his classes. He was known by all the teachers as a major behavioral problem, while in fact these behaviors were manifested by his frustration of being stuck in a system which was extremely un motivating to him, one in which he was more intelligent than most of his teachers. After two years in the gifted program, he was like a different person. Participating in the gifted program helped him to find his place, and helped him define his future goals. His teachers and parents were in awe of the transformation my friend had undergone. Without the opportunities provided to him by gifted education, I strongly doubt that my friend would have even graduated high school, much less aspire to be a positive contributor to society.

Everyone has a right to develop his or her potential to the fullest. To impose upon a gifted student a program that is not suited to his learning needs is not only an insult to that student, but also a waste of ability, not

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only for individual students, but also for society. Where are we going to get the problem-solvers we as a nation will need to face the problems of the twenty-first century? Who from the United States will discover future technological breakthroughs, answers to our problems of AIDS and environmental concerns? Certainly not the child with an I.Q. of 60, on whom we spend a much higher proportion of money to educate than the child with the same deviation from average intelligence, the child with an I.Q. of 140. America is supposedly "the land of equal opportunity." The child with an I.Q. of 140 deserves just as much attention and as specialized education that a child with an I.Q. of 60 receives.

Finally, what are the legislature and Governor Joan Finney saying to gifted students if they succeed in dropping the mandate and stopping the funding? What is your message, then, to the brightest students we have? We aren't worth the 8.9 million allocated to us? We are expected to "make due" with what we have? How would you feel if your employer "put a lid" on your potential and informed you that you can go so far, but not as far as you are capable of going? Is this what Kansas education is about--cutting into that part of the budget that, in the end, would best serve our state and our society? Only with the continuation of gifted programs can we ensure that our brightest students' potential is realized. Otherwise, like my aforementioned friend's probable fate before gifted education, our brightest children may be nothing more than junior high or high school dropouts. In relation to the rest of the money you allocate to other programs, I believe that 8.9 million dollars will be one of the best investments you could make for the future of our gifted children and for society.

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A 110-2

February 5, 1991

To the Members of the Senate Education Committee:

I am writing in regard to the gifted mandate and funding for gifted programs in Kansas.

I am the parent of a child who is currently enrolled in an extended learning (gifted) program. He has received services for the past two years. I cannot stress enough how important these services have been to my son. He is a very bright child, but has attending and organizational difficulties. The gifted program has been instrumental in assisting him to become more organized as well as teaching him to better use his time. I feel that it would be very difficult for him to have made this progress without the support of the extended learning (gifted) teacher. She has not only challenged him to think and work more creatively, but also motivated him to do his best in the other subject areas. Due to his lack of motivation and organizational skills, he was getting poor grades due to assignments not turned in or done carelessly.

I feel it would be a great detriment to remove this program. Gifted children do have special needs and do require special programs. These special programs will determine the success or failure of some of our state's most promising children. These children, without proper guidance and support, may become discouraged, frustrated, bored and underachievers.

I do hope your committee will recommend maintaining both the gifted mandate and funding for gifted education. Please do not neglect these special needs children when considering the budget. What better investment for our state's future than that of exceptionally bright students! They will be our future leaders! Let's give them the support and the education to use the gifts that they've been given to the fullest.

Thank you for your consideration.

Michelle Gaskell  
RR 1 Box 83 A  
Horton, Ks. 66439

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A111



My name is Carol Nistler and I have lived in Olathe for two years. Previously we lived in Hutchinson for 12 years. We moved to Olathe in January of 1989 while my son was in the first grade. Ryan joined the gifted (Q.U.E.S.T.) program in April of that year.

Over the past two years of my son being in the gifted program, I have seen many changes in my son. The gifted program has enabled him to be challenged beyond his normal classroom lessons. He has such an enthusiasm for learning and an insatiable curiosity.

The gifted program in Kansas should be looked upon as an investment for the future. As with any investment decision choices have to be made. Do we penalize the gifted students by removing the gifted program from the state mandate? Are we discriminating against the gifted students because they are "smart" and they really don't need the gifted programs?

In yesterday's mail I received the latest issue of the Kansas Alumni magazine. There is an article about the University Scholars Program. David Katzman, a K.U. professor of History was asked, "So why nurture students who already seem bound to achieve?" His reply was, "We need to challenge students at what ever level they are working at." At the end of the article Michael Young, the acting director of the College Honors program and the chairman of the University Scholars steering committee said, "Gifted students, especially Kansans, are not always sure they belong in an intellectual atmosphere. What this program does, I think, is to show them that they do. It gives them confidence, it gives them experience, gives them stimulation, gives them encouragement..."

I believe that the gifted program at the elementary level and the secondary level should be not only in the state mandate but also continue to be funded by the state. Anything less is to deny an equal opportunity to these students.

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A112

February 5, 1991

TO: Kansas Senate Education Committee  
Honorable Chairman Harder  
Education Committee Senators and those of you in the audience

Testimony From: Bruce Passman, Executive Director of Special Services  
Blue Valley Schools, Overland Park, Kansas

Walt Disney, one of the great contributors to children in our American culture said that "our greatest national resource is the minds of our children." There is no doubt that today in education our greatest challenge is to be able to fully develop this resource so that our students can become effective thinkers and contribute positively and significantly as adult citizens. Great thinkers become so in the same manner that we produce great gymnasts, ice skaters, football quarterbacks and debaters; through the coaching of such talent to the point where that skill is performed with precision, style and grace. Like strenuous movement, thinking too is hard work. We believe that gifted programs in the State of Kansas provide the kind of coaching that enables students, at very early ages to develop their talents, become proficient thinkers, and to be able to contribute to solving the problems which face our world, nation, and our State. While the principal goal of education is to develop each generation into creators, inventors, and discoverers, it is also our goal to facilitate the development of young minds which are critical thinkers who can solve our worldly problems.

Kansas legislators demonstrated tremendous leadership and forward thinking in 1978 when they revised the special education mandate to include the gifted. It sent a message to all Kansans and to the nation that, as a State we were committed to the providing a stimulating and challenging education to all students whose needs required attention beyond that which could be provided through typical classroom instruction. We sent a message as well that Kansas schools were interested in a return to not only the basics of reading, writing and arithmetic, but also to the basics of

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A113-1

communication, higher problem solving skills, and scientific and technological literacy - the thinking tools which will lead us to the 21st century. Apparently, the Federal government has recently adopted that same position as indicated by the passage of the Jacob Javits Gifted and Talented Act in 1988. Removing the mandate to provide gifted education in Kansas is not only a step backwards for Kansas education, but it also represents a significant departure from our now over a decade old philosophy about meeting the educational needs of all Kansas students. **OUR** mandate (Kansas) is one which pertains to exceptional children, not just those who are handicapped.

The level of development of our country overall, and our state is determined in large part by the level of development of the intelligence of its people. All of us are both alarmed and concerned about the decline in our ability to compete academically on a worldwide basis. To reduce or remove the charge to our schools to provide individually appropriate education for all of our students, both those who are highly capable as well as those with limited capabilities will only further the gaps present between the American educational system and those with whom we are in competition.

It is simple to view gifted education from only a fiscal point of view. Limited dollars translates into reduced programs. I encourage you to consider another vantage point which pertains to investing in our future. Your investment in gifted education will provide us with a portfolio of assets not otherwise available. Many of the issues which you as legislators are wrestling pertain to the economic development of the State. Quite obviously our future depends upon this. The economic future of our State, or any state for that matter is directly correlated to the success of its schools. Good schools attract business and industry. Excellent schools with comprehensive programs not only attract business and industry but also stimulate higher levels of

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A 113-2

economic development. The parents of today's youth are much more sophisticated in their demands from our nation's schools. In order for us to attract business and industry needed to stimulate Kansas economic growth we must be able to offer to them the kind of schools which can meet the needs of their children. In addition, enhancing our economic condition can come also as a result of enticing Kansas graduates to stay in Kansas. Because of the mentorship option provided within our gifted education program, we have students paired with architects, engineers, psychologist, and business professionals who we believe will return to Kansas communities following their post secondary education.

Oliver Wendell Holmes was quoted as saying:

"There are one story intellects, two story intellects and three story intellects with skylights. All fact collectors who have no aim beyond their facts are one story men (people). Two story men (people) compare, reason, generalize, using the labor of fact collectors as their own. Three story men (people) idealize, imagine, predict--their best illumination comes from above the skylights."

As responsible and concerned decision makers in Kansas you have little choice but to invest in our future. I challenge you to support gifted education in Kansas. A choice for gifted education is a choice for quality education for all students because effective gifted education programs radiate excellence throughout our schools. Henry A. Taitt once said "tell a child WHAT to think and you make him a slave to your knowledge. Teach a child HOW to think and you make all knowledge a slave." Allow us the opportunity to continue to teach the bright minds of Kansas how to think. I encourage you, on behalf of all students in Kansas to provide them the skylights through which they can illuminate our future.

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A113-3

8720 Catalina Dr  
Prairie Village  
KS. 66207  
5th Feb. 1991

Dear Hon. Senator Joseph Harder and  
Distinguished Education Committee Members,

We are parents of two children who are in the gifted children's program. When we moved from Rochester, N.Y., we were told that we should buy our house in the State of Kansas because it has a strong education program and challenges children who need it. We were told that the State stands behind the parents who feel their children's education need is not being met. With this in mind we did buy our house in Kansas and our children go to public schools.

The public schools are good but the curriculum could be more challenging. It is not possible to raise the standard of the curriculum because the educators are more concerned with educating the average - and this is falling because of disruption in family lives and secondly, the children who need to be challenged get bored and forget how to work hard!!

You have a program which ensures motivated and creative kids not to fall in the cracks and in this way make sure of the next generation of bright adults. We talk of Japan, France and Germany - their education curriculum is very strong and they take the creative kids and further challenge them. Our curriculum is weak and through this gifted program we challenge the kids who are identified gifted - how can one think of not funding or not giving priority to this program?

We think you should first raise the standard of education for all kids and after you are satisfied you should further enhance the gifted program. This is what you educators owe to the society and to the future of United States of America.

We have had a lot of frustrations in order to achieve what we thought was necessary for our children. The only reason we succeeded was because we could write what we wanted for our kids in their IEP. Believe us, without the IEP of the gifted program we would have lost our kids to utter boredom and mediocrity. One of our kids is like a sponge wanting to absorb so much but we have to hold him back and get him to do a little at a time because the education system does not care for nurturing such talent.

This is our view and first hand experience which we have shared with you. The education system is not as we had it in our days - it is way below average! Please rectify the system before you even plan to cut any programs and further cripple it. Raise taxes but do not play with the future of this country.

*Your Sincerely,*  
Stewart Kanitz Allard

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2/5/91  
A114

To:

Senate Education Hearing

Re: Senate Bills 27 and 108

Chairman: Senator Joseph Harder

February 5, 1991

Room 313 Capital Building, Topeka,

From:

Deborah H. Hahn (Mrs.L.E.)

Olathe School District

15830 W. 144th Street

Olathe, Kansas 66062

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Mr. Chairman, Committee Members:

Having been involved in a gifted child program as a parent and an acquaintance of other parents and their children, I have no doubt that such programs are an absolute necessity!

Anyone who has really looked at the needs and potential of these children, know it to be a fact that without being given an avenue of opportunity beyond the regular curriculum, the special talents and aptitudes of these children go unrecognized, unchallenged, and un-developed. Educators know in short- that these abilities, untapped, do go to waste!

The Federal Government recognized this in their Public Law 91-230, Section 806, dated 1969, which states-----

" Gifted and Talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities are capable of high performance. These children require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. "

Such gifted programs are therefore a necessity that we who direct the education of our children are obligated to fulfill.

Every child has a right to an education that inspires him or her to explore and fulfil all of his or her potential. For the gifted child, normal school simply does not do this.

This child absorbs information faster, feel emotions and read situations more intensely, learns without numerous repetitions, has a mind that just naturally pushes through the limits of the subject at hand looking for greater stimulation, another angle, the clever or less obvious solution, the answer to new questions that arise from each new answer.

This child is not better than others, or, more deserving than others, but, he IS different! Certain facets of his mind have greater range and therefore are continuously in search of more unbounded territory to explore. Without access he becomes more quickly frustrated, uninterested, unmotivated, bored, and distracted.

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Gifted programs are created to open these avenues. a place that specifically encourages these mental explorations, going beyond the boundaries of basic school programs. They are a chance for society to say, "Its OK to be smart, its OK to imagine beyond the facts, its OK to think of conclusions beyond the standard answer. Its a chance to say we want to help you develope your talents, we realize your potential benefit in the future, we as a society need your full contribution.

A repeal of the existing mandate makes a different statement! It says--we see no necessity to insure that there are programs that allow the minds of these children to grow and expand to their potential. We make it an option, which in many cases, will be eliminated for any of the convient reasons we have all heard.

Many gifted children will miss opportunities, once in a life-time chances that never happen, because they become part of the "unknown gifted" whose extraordinary talents are overlooked, down played, and effectively discouraged and smothered. Their minds will not stop--they're not built that way. They will find another path, another outlet--do we dare let that happen? Do we want to reverse the decline of the gifted "drop-out" rate that has coincided with the introduction of state programs?

It maybe easy to say that school districts that chose not to have gifted programs would see to the minds of gifted children, but who can honestly assure it will happen? Who would then cultivate and enrich the 3,4 or 10 gifted in a small school district? Do we believe we can risk the denial of even one child's potential? We, as a people, cannot afford to loose any of our collective potential. The future will require, more than ever, people with high potential as leaders, scholars, and problem solvers.

In the words of famed engineer, C.F. Kettering,  
"My interest is in the future, for it is there I will spent the rest of my life."

Ask yourselves, what future do you want for your children?

Thank you.

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Jerry R. Knaack  
9629 Lee Blvd.  
Leawood, Kansas 66206  
913-648-3507

Those of you who are in favor of Bill #27 to rescind the mandate for gifted education programs in Kansas may unwittingly be leaders of an alarming trend that is at cross purposes to the goals of the community, state, and the nation.

While other countries search for and nurture bright youngsters to apply creative minds to their nations problems, a highly-gifted youngster walks into one of our excellent elementary schools in Leawood, Kansas and is regarded as a problem and consistently denied access to materials that would enable her/him to operate at even near potential ( a documented case study is submitted to the Chairman).

This section of the speech is from articles submitted to each committee member.

Misconceptions  
A Quiet Crisis

This bill will accelerate the trend away from our national goals and give our citizens the message that this minority of students is not important.

Respectfully,

  
Jerry Knaack

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A118-1

## The Reform Movement and the Quiet Crisis in Gifted Education

Joseph S. Renzulli  
and  
Sally M. Reis  
The University of Connecticut

Nobody believes in action any more, so words have become a substitute, all the way up to the top, a substitute for the truth nobody wants to hear because they can't change it or they'll lose their jobs if they change it, or maybe they simply don't know how to change it.

John le Carrè  
The Russia House

Although a crisis is something that usually follows in the aftermath of a natural disaster or political upheaval, there is also a kind of crisis that sneaks up on us and takes its toll before we even know that a problem has been simmering beneath the surface of a seemingly stable environment. This type of "quiet crisis" often knocks off its victims one at a time, and therefore prevents the kind of mobilization that might be possible if the nature of the crisis was more sensational. We believe that the field of education for the gifted and talented is currently facing a quiet crisis, and that in many ways, this crisis is directly related to the educational reform movement in America. In our opinion, the major focus of the reform movement is on cosmetic administrative changes in the ways in which schools are organized and managed rather than on the essential three-way interaction that takes place among teachers, students, and the material to be learned. In short, the grand designs of restructuring seem to be focusing on everything but the heart of the learning process.

We also believe that this quiet crisis is the direct result of the conflict that exists between two noble goals of American education, both of which have given rise to the reform movement, but have not been able to live in harmony with one another. In the sections that follow, we will discuss these goals, but before doing so, we want to point out that both goals are important, and we do not believe that because one of the goals relates to serving gifted and talented youth, it should be pursued at the expense of the other goal, which focuses on general education and the education of at risk youngsters. In the final section, we will make some recommendations that might provide a plan for achieving a resolution between the two seemingly incompatible goals.

★ Noble Goal Number 1: To provide the best possible education to our most promising students so that we can reassert America's prominence in the intellectual, artistic, and moral leadership of the world.

For reasons that are discussed in the following paragraphs, Noble Goal No. 1 has finally

made it to the "front burner" of American education. Up to this point in our history, the goal was less important because the economy and the society at large could only absorb a certain amount of high level talent. The gigantic filtration system known as the public schools delivered to colleges and universities a fairly good supply of the nation's best and brightest, if of course, they had the ability to pay the costs of higher education or were fortunate enough to obtain some of the limited amount of available financial assistance. With the help of the immigration process, industry was able to fill both its top level and blue collar needs, and industry was not unhappy about the availability of a large labor force with strong backs and willing hands. The fact that this filtration system excluded vast numbers of the ethnic poor, females, and non-traditional learners did not seem to bother social planners, because our nation was leading the world in agriculture, scientific development, and industrial productivity. But "the times they are a'changing," and as we enter into what economists have called the post-industrial age, we must reexamine the ways in which our educational system has dealt with this change.

Whether we are willing to admit it or not, America is rapidly becoming a second rate nation in all of the areas in which we prided ourselves in the past. Not only has assembly line productivity fallen behind competition from Asian and Western European nations, but we are also losing the knowledge and the creativity races--areas that traditionally have been viewed as the turf of special educational efforts for gifted and talented students. Japan now produces almost two times the number of scientists and engineers per 10,000 people as the U. S., and Korea has the highest number of Ph. D.'s per capita in the world (Naisbitt & Aburdeen, 1990). While America once viewed itself as a place where we designed and invented what other nations manufactured, Naisbitt and Aburdeen report that the Japanese are now playing a leading role in fashion design, the arts, and almost all other areas of industrial, commercial, and domestic design (pp. 181-182). According to the *New York Times* (in Doyle, 1989), Japan's annual share of American patents grew over the last 15 years from four percent to 19 percent, while our own share dropped 20 percent over the same time period. *Statistical Abstracts of the United States, 1988* reported that 47 percent of all patents issued by the U. S. Patent Office were to foreign companies or individuals, and that only two of the ten companies with the most patents were American. Like the colonies of the seventeen and eighteen hundreds, we are exporting more and more of our raw materials, and importing larger amounts of high technology from abroad.

Although the reasons for our declining leadership and productivity are obviously complex and diverse, our nation's schools have been cited as a major cause of our inability to meet the challenge from abroad. Reports such as *A Nation At Risk*, and books such as Alan Bloom's, *The Closing of the American Mind* (1987), all point to an educational system that is indeed in need of reform at all levels. SAT scores, which fell precipitously in the sixties and seventies have rebounded by only 16 points--still 90 points below their historic highs. The number of high scores (650 or higher out of 800), on both the verbal and mathematical portions of the SAT, remain lower than in the 1950's (Doyle, p. E 14). At one time we rationalized declining SAT scores by pointing

out that more students were taking the tests, and therefore dragging down the national averages, but a recent report by the International Association of Educational Achievement has presented some shocking statistics with regard to our most gifted students.

The most able U.S. students scored the lowest of all these countries [Hungary, Scotland, Canada, Finland, Sweden, New Zealand, Japan, Belgium, England, and Israel]. *Average* Japanese students achieved higher than the top 5 percent of the U.S. students in college preparatory mathematics... The U.S. came out the lowest of any country for which data were available. That is to say, the algebra achievement of our most able students (the top 1 percent) was lower than the top 1 percent of any other country...and our top 5 percent was lower than any other country except Israel... In the upper grades of secondary school, advanced science students in the U.S. were last in biology and behind most students in chemistry and physics... What's more, it is not that children in other countries are just a bunch of grinds who do better on their tests because they memorize reams of information by rote. Instead, it turns out that, the more complex and advanced the concepts being tested, the worse the American students do in the comparisons (p. 12).



Consider the following two mathematics problems reported by Kie Ho (1990), a research scientist who is the parent of Asian American children attending school in California.

1. Five girls and three boys reached the top of Hurricane Mountain.  
How many children reached the top of the mountain together?
2. Mark, Theo, and Jack are brothers. Theo was born second.  
Mark is the youngest. Who is the oldest?

In an unscientific survey, I passed these problems to 15 children, all under 8 years old; two were kindergartners. To no one's surprise, they solved them handily.

These problems, however, did not come from 1st- or 2nd-grade textbooks; they appeared in a mathematics textbook for fifth graders in one of the most prestigious public schools in California... I was saddened to discover that what is taught to 14 year olds in the Netherlands and Indonesia--the solution of quadratic equations--was given at the college level here... In Taiwan, a 5th-grader has already started studying motion problems ("At what time will the two cars meet?"). In the Dutch system, multiplication and division are considered finished by the third grade level. When I took a peek at a Japanese 5th grade level math book, I felt sad, embarrassed, and outraged. Who made the decision that our 5th graders, even in classes for the gifted, are not qualified to learn elementary algebra (negative numbers and first degree equations) and geometry (Pythagorean theorem) like their counterparts in Asia?



I shudder to think that if this is happening in schools that are nationally ranked in the 90th percentile, what is being taught to our children in the inner cities? (p. 20)

The upshot of all this for both our most promising young people and for our nation's future role in world affairs is clearly apparent. While the quiet crisis has produced a firestorm of rhetoric about the need for reform, we must examine the degree to which such rhetoric has promoted real

and lasting change, and we must also examine the types of changes that are being advocated. If Noble Goal No. 1 is to develop a plan that will promote challenge and excellence for high potential youth, then a good starting point might be to take a look at the history of previous reform efforts, and especially the discrepancy between the ideal and the reality of making even small changes in places called schools. Almost every major effort to reform American education has been met with limited and temporary success. Progressive education, programmed instruction, discovery learning, open education, and a host of other "innovations" lay battered and broken on the roadside of educational reform. Goodlad (1983), Cuban (1982), and other analysts tell us that in spite of massive efforts and billions of dollars expended to bring about significant changes in the education process, present day schools bear a striking resemblance to the structure of education at the turn of the century. Whole group instruction, prescribed and didactic curriculum, and an emphasis on standardized achievement and minimum competence have turned our schools into dreary places that can't begin to compete with non-school interests, extra-curricular activities, and endless hours in front of the television set.



**Noble Goal #2 To improve the education of at risk students [and especially those students in inner city schools and rural poor areas] who, if they don't drop out, often graduate from high school without the ability to read, write, or do basic arithmetic.**

This second goal has unquestionably been the driving force in American education since the reform movement began in the early 1960's. A concern for at risk students led to the first major federal support for general education through the Head Start program; and since that time, literally billions of federal and state dollars have been appropriated to help overcome limited achievement on the parts of children and youth from disadvantaged backgrounds. It would be nothing short of amoral to question the value of this goal, and to even hint that it has drawn support away from services to gifted and talented students would conjure up all of the social and political criticisms about elitism that our field has judiciously sought to avoid. But the nobility of the goal should not prevent us from questioning the wisdom and the quality of means used to achieve it, nor should it preclude an examination of the by-products of these actions on all aspects of education. Such an examination is even more consequential when we consider the undeniable fact that, at best, most of these actions have had limited impact. Each year 700,000 functionally illiterate students graduate from U. S. high schools, dropout rates hover around 25 percent, and they exceed 50 percent in many of the nation's urban centers (Doyle, 1989, pp. E 14, 22).

Not only is there a problem at the elementary and secondary school levels, but the colleges to which our most able students matriculate are also experiencing severe problems. In a report issued by the National Science Foundation's Disciplinary Workshops on undergraduate education (April, 1989), several problems in the sciences were cited. "Undergraduate education in science

providing for gifted and talented students; more extensive program development, more in-service work in gifted education for both teachers of the gifted and regular classroom teachers, and greater development of curricula appropriate for the gifted. (D<sup>1</sup>)

## Misconceptions

As program developers strive to meet these needs, often they must first overcome three popular misconceptions held by many parents, administrators, and teachers.

### *Misconception One: The gifted are already provided for.*

Critics of special programs often claim that we spend too much money on exceptions, that enough has already been done for the gifted or bright student. Many believe schools have already instituted programs for the gifted and that the real neglect is with the average student.

The group that should and does receive the most attention is the "average." Nearly all of teacher training concentrates on preparing the teacher to instruct the "typical" class of "average" students, as this is the group most teachers have or will have in their classes. Most of the materials purchased for instruction are directed at "average" students, as they constitute the bulk of the school population. Finally, most of the published curricular materials are designed for "average" students, as this group encompasses the largest and most profitable market. (82)

In 1972 the U.S. Office of Education concluded that the federal role in providing services to the gifted and talented was "all but nonexistent." While federal, state, and local efforts to provide for the gifted have improved, over half of the estimated gifted students in this country are still overlooked. Even for many of them who receive some attention, the provision is often minimal and sporadic as reflected by the dramatic variations in state funding which ranges from a high of about \$28 million to a low of \$0. When funding is viewed as a per pupil expense, the range is from \$1,000 per gifted student to \$0. (D<sup>1</sup>) In summarizing the recommendations of the Council of Exceptional Children about education of the gifted, Zettel and Ballard state, "Most importantly, too many gifted and talented children are suffering from neglect that derives from the failure to provide the special educational support required to meet their unique learning needs." (85)

A major part of the misconception that the gifted are already provided for is the belief that any teacher can work effectively with these children,

that it is easier to recognize and teach them than others. Actually, the task is often more difficult than working with other students and requires special teacher traits. After reviewing the research, June Maker cited the following characteristics as generally recommended for teachers working with gifted students: high intelligence, flexibility, creativity, self-confidence, variety of interests, sense of humor, love of learning, and sympathy with problems of the gifted. Maker emphasizes high intelligence, knowledge of subject matter, and emotional maturity as the most important of these teacher traits. (48) Since gifted students tend to persist in their search for knowledge and can easily perceive and criticize erroneous or superficial answers, their teachers need both the intellectual background to provide appropriate answers or direction and the emotional maturity to confront situations in which students know more about the topic than they do. Above all, teachers of the gifted should be aware of and sensitive to the characteristics and problems unique to these students. (O)

### *Misconception Two: The gifted will succeed anyway.*

It is widely believed that special programs for the gifted and talented are unwarranted because gifted individuals will succeed on their own. Actually, the opposite is too often the case. Many gifted students do not succeed within the present academic setting and drop out of school or fail to continue their education beyond high school. Studies of dropout rate, delinquency, and suicide support the need to provide some type of program for gifted and talented individuals. Lajoie and Shore conclude, "It also remains possible in all three contexts, but especially delinquency and suicide, that the reasons for involvement of gifted youth may differ from those for others, hence require different strategies for their prevention or rescue." (G) In addition, even more gifted students either conceal their abilities or go unrecognized by teachers.

Few school counseling programs are prepared to meet the counseling needs unique to gifted students. Their needs include problems such as too many abilities, upward mobility, lack of appropriate models, extended education, relationships between chronological and mental ages, fear of failure, and sensitivity to criticism. (S, O) These problems are more prevalent in gifted individuals because of their particular characteristics, yet most counselors, teachers, and parents do not recognize them as important because few of us have experienced them to the same degree as the gifted.

These findings are not so surprising when we consider some of the personality and behavioral characteristics of gifted individuals—divergent and critical thinking and persistence in demands and questions. Many of these traits not only go unrewarded in classrooms but are often penalized as teachers sometimes regard them as unacceptable behaviors. This is borne out by the grades many gifted students receive and by the

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unreliability of teacher nomination of gifted students. In their investigation of gifted children in regular elementary classroom situations, Gallagher and Crowder found that the gifted students were poorly motivated and frustrated by the rigidity and intellectual sterility of the regular classroom. (25)

While gifted and talented individuals often suffer in classes where no provisions have been made to accommodate their special abilities, they seem to succeed in special classes. In an extensive study of 929 gifted students, grades 1-12, in California, Simpson and Martinson found that gifted students in special programs made significantly greater gains in academic achievement than gifted students in regular classes. The gifted in special classes advanced an average of two academic years while the equally gifted in regular classes advanced only one academic year. (68) In short, the gifted individual may be able to maintain average growth if kept in a regular class, but the same individual will probably not achieve full potential unless special provisions are made to accommodate and build upon her or his special gifts.

The lack of challenge and realistic goal-setting for the gifted may foster poor academic attitudes and lazy study habits that could further impede full academic achievement. The attitudes and habits instilled in the young become increasingly difficult to eradicate each year they are reinforced.

### *Misconception Three: The gifted student in a special program will have emotional and social problems.*

Many, including parents, teachers, and administrators, believe that the gifted and talented student will suffer severe problems with peers and self if set apart from agemates. Most research has shown this to be false. Indeed, many problems are brought on by the frustration of ability. In her report for the U.S. Office of Education, Ruth Martinson stated that researchers have found that gifted individuals who participated in special programs did not suffer social or personality problems, become conceited, or have additional health problems. (50) Walter Barbe, after surveying graduates of Cleveland's Major Work Program, found the participation in special classes for the gifted helped a majority of these individuals adjust to different groups. (2)

One cause of the myth that gifted persons in special programs will have emotional and social problems is the story of William James Sidis, who entered Harvard College in 1909 at age 11 and died alone at age 46, having failed to achieve the heights that his giftedness portended. After researching this story and the lives of many other gifted individuals, Kathleen Montour concluded that Sidis's tragedy was unique and that many other gifted individuals who are allowed to proceed at their own rate and in accordance with their own goals lead successful and happy lives. (53) Cecilia Solano also explored the relationship between

precocity and subsequent achievement. She concluded that the gifted are successful adults and continue to demonstrate exceptional abilities and success, especially if their achievements are viewed in relation to their own goals. (72)

In summary, our society has not provided sufficient funding or programs for gifted students, either in comparison with the average student or even with other areas of exceptionality. Research has demonstrated that the gifted and talented student does benefit from special programs, and some evidence demonstrates that the gifted individual may even be penalized if not provided with special attention. Finally, the gifted individual is not harmed socially, emotionally, or physically by being placed in a special program designed to help him or her achieve full potential. On the contrary, many educators believe that emotional problems may occur more readily if the gifted individual is not placed in a special program.

## **Types of Programs for Gifted and Talented**

For purposes of discussion I have classified the various types of programs and learning experiences for gifted and talented students as either homogeneously grouped programs, accelerated programs, or enriched programs. Many variations exist within each category and, indeed, many programs involve all three types. The programs are similar in that each type assumes some kind of differentiated instruction is necessary for the gifted individual, and the most successful learning experiences build upon the characteristics of the gifted individuals within the respective programs.

### *Homogeneous Groups of Gifted*

When we identify specific criteria for programs and select students for those programs on the basis of these criteria, we are grouping homogeneously. The basic assumption behind this type of program is that the gifted will benefit from interaction with gifted peers and from instruction designed to meet their particular areas of strength.

Homogeneously grouped programs range from separate schools for gifted students to summer or weekend institutes for gifted individuals. Schools such as the City Honors School in Buffalo, New York, Hunter Elementary and High Schools and the Bronx School of Science in New York City, the Houston School for Performing Arts in Texas, and the Major Work Program in Cleveland establish entrance criteria for students within their geographic area and gear instruction throughout the school to especially benefit the gifted and talented. Other systems, such as the A-Two program in Brockton, Massachusetts, set aside part of a school and faculty for the instruction of gifted students. In these situations students identified as gifted usually receive separate, special academic

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Jan 4 1989 Times

# What if they're smart but don't do well?

By Mike Kennedy  
Of the Metropolitan Staff

Jeff, a fifth-grader in the Shawnee Mission School District, is considered a gifted student who, according to his mother, "would rather read than eat or drink."

Initially, school was a breeze for Jeff, who has participated in enhanced learning classes since first grade. But in third grade, his schoolwork began to require more effort and, despite his intelligence, his grades began to slip.

"Before, he was so bright he could

## 'Challenge' helps gifted children do better

get by," Jeff's mother said. "He relied on his ability to do things quickly and easily. Then it got harder. We couldn't motivate him. We tried so many things. We did terrible things like yelling at him. We were all frustrated. His attitude was, 'Why try?'"

The problem is not uncommon. Many students identified as gifted do not live up to expectations of high achievement. Left unaddressed

by parents and teachers, the problem may never be corrected — national studies have found that gifted students, who make up about 2 percent of the population, account for 10 percent to 20 percent of the high school dropouts.

But Jeff is lucky. With the help of Challenge, a pilot program in Shawnee Mission, he has begun to do well again in school, learning study habits and organizational

skills that are helping him reach his potential.

The district began the Challenge program for elementary students last year and extended it to middle schools this year. The program provides more individual attention for children in the district's gifted programs whose classroom performance is falling below their abilities.

"School, the way it is set up, is not for everybody," said Joyce Scamahorn, coordinator of the gifted

See GIFTED, A-8, Col. 1



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# Gifted underachievers need guidance to realize potential

Continued from Page A-1

education program in Shawnee Mission.

Instruction is geared for the overwhelming majority of students who range from low-average to high-average intelligence, Scammahorn said. The needs of those at the extremes of the spectrum — the gifted and the developmentally disabled — are often not met in the typical classroom.

And just as the developmentally disabled need special education, so do gifted students, especially those who are not achieving up to their ability, she said.

"These kids can make a difference," Scammahorn said. "We know their IQs are very high. Think what they can do if we support them."

## Gifted but underachieving

In Shawnee Mission, giftedness is defined as those with IQs of 135 or higher. Scammahorn said that a little more than 1,000 students in the district, including high school students, are identified as gifted. About 25 students who are underachieving are able to participate in the pilot project. If Challenge were expanded to all grade levels, it would involve 75 to 100 gifted students, Scammahorn said.

Guidelines in Kansas and Missouri allow districts to create programs for underachieving gifted students, but most districts focus on those gifted students who are performing in the 95th percentile or

"It's permissible, but to my knowledge, there are few programs that focus on underachieving," said James Marshall, director of special education with the Kansas Department of Education. "It's probably equally or more justifiable in terms of students trying to reach their potential."

Gifted education teachers say the reasons for underachievement can be as varied as the students. But some of the characteristics that turn up again and again are low self-esteem, perfectionism, procrastination, self-criticism, a feeling of competition where none exists, an unwillingness to take risks and "magical thinking," in which they expect achievement to happen automatically, without effort or practice.

For many of them, these attitudes manifest themselves in lack of organization, a selective memory, poor study skills that lead to gaps in learning, and rationalizations of why they aren't succeeding.

"A lot of these kids have written off school," said Gail Wydeven, a middle-school teacher in the Challenge program. "They perceive any kind of failure as overwhelming. They decide they're not going to deal with it. With a lot of things they don't cope."

And because they are so smart, these students have become skilled at developing ways to avoid performing up to their abilities.

These are very, very bright students who have gotten extremely talented at underachieving and don't necessarily wish to change, or are very afraid to do so," said Debbie Woythal, the Challenge teacher on the elementary level.

## All parties are frustrated

Underachieving gifted students often encounter misperceptions about themselves, such as an assumption that a highly intelligent child is equally advanced in other areas.

"Because they are so intelligent, they seem more mature than they are," Wydeven said.

Others might think that someone

so intelligent didn't desire praise or encouragement and couldn't or shouldn't need extra help to perform well in school.

"The attitude sometimes is, 'He's smart enough. Let him alone. He can make it,'" Scammahorn said. "Think how frustrating that could be."

Frustration is a common thread among those involved with the underachieving gifted.

"It's very frustrating for the teacher and the parent because you know they have so much ability," Wydeven said.

Jeff, before he became part of the Challenge program last year in fourth grade, felt the frustration, too.

He hated school, especially the amount of what he thought were repetitive math problems in his homework assignments.

"It was horrible," Jeff said. "I only finished about half of them. ... If you don't do well in one subject you kind of give up in the others. You think, 'Oh, I can never do this,' and then you start thinking you're not smart."

Those problems did not disappear immediately when Jeff became a Challenge student. It took him hours to do his homework, and he often would "forget" about assignments.

"I was kind of fooling around instead of doing my homework," he said. "I was leaving assignments out (of my assignment book) on purpose. I thought it was too much

work, and I didn't want to do it." But because of the Challenge program, everyone involved in Jeff's education — his parents, classroom teacher, enhanced learning teacher, school principal and Woythal as a liaison bringing them all together — were focused on Jeff's difficulties and strategies to overcome them.

"We really know the student," Scammahorn said. "Not what they are telling us, but what really is happening."

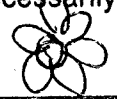
## A weekly checkup

As she does with other Challenge students, Woythal meets weekly with Jeff, and she keeps in regular communication with his parents and teachers. Parents, students and all teachers also meet regularly, usually once a month, in a "PST" meeting, where students set goals for themselves and review what they have accomplished the previous month. Parents also meet in a group once a month to work on strategies or to receive advice from area psychologists.

Students can select their own long- and short-term projects and negotiate with their teachers (often

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**"These are very, very bright students who have gotten extremely talented at underachieving and don't necessarily wish to change, or are very afraid to do so."**



**Debbie Woythal,  
Challenge teacher**

signing written contracts) over the details and when it should be completed. The teachers are responsible for ensuring that the project is challenging for the student while at the same time ensuring that the child is successful.

"You set them up to succeed," Scammahorn said. "You give them an assignment that leads to success. Good teaching hooks kids in, like a good salesman."

Wydeven said, "I put them on the tightrope, but I'm under there to make sure they don't fall."

Through Challenge, Jeff has begun to learn organizational skills, using a teacher's assignment book to help keep his homework straight. At home, Jeff and his younger brothers have a regular study hour to do their schoolwork.

Initially, Jeff's successes were linked with specific rewards. For example, his mother said, if he completed an assignment, he would be able to play football with his dad. As Jeff's performance improves, those immediate rewards aren't as necessary.

"He's getting to the point where he's always getting things done," his

mother said. "He has a lot more responsibility than before. He feels better about himself."

This year, Jeff has completed a report he wanted to do on dinosaurs and plans a project on marine biology, another of his interests.

"Under Challenge, he learned how to organize," Jeff's mother said. "We learned how to help him organize. You don't think you'd have to learn those things, but you really do."

### Parents put their time in

The commitment of Jeff's parents is substantial, but they think it's worth the time.

"At the beginning it was time-consuming and difficult," Jeff's mother said. "We have to have more time for meetings, but we spend less time fighting. We used to spend every night fighting with Jeff to get his homework done."

Woythal credits Jeff's dramatic turnaround to the commitment of his parents and teachers. Where the commitment is not there, results may be harder to achieve. She said she is comfortable if 50 percent of the kids are doing well.

"It has to be a priority," Woythal said. "If the parents say they don't have time, that message comes across. And you need teachers and principals who are flexible enough to help a kid meet individual needs."

The goal is for students to learn to perform to their ability without spe-

cial attention. Still, at this early stage in the program, even when a child has begun to perform well, he still needs close monitoring, Woythal said. One student did so well last year that this year Woythal began seeing him only every other week.

"He started off badly and went into a tailspin," she said. "He was back to being helpless. I said never again will I sit back and think I can relax."

Focusing on the individual needs of a student, which schools are more and more equipped to do, works not only with gifted students.

"What works with gifted kids works with everyone," Scammahorn said.

Jeff's parents are learning that as they keep track of their other children's schoolwork.

"It's definitely given us an advantage," Jeff's mother said. "We're so much wiser. We probably won't get into the situation that Jeffrey was in so badly."

Scammahorn said she hoped to continue the program and expand it to the high schools.

"We had a high success rate on the elementary level," she said. "This year on the middle school level, it's looking the same. I think we have to continue it."

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ate Bill #108 Elimination of funding for Gifted

I want to express my support for continued full funding of the Gifted Program.

For our daughter Linda, the gifted program has made school tolerable.

It is frustrating for her to sit in a classroom and listen to the same information repeated over and over again in numerous ways until the rest of the class understands, when she understood right away.

The gifted program provides an outlet for her frustration. It furnishes her an opportunity for interaction with her scholastic equals. Together they can explore new ideas and areas that the regular school curriculum does not have time to include.

The gifted program provides resource people to work with these bright, quick students. These 'gifted facilitators' enable the students to accept their giftedness and encourage them to use their abilities. Often bright students are ridiculed and put-down. The gifted program encourages these students to excel and not quit.

The 'gifted facilitators' are necessary---the classroom teacher doesn't have time to devote to one or two students and ignore the others in the class.

The gifted students challenge the way things are done and see new ways to solve old problems. They are on the cutting edge of problem solving of the world's social and environmental matters. The gifted are the THEY we refer to when we say 'THEY will solve the problems of the future'.

Considering the State's and Nation's concern about current test scores it seems contradictory to eliminate funding for the gifted. You run the risk of losing some of the brilliant minds who just can't cope with the regular system.

What message are you sending to these intelligent students if you decide to eliminate funding for the gifted program?

Continued funding for the Gifted Program is essential!

Senate Bill #27 Local option

With mobility of our population it is essential that all districts continue the gifted program.

Local option would place the program in jeopardy.

Retain the funding--don't go backward in providing this program for a very important resource.

*Shirley Nyhart*  
RT. 4, Box 318  
*Leavenworth, Kansas*  
USD 449 66043

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2/5/91

A 117

Testimony before the Kansas State Senate Education Committee  
February 5, 1991

Nancy L. Murphy  
1356 Sherman Avenue  
Leavenworth, KS 66027  
913-651-8907

Parent of two identified gifted children in U.S.D. 453  
Teacher in U.S.D. 207

As I see the issue of the gifted mandate in Kansas, it is entirely a matter of power.

The mandate empowers gifted students. A gifted child knows she is different from the earliest moment she compares herself with others, and in our society, different is not good. Through identification of giftedness in students we can provide them with an explanation for being different. We can let them know it is O.K. to be different--that it's even good. The child can then begin to see herself as valuable rather than just different.

The gifted mandate gives her options which may not be available otherwise. A child who enters first grade reading on a third grade level can attend reading classes with third graders rather than endure the tedium of first grade lessons. A sixth grader can enroll in an Algebra I class instead of plodding through sixth grade math and Algebra 1/2. A high school senior can attend calculus classes at a local college. A voracious reader can complete a critical reading class through independent study. A student interested in city government can become involved in a mentorship with the city manager, learning the workings of the city machine. Yes, these are things which can happen without a mandate, but in many cases do not. The mandate insists that these things be made available to gifted students.

Because the mandate places gifted education under the banner of special education, it ensures the parental rights outlined in Public Law 94-142. Parents of gifted children are in the same position that parents of handicapped children were a few years ago. We are fortunate to find a few teachers who understand the needs of these students and enjoy working with them, but we also encounter other teachers who resent the children's differences and the extra time it takes to meet them where they are.

My son tried to refer himself to the gifted program in second grade and was told that he couldn't be considered because he "cried too much". His extreme sensitivity, one of the aspects of his giftedness, was the very thing that kept him from being referred. I was not aware of my rights as a parent at that time and so the child had to wait two more years until he found a teacher who recognized his special abilities.

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In fourth grade, my daughter and all of the other children in the gifted program were assigned to a teacher who had proven her incompetence the year before. This was to be her last chance to prove her teaching abilities. Knowing the background of this teacher, I requested a change of assignment for my child. I was told that if she were to be changed to another classroom she would have to drop out of the gifted program. So she stayed in gifted and lost a year of instruction. The teacher was not re-hired. These stories are true and happened in Kansas under a gifted mandate. Had I known my rights as a parent, I could have used the mandate to insist on adequate programming for my children.

Without a mandate, all parents of gifted children and those children lose the guarantee of rights and are at the mercy of school district whim. The mandate gives parents the right, the privilege, and the power to make appropriate educational changes for their children.

The Kansas mandate for gifted education gives teachers the legal power to arrange adaptations for gifted students. It also gives teachers the legal obligation to advocate for these children.

Under the mandate, school districts are obligated to speak to the needs of gifted students. They must provide enrichment, acceleration, compacting, test-out procedures, alternative curriculum, and access to appropriate facilities. Without a mandate these are only options--options which, due to personal preference, misinformation, lack of understanding, or apathy may be abandoned.

The Legislature has the power to make a difference for gifted children. Children who have had the advantage of the gifted mandate since its beginning in Kansas are just graduating from high school, just entering college. Ask them if the mandate has made a difference for them. Rather than removing the power of the gifted program by removing the mandate, research programs that work and find out why.

Our gifted children see the legislative process we participate in today and understand that it has come about because there are legislators who do not value giftedness. Senators and representatives who believe that these children are worth the investment of time, money, and commitment from the state of Kansas must make a stand with the students, parents, teachers, and administrators here today.

After helping in a classroom for the educable mentally handicapped one day, a gifted twelve-year-old was angry. She said, "Those kids have to work hard every minute of every day. Think what we could do if the same effort was required of us!" Shall we, today, abandon that ideal?

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Sandra L. Simmons, M.S.  
Rt. 4, Box 73  
Leavenworth, KS 66048  
(913)682-6064

Gifted facilitator  
U.S.D. 453  
Leavenworth, KS

Parent of two identified  
gifted children in USD 449  
Easton, KS

Citing the above two entries as my basis of experience, I wish to address the committee concerning my feelings for continuing the Mandate for Gifted Education and funding for the same.

I have spent the past twenty two years as an elementary teacher in the state of Kansas. The last eleven years have been spent as a facilitator for elementary gifted children in the Leavenworth County Special Education Cooperative. I completed my master's degree in gifted education at Kansas State University in 1985.

I have two daughters who are in the gifted program. One is in fifth grade, who was placed when she first entered school. The other daughter is a high school junior, who was placed in eighth grade.

Following you will find my reasons, as briefly as I could state them, for feeling so strongly that we must not allow our mandate to be rescinded and we must continue to fund gifted education in the state of Kansas.

Gifted education allows the following things to happen for our academically gifted students:

1. To have an IEP (individual education plan) which allows them to have their academic and emotional needs more nearly met.
2. To have a facilitator act as an advocate for them in the areas of social, emotional, and academic needs.
3. To be exposed to curriculum, higher level thinking skills, research skills, and problem-solving techniques at an earlier age than their peers because they are ready to undertake real-life investigations.

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4. To have time each week to meet with the gifted facilitator.
5. To be provided with "qualitatively differentiated" curriculum in the regular school setting.
6. To have a means of providing for the child's needs by adapting, or compacting curriculum so that the student may move through material at his/her own rate without becoming bored by having to repeat material already learned while waiting for the rest of the class to master it.
7. To have an opportunity to interact with other intellectual peers, which is well documented as being most appropriate for gifted students.
8. To learn the leadership skills, so necessary in today's society.

If Kansas legislators rescind this mandate we will be taking a step backwards in the education of our greatest "natural resource", our gifted youth.

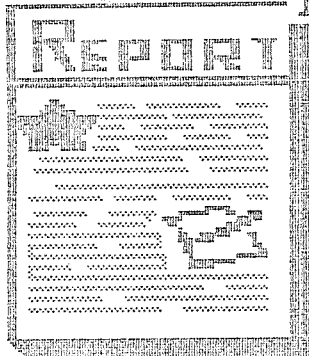
Over thirty states now have a mandated program for gifted students. I have been very proud to be from Kansas, one of the FIRST states to pass a mandate. It is beyond my ability to reason that we would rescind this mandate and take away from our very brightest, a program that I know is working. If the legislators want to do something about gifted education, they should be considering how to add money to a program that is poorly funded, but is still growing in numbers.

Gifted facilitators in the state of Kansas are among the very best qualified in the United States, having certification requirements far beyond most states. What will happen to people like myself, who have a passionate belief in this program? Is the state of Kansas willing to force these dedicated teachers out of Kansas to be able to work with the students they have trained to teach? And more importantly what will happen to my daughters and all gifted children in Kansas?

I implore you to continue making Kansas a forerunner in gifted education. Implement a committee to study gifted education and find out what it is doing for our talented youth. Talk to our gifted students who are now in college. Let them share with you what a difference it made for them!

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A 119-2

# Report on Gifted Ed.



by  
Micaela Simmons  
age 10, grade 5  
Rt. 4, Box 73  
Leavenworth, Kansas 66048

I have been in gifted class since I was in first grade. I'm in the fifth grade now. The first thing Gifted Education allowed me to do was skip Kindergarten, therefore accelerating me to accept a challenge.

That year I got to do my first ISP (Independent Study Project). My project was on Karate. I was taking first year Karate and I was very much interested in it. I took pictures, interviewed two black belts, wrote poems and read books. As I was only in first grade, I don't know how, in a regular classroom, I could have done anything this deep at first grade level.

In second grade I did an ISP on Leonardo da Vinci. This involved an interview with an art history professor at KU and a great deal of in-depth research. I don't feel I could have gotten enough specialized attention to do this without the help

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of my gifted teacher.

In third grade I did a project on child safety, seat belts, and children riding in the back of pick-up trucks. I went to a senate hearing while doing this project. I met Captain Dean Forster of the Topeka police. He asked me to come to the police station and he gave me a tour and provided me with some photographs and statistics for my project. I also met Representative George Dean from Wichita. He showed me all around the House of Representatives chambers. I will never forget the day I spent in Topeka on this project.

In fourth grade I did a project on astronomy, because I hope to attend MIT and major in astrophysics or quantum physics. I also wrote to Isaac Asimov and received a postcard from him that he had personally typed. This year my project is on Women's Rights, which I feel very strongly about.

In a regular class I couldn't do all of this. Do you see what I am getting at?

On gifted field trips I go farther and deeper and learn more about things than regular class field trips. Also on these trips I get to interact with other gifted students. I think this is good for me.

When I show up with a resume

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for college or a job, they will look at the fact I have been in a gifted program.

I believe the state of Kansas should continue to pay for a gifted program. Just because I was born gifted doesn't mean I can get all I need for my adult life from regular school. Gifted has been a big benefit to me. It is my sincere hope that you don't decide to do away with the Gifted Mandate.

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This is the statement of Bridget M. Higgins regarding the Gifted Education mandate concerning Kansas primary and secondary schools. I testify that all the information contained hereafter are true and are my sole beliefs.

My name is Bridget M. Higgins. I am 20 years old and a Junior majoring in Advertising at the University of Kansas in Lawrence. I have lived in Kansas since the age of three. I attended Mound City, Kansas schools from Kindergarten through twelfth grade. The names of these schools are: Mound City Elementary, Jayhawk Junior High, and Jayhawk-Linn Senior High. The latter two schools are a consolidation of three towns: Mound City, Blue Mound, and Prescott. The size of the Secondary school teeters between 2A and 3A.

I first became involved in the Gifted Education program while in fifth grade. We met with the teacher from one to two hours a week. From seventh grade through twelfth grade, the time with the teacher per week was also around one hour. Although the time spent together as a "special class" was short, I can assure you that I have more vivid memories of it, and feel more strongly about what I gained from it than I do of any other course taken during those years.

Why is it that a society can prize success so much but apparently value the education that can lead to this success so little? All through the grade and high school years, students who show high aptitude and creativity are made to feel out of place and freakish—not only by their peers, but by their regular teachers, as well. Gifted Education provides a place for these students to stretch from the walls they create around themselves. To inquire, to create, to grow: these things are heralded, not stamped down. But enough of the elocution; I think personal experience could shed more light to this situation than rhetoric ever could.

When one of my classmates and I were selected to be in Gifted Ed., we had hardly even heard of it, and we had no idea what to expect. All I knew was that I was to have a place to go where I could be "Smart," as the classmates, who were left far behind for that hour, referred to us. We sat in circles and imagined wild things, revelling in who came up with the weirdest. We did research on medieval times and learned to work computers before they became commonplace in Elementary schools. We wrote plays and stories and drew graphs and played math games. One week, we all went to the classroom only to find our teacher not present. Feeling very cocky, we decided to remain and teach class ourselves. That is exactly what we did, and a group of very big-headed Elementary students returned, unmanned, to their classrooms an hour later. A personal commendation from the principal on our "exemplary behavior" added to our elation at our next meeting. We knew this room was the place where we were allowed to go beyond normal limits, if only for one short hour.

In Junior High the teacher changed, as did the program. We shedded our romping "grade schooler" ways and got down to more serious business—brain

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games and mind stretchers. Our teacher traveled down to our school from Lawrence, where she was a faculty member at KU. She was a very busy woman and it showed. This was the only year where the program was not really enjoyable, and I admit, not profitable, either. There was something missing that year—it was the friendly and accepting support we had known from our previous teacher. You see, games and folders and colorful posters are all fine and dandy. They provide a sound base from which other ideas spring. However, they alone are not enough.

From eighth through twelfth grade I had the pleasure of interacting with two very fine teachers. These two faced a tremendous job. Every day of the week in a different school, each day a whole set of new minds and new problems. It never showed. These magnificent teachers gave us so much. They were our mentors, our confidantes, and our friends. We gave them our best, because that's what they gave us. These teachers were more convinced than we were ourselves of what we had to give to the world. I think that this is what Gifted Education is all about.

It is, I believe, to provide a stable grounding for intellectual development, an outlet for creative flow, and a trusting support system to deal with problems that are *not* the same as those that average students have. If Kansas wants to continue to compete, not just in its educational system of today, but in the competitive workplaces of the future, it must not now start letting down those who offer its brightest hopes.

Members of the Committee, do not let Kansas down. This issue goes much farther beyond the plethora of teachers who will be out of work, beyond the brilliant minds left to stagnate in work far too easy and too boring. It is an issue of whether we wish to return to an ancient educational system, where the status quo was the only accepted alternative. Society already casts off those who are different, do not tell them by your actions that this *is* all right. Look beyond the paperwork and the high positions that you hold. Look to those who are trying so hard to attain these same things in a system not designed for their superior minds. Act now.

Bridget M. Higgins

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I am a gifted student at Baldwin High School, and I feel that eliminating the mandate for gifted education would have serious ramifications on this country and society's future as a whole.

As a student, I have witnessed the need for motivation in education. Many times I have found myself bored and unchallenged by work in the regular classroom. In rural schools such as Baldwin, there are a limited number of teachers, and therefore a limited number of classes that the schools can offer. Students of all levels are then forced to study the same material at the same pace. Educable mentally handicapped students are not forced to learn on the same level as the average typical learner, so gifted students should not be forced to either. One of the most important things for a gifted student is to be allowed to be themselves. In the regular classroom this is impossible, due to constant teasing from peers which eventually leads the student to change themselves in order to fit in. That can be devastating to a mind that thrives on continual intellectual stimulus.

Something a lot of people do not understand is that gifted does not mean that you are just smart, it means that you have a great capacity to learn. To quote the Gifted Kids Survival Guide, "There is no heavier burden than a great potential." This is all too true. It is very difficult going through regular classroom work knowing I could be doing twice as much work. The only time I feel challenged is when I am in my gifted class and we are working on some of the different activities.

I feel that the biggest damage caused by the passing of this bill would be the negative impact on America's future. A mind not nurtured is a mind wasted, and a generation of wasted minds makes for an uncertain future. The United States is a country based on the beliefs of democracy, yet I see in so many ways our society paralleling our most hated enemy - Communism. The main belief in that system is equality. By not allowing a person to achieve their highest potential, it is an attempt to make everyone the same. In the satire, Harrison Bergeron, author Kurt Vonnegut pokes fun at our constant attempt to find supreme equality. He shows that by following our normal standards of equality, eventually our society will evolve to the point that if you are more beautiful than someone else, you must wear a mask, more graceful, you must wear weights to make you clumsy, more intelligent, you are made to lose your train of thought so that you are no better than anyone else. Mr Vonnegut shows us that equality doesn't mean the same, but that it means given the same chance. Please give the students in this state a chance to become the very best that they can be.

*Kenna L. Musgrave* (D)

Kenna Musgrave

A 122

Mr. Chairman, Senators, Ladies, & Gentlemen,

I thank you for letting me come here today and voice my opinion about the cutting of the state mandate concerning gifted education.

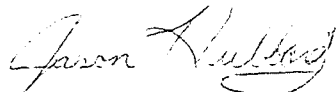
I come before you today as a participant in the gifted education program. For the past three years I have benefited directly by the very law you now seek to change. I am here to voice my opposition to such an action. As you know over a decade ago a law was passed that mandated the funding for gifted education. At that time it was realized that a need existed to provide a specialized education above and beyond that of a regular classroom to those students who qualified. That need still exists today, if anything the need has increased. We now lived in a world that is advancing rapidly in all fields. In order to prepare properly to meet this future, students need to be guided to their full potential; in some cases this means the regular educational classroom, for others this means a specialized program. By supporting the passage of this law, you will in effect be denying a certain segment of students the opportunity to reach full potential. I am here to ask you to reconsider this action.

You have said yourselves "excellence in education". If what we are truly seeking is excellence, you must ask yourself what excellence can be gained from the cutting of an educational program. If the problem is really financial, then first we must weigh the investment with the possible returns.

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In Southeast Kansas the name of our gifted education program is Wings, a fitting name in this case. In effect, you by refusing to pass this law can truly be the wind beneath our wings, or by passing it you can clip our wings, so that we never soar again.

Thank You.



Jason Hubbard

8th grade - Riverton School USD 404

Riverton, Kansas

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## ON GIFTED EDUCATION

I am here today because I support the education of all our children, not just the gifted. I happen to be the parent of two children who have been judged to be "gifted" under the guidelines set up under current Kansas law. I see the kind of education they have gotten from the best of their gifted teachers to be a prototype for the kind of education I feel all our children need; an education that teaches children to think for themselves, to analyze problems and gain experience dealing with them in rational and methodical ways.

The reason I have supported gifted education, which I consider to be elitist, is that I have seen it as a prototype. Gifted ed. has introduced the teaching of the skills of thinking, analysis, and follow through in action. These are skills which our children will undoubtedly need as they deal with, among other things, our legacy of pollution, and our primitive methods of international conflict resolution by war. War does not advance security or resolve the issues that lead to war, only thoughtful analysis and negotiation can do that. Continuing in present habits does not resolve problems of pollution, only thoughtful analysis and commitment to cleaning up our act can do that.

For us to consider, at this point in history, abandoning teaching even to a token few of our children the skills they will need to deal creatively with the cultural legacy we are leaving them, is at the very least telling them "We don't care enough about your future or the future of the earth to prepare you to deal with it."

Instead of closing down the gifted program, we should be thinking of how to expand it to all the children in our schools, not just those whose scores on arbitrary tests define them as "gifted". All our children have gifts. Although My kids both scored high in the tests, so they are "officially gifted", I know of no child whose gifts could not benefit from the small class size and the kind of analytical instruction given in the gifted classroom.

Our children are the future. Do we dare not to prepare them for it? How can we justify cutting the token program we now have, when we should be preparing to do much more?

Respectfully submitted,

Paul Krumm  
529 S. Chestnut St.  
Lindsborg, KS 67456

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Addressed to the Senate Education Committee--Feb. 5, 1991  
Mary F. Buster, parent of a gifted child  
Flint Hills Special Education Coop, Lyon/Chase/Greenwood counties

My copy of the Supplement for Gifted Programs in Kansas states that the purpose of the gifted education program is to provide children and youth identified as gifted with a differentiated curriculum which facilitates maximum achievement and development of higher level mental processes. We must help every student meet their potential as a student and as a person that may one day be a leader in our state or nation.

When my daughter was three, she directed the play activities of the ten and twelve year olds on our block. She invented the games and they all played them. One of her first teachers confessed privately to me that she felt threatened by Lida's abilities. Another teacher told me Lida didn't learn anything in her room that year. Her teachers kept trying to make her be just like all of the other children in her grade.

In the fourth grade Lida was in the average math group. Her gifted teacher recognized a math talent in Lida and encouraged her to do more. In nine weeks she worked her way to the advanced group and led the group by the end of the semester. Now she is in 7th grade enrolled in 9th grade algebra, planning a career in math. Were it not for her gifted teacher and classes, her teachers would still be trying to make her be just like all of the others and she would still think of herself as average.

Without the mandate I fear for the students in smaller schools where Advanced Placement classes and other extras don't exist. The daughter of a woman I know attends Waverly H.S. and is taking speech through their gifted program. Speech is not a class offered at Waverly.

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I understand and appreciate the concerns that Senator Karr expressed to me that not everyone is pleased with their gifted program. My question is--should we kill a state's entire program because some people are not satisfied? Let's not throw the whole program away because part of it isn't working. Let's make it work.

I found that there are thirty possible programs to choose from and combine under present Kansas guidelines to fit the needs of each community and school. With so many options it would seem that the teachers and administrators of each district could create a plan that fits their individual needs. If they need assistance in this endeavor I'm sure that gifted professionals at our state universities would be happy to help.

In a day when our students are not only competing educationally with others within the state and the nation but also the world--killing Kansas's gifted mandate cannot be the answer to our problems.

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TESTIMONY REGARDING GIFTED EDUCATION

Deanne Korsak  
Coordinator for Gifted - FHSEC  
Emporia, Kansas

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"Jim" was described as being belligerent, hostile and unpredictable. He would not participate in group activities, felt persecuted, and blamed others for every unhappy event in his life. He was physically aggressive, in continual fights. He was referred to SRS for truancy.

These are lines I read about a student new to our district last year. He had been placed in a Behavior Disorder class in his last school. A teacher from our district referred him to the Gifted Program and when tested was found to have a high I.Q. and other assets allowing him to be placed in our Gifted Program. I, needless to say, was apprehensive about meeting this young man and working with him.

At the IEP meeting, I found his mother to be of very low intelligence and his home life to be deplorable. His situation did not allow him any of the opportunities many bright, young minds are able to explore.

He is a freshman at Emporia High School this year. Through the Gifted Program, he has been counseled on classes he should take for a good college preparation. The idea of college had not occurred to him before. We worked through time management skills, critical thinking, and making good decisions. Although his life has not been totally smooth sailing, he is now taking advanced classes, participating in all the opportunities the gifted program has to offer, and pulling a 4.0 GPA. He is self-confident and has experienced no behavior problems.

I attribute "Jim's" turn around to several things. One, he feels good about his intelligence. He is secure in the thought that he is capable. Two, through gifted education he is able to interact with his intellectual peers. Other students in the program have inspired him to take several independent studies in addition to his advanced classes next year. Third, through gifted education he is able to experience opportunities such as workshops and seminars on a variety of topics important to his future.

Without gifted education in this young man's life, I might be telling an entirely different story. He would not have the opportunities that have helped him become an excellent student and a truly enjoyable young man.

True, many gifted students are not culturally deprived or socially handicapped as "Jim" was. I fear for the students like Jim who without gifted education might never be able to set his goals high and make strides in achieving those goals.

Please do not defeat the gifted mandate. Let us help the brightest minds of our state. They need guidance, encouragement and our support.

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Brian Welborn  
Valley Falls, Kansas

Good afternoon, ladies and gentlemen of the committee. I am Brian Welborn and I am a student in the gifted education program at Valley Falls High School. Thank you for the opportunity to share with you today my feelings on the proposed rescinding of the mandate for gifted education in Kansas.

Through the gifted education program I have learned skills I will find useful in my future and I have learned to expect more of myself and my abilities. I could not have learned these special skills in the regular classroom atmosphere. The reason for this is that I am given more personal attention in the gifted education program. That personalized attention and the encouragement I have received from gifted facilitators have also contributed to my maturing self-esteem.

I have learned better writing skills through the research papers and summaries I have done in the program. I have learned better communication skills, both oral and written, through discussions with my instructor and the written summaries necessary for project requirements to be met. I have completed detailed research projects on military aircraft, economics, and college opportunities.

The gifted education program has given me time to spend with peers who have interests and abilities similar to my own, and to share ideas and feelings on widely varied

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topics. The program also has challenged me to do the best I can, to expand my mind, and to express my individuality.

I have learned responsibility through this program. A responsibility to others, and a responsibility to myself to do my best with the education and intelligence I have been given.

My work in the gifted program has given me a chance to explore the many career opportunities available to me. My work also has brought to light the many aspects of choosing a post-secondary education and how to proceed through the decision and admission processes.

Through my instructors and my work I have also acquired the ability to make analytical decisions. This decision-making ability will be of great use to me in my future.

The gifted program also has taught me to value the opportunity for education that each student in this nation is given. I have learned that each student should make the most of that education, each according to his own abilities.

I realize that economic and budgetary considerations have prompted this review of the gifted education mandate. Large school districts with an expanded curriculum might be able to offer their gifted students a program comparable to the one provided through the gifted education mandate. But the gifted student of the smaller district might be shortchanged by limited funds and curriculum.

I know the benefits I have received from gifted education and I hope you will give that same opportunity to

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A 127-2

students in the years to come. The leaders of Kansas in the 21st century may well come from among those students. I believe the future of Kansas is too valuable not to insure that these minds are utilized to their fullest potential.

Thank you.

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2/5/91  
A127-3

Jane Jovack  
11315 Mackey  
Overland Park, KS  
66210

Last week I told my son that I wanted to come to Topeka to defend continued inclusion of the gifted mandate. He said that his enrichment teacher had told him of the education committee's recommendation. He looked at me and said, "Oh, well, there goes my oasis in the desert of school." I was surprised, really, by the depth of understanding and by the pessimistic overtone to his simile. After all, he is only in eighth grade.

The removal of the gifted mandate has, indeed, pessimistic implications to me. It implies that a gifted child in Kansas does not need state intervention on his behalf. Somehow gifted children can fend for themselves--that their needs aren't as pressing as the physically or emotionally handicapped. School districts with little money will have the "option" to provide for these not so important children. This is a clear statement being sent to Kansas schools. Is this the message Kansas legislators really want to send?

The second implication is that gifted children will somehow naturally become productive, creative leaders in society because of their "natural" abilities. One does not engineer Patriot missiles without the ideas, the research and the development necessary. As President Bush stressed in his State of the Union address, R. & D. needs to be re-emphasized. Kansas must nurture our brightest so that our great state can contribute to our nation's brain trust.

Our state has thus far helped to develop our future problem solvers, our creative and divergent thinkers. Kansas enrichment programs have provided each and every exceptional child with opportunities to brainstorm, use critical thinking skills, compete and cooperate, and have the courage to be different! Just ask our children.

Kansas, I am proud to say, had taken two steps forward by mandating the gifted program. Please don't take three steps back now--now when our state as well as nation needs to be aggressively progressive.

These implications are not merely philosophical issues. These are really practical considerations for the average taxpayer. Can I count on Kansas to remain progressive in education? Progressive enough to invest in their children, rich or poor, handicapped or gifted?

Please do not sacrifice the needs of some exceptional children to rewrite a budgetary formula. In the end, the equation may never balance!

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A128



2/4/91

To Members of the Senate  
Education Committee:

I have two children, ages 11 and 9, who benefit from the enrichment program in the Blue Valley School District. I have been so pleased to see their giftedness enhanced by this excellent program. They could not have acquired these skills in the regular curriculum of the classroom.

I have always been proud to live in a state where education is highly prioritized. Please continue this tradition by voting against Senate bill #27.

Thank you,  
Ann Regnier  
4008 W. 110th St.  
Leawood KS 66211

EDUC.  
2/5/91  
A129

Mary McCoy  
3201 North Severance  
Hutchinson, Kansas 67502

I want to thank you for the opportunity to come before you to share my concerns about Senate Bill 27. As a mother of a gifted child and a facilitator of gifted education for the past ten years, I am incredulous that such a bill is being considered.

The vision of Kansas lawmakers when the mandate was approved has been a great source of pride as I have presented workshops at national and world gifted conventions and have been a charter member of the National Creativity committee. Kansas gifted education has served as a model for many states not yet having a mandate as well as ones that are struggling with new programs for the gifted. It is difficult to imagine that the hard work, time, energy and money which has been invested in programs for bright young Kansans is going to be put on hold because of a lack of funding!

I have always maintained that there is no better investment of tax dollars than the future of bright students. Our money will be returned with fantastic interest as these students become contributing members of society. These are tomorrow's leaders in government, business, education, technology and many other fields. Thomas Jefferson saw a need for gifted education back when our government was being formed. He suggested that the countryside and villages be combed for the brightest, most creative thinkers among the young men and they be brought to a government school where they would receive an education to prepare them for leadership in this nation. Surely our Kansas legislators cannot argue with the logic of this great statesman. If we are to reach our goal for excellence in education and avoid regressing to mediocrity, we must continue to serve the needs of the gifted.

I am aware that there are those who believe that the gifted have no needs; they seem to have everything going for them and that they will "make it on their own. My ten years of working with gifted children of all ages has convinced me that they have many needs. They need help in dealing with their giftedness both as an individual and in relationships with family, peers and teachers. They need help in realizing their potential and exploring the myriad of options for developing that potential. They need a qualitatively differentiated curriculum. Some of them need the opportunity to participate in academic competitions which give them the same kind of success experience that their peers who are gifted in psychomotor activities enjoy when they compete at athletic events. They need risk taking opportunities. Once I was trying to decide whether or not I should give letter grades. I asked the students for their opinions. The response I'll never forget was, "If you grade us, we'll only try projects that we know will succeed. What we need is a chance to try a new idea without penalty for failure."

EDUC

2/5/91

A130-1

Shannon P. Murphy  
1356 Sherman Ave.  
Leavenworth, KS 66048  
913-651-8907

Senior at Leavenworth High School, U.S.D. 453  
Kansas Honor Scholar  
Top 5% of graduating class  
National Honor Society

When I was very young, before I started school, I wanted to do everything. I wanted to take gymnastics, but I couldn't. I was too small. I wanted to take dance classes. I wanted to go to school. I wanted to join Cub Scouts. It made no difference what I wanted to do, I wasn't able to do it. I was too young or too small.

At age four I was introduced to the Suzuki method of music instruction. I fell in love with the violin. I wanted to play the violin as badly as I had wanted dance and gymnastics. Unlike the former activities, I was not too small or too young to play the violin.

I met the challenges the violin provided me and I became a very talented musician. I took private lessons and was soon playing on the same level with students four or more years older. Suzuki was my saving grace.

Later, when I started school, I enjoyed the schoolwork and the friends. Unfortunately school provided me with no challenges. In third grade I started in the gifted program. For the first time since Suzuki I was encouraged and expected to do more than my peers, to rise above the average level. I began to work on a computer, I learned to debate, I was allowed to write poetry and to study its roots. Later, I took part in mentor programs. I spent time with a pediatrician and a chiropractor. I was involved in a number of research projects of my choice.

I have been in the gifted program for nine years. I've accepted the encouragement, the competition, and above all, the challenges that the program has provided. Because of my participation in gifted programs I have set my sights above average. I am frustrated by the average level classes I attend. I don't like to work below my level and I certainly do not look forward to a time when other students like me are forced to become underachievers.

I believe that removing the mandate for gifted education could endanger the gifted program. Without the program, gifted children will always be "too small". They will be left with no motivation to do more than required.

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2/5/91  
A131

# C. Kay Hutchinson and Associates

"Helping **You** Realize **Your** Full Potential"

4 February 1991

The attached statement is by Mr. C. Kay Hutchinson, president and owner of C. Kay Hutchinson and Associates, Leavenworth, Kansas.

Hutchinson and Associates is a consulting firm providing business, industry, municipalities and educational institutions with training programs in the general areas of management, sales, customer service, and personal and professional development.

Mr. Hutchinson is active in local and area business and government entities, serving on the Economic Council of the Leavenworth/Lansing Chamber of Commerce, and as chairman of the Government Affairs Council. He is a member of the Leavenworth Airport Advisory Board and also serves on the Aviation Committee of the Mid America Regional Council (MARC) in Kansas City.

His education includes a bachelor's degree in communications (radio/television, Kansas State University, 1956) and a master's degree in management (Salve Regina College, Newport, Rhode Island, 1984). Mr. Hutchinson is also a graduate of the Army Command and General Staff College and the Naval War College.

Mr. Hutchinson has owned radio stations and a cable television system in Iowa and Kansas. He retired from the Army Reserve in 1986 after attaining the rank of colonel while serving in the active Army, the Army Reserve and the Army National Guard. He was commissioned a second lieutenant, Field Artillery, from Army ROTC at Kansas State University.

4 February 1991

This is written because of a concern for what I understand is pending legislation to reduce, alter or eliminate the gifted student education program.

I certainly support continuing efforts to reduce government spending and the reduction or elimination of programs that provide limited beneficial services to only a small segment of our citizens. And I recognize that task is onerous and difficult in light of the "sacred cows" and/or narrow spectrum programs supported by the sometimes small, special interest groups.

Having said that, I do believe that providing the best education for our young people of Kansas must be one of our highest priorities. In general, the American education system is designed to serve the "masses", provide programs for the "average" student in order to get them through the system and into the work force. This, I believe, fosters a sense of mediocrity within the minds of many students -- to just "get by", rather than trying to excel in their academic efforts.

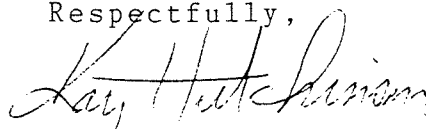
It seems to me that programs encouraging students to advance beyond just "getting by", striving for higher academic standards, and becoming leaders within their peer groups and their communities benefits not only those students, but our state and society in general.

Therefore, I write in support of maintaining the gifted education program in Kansas. It is a frequently over-used cliché; however, our young people are our future. If we fail to provide for advancing those students capable of becoming community and state leaders, then we have altered the course of our future to the negative and at the detriment of all citizens.

If more stringent standards for acceptance and continuation of individual students in the gifted program will provide for better use and control of the program's funds, then I support such implementation along with allocation for the gifted student program.

I encourage our legislators to seek some manner in which this important program may be continued to the benefit of our exceptional students, our citizens and our state.

Respectfully,

  
C. Kay Hutchinson

EDUC  
2/5/91  
A 132-2

February 4, 1991

Members of the Education Committee,

My name is Bob Ihrie. I live at 3154 S.W. 15th Street in Topeka . My two daughters attend USD 501 schools and are both participants in the gifted program. I come before you today to oppose Senate Bill 27 which is aimed at the elimination of the state mandate for the gifted program. Let me make clear from the outset that whether you make the gifted program optional as the Senate Bill proposes or whether you go further and also eliminate funding for the program as the Governor has suggested, it is evident to all that the intent is to do away with the state mandate either in steps or altogether. I want you to understand that I consider neither alternative to be politically feasible and will do everything in my power to insure that it cannot be done.

Why am I so opposed to the elimination of the mandate?

1. We have no other program that addresses the needs of our bright students.

The Federal and State governments have provided any number of programs to address the needs of students with special needs-- Chapter I, the preschool intervention project, programs that mandate services to other specialities (BD, LD, EMH, SMH, HI, etc.) -- but this is the only program directed at our bright students. All of these other programs are built on the hypothesis that all children can learn and all should be challenged to fulfill their potential. I believe we can do no less than keep these same assumptions regarding our services to the gifted children of our state.

2. Gifted children don't "get it anyway" and not everything comes easily to them.

Studies have continually shown that contrary to popular misconception gifted children don't just get it anyway. What we really are saying when we repeat this statement is that we don't care if they achieve their potential as long as they perform above average on the standardized tests. This is a mediocre standard that leads to mediocre results. In fact studies show there is as broad a spectrum of performance within the gifted population as there is within the rest of the school population. These kids have special needs that need to be met to keep them interested and turned on to the learning process. Furthermore the studies show that achievement in academic areas at levels well beyond physical age often brings problems of its own in dealing with other parts of the child's development.

3. The state mandate gives parents the only tool they have in trying to get the school district to meet their child's needs.

Many times school administrators or staff are unsympathetic to the needs of gifted students either because they don't understand the needs or they feel the student is doing just fine as is. In such cases the parents only tool to help solve the problem is to refer to the state mandate. The fact that they are required to provide services means that one cannot simply be dismissed as "another pushy parent". I can personally testify that without the state mandate my attempts to solve my daughters' needs would not have been possible. In addition, the state mandate provides transportation money to enable gifted children to go to another school as necessary to meet their needs. In an age when many families have two working parents and cannot ferry children midday or afford to pay someone else to do so this is usually the difference between getting appropriate services and having none. Again I can testify that my seventh grade daughter would not be able to take the two courses at the high school without the existence of the state mandate.

4. The idea that all the needs of these students are being met in the regular classroom is simply not true in my experience.

For both of my daughters the gifted program day was the one day that they were never sick, the one day I never had to get them out of bed and the one day that they came home to tell me what happened in school without me having to extract the information. The opportunity to be with their peers, to do exciting things, to not be considered "square" for having academic interests is something they found very exciting. It must have been worthwhile from their point of view since in our school district they had to choose to be apart from their friends and go to the gifted program for either an afternoon or an entire day. They also sometimes faced having to make up the work they missed. Despite all this the gifted program was the highlight of the week. I believe this speaks more eloquently than I ever could as to what this program means.

Bob Ihrie

EDUC  
2/5/91  
A133

February 4, 1991

1040 S.W. Cambridge  
Topeka, KS 66604

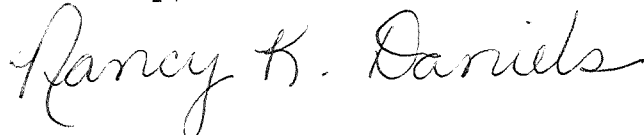
Dear Member, Senate Education Committee:

As the mother of a child in the gifted program of U.S.D. #501, I am writing to ask you to continue to fund the mandate for gifted education in our schools.

Every parent wants their children to realize their highest potential. As Kansans, it is in our best interests to see that every child reaches her full potential. We hear it so often, and we know it is true, that these will be our leaders of tomorrow. Whether they are leaders in commerce, public life, or the fine arts, they will enrich our society with the education that we give them now. Why then, would we want to give the children with the most potential of all the message that whatever they can glean from the standard classroom setting is enough. Don't we want them to achieve all that they can? Without a mandate to meet the needs of the gifted child, our school's programs will likely disappear in these difficult financial times.

Without the gifted education programs, we are forcing our children into one educational model... the average student. Please help us to make the best education of every child one of the values that we hold too dear to compromise.

Sincerely,



Nancy Knopp Daniels

EDUC  
2/5/91  
A134-1

February 5, 1994

To: Senate Education Committee  
From: Maureen Ihrie  
Re: Senate Bill 27

As a resident of Topeka, I wish to express first my vigorous opposition to Senate Bill No. 27, which would remove the state mandate for gifted education, and second, my opposition to Governor Finney's budget, which includes no funding for the program of gifted education.

When discussing this issue, it is important not to confuse equal opportunity with equal ability, particularly when the concept of minimum competency enters the picture. In this state, educators presently spend much time ensuring the opportunity to acquire minimum competency for as many students as possible, so all may be equally able. However, people are not equally able, but they still deserve an equal opportunity to develop. When an equal minimum ability becomes the sole focus of education, equal minimum opportunity is denied.

The effects of denying a minimum level of opportunity are particularly acute at the ends of the spectrum--the top three percent of students are just as aberrant as the bottom three percent. Like the bottom three percent, they are equally at risk, and like the bottom three percent, they do not develop without minimum opportunity. Kansas is a farm state. Everyone knows that different crops require different conditions, particularly unusual varieties. If you do not provide minimum opportunity and space for all crops, they do not grow. The farmer does not encourage only the average, or the weakest plants, but rather addresses the needs of all, at least to a minimum level.

How can we deny equal opportunity to students because they are able? How can we eliminate the mandate and deny equal opportunity to able students because they live in a rural area? I urge you to reject Senate Bill number 27, which would deny these students a minimum equal opportunity to grow. I further would encourage you to find ways to fund the mandate. I do not want to see my tax dollars used to expand a two lane road into a four lane highway from I 70 to Manhattan, to make it easier to commute to sports events, as long as at-risk children are denied a minimum equal opportunity. I thank you for your attention.

Sincerely

  
Maureen Ihrie  
3154 SW 15th Street  
Topeka, KS 66604

EDUC  
215791  
A 134-2



To whom it may concern:

Re: Gifted Education program

I understand that there is consideration of stopping the gifted program. I have one child in it now & 2 more preschoolers who likely will be. While I consider the program grossly inadequate it is one of the few things keeping us in the public school system and I urge you to continue & to expand the program.

James W. Owen, M.D.

EDUC  
2/15/91  
A134-3

To whom it may concern,

re: 215D 501 Program for Gifted Education

Having recently become aware of the proposed changes in the status of the gifted education program, I want to express my concern regarding these changes. As a parent of a child in the program I feel it would be not only unfair to the students of the program to eliminate this, but also shows poor understanding, on the part of those involved in making this decision, of the needs of gifted children. The program, at this time, does meet some of my child's needs and, hence, we are sending her to the public school. If the program is eliminated or funding cut drastically I would have to seriously consider removing my child from the public school system. Private education at least recognizes and promotes satisfaction of the educational needs of all children in their schools.

Sincerely,  
Jane Owen  
EDUC

2/15/91

A134-4

Honorable Senator

We are writing to express  
our opposition to Senate Bill  
No. 27. In these times  
when education plays such  
an important role in the  
world, to deny our brightest  
minds the education they  
need & deserve would be  
self-defeating. We urge you  
to defeat this bill. Thank you

Jan & Caylon Paulaka  
1611 NW 63rd  
Topeka, KANSAS

EDUC

2/5/91

A134-5

2/4/91

To Whom it may concern

Re: Funding for Gifted  
Education Programs

The highlight of my child's work at school is his one half-day at the gifted program. If the district is unable to provide a program to meet the needs of my child, most likely we will transfer to another school that is able to do so.

I find it hard to justify on-on-on paid professionals with severely handicapped children within our school system and no comparable support for our bright, highly achieving students.

Our public school system needs students from all levels of intelligence - I fear that in pulling out the gifted program, those highly intelligent students will

educ  
2/5/91  
A134-6

go elsewhere to get their  
educational needs met and  
the public school system  
will lose some diversity  
in population.

I heartily support keeping  
the gifted education program  
as a state mandate.

Sincerely,

Juan B West  
1836 Oakley  
Topeka 66604

EDUC  
2/5/91  
A134-7

2/3/91

To Whom It may Concern: RE: GIFTED EDUCATION

The program for Gifted Education for elementary students in USD 501 is the highlight of my child's school weeks.

If funds for this program are withdrawn, I will be withdrawing my child from public school and enrolling him in private education.

Sincerely

C. Michael West MD

C.M. WEST MD.

EDUC

2/15/91

A134-8

February 5 1991

To: Senate Education Committee  
From: Topeka Association for the Gifted  
RE: Senate Bill 27

As the oldest continuously functioning parent advocacy group for gifted education in the state of Kansas, the Topeka Association for the Gifted hereby wishes to record its vigorous opposition to Senate Bill 27, which would remove the state mandate for services to gifted students in Kansas. At a time when there is national recognition of the crisis in US education standards, and national recognition of the need to upgrade and individualize services at the elementary and secondary level, how can we contemplate eliminating services for our brightest, and potentially our most productive, group of students? For too long, the focus of American education has been remediation. While remedial services must be provided, they should not become the focus of educational policy, and minimal competency should not become education's sole goal. The Board of the Topeka Association for the Gifted urges the Education Committee to take a step in supporting excellence in education by defending the state mandate for gifted services, by persuading the Governor to fund the mandate at least at the level it has been funded at to date, by refocusing the goal of our educational efforts from minimum competency to excellence, and by funding further opportunities for more able students than those which the law currently permits.

We thank the education Committee for its consideration.



Topeka Association for the Gifted  
Maureen Ihrle  
Kathryn Kent  
Michelle Brausa  
Lucia West  
Bob Ihrle  
Spud Kent

EDUC  
2/5/91  
A134-9

To whom it may concern,  
re: 215D 501 Program for Gifted Education

Having recently become aware of the proposed changes in the status of the gifted education program, I want to express my concern regarding these changes. As a parent of a child in the program I feel it would be not only unfair to the students of the program to eliminate this, but also shows poor understanding, on the part of those involved in making this decision, of the needs of gifted children. The program, at this time, does meet some of my child's needs and, hence, we are sending her to the public school. If the program is eliminated or funding cut drastically I would have to seriously consider removing my child from the public school system. Private education at least recognizes and promotes satisfaction of the educational needs of all children in their schools.

Sincerely,  
Jane Owen  
EDUC  
215/91  
A134-10



To whom it may concern:

Re: Gifted Education program

I understand that there is consideration of stopping the gifted program. I have one child in it now & 2 more preschoolers who likely will be. While I consider the program grossly inadequate it is one of the few things keeping us in the public school system and I urge you to continue & to expand the program.

James W. Owen, M.D.

EDUC  
2/5/91  
A134-11

2/4/91

To Whom it may concern

Re: Funding for Gifted  
Education Programs

The highlight of my child's week at school is his one half-day at the gifted program. If the district is unable to provide a program to meet the needs of my child, most likely we will transfer to another school that is able to do so.

I find it hard to justify one-on-one paraprofessionals with severely handicapped children within our school system and no comparable support for our bright, highly achieving students.

Our public school system needs students from all levels of intelligence - I fear that, in pulling out the gifted program, those highly intelligent students will

EDUC  
2/15/91

A134-12

go elsewhere to get their  
educational needs met and  
the public school system  
will lose some diversity  
in population.

I heartily support keeping  
the gifted education program  
as a state mandate.

Sincerely,

Linda B West  
1836 Oakley  
Topeka 66604

EDUC  
715791  
A134-13

2/3/91

To Whom It may Concern: RE: GIFTED EDUCATION

The program for Gifted Education for elementary students in USD 501 is the highlight of my child's school week.

If funds for this program are withdrawn, I will be withdrawing my child from public school and enrolling him in private education.

Sincerely,

C. Michael West

C.M. WEST MD.

EDUC

2/15/91

A 134-14

2/3/91

To Whom It may Concern: RE: GIFTED EDUCATION

The program for Gifted Education for elementary students in USD 501 is the highlight of my child's school weeks.

If funds for this program are withdrawn, I will be withdrawing my child from public school and enrolling him in private education.

Sincerely,

C. Michael West MD

C.M. WEST MD.

EDUC

2/5/91

A 134-15

2/4/91

To Whom it may concern

Re: Funding for Gifted  
Education Programs

The highlight of my child's week at school is his one half-day at the gifted program. If the district is unable to provide a program to meet the needs of my child most likely we will transfer to another school that is able to do so.

I find it hard to justify one-on-one paraprofessionals with severely handicapped children within our school system and no comparable support for our bright, highly achieving students.

Our public school system needs students from all levels of intelligence - I fear that in pulling out the gifted program, those highly intelligent students will

EDUC

2/5/91

A 134-16

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educational needs met and  
the public school system  
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I heartily support keeping  
the gifted education program  
as a state mandate.

Sincerely,

Juan B West

1836 Oakley

Topeka 66604

To whom it may concern:

Re: Gifted Education program

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James W. Owen, M.D.

EDUC  
7/5/91  
A134-17



2-5-91

TO WHOM IT MAY CONCERN:

I.D.E.A. (gifted) is a wonderful program. It allows me to be with people my own intellectual level two hours every week or more (it depends if we have Jr. Great Books, a wonderful reading program that allows us to express our ideas about wonderfully-written books). As you may or may not know, we work on individual projects which we present at I.D.E.A. fairs. WE go to see plays about marvelous books that we have read. Last year we went and saw "James and the Giant Peach." It is a marvelous book and play. We also had the opportunity to go to the Children's Literature Festival where we met famous authors. And we have another program called Odyssey of the Mind where we compete in short and long term problems. It would be terrible to have this marvelous program become a choice because I am do not know if my district would have it anymore.

Sincerely,

LeAnna O'Gara  
Rt. 1, Box 29H  
Basehor, KS 66007  
724-1938

*LeAnna O'Gara*  
*5<sup>th</sup> grade*

*EDUC*  
*2/5/91*  
*A135*

February 05, 1991

As parents of 3 gifted students my wife and I were shocked to learn of the introduction of Senate bill 27.

The cry from business for better educated entrants, as well as from the scientific and educational communities, should now be very familiar to us all. Hardly a day goes by without being able to hear, see or read an article on the growing number of countries that are surpassing the U.S. in education.

Some of the challenges of our educational system are rather easy to identify, and would take little or no money to correct. As an example, take a child with an eleventh grade reading ability, hand him a fourth grade reader and work book, and tell him, or her, "this is what you'll be using this year". No one would do this and expect the child to excel or even be interested in coming to class. Yet this is exactly what happened to our fourth grader.

The fact that he read seven years beyond his grade level was documented but never acted upon. Consequently he received an "F" in reading, he was not challenged by the work and a nine year old has limited self discipline to fight boredom with.



Now you, the members of the Kansas Senate, are considering exacerbating an already frustrating system. Little exists within our system for the gifted child, and this bill will deprive them even further.

A gifted child has special needs that left unmet, handicap the child as much as any speech impediment or learning disability ever could.

Quoting the minority report, " Instead of encouraging full development of these special talents and abilities, the Committee's message to these children, in effect, is that it hopes school districts will continue the special programs but that the Legislature, as a matter of state policy, should retreat from requiring them. What rational principle are we following when we agree, through neglect, to risk sacrificing the potential of some of our most gifted children."

As parents we applaud the insight of the ten legislators who signed the minority report, and encourage the 1991 Legislature to reject Senate Bill 27.

Respectfully,

Donald G. O'Gara  
Karen V.B. O'Gara  
Rt. 1 Box 29 H  
Basehor, KS 66007-9716  
(913) 724-1938

EDUC  
2/5/91  
A136

FEBRUARY 5, 1991

Testimony of  
Michael E. Boyer  
Concerned Parent of a Gifted Student  
Opposing SB 27 & SB 108

Senate Education Committee

Mr. Chairman and members of the Senate Education Committee, my heartfelt thanks for this opportunity to appear before you today to express my opposition to the referenced bills. In nearly 14 years of government service, I have appeared many times before legislative committees, primarily Judiciary, representing the interests of the Criminal Justice Community. This marks the first time I have appeared merely as a citizen of the state and with a very personal interest in proposed legislation.

In attempting to determine my approach today I labored over a number of possible scenarios, I've read extensively for the past week and have been amazed at the apparent antipathy with which programs are viewed in some quarters. I considered the practical approach concerning money and the number of children served. Unfortunately, gifted education programs are expensive as are all special education efforts. I considered the emotional appeal but didn't want to appear selfish since my daughter is effected. Fortunately, people do mobilize when injustice is being visited upon their family and friends; hopefully, there is similar mobilization when the injustice does not directly effect the person. A number of articles talked about the current rash of "scapegoating" being directed at gifted programs. Then there was the research literature attempting to point out various misconceptions concerning the gifted: the gifted are adequately provided for; the gifted will succeed anyway; gifted students in special programs will have emotional and social problems; special programs benefit only participants; something is better than nothing; and, programs for the gifted produce elitist "snobs." While research has discounted each of these assertions the accusation of elitism caught my attention. Please allow me to address this issue briefly.

Kurt Vonnegut Jr. in the science-fiction story "Harrison Bergeron" set in the year 2081, envisioned a time when "everybody was finally equal. They weren't only equal before God and the law. They were equal every which way. Nobody was smarter than anybody else. Nobody was better looking than anybody else....All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution, and to the unceasing vigilance of agents of the U.S. Handicapper General."

Talented people of all kinds are required by law to assume handicaps. Into the ear of the main character - a "genius and an athlete" - a "little mental-handicap radio" has been installed to blast out complex or creative thoughts. Such devices prevent him and others like him from "taking unfair advantage of their brains."

These tactics are necessary, the thinking goes, because it is elitist to promote the development of individual gifts - a threat to the national

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ideal of equality. Much better to have a Handicapper General and to institutionalize a national standard for mediocrity in education and industry than to applaud individual differences that might leave a "normal" person feeling less than "equal."

It is neither elitist nor otherwise detrimental to children who are not included to offer gifted youths specialized programs, any more so than any other offering in "special education." The parallel to athletics is most appropriate and an area with which I have some familiarity. Not all students have the ability or desire to participate on a varsity sports team, yet it is unlikely any school official, alumni, or parent will argue that singling out talented athletes for team membership to the exclusion of others is elitist. In fact, schools and community agencies go to great length to applaud these athletes' efforts and support them in their development. These youngsters are backed with cheers and cheerleaders, extensive media coverage, banquets, trophies, and booster-club activities, not to mention "star" status on campus.

Those who subscribe to the notion that gifted children don't need help perhaps think that their abilities develop all by themselves, without benefit of specialized groupings, training, or instructors. Once again, the analogy of the athlete is revealing. BECAUSE gifted performers have exceptional talent, they are said to need special support. They are therefore provided with: a special grouping - the team; special training - preparation that goes beyond the regular physical-education curriculum; and a special instructor - the coach. HOWEVER, the same premise is used against the gifted learner. BECAUSE a child is an able student, there is no need for special accomodation in developing his talent. Such thinking is, at best illogical; at worst, it leads to the waste of many intellects and the abandoning of huge resources in the national talent pool. Society does not appear to be satisfied to maintain absolute intramural programs in athletics, programs where all participants are given equal opportunity and equal playing time; it appears unconscionable that the same expectation would be levelled at the gifted student.

Fortunately, my daughter will continue to benefit through family activities and have a number of opportunities not available to many children. We travel a great deal, both her parents have multiple degrees from both KU and KSU and intellectual stimulation is available. Unfortunately, this legislation will adversely effect the talented poor and minorities more than our own family. This should be a rallying point for all parents of identified, or potentially identified, gifted children. Rather than cut the program, funds should be increased to widen the net for more inclusion and identification.

The exploitation of the gifted in order to bring up the lower end of the spectrum may sound "fair" to some, but bringing the top down does not bring the bottom up and nothing is gained in society by holding back our brightest students. The gifted deserve an appropriate education; they should not be punished for being advanced. They should be supported in developing their abilities to their fullest - for themselves and for society.

(Some materials borrowed from Linda A. Tammi's "Programs for the Gifted Are Not 'Elitist'")

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What Gifted means to me : Korin

Gifted, to me is an extra opportunity program. It challenges children who were selected to be in this program. It also gives opportunities you can't get at your home school, things like computers; at some schools kids don't get much of a chance on a computer. They also have Problem Solving with more advanced things like logic and more advanced addition, subtraction, multiplication, and division.

The teachers push you to work harder. They make you use your head instead of them telling you themselves. We have special guests and see shows we might not have seen at our home school. I don't think the legislature should stop the Gifted Program; it's a great program. It's the perfect opportunity to meet new people and have our brains challenged at the same time.

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Dear Concerned and Caring Parties:

In speaking with several Representatives who are in favor of lifting the mandate for education of those students we label gifted, I heard accusations of elitism and quota filling. I am not writing to defend such abuse of the program, as I'm sure isolated instances exist. It angers me however to hear such excuses brought forth in a matter which is so important, if only to a minority of students. Before I get to the heart of the matter, I would like to suggest that the means of controlling occasional abuses of an otherwise excellent program is already in place. I would welcome tougher scrutiny from the State Department of Education in the form of compliance visits. As to charges of elitism; it is unrealistic to believe that all students with superior intellect hail from families who could otherwise afford a private and appropriate education for their exceptional child. There is so much more we could do for students. I can't imagine doing less.

I believe in an equal opportunity for all children to reach their potential and am in support of appropriate educational pacing for all children. It is unproductive, and damaging, to feed a high octane student on low grade fuel. We are not asking for anything other than the means to fulfill their potential. They are not asking for a grandstand. You need not even lengthen the runway. Just take the barriers off the course and give them the tools. By the time they reach the end of the track they will be ready to fly.

The very idea that gifted kids can get it on their own demonstrates a lack of the most basic support. As children they need the same encouragement, guidance and understanding that any child would need; more so in their differences. Who is to be their advocate? Who is to understand and accept them? Who is to address their awareness of world events; their tendency toward perfectionism and the frustrations they bring? Teach them to solve; to accept themselves and others. Arm them with the knowledge and love of challenge which they need in order to become themselves.

Studies show that they are as "at risk" as others who you support with your grants and your funding. Equip them with the tires to get out of the block without fishtailing, swerving across another student's lane, unable to match their torque to the track. Allow them the challenge of starting out in a higher gear so that they do not simply spin their wheels in futile efforts, wasting their energy and potential. Teach them the skills required to 'get it on their own' in a safe, productive manner, then let them wonder, explore, research, create. Let them solve the problems challenging the world. They are child with great potential. Do not let them waste.

Understand them. Then make your decision as to their fate.

The recommendation to drop legislation in support of them originated in the budget committee. An interim finance committee proceeded. The motion was made by one who need not live with his decision as a Representative next term. What do they know of gifted and their needs? Ten of twenty-two who met late last year cite a lack of hearings or discussion about the appropriateness of such a recommendation. Are they to be considered lightly?

Consider the value along with the cost. Then make your decision as to their fate.

Those in support of them -- I dare say, those who understand -- look for this matter to appear in the agenda posted on Thursday of every week. They do not expect to see it slipped in on a Friday morning, scheduled for a Tuesday. A representative told me I have a right to speak at a public hearing; time will be scheduled to hear all testimony. Have we only an hour? My Governor promises to spend an additional 251 million on education next year while saving me 215 million in taxes. Who is to suffer with them if this mandate is lifted? Where else will she cut to make such a difference? Why tell them we have no funds? Why not admit that funds are available, but that you did not predict the growth in special education needs and did not appropriate sufficient funds last March. What are you teaching them?

Consider your action. Then make your decision as to their fate.

David Beck.

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IN SUPPORT OF GIFTED EDUCATION  
A Mother's Point of View

It saddens me that at a time when the media is filled with stories of the USA becoming second rate and of American children lacking the skills to succeed internationally, that the state of Kansas - America's heartland, is thinking of cutting education funding. As citizens, we are asked to believe that state money can be better spent meeting the needs of some students while the needs of gifted children are unimportant. As a parent I cannot see how we can effectively choose between the needs of our children. This year will we cut funds from gifted? What about next year? Will the education of children with severe multiple handicaps be to expensive for us? Or will it be children with attention deficits, or hearing impairment...?

The proper education of all our children is not frivolous - it is the protection of our most valuable resource. It is future generations who will help us develop alternate sources of energy, new medical treatments, such as a cure for AIDS and treaties for global peace. This "hope of the future" scenario is not one based in fantasy. Many internationally influential people have come from Kansas. Eisenhower is one example. He helped steer the world through war and into peace and unknown levels of prosperity.

I heard on the radio yesterday that Kansas wants to be freed from frivolous federal mandates and I hope Governor Finney was not referring to the gifted mandate. It would be a serious mistake to assume that we can predict which of our children hold the brightest hope of the future. The gifted mandate, simply put, tries to ensure that even the gifted children of the poor have the right to an appropriate education.

By revoking the mandate you would be unfairly singling out one group of children. Many would "survive" the education years but some, especially those from poor families, small districts, or less optimally functioning families would have very slim to nonexistent chances to develop their talents. This kind of discrimination is very destructive to all of us, now and in the years to come.

Finally, when our generation passes the mantle of leadership to the next generation, I hope we have not squashed the creativity from their Jeffersons, Salks or Edisons by forcing them to endure 12 years of education tailored to someone else's needs.

*Loelyn Karney*  
LAWRENCE KS

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## GIFTED PROGRAMS SERVE STUDENT'S NEEDS

Education means to expand knowledge. Gifted education gives the gifted the challenge they need to remain interested in school. Teachers in the classroom have lots of kids with many different abilities. Teachers can't always give the gifted the extra work they need. Gifted kids can't develop or work up to their abilities because the kids that do need help take most of the attention.

People who are working for the state and are supposed to be improving education, are taking away one of the most important classes that helps schools do just that. Education is far more important than saving money. What good is it, if we save money and our state's human brain power is allowed to dry up and shrivel away? I can understand why Mrs. Finney would want to save our state some money, but let her do it without taking away one of our nation's most valuable assets, the gifted students. Today, our country's children need as much knowledge as we can acquire if we are the ones who will be the future's decision makers.

Joan Finney is messing with a serious subject, education. My education will decide what the rest of my life will be like.

Kansas has always been known as a progressive state including the women's suffrage movement. Why does Joan Finney want to hinder it?

President George Bush is always pushing for a better education for the nation. Kansans should be, too.

Martha Johnson  
8th grader in the Gifted Program  
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Marysville, KS 66508

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## SCAPEGOATING THE GIFTED: THE NEW NATIONAL SPORT

Linda Kreger Silverman, Ph.D.  
Gifted Child Development Center

Advocating for the gifted has always been risky business in American society, as if it were somehow anti-American to suggest that gifted children might have special needs. Professionals in few other fields fear discussing what they do for a living at cocktail parties. Parents of no other special education population are derided as are parents of gifted children. Having observed the ebb and flow of concern for the gifted for the last 30 years, I have never seen such a sweeping tide of animosity toward the gifted and gifted educators as in the last several months. American education has found a scapegoat for all its ills and will not be satisfied until gifted education has been exterminated and its advocates silenced.

This statement may sound outrageous, but I can document recent cases of persecution of state gifted/talented consultants, coordinators of gifted programs, teachers of the gifted, parents, and gifted children. Throughout the United States, budgets for gifted education have been slashed, self-contained classes and pull-out programs have been eliminated, teacher certification has been lost, gifted coordinators have been demoted to regular classroom positions, state consultants have been harrassed and forced out, teachers who support gifted education dare not speak for fear of losing their jobs, administrators find it politically

untenable to continue supporting provisions for the gifted, and parents are bewildered by this sudden change of heart.

Gifted education is on the verge of extinction in the United States unless something is done immediately to counter the trend. Parents and educators of the gifted have worked too hard for too many years to stand by and watch every gain in serving the gifted get wiped out in a single year. This is a call for action. As Mary Toll (1990) suggests, the time for passive advocacy has ended: in order to survive, we need warriors.

To what can we attribute this holocaust? Is it simply an artifact of tightened budgets? I think not. We have the funds to serve retarded children--to provide individual assessment and individual educational plans. If we had a mandate to serve the gifted, we would create the funding. We feel morally obligated to find the money to support that which we value. How did gifted children come to be so devalued in our society? Ironically, we've just gained national funding of exemplary programs in gifted education. So I do not believe that money is the real issue; it simply serves as a convenient smoke screen.

Is it our fear of "elitism"? When I learned this summer that the faculty of Harvard considers gifted "elitist," the meaning of "elitism" suddenly became very murky. There is not one shred of evidence that intellectual differences create elitist attitudes (Newland, 1976). Quite the contrary, the gifted in our country are the backbone of social reform and egalitarianism. The gifted care desperately about injustice.

When they are placed in classes together, they do not come to the conclusion that they are "better than everyone else." Rather, they are humbled by finding peers who know more than they do (Hollingworth, 1930). They are deeply concerned with global issues. A 9-year-old boy I tested this summer in California picked fruits and vegetables all summer long and sold them in his neighborhood to collect food for the homeless. He initiated this project on his own because he felt he had to do something to help.

Elitism is, and always has been, rooted in socio-economic differences, not intellectual differences. Scapegoating the gifted has been very effective in focusing attention away from the real issue. The wonder is that we haven't seen through the sham in all these years of false accusations. It is immediately apparent that eliminating programs for the gifted cannot eliminate the inequities in opportunity that exist between the haves and have nots. When gifted programs are unavailable in the public schools, upper middle class families place their children in private schools or educate them at home. These options are not available to single parents, two-income families, and families with limited means. It is the talented poor who suffer the most when programs for the gifted are cut.

Giftedness is not an upper middle class plot. Dr. Rita Dickinson (1956), in her many years of research as a school psychologist for the Denver Public Schools, found giftedness equally distributed among all socio-economic classes. The

detection and nurturing of high abilities among the poor enables them to surmount their own poverty and help the plight of others.

Even the accusation of racism has been dumped on gifted education. In the past year, gifted education has been attacked as racist in The New York Times, The Washington Post, The Denver Post, and other local newspapers. But the truth is that every gifted program in every urban city in America has adopted policies assuring that attempts will be made to achieve equitable representation of minority groups in gifted programs. Countless gifted children from minority groups and lower socio-economic backgrounds have become motivated to achieve in school due to their placement in classes for the gifted.

Have we lost all this ground overnight because a better way to educate children has been discovered? We could be led to that assumption by the School Reform Movement. However, the leaders of this movement have shown no particular interest in the welfare and progress of the gifted. No evidence exists that cooperative learning in the regular classroom serves the gifted better than gifted education provisions. Of 295 studies of cooperative learning found in the literature, only 3 of them even mention the gifted, and the only study that reported specific findings about the gifted was limited to 14 of these students! (Robinson, 1990a).

The blatant overgeneralization that cooperative learning in the regular classroom has been "found" to be good for all students--including the gifted--is completely unfounded. Robert

Slavin (1987), the major spokesperson for cooperative learning, specifically stated in his comprehensive review of the literature that gifted and special education classes had been purposely omitted from the research base:

Gifted and special education programs may be conceived of as one form of ability grouping, but they also involve many other changes in curriculum, class size, resources, and goals that make them fundamentally different from comprehensive ability grouping plans. (Slavin, 1987, p. 297, emphasis added)

Also, in his response to Ann Robinson's (1990a) critique, "Cooperation or Exploitation? The Argument against Cooperative Learning for Talented Students," Slavin admits:

Dr. Robinson is certainly correct in saying that the research base for applications of cooperative learning to the truly gifted is weak. Knowing this area well, I'd characterize it as virtually non-existent. (Slavin, 1990b, p. 28)

Yet, Slavin goes on to talk about the benefits of cooperative learning for "high achievers," as if high achievers and the gifted were synonymous. They are not. Robinson (1990a) points out in her article that "high achievers," as defined in the cooperative learning literature, includes 25 to 33 percent of the school population.

Herein lies one of the major flaws in reasoning about the gifted. Educators tend to think of the gifted as high achievers, and, therefore, automatically benefiting from any type of school program. Many high achievers are, in fact, gifted; however, many are not. And many gifted students are high achievers; then again, many are not. Achievement is an environmentally induced

phenomenon; therefore, having special programs for high achievers looks to many like "more advantages for the advantaged." Ability, however, is a broader concept, including retardation and giftedness, neither of which should be defined in terms of achievement. Programs for the retarded are not considered "elitist." They are considered necessary provisions to deal with inherent differences in learning rate and ability.

The range of differences in human development is so great that any one-size-fits-all curriculum, grouping strategy or organizational scheme is easily seen as illogical. There are 15-year-olds who are learning self-feeding skills, and a 6 1/2 year old who has completed the entire high school curriculum with extra credits. Gifted education and education for other groups with special needs is not tracking. Cooperative learning in the regular classroom was not designed for special educational groups. It is no more appropriate for the gifted student than it is for the retarded student.

The argument against ability grouping and tracking is perfectly justified for the mid-range of ability. The research seems to indicate that about 90% of the students learn best in mixed ability groups. But as children veer from the norm in either direction, their educational needs become increasingly more differentiated. A child 3 standard deviations below the norm (55 IQ) could not profit from placement in a cooperative learning group in the heterogeneous classroom; neither does a child 3 standard deviations above the norm (145 IQ).

While there is not one single study comparing the progress of gifted students in cooperative learning groups with their progress in any of several special education provisions (e.g., self-contained classes, pull-out programs, accelerated classes, Advanced Placement classes, self-selected independent research), there is ample research that ability grouping enhances learning and motivation for gifted students (Feldhusen, 1989; Kulik & Kulik, 1990).

Slavin (1990a) condones acceleration in mathematics and reading, but suggests that gifted students are adequately served by heterogeneous cooperative learning experiences for such subjects as social studies. How do gifted students feel about cooperative learning in social studies? Here is an excerpt from a letter that Corinne, a 12-year-old eighth grader, wrote to her superintendent:

The method that is unsatisfactory is the cooperative learning program in my social studies class... In cooperative learning groups the person with the strongest personality and highest academic ability usually takes control of the group immediately. Teachers tend to put the faster learners with the slower ones to help them along. That is the exact purpose and problem with cooperative learning. The faster kids are suddenly responsible for everyone else.... I believe that the advanced students are being slowed down drastically by this learning method. Not all kids want to learn, and I feel that cooperative learning puts the responsibility of making those people learn on advanced students.... Just because there aren't many of us doesn't mean we don't have a right to learn. (Kearney, 1990, pp. 14-15)

Exploitation of the gifted in order to bring up the lower end of the spectrum may sound "fair" to some, but bringing the top down does not bring the bottom up, and nothing is gained in

the name of democracy by holding back our brightest students. In our fierce desire for equality of opportunity for all, we are discriminating against children of high ability. No egalitarian goal is accomplished by forcing a child who reads at the sixth grade level to read a third grade reader (Silverman, 1989). It is criminal to force our brightest students into underachievement in order to motivate slower students. It is also dangerous.

While other countries are strengthening the curriculum of their brightest students, we are asking ours to serve as teachers' aides. Before they graduate from high school, all Soviet students take ten years of geometry, two years of calculus, five years of physics, five years of physical and economic geography, and seven years of a foreign language. By comparison, only half our students take one year of geometry, and less than one-sixth take one year of physics. We waste two more years on arithmetic than any other country in the world (Wirszup, 1980, 1985). Wirszup has repeatedly testified in Congress that the current state of education is endangering our democracy.

If the research does not support the massive obliteration of programs for the gifted, then why has everyone jumped on the bandwagon and been so quick to get rid of gifted education? The scope of the attack is too great and too swift to be motivated by logic. The attitudes and behavior toward advocates of the gifted is too vitriolic to be budgetarily based. I believe that America needed a scapegoat, and the gifted were selected. In the perennial battle between egalitarianism and excellence in



American education (Gardner, 1961), both have lost and blind discrimination appears to have won.

What is to be done? Robinson's (1990b) first recommendation is that we become informed that the "research base does not support the contention that cooperative learning is a substitute for special programs for the talented student. Resist such a policy" (p. 35). Her last suggestion is as follows:

Finally, speak plainly on the issue of cooperative learning as therapy for socially maladjusted, talented students. The assumption that gifted children are more likely than others to have a variety of personal and social problems is not supported in the literature. Thus, the pill of cooperative learning may be prescribed for a perfectly healthy patient. (p. 35)

This is excellent advice, since at least half of these children--gifted girls--are already oversocialized at the expense of the recognition and development of their abilities (Kerr, 1985). They often prefer to help others rather than take on new challenges in learning. Cooperative learning only exacerbates their lack of risk-taking.

Cooperative learning does have a place within gifted education. It is an excellent strategy to employ in classes of gifted students, where there is often a very large range of abilities and interests--despite the common label of "gifted." It is also useful to allow gifted students to form their own cooperative learning groups. "Hidden" gifted children are often chosen by other advanced students who recognize their special talents. If the brightest students in the group are learning something new, at as fast a pace as they can learn, then

cooperative learning is being used appropriately. When this is not the case, the method is being misapplied.

Gifted children have no legal protection. We need a federal mandate to assure that they will be able to progress educationally at their own pace. Parents of handicapped children pressed for the legislation that now exists to protect these children. I believe that parents of gifted children must follow suit. Many teachers and administrators continue to support provisions for the gifted, but the opposition is so strong right now that visible advocacy within the school system is risky. Therefore, parents must take the lead in turning the tide. Parents who have fought to establish programs for their children must fight to preserve them or to re-establish them.

I do not believe that all the provisions for the gifted that have been hard won over the last two decades can be wiped out in a flash without a massive reaction. The whole movement has happened so quickly that parents have not yet mobilized to respond. But parents of the gifted will do whatever has to be done to reinstate provisions for their children. I only hope that policies that discriminate against the gifted and scapegoat their advocates are soon put to an end. Otherwise, I predict that parents will take legal action against the schools as their only recourse. However, through awareness of the symptoms of scapegoating and conscious efforts to prevent its continuation, these drastic measures can be avoided. The gifted deserve an appropriate education; they should not be punished for being

advanced. They should be supported in developing their abilities to their fullest--for themselves and for society.

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February 1, 1991

To whom it may concern;

I find it difficult to believe that the Legislature again finds it necessary to attack the mandate for educating the gifted kids in Kansas. Every few years precious time must be wasted to hear again that the voters are not willing to leave to chance something as important as the special programs for gifted kids. It seems the lesson might be learned for future reference but apparently it has not been.

I am a voter, and a parent of a "gifted" student. The programming he has received in connection with this identification has kept him interested in learning for over five years. His other classes have been perhaps sufficient for some students, but have left him staring out the windows every time the second and third explanations of the same material come around.

Apparently it is too much to ask that all his classes should involve him in the same way his Quest class does. However, I have no qualms in asking that this program remain guaranteed. For my son, and for all the kids who must manage their ways through the lacks in our schools - maintain the mandate, oppose this bill.

Joyce C. Steinbuch

*Joyce C Steinbuch*

2001 Arrowhead Drive  
Olathe, Kansas 66062

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3000 W. 19th St.  
Lawrence, Ks. 66047  
February 4, 1991

Dear Legislators,

I am a voter, a taxpayer, an educator, and the parent of a gifted child. I urge you to maintain the mandate for gifted education in the state of Kansas. We agree that we value excellence in education. We agree that we want our children and our entire society to care more about the value of education. Cutting the mandate to serve the gifted children sends the wrong signal to everyone.

Please do not continue to set the interests of one group of children against those of another. Our children need each other and we need to serve all those who are not meeting their potential. Some of those who are gifted may be the ones who grow up to solve the dilemmas faced by those with other special needs. Help all our children do their best.

Sincerely,

*Ellen Kroeker*

Ellen Kroeker

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Hi, my name is Kevin Frigel I'm a sixth grade gifted student at Leawood Middle School. A little over a year ago I was tested for the gifted program and given the opportunity to participate. This provided me with a challenge that my regular classes often did not provide. Now I have the chance to participate in fun, challenging activities such as Future Problem Solving, Odyssey of the Mind, and Guided Discovery - the class I look forward to each morning. In just 1 year Guided Discovery has introduced me to my self. It has helped me cope with the stress of being gifted and most of all it has challenged my mind.

Senate Bill #27 which recommends the elimination of the state mandate for gifted education leaving the option up to local districts, could possibly eliminate the opportunity to have this challenging activity for the youth in the state of Kansas. The great state of Kansas has educated many of the finest politicians, doctors, scientists, engineers, lawyers, and other people that have helped to make our country great. Continuation of the funding for the gifted programs is an investment in the future of the great state of Kansas and the United States of America. Please do everything in your power to keep funding for the gifted program. VOTE NO ON BILL #27. Thank you and I hope we have YOUR support.

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Ladies and Gentlemen of the Senate Education Committee,

I would like to speak on the behalf of the gifted students who, like me, want gifted education to continue. The Senate Bill #27 would repeal the mandate requiring Kansas school districts to provide special education programs for gifted students.

If this bill were passed, the possible leaders of tomorrow could be affected greatly. These leaders are the gifted students. For example, I like math. To pursue a goal in math, I took algebra in sixth grade. Fortunately, I was in the gifted program and was able to be taught the next level of math, geometry, by the gifted teacher, Mrs. Sinha. I could have gone to a high school and taken geometry. If there weren't a gifted program I would not have been able to either be taught by Mrs. Sinha or go to a high school. Instead, I probably would have had to take pre-algebra again. After doing something over and over again, I lose interest. If Albert Einstein had lost his interest in science and math, who would have thought of the Relativity Theory? The Relativity Theory revolutionized the world. We wouldn't have nearly as much technology today if Einstein had lost the interest in math and science.

Also, we are in a supercomputer race with Japan. Supercomputers are computers that are extremely fast. One of the best supercomputer inventors is Seymour Cray. He is making the fastest computer ever, the Cray 3. Seymour Cray can go at his own pace. He can go just as fast as he wants to. In the gifted program, the gifted students can go as fast as they want. In regular classes, the gifted students would be slowed down by some other students.

Since Seymour Cray has financial backing from International Business Machines (IBM) and several other companies, he can create his Cray 3. If the schools receive funds to keep the gifted programs going, we might be able to invent or innovate things to solve big problems. Wouldn't it be nice if the United States didn't have a deficit.

I'm sure IBM and the other companies will profit from his Cray 3. That is the reason they invested. If the state government invests in its gifted students, both the gifted students and the government will benefit. So, all I ask is that you continue providing funds for gifted education.

Thank you very much!

Sincerely,  
*Michael T. Lee*  
Michael T. Lee  
12409 Delmar  
Leawood, Kansas

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A145



February 5, 1991

To: State Education Committee  
Joseph Harder, Chairperson

Re: Senate Bill #27

My name is Caroline Graber. I am eleven years old and attend Chisholm Middle School in Newton, Kansas. I am in the sixth grade and have been in the Extended Learning Program for the last three years.

I was surprised and shocked that Governor Joan Finney had made the decision to recommend cutting the budget for the Extended Learning Program (ELP). My mother told me I might be able to come to Topeka to this hearing. I decided to write a speech. Let me tell you what ELP means to me.

ELP is a challenge. I am not going to say that I would not be where I am without ELP because that's just trying to get you to feel sympathy for me. But, ELP has helped me to look at things in a very different way. I think that ELP has given us a chance to open up our minds to newer things, and bigger things. It has helped me in my writing ability and my acting.

I have brought my experiences home to my family and also back into my regular classroom, and everybody enjoys listening to what I have to say about ELP. Because of my involvement in ELP, my classmates have been exposed to the German language. I think it should be continued because I want my children to be able to have this experience.

I interviewed my peers in the ELP class and this is what they had to say:  
Katie likes the fact that we took a step in saving the environment. Robert likes

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ELP because we don't cover all kinds of review from the year before. Valerie enjoys the creativity, flexibility and elaboration that we open up our minds to. Josh enjoys his ELP teacher and the creative problem solving unit. Andy likes ELP because its fun and a challenge. He thinks it should be continued so that kids can get better schooling. Mike believes that ELP teaches you about things that you wouldn't know about, like Bloom's taxonomy, which is a system that teaches you about describing things. Mike enjoys not having any assignments, and having group work. He likes the projects that we did on non-sexism, and a unit on the brain. Mike would like to see ELP continue so that future generations will not get deprived of ELP. Shelley likes ELP because the lessons do not drag on and on. She also gets to work independently and is not boring like her regular classes.

I would like this issue to not even go on to the state legislature. Please reconsider Governor Finney's recommendation and save the Extended Learning Program.

Thank you for listening to what I have to say.

*Caroline Janae Graber*

Caroline Janae Graber

1027 East Broadway

Newton, KS 67114

(316) 283-6396

EDUC

2/5/91

A146-2

Jeremy Sharp  
Tanglewood Elem., 5th grade  
Derby, Kansas  
February 5, 1991

Hello, my name is Jeremy Sharp. I attend Tanglewood Elementary School in Derby. I am one of five people in my GTC Class.

I'm sure some of you think that harder assignments is the answer to all of this. I can tell you right now, it is not.

I would not like the idea of harder assignments. Just because I'm in GTC doesn't mean that I would be satisfied with more homework.

GTC gives me the opportunity to do things I have never experienced before. For example: Future Problem Solving and Odyssey of the Mind.

We have a special unit that we work on each year. This year our unit is "Space Exploration".

We not only experience learning in the classroom, but we take field trips throughout the year.

This class has benefited me greatly and I would like others to have the same experience that I have had.

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Shelly Kuhn  
February 5, 1991  
Derby Senior High School

My name is Shelly Kuhn. I am a sophomore and I have been in the gifted program since I was in second grade. I don't think this bill should be passed because by cutting the funding for the gifted students you are limiting their futures. These students are the leaders of tomorrow, and if this mandate is passed, they won't have the additional education that they need. I know that GTC kept me motivated in elementary school and made me want to learn. I think this program is especially important in high school as the gifted program's teachers help me to look at my long-range needs, in terms of the classes I need to be taking, and the colleges that best suit my educational needs. By passing this proposed cut in funding, you are not only hurting the gifted students of Kansas, but also everyone else's future. Please consider these factors when making this very important decision concerning our state's prosperous future.

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Jennifer Sharp  
Derby High School  
February 5, 1991

Since education is such an important factor in society, we should be increasing the emphasis instead of decreasing it. We need to do all we can to keep the future of our state interested in learning and encourage them to do well. By passing this mandate you not only cut the funding for the gifted programs, but eliminate the programs in many of the small communities that won't be able to support the programs without the state-aide. You will not only hamper our future, but yours too. We deserve the opportunity to have the best education possible, so that we can become productive individuals in society. By investing in the gifted programs you not only invest in us, but your future also. Education is the greatest return on your investment that you can give.

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A149

2-2-91

Dear Honorable Senator Joseph Harder and Distinguished  
Education Committee Members,

My name is Anne Schoofs; I am currently attending  
Harvard University, studying pre-med along with an English  
major. In time I hope to practice in the state of Kansas.  
I would like to explain some of the ways the gifted program  
has contributed to my academic success thus far, both by  
enhancing my education through additional opportunities and  
by providing specialized counseling.

Prior to moving to Kansas seven years ago, I had been in  
a gifted program in Wisconsin for five years and was happy to  
have a gifted program designed to meet my individual needs in  
the state of Kansas.

In the eighth grade I studied German at the high school  
and French in junior high. I also completed both eighth and  
ninth grade science through my gifted class, which eventually  
enabled me to complete six years of high school science in-  
cluding Biology I,II Chemistry I,II Physics I,II. In the  
ninth grade one of my activities was to test out of French II  
allowing me to take German II. That year I also studied inde-  
pendently and tested out of a computer course as well as a  
required health course, freeing up time in my schedule to  
take more challenging courses.

Another activity completed in my gifted class was that I  
studied college Latin through the University of Kansas for  
which I received five hours of credit. Our high school did  
not offer Latin. I ended up completing five years of German  
and four years of French.

In addition to interacting for five years with other  
"gifted students", especially older ones who provided role  
models, the guidance and encouragement offered by my gifted  
teachers was very influential and valuable. Without the  
benefit of their specialized experience and knowledge, I  
would not have been aware of the possibilities open to me.  
They helped me choose a course of study and provided informa-  
tion about the college admissions process.

Another aspect of the gifted program that I gained from  
was the particular setup of the Individualized Education  
Plan which is required by the state of Kansas each year.

Keeping the gifted mandate in the state of Kansas will  
truly benefit Kansas in the long run. Please don't be short-

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sighted. Invest in our most capable students so that they can reach their potential. Thank you for taking the time to read this.

Sincerely,

*Anne Schoofs*

Anne Schoofs

*Hollis 05 Harvard College*

*Cambridge, MA*

*02138-6511*

*1(617)493-3534*

*01*

*The Mans Court*

*Prairie Village,*

*Kansas 66208*

*EDUC*

*215191*

*A150-2*

Kristine D. Bair, parent of gifted children  
Box 86  
Schoenchen, Kansas 67667

Mr. Chairman and Committee Members:

The most telling reason for continuing gifted programs and supporting our state mandate is regular education! My two gifted children have a combined total of 19 years in regular education classrooms. Together they have studied under more than 60 regular education teachers (not counting art, P.E. or gifted teachers). Twelve of those 60 were elementary teachers. Out of those twelve, one--and only one--provided either child with a stimulating environment and challenged him to try to learn up to his potential. Out of the remaining 48+ junior/senior high teachers, no more than three have challenged either child. Yet S.B.'s 27 and 108 would eliminate the mandate for gifted education, and S.B. 108 the funding, giving my children no options but regular education. I can tell you from personal experience what the repercussions will be!

Boredom. Frustration. Headaches. Bad tempers. Dropping Grades. My brilliant son aces his gifted class, but makes the "F" Honor Roll in regular education. My daughter suffers psychosomatic illness rather than attend regular education classes when they become too boring. By the time they reached 6th grade, neither could stand to even look at another canned worksheet. And why do homework at all when they knew they could pass without it? It didn't take much pretending not to care about grades before they pretense became reality. Bitterness and hatred grew towards

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teachers who simply weren't as smart as they were and who not only didn't challenge them, but perceived them as discipline problems or the products of an inadequate home life--not as gifted kids who needed more than repetition and drill. As a result, discipline did become a problem, at school and at home.

How did (do) we survive? Gifted programs. Without his pull-out program in 5th grade, my son would've gotten himself kicked out of school. He lives for his junior high program, where he practices higher level thinking skills on cross-disciplinary projects in units regular ed. teachers don't have the time or resources to offer. As a result of being identified (a real problem when we no longer have a mandate or funding), both my children have been able to take advantage of the College Studies for the Gifted at Fort Hays State University. Because of gifted programs, they have been able to adapt better socially and intellectually to regular ed.

Statistics show that my childrens' experiences are typical of, and better than, many gifted children. These kids are quite possibly the most at-risk group in our schools. How would you propose to provide for them without a mandate and funding? The price of depriving them of gifted ed. is too high for you to consider cutting these programs.

Let's not punish gifted kids for being bright. Let's let them know we need them and want them for what they are. Let's keep them in Kansas, in school. Let's support gifted education.

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A 151-2

Abigail Bear - gifted student  
Box 86, Schoenchen, KS

We have already established the fact that in the state of Kansas there are two groups of special individuals, the mentally impaired children, and the mentally gifted. A Federal mandate established that the first of these groups is to have the right to special education in every one of our states. We have not decided whether the second group needs anything all. Governor Joan Finney asserts that the gifted children need nothing. Let's evaluate "nothing."

The New World Dictionary defines discrimination as: the according of differential treatment to persons of alien race, religion, or ideas (as by formal or informal restrictions in regard to housing, employment, public community facilities or education.) If you decide to pass Senate Bill #27 and Senate Bill # 108, know, that you will be practicing discrimination at its' worst. Not only will you not be weighing the individual in both groups, but you are denying priveleges to one. You will be placing one group ahead of another -- not because of a prevailing need, but on a whim of our new governor. But that doesn't matter -- discrimination doesn't matter...it is nothing. Gifted children need nothing. But I ask you, what challenges are there in an educational system geared for the "average" child? None? Who will want to sacrifice their pride to be around someone who will eternally know the answer to all the questions posed? Who will want to befriend a brainiac, a smarty-pants, a bookworm? No one. Where can this child turn when there is no one left to talk to anymore. Nowhere. What has this child left? A void, a pit, a vacuum. This is what nothing is.

The gifted program establishes a forum of equals. There is always someone to talk with, somewhere to turn, some new challenge to face. Is that worth nothing? I can assure you that it is worth something to that child, and the it is worth something to many of the people here tody, and it is certainly worth something to me. Please do not deprive any child of this valuable opportunity to socialize with his peers or to witness educational challenge. If you give nothing to the gifted program, as Governor Joan Finney asks of you, then you, as a society will recieve nothing from these talented individuals-- because there will be nothing for them to give. Think on this, and you tell me, is this worth nothing? Are gifted children worth nothing?

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Gregory Gehrt  
RR# 1 Box 145  
Alma, KS 66401  
February 5, 1991  
For Senate Bill 42  
Against Senate Bill 108

I am a junior at Wabaunsee High School, a school with an enrollment of approximately 140 students. Because of its small enrollment, it is limited on the number of class offerings it can provide. In a limited curriculum, the gifted student receives very little enrichment or opportunities for challenges outside of the classroom. The gifted program in my coop with two other school districts has tried to provide the added stimulation the gifted student needs.

For myself, the gifted program has provided the opportunity of a mentorship with a professor at Kansas State University in my chosen field of architecture. This program has taught me the demands of my chosen field by doing some actual work in the field, has provided me with valuable contacts at K-State, and will lead, hopefully, to scholarships to the university. It is also smoothing the transition from a small high school to a big university. Cutting the funding for gifted education would end my mentorship for my senior year, the year when I would begin to see the benefits of the project.

It is difficult for me to understand why the governor and the legislature would want to cut funding for the state's brightest and most promising students. The future of Kansas depends on these students. I have noticed that some potenti-

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A153-1

ally gifted students spend very little time at school. They come one or two days a week and instead of excelling in class, are just scraping by. I know they are bored and I think the incidence of gifted students dropping out of school will increase. Through the gifted program, these students can find education to be challenging instead of boring. The gifted program could allow these students to develop their God given talents and become real assets to their school and community.

The gifted program has taught me to be proud that I am smart and has encouraged me to strive to reach my highest potential. The purpose of education is to expand the mind to its fullest. I feel cutting the funding for gifted education in Kansas would be a definite detriment to those of us being served by the program. Instead, the funding should be increased to expand these programs--not cut them. I encourage each of you to support <sup>gifted education</sup> Senate Bill ~~42~~ Thank you.

Although Senate Bill ~~42~~<sup>27</sup> isn't perfect, it is definitely better than no gifted education.

EDUC

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A 153-2

Michael C. Shepherd

Gifted Student

3303 Elm

Hays, Ks. 67601

"Experts say", according to Dr. Harold C. Lyon Jr., Director of the federal government's Office for Gifted and Talented Children, "unfortunately 19 of every 20 gifted children in the United States march up through the grades unrecognized, without the challenges they need to help them reach their full promise - the potential to change the world". Unfortunately due to the lack of funding and commitment, Dr. Ruth A. Martinson, professor emeritus of education and psychology at California State College was prompted to state, "I know of no gifted child who has had a fully adequate and thoroughly satisfying education". The need for the continuation of the gifted program is great. From my own experience, I can say that there is little or no chance to be creative in most of the average public school classrooms.

If the state were to abandon the gifted education program, it would contribute to an already overwhelming problem found here in Kansas. The abandonment of the gifted program will contribute to the outflow of brainpower from the state of Kansas. The outflow will be increased by the discontinuation of funding which will result in the debilitation of the state itself. By ending the gifted program the state of Kansas will lose the few people it has

A 154-1

who contain "the potential to change the world". From this you can also see the end of the gifted program would be a waste, and according to Dr. Alexander Taffel, principal of New York City's Bronx High School of Science, "To waste this extraordinary store of talent is inexcusable".

Many of the opponents of gifted education see it as a violation of the American moral of equal education for all, but it is not. "The results of a vast body of research now demonstrates beyond a question that children of exceptional intelligence do not learn effectively when grouped throughout their years with children of average ability. In fact such children have been shown to be the most retarded of our school population in the distinction between their mental age and their accomplishments", stated Dr. Taffel. If gifted education is cut we will have an even more handicapped society to deal with. Gifted children who are left in a regular classroom to "just survive" do not. To go even further, Dr. John Astor, founder of the Astor Foundation stated, "In normal circles, these children are handicapped".

Many opponents of gifted education also see gifted as a waste of funds when there are so many other problems we face. But the report to Congress on the Education of the Gifted and Talented states, "It is paradoxical that in a time of widespread concern for the waste and destruction of water, air, and land, we are wasting through neglect the very natural resources that might do most to help improve EDUC

2/5/91  
A1542

the quality of our culture and assure strong leadership for our future". Apparently the gifted education program has merit, and a great deal. In face of our current problems, the gifted education program can only help.

The state faces a decision of extreme ramifications. One, it can continue the gifted education program in Kansas, allowing for the leaders of tomorrow to flourish and develop to their fullest potential. Or two, it can do away with the gifted program, and lose tomorrow's leaders and condemn the few exceptional children to "just survive". By doing this the state denies them the right to an equal education. And the state loses a true asset.

EDUC  
2/5/91  
A 154-3

Dear Mrs. Finney and Legislators,

I am writing to ask you to keep the gifted mandate and state funding. I live in Hutchinson, USD 308 and local funding is very limited. If the funding was eliminated, then we probably wouldn't have a gifted program.

I think that the program is very important. Gifted is about the only class that is challenging and hard for me.

Surely there are other ways to reduce property taxes then cutting funding to the needed gifted program. Thank you for reading and considering this.

Sincerely,

Hal Dick.

Hal Dick  
105 Kisiwa  
Hutchinson, KS 67502

EDUC  
215791  
A 155



Dear Mrs. Finney,

I know you're trying to make an effort to save \$ but this is not the way. If this law goes into effect I & a lot of my friends will not have any way to grow mentally faster than most average people.

Sincerely Yours,

David Casey

D. Casey  
100 W 10th  
Hutchinson, KS  
67502

EDUC  
2/5/91  
A 156-1

Dear Mrs. Finney and Legislators,

I represent the gifted program in Hutchinson, Ks. We have all heard your request to cut the gifted mandate. There are many interesting programs associated with it. The gifted are the future of the world and we need to learn how to harness our knowledge. By cutting the gifted program, you are endangering the future of many gifted students across the state.

We wish you would reconsider cutting the program.

Sincerely,

Cameron Popp

Seventh grade

Liberty Middle School,

Hutchinson Ks.

Cameron Popp  
3901 N. Howard  
Hutchinson Ks. 67502

EDUC  
7/5791  
A 156-2

Attention Governor Finney and Legislators,  
Your proposal to stop funding for gifted  
has upset me. I am a gifted student  
and it means a lot to me. For instance,  
one time we got to cut up a cows brain.  
WHAT FUN!!! We get to participate in activities  
such as OM (Odyssey of the Minds) and  
Future Problem Solving.

If I don't get to do these things I  
fear my intelligence won't be challenged  
and I will not excel.

Thank You for your time,

Justin Trowbridge

Justin Trowbridge  
1712 N. Maple  
Hutchinson Ks. 67502

EDUC  
215191  
A156-3

Mrs. Finney & Legislators-

Howdy! I'm writing to tell you that I don't think you should drop funds for the Gifted Program. We are the future of America. My required classes are edsy for me. Gifted is my only challenging class. Please don't drop the funds for Gifted.

-Amy Lyman

Amy Lyman  
11 Carlton  
Hutchinson, Kansas  
(67502)

EDUC

2/5/91

A156-4

Shawn Mcn,  
106 Thunderbird Dr  
Hutchinson, ks  
67502

Dear Mrs. Finney,

I'm writing you to tell you  
you shouldn't take away funds  
for gifted students. You shouldn't  
because I think we are the  
future and should get the attention  
we need.

A Concerned Kansan,

Shawn McMichael

Joan Finney  
Office of the Governor  
Landon State Office building  
900 Southwest Jackson  
Topeka, ks 66612

EDUC  
2/5/91  
A156-5

Ben Hayes  
Hatchinson, Kansas  
67502  
609 Adair Circle  
February 1, 1991

Dear Mrs. Finney and Legislators,

As you know from the heading my name is Ben Hayes. I am currently involved in Liberty Middle School's gifted program. I have read about the proposed cut in the gifted programs in the state of Kansas. I understand that mentally ill people may need a lot of help. Fellow students, I think, will agree with me when I say after a few hours of continuous repetition of material we have learned and understood a few years ago, we need an hour of a day to thoroughly stimulate our intellectual minds. Please do not enforce this budget cut. For me and all gifted students in Kansas, I would be very thankful to you Mrs. Governor.

Sincerely,  
Ben Hayes

EDUC  
215791  
A156-6

Dear Mrs. Finney, and Legislators

Try and get a new viewpoint and reinstate the Gifted mandate.

This state's education system is bad enough as is, and taking gifted mandate will make it even worse. Even with gifted mandate this state education system still is in a frightful state. Kansas's education system needs a major over haul and get it up on the level where it belongs, at the top of the nation.

Gifted kids are going to be this nations leaders during the next century, so wisen up and reinstate gifted mandate

Sincerely,

Kyle Corman

7th grader

Liberty Middle School  
Hutchinson KS

P.S.

Kyle Corman  
1009 Old Farm Estates Dr.  
Hutchinson KS 67502

EDUC  
2/15/91  
A 156 →

Dear Mrs. Finney and legislators,

I don't think that you should cut funds for the gifted program. We are the backbone of the future and if you cut the funds for our program we'll never know our full potential. On one final note, PLEASE don't cut funds for our program.

- Lesley Alexander

Lesley Alexander  
209 Hyde PK.  
Hutchinson, Ks.  
67502

EDUC

2/15/91

A156-8



DEAR Mrs. Finney and Legislature,

My name is Jennifer Humphrey  
I am a seventh grader. I am in the Gifted  
Program. I really do not think it is  
right to take the funding away from  
the Gifted Program and give it to the  
mentally Handicapped. Granted, they need  
funding too but so does the Gifted  
Program. It is very unfair. There are  
a lot more students who feel the the  
same way!

Sincerely,

Jennifer Humphrey

Jennifer Humphrey  
900 Pierce  
Hutchinson 116  
67501

EDUC

2/5/91

A 156-9

Dear Gouenor Finney, and Legislators

If you were to cut back on gifted programs there would be no place for students of above average intellengence to go to develop their skills. I enjoy going to gifted because it's one of the few classes I can go to and not listen to people explain things over and over again to people who don't understand. It's one of the few classes that reall challenge me to do my best. If you take away the gifted program many students will just have an easy day of classes with no challenges.

Kelli Campbell

Kelli Campbell  
705 Idlewild  
Hutchinson, KS  
67502

EDUC  
215791  
A 156-10

Governor Finney and Legislators,

This letter is concerning your recommendations that the gifted mandate and funding be cut at state levels. I feel that this would be a tragic mistake and strongly oppose this idea. The gifted program provides children with valuable and necessary skills not taught in the normal classes.

I know from personal experience that the students benefit immensely from this program. Again, I wish you would reconsider. By cutting the gifted program, you would be doing Kansas's children, and America's future, a great disservice.

Sincerely,

Dennise  
Foyant

Dennise Foyant  
205 Cochise Dr.  
Hutchinson, Ks. 67502

EDUC  
2/15/91  
A 156-11

1010 Bodine Drive  
Derby, Kansas 67037  
February 4, 1991

Joseph C. Harder, Chairman  
Senate Education Committee  
State Capitol, Room 143-N  
Topeka, Kansas

Mr. Chairman,

As the father of two daughters who benefit from the gifted education program, I am extremely concerned about Senate Bill #27. If the mandate for gifted education is rescinded we will have done a disservice for our academically gifted youth and ourselves. The training and experiences made available through this program allow these students to be challenged, to stretch their abilities, and to better prepare for the lives ahead of them. Our regular classroom teachers, while skilled and caring, cannot provide the training and experiences needed by the gifted students. Their responsibilities for the rest of the students in the standard curriculum do not permit this. If we are to educate our gifted youth to the best of our ability in order to allow them the greatest possibilities as productive members of their communities, their state, and their nation, we must retain the mandate for gifted education.

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2/15/91  
A 157

Respectfully,  
 Kerry M Atchinson

1010 Bodino Dr.  
Derby, Kansas 67037  
February 4, 1991

Joseph C. Harder, Chairman  
Senate Education Committee  
State Capitol, Room 143 - N  
Topeka, Kansas

Dear Senator Harder,

As a student in the gifted program, I feel I have really benefited from the educational opportunities it has provided me.

I feel that if we have such special education programs for the learning disabled, we should also provide special education for academically gifted students.

I think it is wonderful that the academically disabled receive the help and support they need, and it is also wonderful that the gifted students are receiving the academic challenge they need.

These programs benefit each individual student's needs, which is what education

EDUC  
2/5/91  
A 158

should be about.

I urge you to keep the  
mandate.

Sincerely,

Kimberly C. Atchinson  
Eighth grade  
Derby Middle School

Dear Senator Harder,  
I'm part of the gifted program. I think and urge you to keep the program because the program opens our minds to new ideas and prepares us for new challenges that lie ahead. Kids need the gifted program because it requires thought not used in daily work.

Sincerely,

Elizaeth  
Atchinson

4<sup>th</sup> grade

El Paso  
Elementary

EDUC

215791

A 159

January 24, 1991

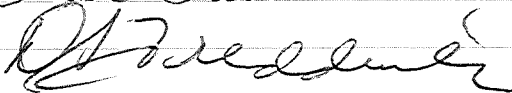
Senator Joseph C. Herder  
143 North  
State Capitol  
Topeka, KS. 66612

Dear Senate Education Committee,

The gifted education mandate is essential to our child's education. Being in a regular classroom is very frustrating for a child who learns quickly. The repetition of a regular classroom leaves our son feeling like he's wasting his mind and his time going to school. He needs his advanced classes to motivate, challenge and encourage his thirst for knowledge.

Each one of us should have the right to learn in a stimulating environment. The right to feel pride in a report card that you've earned by working hard at developing knowledge and good skills. This program is what makes school worth going to for our son.

Sincerely,

Abi Dredderick  


EDWC  
2/15/91  
A 160



2-4-91

Sen. Joe Harder  
Kansas Senator

Dear Mr. Harder,  
I am writing in regards  
to Senate Bill #27. I am  
not in favor of doing  
away with gifted education.  
Gifted education has done  
alot for me. It is a fun  
way of learning harder  
things. If you want to  
do away with this special  
class, you should do it the  
other classes to. I like it  
because it gives me a challenge  
at learning.

Sincerely,  
Jeni Schippers  
3321 Willow  
Hays, Ks, 67601  
age 8 grade 3  
EDUC  
215791  
A161

# WELLINGTON JUNIOR HIGH SCHOOL

311 North "A", Wellington, Kansas 67152  
316-326-3305



**Mel Coates**  
Principal

**Mike Wilmoth**  
Assistant Principal

**Lynn Reed**  
Counselor

**Richard Lawrence**  
Athletic Director

To: Rick Bowden  
From: Mike Wilmoth  
Date: 2/4/91  
Subject: 1991-1992 Gifted Mandate and Funding

I would like to express my concern that the funding for the Gifted programs in our public schools in Kansas will be cut. It is my feeling that this would be a step in the wrong direction. With the need for our brightest students to be even more competitive in today's world we should be putting in more money and expanding the program to include more students; not cutting it.

Rick thanks for your time on behalf of education. I hope to see you on the football field next season.

*MW*

EDUC  
2/5/91  
A162

Statement of  
Dave Maxon  
9618 West 124th Terrace  
Overland Park, Kansas 66213  
Student at Oxford Middle School  
before  
THE KANSAS SENATE EDUCATION COMMITTEE  
FEBRUARY 5, 1991

Opposed to Senate Bill #27

Dear Senators,

I think the state of Kansas should continue to mandate and provide funds for gifted education for many reasons. One is that if you cut the funds for gifted classes Kansans could become undereducated and then our state could fall behind the rest of the states education-wise and technology-wise. This could create a shortage of creative and innovative people to work as business owners and become involved in running the state.

I personally think another reason is that gifted classes provide an education not obtained anywhere else. For example in our class we wrote papers on lifeskills and spent time trying to come up with new solutions for problems like ozone depletion and school dropouts. Small classes with committed students and quality guidance made this possible. I may not like some of the activities we do but I think all of them make me think more and differently then I would if I only had regular classes.

I truly feel that gifted students should have the same benefits as do other special education students. So I think gifted education should be funded the same as other special education classes.

I learn many interesting things in gifted education class and it's fun. My classmates feel the same way. I know my school district has committed to continue funding gifted education, but I believe the state of Kansas needs to make sure all of its students have the same opportunity. I think Kansas can be a great state if it continues to support all of its students.

EDUC  
2/5/91  
A163

Eisenhower Elementary  
King Ave. + Zigget  
Ft. Leav., KS. 66027  
Feb. 4, 1991

Senator Joseph Harder  
Senate Education Committee  
Topeka, Kansas

Dear Senator Harder,

I am a fifth grader at  
Eisenhower. I think we should  
keep the law that says there must  
be a gifted program. I feel this way  
because I think that gifted students  
need to get away from what they  
already know and find out more  
information about things they  
don't know alot about. I think you  
should keep this law and just  
try to help the gifted program. It  
is a very good program, I know a lot  
about it, I have been in it for five  
years.

Your friend,  
Steve Strand

EDUC  
2/5/91  
A 164-1

Eisenhower Elementary,  
King Ave & Lidge  
Ft. Leavenworth, KS, 66007

Feb 4, 1991

Senator Joseph Harder  
Senate Education Committee  
Topeka, KS

Dear Senator Harder,  
I am in the 5 & 6 grade  
IDEA Class, I do not think  
the requirements for gifted  
classes should be denied.

I also think the funds  
should still be issued.

IDEA class is extremely  
educational. We learn about  
many things we probably  
wouldn't have learned  
otherwise.

I hope you will consider  
this and try to keep the  
mandate.

Sincerely  
Robbie Todd

EDUC

2/5/91

A164-2

Eisenhower Elementary  
King Ave. and Liggett  
E. Leavenworth, Ks 66027  
February 4, 1991

Senator Joseph Harder  
Senate Education Committee  
Topeka, Ks

Dear Senator Harder,

I think you should not cancel  
Idea programs because students  
that are gifted should be able to use  
their talents in special classes at  
school. Therefore please do not take  
away Idea programs.

from concerned  
Idea student,  
Ricky A. Neal

EDUC  
2/5/91  
A164-3

Eisenhower Elementary  
King Ave. & Liggett  
Ft. Leavenworth, KS 66027

February 4, 1991

Sen. Joseph Harder  
Senate Education Committee  
Topeka, KS

Dear Senator Harder

I think you should not close it down but there shouldn't be so much of it, IDEA is fun and it teaches us to know more about things we like. Maybe if you want to close it down, you should give supplies for the troops in Saudi Arabia and then start it back up.

Signed  
Paul Lindberg

☺

EDUC  
2/5/91  
A164-4

Eisenhower Elementary  
King & Liggett  
St. Leavenworth, Ks.  
66027  
February 4, 1991

Sen. Joseph Harder  
Senate Education Committee  
Topeka, Ks.

Dear Senator Harder,

I think that you should not  
close down the Idea groups because  
In our normal class our work  
is a lot easier than in Idea.  
Idea is a group that gives us  
a challenge and I like it. I think  
you should vote to keep Idea.

Thank You,

Christopher Bodemer

!!!

EDUC

2/5/91

A164-5



Eisenhower Elementary  
King Ave. & Liggett  
Ft. Leavenworth, K.S. 66027  
February 7, 1991

Sen. Joseph Harder  
Senate Education Committee  
Topeka K.S.

Dear Senator Harder,

My teacher told me that you're planning on closing the CTEA programs and I like CTEA so I think that you shouldn't close CTEA. The work in my homeroom is too easy for me so without CTEA I wouldn't have any challenging work to do. I think you should vote to keep the CTEA programs.

Thank you,

Ruth Dubyel

EDUC

2/5/91

A164-6

Eisenhower Elementary  
King ave. Higget  
Ft. Leau. Ks. 66027  
Feb 14, 1991

Senator Joseph Harder  
Senate Education Committee  
Topeka, Ks.

Dear Senator Joseph Harder,  
Keep

I believe we should keep the  
mandate because it gives a child a  
chance to practise a higher level. Some  
children find it boring to be in class  
doing work that's too easy and when  
they come to 4th it gives them a  
chance to learn new things. I believe  
it challenges and expands the mind.  
It helps alot of children also.

Please vote No To Keep The Mandate

Signed Emily Jacobs

EDUC

2/5/91

A164-7

Eisenhower Elementary  
King Avenue and Higgett  
Ft. Leavenworth Mo. 66027  
February 4, 1991

Senator Joseph Harder  
Senate Education Committee  
Topeka, K.S.

Dear Senator Harder,

I think Idea class  
should not come to an end because  
Idea gives me a chance to show  
how smart I am and it also  
is a place where I can learn more  
things I don't know. I can also  
teach other people things I know  
and they don't. I want you to  
keep the mandate.

Yours Truly,  
Elizabeth Palmer

EDUC

2/5/91

A164-8

Eisenhower Elementary  
King and Liu  
Fort Leavenworth, Kansas  
February 4, 1991

Senator Joseph Warden  
Senate Election Committee  
Topeka, KS

Dear Senator Warden,

I think you should keep the Lifted program because it gives us a better opportunity to learn more! The Lifted program is a challenging and fun class. I think the law should not change.

Kenny Jordan

EOUC

2/5/91

A164-9

Eisenhower Elementary  
Hingand Kigget Ave  
Ft Leavenworth, Ks 66027  
February 4, 1991

Senator Joseph Harder  
Senate Education Committee  
Topeka, Ks

Dear Senator Harder,

I think that you should not  
~~vote to~~ take out all of the gifted  
programs in Kansas. If you wish  
to know why it is because I have  
been in a gifted program since first  
grade. Also I am used to being in one  
of these gifted programs. If I could vote,  
I would vote to keep all the gifted programs  
in Kansas. I think the mandate should be  
this way because gifted programs help you  
learn extra things

Sincerely,  
Micah Welteck

EDUC

215791

A164-10

Eisenhower Elementary  
King Ave. and Jiggett  
F+ Leavenworth, KS 66047  
February 4, 1991

Senator Joseph Harder  
Senate Education Committee  
Topeka, KS.

Dear Senator Harder, would you please keep idea or what ever you want to call it in the state of Kansas. It is fun, challenging and educational - it's just like school but you are learning more harder stuff. Even though I am moving next year I want the other gifted kids to have as much fun as I'm having this year. Please keep this great program going.

Sincerely,  
Nicholas Ben  
Brown

EDUC  
2/5/91  
A164-11

Eisenhower Elementary  
King Ave, and Liggett  
P. O. Seavenorth KS 66027  
February 9, 1991

Senator Joseph Harder  
Senate Education Committee  
Topeka, KS.

Dear Senator Harder,

I want you to keep the mandate!  
Even though I'm not going to be  
here I still want you to keep the mandate!  
We learn a lot here! It's a challenge,  
but we still manage to learn a lot!  
I'm glad to be in it, and I'm sure  
lots, and lots of other kids will  
be glad to be in it also! I  
hope you will vote to keep the  
mandate!

EDUC

2/15/91

A 164-12

Sincerely,  
Radame  
Gergel

Eisenhower Elementary  
King Ave and Liggett  
Pot. Leavenworth, KS 66027  
February 4, 1991

Senator Joseph Harder  
Senate Education Committee  
Topeka, KS

Dear Senator Harder,

I am a sixth grade student in the gifted program. I have been a part of the gifted program for four years. This program has given me a chance to step up into a higher grade level and expand on my subjects.

For example, right now we have taken social studies and zoomed in on Antarctica. It has let me learn information that I wouldn't have learned in a normal subject.

I feel that if my school didn't have a gifted program I would have missed out on oodles of information valuable to the rest of my life. I hope you do the right thing and not remove the mandate.

EDUC  
2/15/91  
A164-13



Eisenhower Elementary School  
King Ave. and Sig  
St. Leavenworth, KS 66227  
February 4, 1991

Dear Senator Hardor,

My name is John Lyon. I am a 6<sup>th</sup> grader here and am in the gifted program. I do not think you should take away the funds for this exceptionally educational program. The reasons for which I think this are:

- 1) A fellow student named Anthony, used to live in Massachusetts, the state which Dukakis was governor of. He told me that Dukakis closed off all funds for his gifted program, which is called T.A.G. (Talented and Gifted). He became sad because they closed down his program. As a result children will become depressed.
- 2) It is not right for Gov. Timney to close off funds just because she made a mistake and couldn't fit it in her budget plan.
- 3) The gifted program is a place to enhance knowledge. In regular classes we learn not as many things as in the gifted program. We learn more in the gifted program because instead of six subjects like English and Math, we learn a variety of things from about one hundred times the number of subjects.

EDUC  
2/5/91  
A164-14

we regularly learn in.

I sincerely am against  
the withdrawal of the  
gifted mandate and hope you  
will too.

Sincerely,

John  
Horn

EDUC

2/5/91

A164-15

Eisenhower Elementary School  
King Ave. and Zigget  
St. Leavenworth, KS 66027  
February 4, 1991

Dear Senator Harder,

My name is John Lyon. I am a 6<sup>th</sup> grader here and am in the gifted program. I do not think you should take away the funds for this exceptionally educational program. The reasons for which I think this are:

- 1) A fellow student named Anthony, used to live in Massachusetts, the state which Dukakis was governor of. He told me that Dukakis closed off all funds for his gifted program, which is called T.A.G. (Talented and Gifted). He became sad because they closed down his program. As a result children will become depressed.
- 2) It is not right for Gov. Finney to close off funds just because she made a mistake and couldn't fit it in her budget plan.
- 3) The gifted program is a place to enhance knowledge. In regular classes we learn not as many things as in the gifted program. We learn more in the gifted program because instead of six subjects like English and Math, we learn a variety of things from about one hundred times the number of subjects.

2/5/91

A 164-16

we regularly learn in.

I sincerely am against  
the withdrawal of the  
gifted mandate and hope you  
will too.

Sincerely,

John  
Ryan

EDUC

2/5/91

A164-17

Members of the Senate Education Committee  
Senate Hearing on Special Educational Programs  
February 5, 1991 1:30 p.m., Room 313S, State Capitol

My daughter and other gifted children like her are the future for this state and pulling the \$8.5 million in state funding for programs for gifted students does them a great injustice.

I have a child who needs the extra challenge, who is often bored doing the routine tasks required to learn because she catches on so quickly. She needs the regular classroom for the basics but she needs to be stimulated beyond that. The gifted program she now attends through U.S.D. 501 Topeka schools gives her one day a week out of the regular classroom where she can explore other activities and areas of interest. She has studied about the human brain, learned cartooning, advanced her skills in computers and done other extra activities that keep her stimulated and educated.

Who knows why or how a child is exceptional. I only know as a parent that my daughter read the daily newspaper when she was four and has always been aware of prominent social and environmental issues. She was tested after she completed kindergarten and was found to have an exceptional IQ. Her basic testing while in school has shown ratings in the 98 percentile. As a nine-year-old third grader, she now reads daily about the Persian Gulf war, she keeps tabs on what's happening in government and enjoys history as a way of explaining the present by studying the past. I look upon her as being an open book, a clean slate just waiting for the information to be given to her. She is eager to learn, loves all aspects of school and attended summer school last year to learn new English and computer skills.

She also is by no means a bookworm. She enjoys sports, has excellent social skills and can relate equally with children as well as adults. As parents we have raised her to be a responsible, dependable human being. She needs guidance and trust like any other child, but her knowledge, understanding and reasoning are way beyond her years.

Educational programs are mandated for handicapped and other needy students and I am more than willing to pay my fair share of taxes to help those in need. But look to the other end of the spectrum by offering the exceptional, gifted child the right to a good solid education. By cutting off that funding you are damaging the cream of the crop - tomorrow's leaders, the educators, doctors and scientists. Those who can take on the problems which will face them, that we are probably creating today, and find some solutions.

At this point and after doing some checking before my daughter started school, I don't believe private school is an alternative. Being Catholics, we checked into private school. The classes may be smaller but the schools are strapped for money and have financial difficulties that make even paying teachers a challenge. According to the information I have they don't offer a gifted program, as such. The program in Catholic schools used to be coordinated and combined with the public schools but with separation of church and state that was stopped several years ago.

I urge you to keep intact the mandate for gifted students. Cutting there is like cutting the heart out of our most talented and potential students. Students that are the very future of Kansas.

Patrice Pomeroy  
Parent of Gifted Student  
1424 SW 31 Street  
Topeka, KS  
State employee  
Ks Dept. of Transportation

cc: Mrs. Connie Brunton  
Rep. Bill Roy, Jr.  
Senator Alicia Salisbury  
Governor Joan Finney

EDUC  
2/5/91  
A165

February 5, 1991

Joseph C. Harder, Chair  
Senate Education Committee  
State Capitol, Room 143-N  
Topeka, KS 66612

Dear Senator Harder:

Would you ask wheelchair-bound students to just try harder to get up the stairs to their classrooms? Would you recommend that talented student athletes play only with the intramurals and not on the varsity? Would you recommend that academically gifted children just do their best in the regular classroom?

If you wouldn't agree to the first two scenarios, then we strongly urge you to defeat Senate Bills 27 and 108 and not agree to the third.

Many people think that academically gifted children are always high achievers, or that they are also socioeconomically advantaged. Research has shown that academic giftedness occurs equally throughout the socioeconomic spectrum (Silverman, 1990). Academic giftedness is a divergence from the norm, just as much as other types of giftedness that our society values such as musical talent, artistic creativity, and athletic ability. Because of its divergence from the norm, academic giftedness makes demands on our educational system just as much as other divergences such as mental retardation, hearing and vision impairment, handicaps, and emotional disturbances. Gifted children are at-risk when expected to function wholly within a learning environment designed to meet the needs of average students.

Many people think that academically gifted children who are not high achievers are deliberately rebellious. Research has shown that properly designed educational environments and supportive homes effectively remedy underachievement in gifted children (Clark, p. 279-285). A study by Douglass estimated that 10% of the 7.5 million dropouts in the decade of the 1970's had IQs in the top 1/4 of the population (Clark, p. 283).

Many people think that allowing academically gifted children to interact with each other in school fosters elitism. Research has shown that gifted children are humbled when they find out that there are other children as capable or more capable than they are. "The gifted in our country are the backbone of social reform and egalitarianism. The gifted care desperately about injustice...They are deeply concerned with global issues" (Silverman, pp. 2-3).

If Senate Bills 27 and 108 are allowed to pass, Kansas will be denying itself the potential of the youth most likely to contribute substantially to our own future. Kansas is one of 17 states with state-level mandated gifted education, and we can proudly say that we were one of the first to create that mandate. We knew then the value of investing wisely in our children's education, and we must not forget the value of this investment now.

EDUC  
2/5/91  
A166-1

With the current statewide concern about equalization, we are concerned that these proposals to eliminate the state-level mandate for appropriate educational environments for academically gifted children will result in uneven opportunities for Kansas' children. While we all know that "a mind is a terrible thing to waste," we extend that axiom to say that "a rural mind is just as important as an urban one."

We appreciate your concern for Kansas' children, and we look forward to hearing that the Senate Education Committee reaffirms the value of appropriate education for our academically gifted children.

Sincerely,

Luis Furlin  
Dorothy L. Seldan  
Leborah A. Haun  
Lerry Gaby Thaly  
Marcia Zuck  
Mary K. Bunker  
Ethel Stucken  
Matthew Brinker, 12  
Garry Knopp  
Edith Stunkel

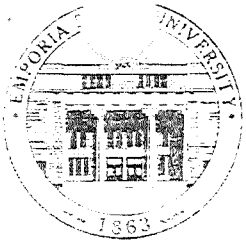
117 N. Delaware / Box 1369  
Manhattan, KS 66502-0015

#### References

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Silverman, Linda Kreger. "Scapegoating the gifted: the new national sport." Gifted Child Development Center, 1990.

EDUC  
215/91  
A166-2



# EMPORIA STATE UNIVERSITY

1200 COMMERCIAL EMPORIA, KANSAS 66801-5087 316/343-1200

February 5, 1991

## Testimony for the Hearing on Senate Bills 27 and 108

BASED ON RESEARCH ON THE MANDATE AND STUDY OF GIFTED EDUCATION IN RURAL KANSAS, I BELIEVE WE NEED TO RETAIN THE GIFTED MANDATE.

COST EFFECTIVENESS: We need the gifted mandate, because without special education, gifted kids are 3-4 times more likely than average kids to drop out of school. This is not cost effective.

We need gifted programs because many of the gifted children who do not physically drop out of school, drop out mentally because of pressures put on them to conform to the norm. That too, is a waste for the individual and the state.

The enclosed article: Diane: Dilemma of the Artistically Talented is a case study of rural giftedness describing the conditions that make a gifted student want to drop out. The article also tells how the gifted teacher helped find a solution to Diane's dilemma.

ELITISM: people seem to feel if you let a child know they have a high IQ, because they're going to feel superior. The charges of elitism are rumor and innuendo--I have yet to see someone come forward to document them. It reminds me of the times when we referred to retarded citizens as moral defectives....

The reality is: gifted children realize at an early age they are different, but they don't understand why. The result can be anxiety or a sense of inferiority. Everyone wants to be acceptable and accepted. Children whose mental developmental far outstrips their physical development (and their age peers) need help in dealing with their differences constructively in both educational and social matters.

We need the gifted mandate because the areas of Kansas that would not serve the gifted voluntarily are the areas where the children need gifted education the most. (See the enclosed article, Rural/Urban Principals' Attitudes Toward Gifted Education).

Karen Nelson, Assistant Professor  
Psychology and Special Education

EDUC  
2/5/91

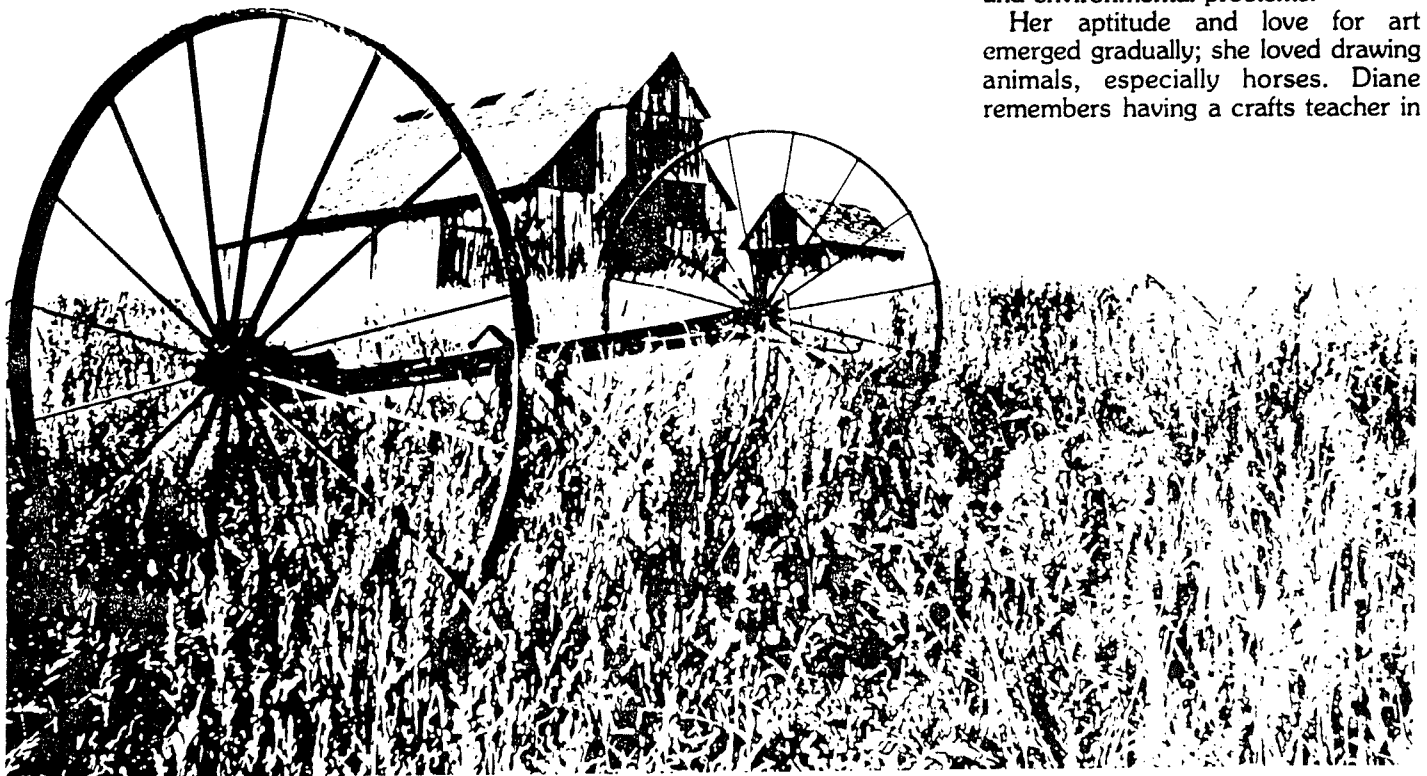
A167-1



# Diane

## DILEMMA OF THE ARTISTICALLY TALENTED IN RURAL AMERICA

By Karen C. Nelson  
and Phoebe Janzen



What happens to a young person growing up in rural America when her first love, after farming, is art? We answer that question in this article by telling you Diane's story. The dilemma presented in this case study goes beyond the effects of not having art instruction in a school and community. To understand the psychological crisis Diane faced in adolescence, it is important to know her talent for art is accompanied by the personality characteristics associated with high creativity: independence, nonconformity, tenacity, love of solitude, low tolerance for boredom and boldness in expressing her opinion (Clark, 1988; Renzulli, Smith, White, Callahan, & Hartman, 1976).

### Diane's Story

Alfalfa, wheat, milo, soybeans and cattle supply the livelihood on the family farm where Diane grew up as the oldest of three children. Her mother remembers Diane "never fit the normal-child mold. As a three-year-old she had a large can of building blocks and she could build amazing things. In high school, when the average girl her age was interested only in boys, T.V., and clothes, Diane was interested in world and environmental problems."

Her aptitude and love for art emerged gradually; she loved drawing animals, especially horses. Diane remembers having a crafts teacher in

the early elementary years: "She would give us a pattern like a pumpkin to cut out of orange paper. Everyone would make the same thing. It wasn't art," Diane says in her incisive way. "It was cut and paste. Nothing that a person who wants to get serious about art could use." This was as close as she came to receiving art instruction in the country schools she attended from kindergarten through eleventh grade.

By age twelve, Diane was beginning to feel very bored and frustrated with school. "From seventh grade on I felt that everything in school was review. I always knew it without studying." During seventh grade, Diane was identified on the basis of academic talent (high IQ) to receive gifted education services from a rural special education cooperative. The gifted program offered out-of-school activities and Diane wasn't enthusiastic about giving up her own time for school work, especially since she felt her in-school time was a waste. "My free time was fine," Diane says. She loved to be out-of-doors farming, horseback riding, and working with animals. She also enjoyed solitary pursuits such as drawing, reading, and playing the piano.

What Diane wanted of school was to be allowed to learn things she didn't already know. "I have a lot of interests. I would have gone to the library and done research and written reports if they would have let me." But the structure of the school curriculum was inflexible. Despite her demonstrated giftedness no exceptions could be made to accommodate her learning needs. Even though she was an "A" student she remembers teachers "raised flack" if she ever missed classes to go on a special field trip with the gifted program.

Her mother visited school several times to request that Diane be given more challenging work. She met with no success. "The teachers were absolutely not willing to help our daughter. It made me angry. Living in a rural area makes it extremely hard to find options for your child. There weren't any art instructors available. I tried and couldn't come up with anyone who could take her on."

Diane's anger at her school predicament grew. By ninth grade she hated school so much she wanted to drop out. She was outspoken in letting

her teachers know what she thought of the lack of challenge in their classrooms. Her mother says, "She didn't win any popularity contests. Teachers as a rule did not like Diane."

There were a few bright spots. One year French was offered. Finally Diane had a chance to learn something new. She also enjoyed a woodworking class: "I loved the smell of sawdust. Our teacher would turn us loose if we acted like we knew what we were doing. It was the one time I could be creative and work independently." During other classes she read or drew, bitterly resentful of her captivity in a system that was wasting so much of her time.

The gifted facilitator from the special education co-op serving the thirteen rural schools in the county where Diane lived began a mentor program to help meet the needs of her widespread rural caseload. Recognizing Diane's interest in art and her penchant for drawing horses, she found an attorney's wife who would meet with Diane one evening a week to teach her oil painting. This was a crucial experience in helping Diane decide that art could be more than a pastime.

The mentor demonstrated oil painting techniques on her own canvas. Diane, a quick study, painted alongside her mentor, using the techniques demonstrated to paint her favorite subject, a horse. They painted together three or four hours each Thursday evening. Afterward they went out to the barn to feed the mentor's Arabian horses. The results were gratifying. Diane says her feelings were, "I can do this! I'm good at it." Until this point Diane thought she would drop out of school to farm if she "could make a living at it." Now she began to feel that it would be worthwhile going to college if she could study art.

Despite the boost that learning to paint gave, Diane's mother remembers that during her high school years, Diane became very hard to get along with at home. "She was depressed and angry, very angry, at the school system and she took it out at home." Diane began to develop physical symptoms: headaches, stomach problems, severe joint and muscle aches. She lost her appetite and became increasingly weak. Though she still managed to earn

A's, she slept through her classes. Friends would wake her when it was time to move on to the next class.

By Diane's junior year of high school these symptoms had become frighteningly severe. She was sleeping twenty hours a day. Deeply concerned, her parents took her to a number of physicians. She was given a preliminary diagnosis of lupus, but further testing indicated there was no organic basis for her illness. The doctors concluded the symptoms were produced by depression. Diane's parents had trouble believing her symptoms were psychosomatic but, finally, on the advice of the last physician consulted, they took Diane to a psychologist.

### Liberation

The psychologist happened to be a parent of gifted children. After meeting with Diane several times, she told Diane's parents that school, the dramatic mismatch between Diane's abilities and the schools limited resources and unresponsive attitude, was at the root of the emotional problems and physical symptoms. Her advice was to find an early college entrance program for Diane as soon as possible. Diane's parents had been reluctant to see her leave home early, but the severity of her health crisis, both psychological and physical, combined with the counselor's recommendations convinced them to pursue this option.

The gifted facilitator took Diane to visit the art department of a small state university which accepted gifted high school students as early entrants. Diane liked what she saw. Next it took the combined efforts of the family, the special education co-op and the counselor's testimony to convince a reluctant school board to release Diane for early college entrance. The high school principal remained adamant that school is never the cause of a student's emotional problems. "These problems," he had told Diane's mother, "are always caused by a boyfriend or a home problem. Never the school."

The gifted facilitator worked out a plan where an IEP could be written for Diane allowing her to earn dual credit for college coursework until requirements for high school graduation were met. In this way the high school received tax money for her

absentee senior year which was a concern of the school board. Diane's family paid for the college expenses. Diane began college in June after her junior year of high school. Two years later, at age 19, she had earned a high school diploma and completed the equivalent of three years of college coursework.

#### *A Copacetic Environment At Last*

Getzels and Jackson (1962) have pointed out that highly creative children who question and challenge and refuse to conform can be psychologically threatening to teachers who do not tolerate high levels of nonconformity. As Diane remembers it, during high school, pressure to conform in clothing and sports came stronger from teachers than peers. They thought she should wear "in" clothing styles and make-up; Diane preferred flannel shirts, jeans, and cowboy boots, explaining, "I didn't have time to shop." When school personnel advised Diane to learn to "fit in" in high school so she could get along in the real world later, Diane replied scornfully that high school was nothing like the real world.

College has been a more copacetic environment for Diane in every way. In the college environment Diane's depression, frustration, and anger evaporated. Obviously, in a college art department, instructors and students are concerned about anything but conformity in dress. Diane, working in the art studio in tennis shoes and jeans, looks no different from either students or instructors. What is more important to Diane has been finding peers she can really talk to, not only about art, but other things like "musicians besides Bon Jovi."

The art instructors value her talent and her task commitment, commenting that she was a hard worker who consistently put in long days in the studios. Several instructors remarked on her excellent memory and how quickly she learned: "You just show her once and she has it." Another quality that impressed them is how she "goes beyond what is expected." In their absence they count on Diane to help with other students who need more explanation. She is so good in this role they are encouraging her to earn the MFA and become a college instructor.

Although Diane isn't impressed with the general education courses in college ("I read the text and get an A"), when she took Graphic Design I, she discovered her niche: commercial art. Chaiwat, her Thai instructor, impressed her with his intensity and dedication. "He's there at 7 a.m. and he's there all day to help us; he really spends a lot of time with us. He has worked in advertising and he requires us to do assignments as if they were for real."

In his classes, Chaiwat individualizes instruction for each student, to accommodate differences in experience, ability, and pace. He also encourages students so they can learn from each other's ideas and approaches. By nature, Diane prefers to work in solitude, yet she has been convinced by Chaiwat of the value of the shared work process. Her compromise has been to choose a work table next to a large window, a little apart from others in the studio. She points out that the work area chosen is also next to the only large green plant in the studio. She mentions this to underscore how difficult it is for her to work indoors all day.

Kathleen, Diane's painting and computer graphics teacher, says she is pleased to have a student of Diane's calibre in the department and had not realized at first that Diane was younger than the other students. Kathleen observes that Diane is "humble" about her special combination of talent, creativity, and intelligence. Kathleen thinks students like Diane experience frustration in high school because "they demand so much of a teacher's time; they need more than a teacher has time to give." Kathleen's goal with her students is to provide freedom and opportunity along with challenge and encouragement.

"Is it any wonder," Barbara Clark (1988) writes, "that the more creative the students, the less they like school? Placing such people in the traditionally oriented, conformist setting of school leads to growth inhibition, frustration, and often denial and abandonment of creative potential." Diane was an at-risk gifted and talented student who surmounted a psychological crisis in adolescence caused by refusing to

submit to the factors Clark describes. Fortunately, Diane's creative potential was not lost because of several intervening factors.

One factor was a family who did not crush her nonconformity by insisting she mindlessly adjust to the conditions in high school so intolerable to her nature. As they came to understand her needs for a place to learn and grow they stood by her until a way was found. A second factor working on Diane's behalf was the professional support of the psychologist and gifted facilitator who helped negotiate with the school system to find a more appropriate educational placement. Third was the mentoring relationships in Diane's art education. The community mentor who donated many hours of time helped Diane open the door to her talent for art. The mentorship of college instructors like Chaiwat and Kathleen provides nurturing relationships that encourage and sustain the development of talent.

Another factor that should not be overlooked is Diane's own stubborn integrity. Gifted girls tend to be underachievers in adulthood because they cheerfully cope with whatever their milieu requires of them, no matter the cost to their development (Kerr, 1985). Diane did not follow this pattern. Her complaints at school and at home were not graciously expressed, but one way or another she resisted being silenced. Even sleeping straight through classes as she came to do was accomplished not in a spirit of resignation but as a means of rebellion.

No one with as much ability to develop as Diane has, should be in classrooms day after day, year after year, where she is not learning. We predict that her spirited independence and reliance on internal evaluations will be of much more use to her as an artist than would the spirit of conformity the public schools wished to inculcate.

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EDUC  
2/15/91  
A167-3

Untapped giftedness can be a handicap.  
Just as much a handicap as retardation. The  
world looks different to gifted individuals  
and they learn in a unique way.  
When an individual understands that they  
are viewing the world from a different  
perspective than the majority of their peers  
it is easy to internalize that difference  
and feel like he or she is the weird one.

We have two gifted sons or 11 year old  
son Brandon and Drew who is eight and  
gifted with learning disabilities. When  
our first son was identified as gifted  
at age 5 I was given a meaningful

EDUC  
2/5/91  
4168-1

that Kansas lawmakers have supported.

Kansas is known for excellence in education especially in Blue Valley. Don't let that reputation be darkened by ~~removing~~ the funds.

Gifted kids are incredible to watch as they attack a project with creativity + enthusiasm that can just bubble out of them in specially designed classes. They truly deserve our best and that includes a fully funded educational program.

Don't follow the lead of Missouri who repeatedly draws funds away from  
EDUC 215791  
A168-5  
education programs which directly affect our

nations future.

Respectfully,

Jean M. Ramsey  
15612 Overbrook Ln.  
Stanley, Kansas

EDUC

2/5/91

A168-6

Honorable Senator

We are writing to express  
our opposition to Senate Bill  
No. 27. In these times  
when education plays such  
an important role in the  
world, to deny our brightest  
minds the Education they  
need & deserve would be  
self-defeating. We urge you  
to defeat this bill. Thank You

Jan + Caylon Paulaka  
1611 NW 63rd  
Topeka, KANSAS

EDUC

2/5/91

A169

Feb 1, 1991

Dear Mr. Harder,

It has come to our attention that Kansas is in danger of dropping its aid to the gifted program in our schools.

Please consider what this would mean to all of us. We need to give all the support we can to our future leaders, doctors, inventors, and researchers. We need to strengthen our

state, not weaken it.

One of the selling points of living in Kansas rather than Mo. is the quality of the education system.

It is a point of difference we have over most of the states in the union! We must not lose this important "people advantage"!

On a more practical note, our household contributes a substantial amount of taxes toward

EDUC

2/5/91

A 170-1



this state. We would  
like to see it spent  
wisely for the present and  
as well as for an invest-  
ment for the future.

Thank you for listening  
to our concerns about  
funding for the gifted  
program. We trust  
you will offer support  
on this important  
issue.

Sincerely,  
Gayle Buckholz  
Steve Buckholz

EDUC  
2/15/91  
A 170-2

Senator Joseph Harden  
Statehouse - 143N  
Topeka, KS 66612

February 3, 1991

Dear Senator Harden;

We are very disturbed at the news that it has been recommended that the Gifted Program in Kansas be abolished and the \$8.85 million the State contributes be eliminated.

We are very opposed to this Senate Bill #27, which is being proposed to the Senate Education Committee next week.

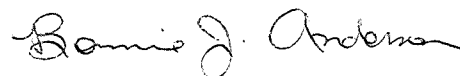
We have two sons, 16 and 13, who have benefited greatly from their Gifted Program in the Blue Valley School District #229. We feel our children are the future of our State and Country and need and deserve the best education we can provide. In fact, when we located in Kansas in 1986, it was because of the outstanding programs available in the Kansas Schools.

Please help by voting to continue the Gifted Program in Kansas and provide 100% funding for this important education.

Sincerely,



Thomas B. Anderson



Bonnie J. Anderson

10923 W. 120th Terr.  
Overland Park,  
Kansas 66213

EDUC  
2/5/91  
A171

February 5, 1991

Dear Senate Education Committee Members,

I am writing you today in response to Senate Bills #27 and #108 regarding the Gifted Mandate in Kansas. As a resident in the Blue Valley school district with a 14-year-old identified gifted son in 8th grade, I am greatly concerned about the legislature's desire to change or terminate gifted programs for students.

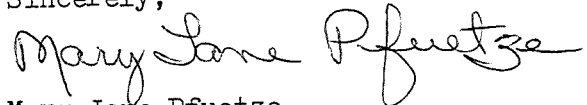
Being the parent of a gifted child and being involved in the Blue Valley Association for the Gifted for 8 years, I see first hand the special needs of these students. Many people think gifted children don't need special education because they are very bright and usually do quite well in the classroom. It is felt they will always "get by O.K.". In reality they are many times bored, unenthusiastic and poor achievers. In elementary and middle school there aren't enough advanced programs to keep them stimulated and challenged in the regular classroom. In my experience I have found that many regular classroom teachers are not educated about the uniqueness of gifted children and their special needs and often tend to contribute to the frustration of students and their parents.

Gifted children need to have time in school with their gifted peers and a specially trained enrichment teacher who understands "what makes them tick" and accepts them for who they are. They need a teacher who can stimulate their creativity, eagerness to explore and learn and let them feel free to be themselves.

These bright and talented children need school programs where they can thrive and grow, develop to their fullest potential, and go on to be the leaders of tomorrow. They need your help and support to provide the best educational opportunities possible.

Please vote against Senate Bills #27 and #108 and continue the Gifted Mandate in Kansas with 100% funding.

Sincerely,



Mary Jane Pfuetze  
10910 W. 120th Terrace  
Overland Park, Kansas 66213

EDUC

2/5/91

A172

1010 Bodine Dr.  
Berley, Kansas 67037  
February 4, 1991

Joseph C. Harder, Chairman  
Senate Education Committee  
State Capitol, Room 143-N  
Topeka, Kansas

Dear Chairman Harder,

As a mother of two daughters in the gifted program in U.S. D. 260 (Berley) schools, I am extremely opposed to efforts such as Senate Bill #27 to rescind the mandate for gifted education. The gifted program provides an opportunity for the academically talented children to strive at a level not possible to them in the regular classroom. It challenges them to work and perform to the best of their abilities, which should be the goal of good education for all students.

Just as we support facilities and programs for our athletically gifted students we should do the same for our academically gifted who will, if properly nurtured and challenged, provide greater benefit to humankind as adults in an ever-demanding and complex world. If Kansas is to make great strides with the rest of the country into the next century, it will need the talents and insights of these children who have been encouraged through gifted education.

Let's ensure a prosperous and progressive future for all Kansans by investing in the abilities of these children who can make a positive impact on our society for years to come.

Thank you for your support.

Sincerely yours, EDJL  
Ladonna Atchinson 2/5/91  
4173

*Susan Vukmonich Hasselle, R.N., M.S.*

346 MAINE  
LAWRENCE, KANSAS 66044  
TELEPHONE (913) 841-1243

February 1, 1991

The Honorable Joseph Harden, Chairman  
Senate Education Committee  
State Department of Education  
Third Floor  
120 East 10th Street  
Topeka, Kansas 66612-1103

RE: SENATE BILL #27, MANDATE AND FUNDING FOR GIFTED EDUCATION

Dear Senator Harden:

We would like to urge you to oppose the elimination of the mandate and funding for special services for the gifted.

This is an issue close to home for us. Our only child, Suzanne, is now a seventh grader at Central Junior High School in Lawrence. Throughout her grade school years we have felt strongly that the gifted education program was inadequate. When special classes have been offered to meet her special needs, she has always responded with a great deal of enthusiasm. This year has been very pivotal as she began junior high. I see our child getting excellent grades with virtually no effort. She has no enthusiasm whatsoever for her mainstream classes and she does not feel challenged. We have, however, noted that the adolescent peer example of "goofing off" has influenced her behavior as she gets reprimands for "misbehavior" fairly routinely this year. While I'm certain there may be many variables that go into this, I can't help but think that the lack of challenge for her has been an important factor.

If Suzanne had learning disabilities, I have no doubt that every effort possible would be made to help her develop her potential. I only ask that the same respect be given to the needs of the gifted. Without legislative support, I have no doubt we will be fostering a leveling of intellect to a lower common denominator and mediocrity. The future of our country depends on developing the best in all of our children.

Thank you for your anticipated support on this issue.

Sincerely,



Susan Hasselle

EDUC  
2/5/91  
A174

Dear Chairman,

Why do away with gifted education in rural schools? That is exactly what will happen if this bill is passed. Why limit the education of students that need it most? Rural schools need access to a form of gifted education. They are at a disadvantage. Larger schools have the advantage of more money. They offer more challenging and diversified programs with a higher paid teaching staff. Taking away this vital program further limits the already narrow educational horizon for those that can contribute to the future the most. I, as a gifted student, feel that we need more than the regular curriculum to motivate and challenge our interest in learning. We have the ability and desire to go beyond what is expected of us as, "the average American high school student." There has to be some form of education that permits us and encourages us to keep up with other developed nations in this very important area. The United States educational system is continually declining, in fact, the United States is ranked fifteenth worldwide, which will increasingly drop. I hope the state of Kansas cares about the future of this nation. We cannot keep taking money from the schools that really need it, the small rural schools. Education is something this world neglects far too often. If this world is to improve, we must be willing to take the necessary steps to educate the future. Please consider this statement when the decision is to be made.

Thank You.

Stephanie Woodley

Edgerton KS 66021

EDUC  
2/5/91  
A175

Alan D. & Kathleen M. Hays  
18416 Midland Drive  
Shawnee Mission, Kansas 66218-9509  
(913) 631-5922 - Home  
(913) 492-9880 - Office

February 1, 1991

Senator Joseph Harder-Chairman  
Senate Education Committee  
State Capital 143N  
Topeka, Kansas 66612

Dear Senator Harder:

In regards to the proposed elimination of the State Mandate for Gifted Education soon to be discussed by the Kansas Legislature.

I would like to express my very strong support for the continuation of this educational program. This proposal comes at a very critical time in our educational structure, in the United States and more specifically Kansas. There are many times that newspaper articles are written that our educational system is not addressing the needs and requirements of our students, so that they might be able to prepare themselves for the working environment.

I strongly support the fact that each and every student, at all levels of intelligence and learning ability, need curriculum that challenges to the absolute maximum. When you attempt to maintain the interest and motivation of the Academically Talented child in the regular classroom environment, it is very possible to actually decrease the learning ability of these particular students. The regular classroom environment must be handled in such a way as to try to reach as many of the children as possible, taking all of the learning abilities into account, without any particular emphasis on challenging the student who is eager to learn more. If the child is asking for additional educational challenges, we have an obligation to assist their learning "appetite" and allow them access to the best educational opportunities available.

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A176-1

2-5-91

I feel the following is vital information for those making decisions regarding funding of Gifted Education:

Definition of gifted and talented: Those children and young people whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs.

A gifted child is one who, due to superior intellect (IQ of 130 or higher), advanced learning ability (testing in the top 95% or 9th stanine on achievement tests), or both, is not given the opportunity to progress and develop in the regular classroom and needs special instruction and services.

Gifted children are those who excel in their ability to think, solve problems, evaluate data, create, and invent new ideas. Children with these abilities require special educational provisions; i.e. facilities and/or services provided by the local educational agency.

The U. S. Office of Education, when in existence, under the direction of Public Law 91-230, Section 806, established the following definition for purposes of federal education programs. Many districts still use this definition today:

Gifted and talented children are those identified by professional qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

General Intellectual Ability

Specific Academic Aptitude

Creative or Productive Thinking

Leadership Ability

Visual and Performing Arts

It can be assumed that utilization of these criteria for identification of the gifted and talented will encompass a minimum of three to five percent of the school population.

We have some solid gifted/talented programs that have existed for 15-20 years. We're beginning to see that not only does the gifted program benefit this small group of gifted children, but there is a *spill over* effect.

When you teach teachers what to do with gifted children, you're teaching them how to be better teachers. You don't teach them to do the same things for all students. But you teach teachers to be more confident, to keep growing, to keep learning, keep taking classes. Gifted Education keeps teachers motivated.

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2/5/91

A177-1



That motivation spills over into all children, and there is a *spill over* effect in curriculum. When you improve the curriculum for gifted children, you begin to focus on the whole curriculum. If we need to be doing more creative thinking skills for gifted children, do we need to be doing more creative thinking skills for all children?

We are finding more and more gifted students insulating themselves from challenge and frustration. They are literally sliding through their academics without ever being challenged or frustrated. They reach adulthood, get their first C in college, lose their first job, and don't know what to do. These are the "kids" who run away and can't handle it. Perhaps somewhere in their childhood we didn't stimulate them on a high enough level.

Good teaching is not the only benefit of gifted programs. The curriculum comes under close scrutiny when gifted programs are being considered. A curriculum that stimulates high-level thinking is vital for gifted children. When the present curriculum doesn't provide enough such activities, it is changed or modified. In the process, the entire curriculum is examined, and the improvements for gifted children result in improvements for all children.

So, in response to that "Why should we bother?" look: To make teachers better teachers, **get involved in gifted education**. It will pull from teachers the best they have to offer children. Gifted children demand excellence from educators! And to improve the curriculum, **get involved in gifted education**. Adding and/or changing learning activities to stimulate high-level thinking will force the curriculum to move from adequate to excellent.

Yes we should bother. Excellence for the sake of gifted children brings the chance for excellence for all.

**Excellence does cost money.** Gifted children deserve the best education that money can buy. However, we must improve the public's attitude toward education if we are ever to see adequate funding for gifted programs. In America, we spend an estimated 20 billion dollars annually on cigarettes and cigars but only half a billion on textbooks for our children. As taxpayers, parents have the right and the responsibility to see that their tax dollars are spent wisely.

There are more problems, of course, and more solutions--some known, some yet to be discovered. The war goes on, battle by battle. It makes one wonder, though, why anybody would really *want* to be gifted. When we need gifted people so much, why do we make it so difficult for them? Are we losing the war? No. Attitudes are changing, gifted programs are surviving, and funding is improving. We still lose a battle now and then. Some gifted students are still dropping out of high school. And of those who don't, 50 percent are still considered underachievers; so the fight goes on. Victory isn't just around the corner, but it's there--in the dream of parents of gifted children. In the meantime, we keep file folders (war diaries) of the "right" data.

Permission given by Creative Learning Consultants for excerpts taken from *The Faces of Gifted* by Nancy L. Johnson.

Submitted by Shelley McCann, 2/5/91.

EDUC  
2/5/91  
A177-2

I would like to express my stance on the issue of whether or not to reverse the Gifted Education mandate. I personally have benefitted from the Gifted Education program, as have many others. It allows for those students who are restrained by their current curriculum to progress on to more challenging courses. Otherwise, these individuals' talents would stagnate in school and they may turn their efforts towards detrimental pursuits. If the goal of the Kansas educational system is to provide for the educational needs of all, it would certainly be doing a great many students a disservice if the gifted program was to be terminated. I ask for your aid in defeating Senate Bill #27, Proposal #35.

Jeremy Joel

EDUC  
2/5/91  
A178

To the Senate Committee regarding Bill Number 27

February 5, 1991

I feel that I would like to react to this bill proposal as a teacher of gifted students for nine years. It is my understanding that I represent only myself and not on behalf of the school district.

I realize that we want every child to have the opportunity to succeed and achieve but we need to also recognize that children develop at different rates. Just as students develop at a slower pace, students also develop more rapidly than others. Advanced students cannot be expected to wait and not progress while others are still reviewing what they already know. The United States is losing its technological place because we are not meeting the needs of the brightest students.

One assumption is that even though gifted children are not challenged, they will still make it on their own. We spend the majority of our efforts and monetary resources on students that are below average in ability. When we eliminate programs for gifted students, we are encouraging them to breeze by, surrender to boredom and even to the extreme of eventually dropping out because of the schools allowing them to become victims of equity in education.

Gifted students have the right to be challenged and share interests with peers. The regular classroom cannot possibly meet the needs of all students in a classroom, consequently the students which receive the most energy

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2/5/91  
A 179-1

and help from the teacher will be the lower end of the spectrum. In studies as early as 1937, gifted students needed only one half of their time for school work in the regular classroom. Regular classroom teachers need help through supplemental materials, team teaching, curriculum enrichment and acceleration development for gifted students and they cannot be expected to do this alone.

Unfortunately, gifted children are considered a "problem" that public education would like to ignore and a "problem" that will probably discover a cure for cancer, develop alternative energy sources, prevent the environment from destruction of man and improve life for all!

I have attached two literature samples which I feel are in defense of bright students in Kansas.  
Kim D. Burke

EDUC  
2/5/91  
A 179-2

The little boy went first day of school  
He got some crayons and started to draw  
He put colors all over the paper  
For colors are what he saw  
And the teacher said . . . What you doing' young man  
I'm paintin' flowers he said  
She said . . . It's not the time for art young man  
And anyway flowers are green and red  
There's a time for everything young man  
And a way it should be done  
You've got to show concern for everyone else  
For you're not the only one  
And she said. . .  
Flowers are red young man  
Green leaves are green  
There's no need to see flowers any other way  
Than the way they always have been seen  
But the little boy said . . .  
There are so many colors in the rainbow  
So many colors in the morning sun  
So many colors in a flower and I see every one  
Well the teacher said . . . You're sassy  
There's ways that things should be  
And you'll paint flowers the way they are  
So repeat after me . . .  
And she said . . .  
Flowers are red young man  
Green leaves are green  
There's no need to see flowers any other way  
Than the way they always have been seen  
But the little boy said . . .  
There are so many colors in the rainbow  
So many colors in the morning sun  
So many colors in a flower  
And I see every one  
The teacher put him in a corner

EDUC  
2/15/91  
A179-3

And said . . . It's for your own good  
And you won't come out 'til you get it right  
And all responding like you should  
Well finally he got lonely  
Frightened thoughts filled his head  
And he went up to the teacher  
And this is what he said . . . and he said  
Flowers are red, green leaves are green  
There's no need to see flowers any other way  
Than the way they always have been seen  
Time went by like it always does  
And they moved to another town  
And the little boy went to another school  
And this is what he found  
The teacher there was smilin'  
And said . . . Painting should be fun  
And there are so many colors in a flower  
So let's use every one  
But that little boy painted flowers  
In neat rows of green and red  
And when the teacher asked him why  
This is what he said . . . and he said  
Flowers are red, green leaves are green  
There's no need to see flowers any other way  
Than the way they always have been seen.

Harry Chapan  
Living Room Suite

EDUC  
215791  
A179-4

To: Senate Education Committee  
Re: Senate Bill #27  
Submitted by: Anne Herbert,  
3 Anderson Court  
Newton, Kansas  
Feb. 5, 1991

Senators of the State of Kansas:

Today we grapple not with a question of words on paper -- a mandate to uphold or eliminate -- but with a basic belief that all Kansas children have the right to an education which allows them the opportunity to maximize their potential.

It is not a question of finances, nor of district's right to self-determination, but one of protecting the rights of those for whom expectations exceed the average.

Let me share with you a fable by G.H. Reavis.

#### THE ANIMAL SCHOOL

Once upon a time, the animals decided they must do something heroic to meet the problems of a "new world." So they organized a school.

They adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it easier to administer the curriculum, ALL the animals took ALL the same subjects.

The duck was excellent in swimming, in fact better than his instructor; but he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop out of swimming in order to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. BUT AVERAGE WAS ACCEPTABLE IN SCHOOL, SO NOBODY WORRIED ABOUT THAT EXCEPT THE DUCK.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the treetop down. He also developed "charlie horses" from overexertion and then got a C in climbing and a D in running.

EDUC  
2/5/91  
A180-1

The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb and fly a little, had the highest average and was valedictorian.

Only about 20% of the students in Kansas classrooms are ducks, rabbits, eagles, squirrels and eels. In the minds of some, including our new Governor, this minority should just "fit in."

Although the same folks might have trouble shunning the needs of other equally small special education minorities -- the mentally and physically handicapped -- these talented children are short-sold because of a false belief that they will survive no matter what. They are viewed as short adults, able to learn without help, and capable of knowing how to develop and channel their gifts into productive lives.

My experience both as a parent of gifted children and as a teacher says otherwise. Gifted kids come in all shapes, sizes and colors. Some come to school from enriched environments with home support and resources; others do not. All come with needs that are difficult to meet in the regular classroom. As a result, we often ask them to take a back seat -- to wait for others to catch up with them, to accept average as their goal, to stay with the group rather than to forge a new trail.

I think that is not what our country is about. Do we want our future citizens and senators to take a back seat or to be forging a new path?

Gifted education is often the only door of opportunity open to these children. If the mandate is dropped, the justification for funding these programs will be teetering on the edge of a precipice. If the mandate is dropped, districts will be handed a waiver which they may use to determine needs of students based on ability to finance those needs and numbers served.

Human rights are not a matter to be decided by finance. They are a matter of principle. Please protect our children's right to an education which fits their needs. Uphold the mandate for gifted education.

EDUC  
2/5/91  
A 180-2



February 4, 1991

Senator Joseph Harden  
Statehouse - 143N  
Topeka, KS 66612

Dear Senator Harden,

It has come to our attention that Senate Bill # 27 was introduced by a Special Committee on School Finance with a recommendation for eliminating the mandate for gifted education.

As parents of a gifted child, this information is very disturbing. The enrichment programs within our schools provide much needed stimulation and challenge for bright students throughout Kansas. Although our schools are excellent, classroom teachers cannot provide all things to all students. Just as a delayed child is guaranteed the right to special education, the gifted child has the right to enhanced learning.

The children that you are suggesting to deprive are our future professionals and leaders. We must provide them the creative and stimulating learning environment that they deserve.

As a Kansas Legislator, it is of the utmost importance that you represent our position on this issue. Funding for gifted education must be part of the Kansas Education Budget.

Sincerely,

*Richard L. Marcuson*  
*Sally J. Marcuson*

Richard L. and Sally J. Marcuson  
10513 W. 128th Terrace  
Overland Park, KS 66213

EDUC  
2/5/91  
A181-1

Dear Sir,

I believe that Enrichment should stay  
in the schools of Kansas. Enrichment is important  
to all people K-12 grades. My brother is in  
Enrichment and he enjoys it very much. We  
know and you know that alot of Enrichment  
teachers will be loosing a job and that will  
confuse and make a great just. We support  
and enjoy Enrichment, we will not beg  
or plead of you.

Sincerely,

Christa Baker

EDUC  
2/15/91  
A181-2

I like the enrichment program and wish for it to continue for all ages because it makes a great challenge for kids and I know some kids who were and are in it and enjoy it. I was once in enrichment and liked it. I hope you will continue this program.

Sincerely  
Allison  
Eastwood

EDUC  
2/5/91  
A181-3

I've been in enrichment for 4 years and I think it should be continued. I get bored in class, enrichment gives kids like me a chance to express ourselves by doing different challenges. So please if you would, reconsider.

EDUC  
2/15/91  
A181-4

To Whom it Concerns,  
We want enrichment  
to help us of being capable  
of letting us try to make  
our minds think harder  
about situations that sometimes  
will concern us. Quitting  
enrichment is a big decision  
and we don't want it!!!

EDUC  
2/15/91  
A 181-5

I really want there to be an enrichment because they do fun things and the people who are in enrichment will not be able to do the things they do in enrichment. They do a lot of creative things like building bridges out of toothpicks. Also they think creatively. So I think they should have enrichment.

Sincerely,  
Courtney  
Long

EDUC  
2/5/91  
A 181-6

2/9/91

I would really like to see the state of Kansas keep funding for the enrichment programs cause I think it really teaches kids with the stuff they do in enrichment class. When I was in enrichment I learned how to make bridges out of toothpicks. So I really think you should keep funding the enrichment program in the state of Kansas, so kids can stay smart and learn more new things.

Sincerely,  
Scott Parker

EDUC

2/5/91

A181-7

2/4/91

I would like to see the enrichment program continued. It teaches some pretty neat things. For instance, when I was in support group we made blue prints of bridges. Then we made the bridges out of toothpicks. The program teaches you some things you don't learn in the classroom. You also work in smaller groups. It is a fun project!

By: Patrick Gibbs

EDUC

2/5/91

A181-8



I think you should keep funding the enrichment program because it helps kids to be creative and teaches them harder things than a normal class. When I was in it, we got to do Math problems and we got to read books and do a poster on one of them. It was fun. That's why I think you should keep it.

by  
Joy Reno

EDUC

2/5/91

A 181-9

I don't think you should stop the enrichment program. It experiences the mind and kids have a lot of fun. You can do some stuff you may never be able to do in your regular class. Because there is less people. You get to a lot of creative thinking. When you don't get to do a lot in your class. All of the things I've done in enrichment I had fun doing. And I'm sure everybody else has. So don't stop enrichment. For all the people who have been in it and want to be in it.

Catherine Mapwell

EDUC  
2/15/91  
A 181-10

I think that you should continue the enrichment program because I have been in enrichment for 5 years and enjoyed every minute of it. It has been very fun and challenging. I think it is very important that enrichment programs be continued because children are given a chance to express their creativity. Please reconsider.

from  
Andrew

EDUC  
2/5/91  
A 181-11

Recently, Senate Bill #27, which deals with the mandate for gifted education, was introduced to the Kansas Legislature. The bill states that the mandate should be eliminated. If the bill passes, it will be left up to the district whether or not to have a gifted program. Gifted programs challenge the student and gives exceptional children the opportunity to excel, thereby insuring an improved future. We fear that without the mandate for gifted education, this challenge will be lost.

We, the undersigned, would like to insure these exceptional children the future that is possible for them to achieve. Thus, we are against the passage of this bill.

1. Barbara R. Burns
2. Michelle Wilson
3. Julie Ridenour
4. Joseph Jennings
5. Craig Workman
6. Sarah Light
7. Glenda Beasley
8. Christi Parker
9. Judy Musgrave
10. Brenda Russell
11. Stephen H. Clark
12. Ronald J. Kresser
13. Jan Morrison
14. Bob O'Leary
15. Jennifer Light
16. John Roseberry
17. Susalle Stawson
18. Timothy D. Stevens
19. Jack A. Brunner !!!!!
20. Tony Renger
21. Timothy Quinn
22. Charla Cole
23. Darlene Hadsall
24. Patricia A. Tull
25. Michael J. Paul
26. Robby Massey

EDUC  
2/5/91  
A182-1

27. Darcy Doulon
28. David D. Finner
29. Keith McKeown
30. David C. Conaday
32. Jennifer Kachell
32. David O'Neil
33. Bryan Blanton
34. Jamie Dale Osborn
35. Jutta Gault
36. Dorothy Smith
37. Christine May
38. Fran Gonzales
39. Tina Koth
40. Chris Springer
41. Mike Shaw
42. Stacie Fetterly
43. Bryan Blanton
44. Kenny Harper
45. James Neelhan
46. Ingrid Cook
47. Teronika Borden
48. Joyce Pidenow
49. Henry Pidenow
50. Lynette Minor
52. Jimmy A. Johnson
52. John Mark D
53. Andy Wright
54. Chad Solder
55. Connie Young
56. Velinda Serna
57. Chuck Blackman
58. Richard Foff
59. Jimmy Hay
60. Brad Hennigh
61. Jim Fortner
62. Renee Pidenow
63. Brandy Vandaveur
64. Misty Johns
65. Starlin

EDUC  
2/5/91  
A 182-2

66. Ambera Jones
67. Kendra Danner
68. Yavin Shotton
69. Dawn Atwood
70. Krissy Ratley
71. Dawn S. Lacey
72. Antie Leace
73. Sherman Ashmore
74. Mike Brown
75. Linda Mendel
76. Shirley Hunt
77. Nancy Crewler
78. Avis Lusk
79. Gary McLeod
80. Frank Elson
81. Robert A. Wetzel
82. Raymond Seebeck
83. Carol K. Stewart
84. Denise L. Burns
85. Cathy S. Burns
86. Rebecca Burns
87. Jay Lee Burns
88. Julie A. Bates
89. Kendra Hatfield
90. Staci Witterdink
91. Carmen Willey
92. Tera Pulliam
93. Matt Johnson
94. Renee Bell
95. Autumn Benedict
96. Beth Cottell
97. Yolanda Walker
98. Vicki Simpson
99. Anjanette Becker
100. Andrew Huffman
101. Shaw Doudna

EDUC  
2/5/91  
A182-3

102. Daniel R Billingsley  
103. ~~Cheri Mann~~  
104. Mark Davey  
105. Marsha Carter  
106. Leslie Arbogast  
107. ~~Holy Frank~~  
108. Karin Van Hecke  
109. John Raef  
110. Tony Bowker

EDUC  
2/5/91  
A 182-4

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME

DATE

Janit Hubbard Rt 1 Riverton	1-28-91
Joy Brannon Rt. Riverton	1-28-91
Marty Hissin PO-Box 6 Riverton	1-28-91
Carol Janner Rt 1-Baxter	1-28-91
Shannon Marguar 2020 Cleveland Baxter Spgs.	1-28-91
Brenda Honeycutt Rt. 4 Columbus	1-28-91
Rayna Wilson Box 241 Riverton, Ks.	1-28-91
Susan Neal Box 133 Riverton, Ks.	1-28-91
Margaret Sprinkle Riverton School	1-28-91
Alice Dixon R. 1 Galena, Ks.	1-28-91
Sandy Anderson Rt 2 Columbus, Ks.	1-28-91
Gonnie VanDaGriff Box 146 Riverton Ks.	1-28-91
Connie Gainer Rt 1 Box 254 Baxter Springs	1-28-91
Bill Hines Rt 1 Baxter Springs	1-28-91
Lesi Jansky Rt. 1 Box 25 Riverton	1-28-91
Debbie Kisse Rt. 2 Box 570 Riverton	1-28-91
Susan E Wilson 126 E. 13, Baxter Springs	1-28-91
Frances M. Gibson 638 E. 12 <sup>th</sup> Baxter Spgs Ks.	1-28-91
Mariam Courtright 8 Oak Lane Baxter Springs, KS	1/28/91
Mary Robinson Rt. 2 Box 714 Galena, Ks.	1-28-91
Carol J Moore R#1 Box 157 Riverton Ks.	1-28-91

EDUC

2/5/91

A 183-1



To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME	DATE
Sara Gelstrap Riverton Teacher (Music)	1/28/91
Mary Ann Pitts Riverton	1/28/91
Due Duntz Riverton	1/28/91
Marilyn Simore Riverton	1/28/91
Jan Corple Riv (Dntg Tch)	1/28/91
Karen Karsten RR#1 Baxter Spgs	1/28/91
Velva L. Kenion RR#1 Baxter Spgs Ks	1/29/91
Rosemary Velden 1018 Wall Galena, Ks.	1-29-91
Cathryn Writchett Rt. 10 Box 46 Joplin	1/29/91
Betta K. LaGasse 1101 Joplin Galena, Ks.	1/29/91
Vivis Irene Cole 1020 E. 8th St. Galena, Ks.	1/29/91
Glenda Reuser 2401 S Main Galena, Ks.	1-29-91
Debra S. Abram RR2 Box 612 Galena, Ks.	1-29-91
Nancy A. Bash Rt 1 Box 78-B Galena, Kan.	1-29-91
Susan D. Drennan Rt. 1 Box 165A Galena Ks	1-29-91
Janet Decoop- Fleming 2123 Texas Joplin, Mo.	1-29-91
Debra Hart Rt 2 Box 274 Galena, Ks.	1-29-91
Linda L. Phipps Rt 2 Box 262 Galena, KS	1-29-91
Linda Williams Rt 2 Box 761 Galena, Ks.	1-29-91
Sandra Sheaffey Box 69 Baxter Spgs. Ks.	1-29-91
Annelle Knight Rt 5 Box 193 Joplin Mo	1-29-91
Barbara Costlow Baxter Spgs	1-30-91
Lillian Shaw Lowell KS	

EDUC  
2/5/91  
A183-2  
2/5/91  
A183-3

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME

DATE

Derra Grisolan 719 W. 7th Pittsburg, KS	1-28-91
Kevin Pommier Franklin, Ks.	1-28-91
Chris Davis Mulberry, Ks.	1-28-91
Jimmy England Arma, Ks.	1-28-91
Bessie Chausseaux Arma KS	1-28-91
Viola F. Wyland, Mulberry	1-28-91
Jennifer Pommier Arma, Ks.	1-28-91
Carol Bottstein Girard, Ks.	1-28-91
Mindy Fleury Arma, Ks.	1-28-91
Jerry G. Kunzel Arcadia, Ks.	1-28-91
Cathy Kunzel Arcadia, Ks.	1-28-91
Sue Zan Foster Pittsburg, KS	1-28-91
Dusty Hafner Frontenac, KS	1-29-91
Tony Sigel Pittsburg, KS	1-29-91
Liz Hurt Frontenac KS	1-29-91
Matthew Martin Frontenac KS	1-29-91
Heather Hurt Frontenac KS	1-29-91
Dustin Fincher Frontenac KS	1-29-91
J.L. Hurt Frontenac Ks	1-29-91
Sandy Yurley Pittsburg, Kansas	1-29-91
Fay Best Columbus, KS	1-29-91

2/5/91  
EDUC  
A183-5

TO THE HONORABLE MEMBERS OF THE EDUCATION COMMITTEE,

WE THE UNDERSIGNED BEING STUDENTS OF GIFTED EDUCATION IN THE STATE OF KANSAS ADVOCATE THE CONTINUED MANDATE AND FUNDING OF GIFTED EDUCATION.

NAME

DATE

Rhea Harshoy 1610 S. Highland Pittsburg, KS 66762 1-28-91  
Jan Hayes Rt. 1 Box 329 Galena, Kas. 66739 1-28-91  
Jasen Hullard Rt 1 Box 168 Riverton KS 66780 1-28-91  
Adrienne Simmons 707 E 7th St. Galena, Kas. 66739 1-28-91  
Lynn Hart RT 2 Box 318 Galena, KS 66739 1-28-91  
Whitney Potts RR1 Box 327 Riverton, KS 66770 1-28-91  
Amanda Bayer R1 Box 275 B-1 Baxter Spgs. Mo. Kansas 66713  
Eric Lindsey Rt. 2. Box 286-A Galena, KS 66739 1-29-91  
Nathan Curry Rt 1 Box 84-A Galena, KS 66739 1-29-91  
Christy Moore 1017 W. Murphy Galena, KS 66739 1-29-91  
Julie Green 710 Ottawa Baxter Springs Mo 66713 1-30-91  
Liz Mayes 2202 Park Ave. Baxter Springs Ks 66713 1-30-91  
Julie Henry 727 E 16th Baxter Springs, KS 66713 1/30/91  
Kari Dukes 2511 Sunset Drive Baxter Spgs, KS 66713 1-30-91  
Suzanne Webb 1915 Cherokee Baxter Springs, KS 66713 1/30/91  
Beth Hunt 241 E 5th Baxter Springs, KS 66713 1-30-91  
Jennifer Henry 727 E. 16th Baxter Springs, Ks 66713 1-30-91  
Courtney Walden 26 Limeswood Baxter Springs, Ks 66713 1-30-91  
Jake Johnson 2113 park Baxter Springs, Ks 66713 1-30-91  
Jenni Dinger 209 E 18th Baxter Springs, Ks 66713 1-30-91  
Joni Hartley 608 East 9th street Baxter Springs, Ks 66713 1/30/91  
Matthew Heason R.R. #1 Box 6 E Columbus Ks. 66725 1-31-91  
Wade Stec R.A. #4 Box 53 Columbus, Mo. 66725 1-31-91  
Chad Cook Rt. #3 Box 74 Columbus, Mo. 66725 1/31/91

EDUC 2/5/91  
A183-6

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME		DATE
Donna Martin		1-30-91
Jane Ann Turner		1/31/91
Carlene S. Montgomery		2/1/91
Wanda Skyles		2-2-91
Kathy Dawson	howell, KS	2-1-91
Kathy Martin	Frontenac	2-1-91
Ell. Marshall	Pittsburg	2-1-91
Judy Prince	Pittsburg	2-1-91
Jeanne Gaskaly	Pittsburg	2-1-91
Debbie Skahan	Pittsburg	2-1-91
Melvin Prince	Pittsburg	2-1-91
Alina Wilson	Pittsburg	2-1-91
Carolyn Perry	Pittsburg	2-1-91
Kathi Thompson	Cherokee	2-1-91
Jessab Wood	Pittsburg	2-1-91
Cheri Hudson	Pittsburg	2-1-91
Bob Brown	Pittsburg	2-1-91
Pamela Plumb	Malena	2-1-91
Jennifer Clay	Pittsburg	2-1-91
Tracy Jass	Pittsburg	2-1-91
Suzanne Loria	Pittsburg	2-1-91
Michael Shaw	Barber Springs	2-1-91
Mitchell Shaw	Lowell KS	2-1-91
Martin H. Am J	Pittsburg, KS	2-1-91

EDUC  
2/5/91  
A 183-7

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME	Address <i>Pittsburg, Kansas</i>	DATE
Caron Clark	Rt 5 Box 471	1-30-91
Tim Lewis	Rt 4 Box 674	1-30-91
Cathy Anbuchon	610 Seill	1-30-91
Walt Fernandez		1-30-91
John Oles	506 South Pittman	1-30-91
Sharon Blum	Rt 2 box 144	1-30-91
Traci Fischer		1-30-91
Fred Thomas	708 W. Jefferson	1-30-91
Justin Yuva		1-30-91
Holly Hutchins	420 W. Adams	1-30-91
Brian Hamm	464 Fieldcrest Dr.	1-30-91
Chris Loftin	2108 Tucker Terr.	1-30-91
Jaral Woodward	104 Cast 23	1-30-91
Rip Johnson	Rt #3 Box 266	1-30-91
Brent Peterson	<del>████████████████████</del>	1-30-91
Mark Palrak		1-30-91
Jeff Kahr	2602 Omaha	1-30-91
<del>Walt</del>	1410 S. OLIVE	1-30-91
Rak Elkwoon		1-30-91
Nare Hawell		1-30-91
Jason Bailey	215 W. Adams	1-30-91

EDUC  
2/5/91  
A183-8

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME

DATE

Crystal Becker Rt. 3 Box 232 Columbus, KS 1-31-91  
Aina Simpson P.O. Box 87 Columbus, KS <sup>66725</sup> 1-31-91  
~~Janet Smith~~ P.O. B. 139 Crestline, KS <sup>66725</sup> 66728 1-31-91  
Jill Wary Rt. 1 Box 18 Columbus, KS 66725 1-31-91  
Camille Adams 544 W. Elm Columbus, KS 66725 1-31-91  
Ryan Bost Rt. 2 Box 237 Parsons, KS 67357 1-31-91  
~~Richard Bost~~ Rt. 2 Box 237 Parsons, KS 67357 1-31-91  
Lelani Bost Rt. 2 Box 237 Parsons, KS 67357 1-31-91  
Kris Graves Rt. 1 Box 15 Bartlett, KS 67332 1-31-91  
Wendy Pillers Rt. 1 Box L-28 Labette, KS 67356 1-31-91  
Philip E. Pillers Rt. 1 Box L-28 Labette, KS 67356 1-31-91  
Linda Pillers Rt. 1 Box L-28 Labette, KS 67356 1-31-91  
Chris Cochran Rt. 2 Box 244 Oswego, KS 67356 1-31-91  
Jay Kuth Aft. KS 67357  
Chris Morris Rt. 3 Box 186 Parsons, KS 67357 1-31-91  
Jenny Evans Rt. 2 Box 266 Parsons, KS 67357 (1-31-91)  
Yori Oles 666 E. Jackson Pittsburg, KS 66762 2-1-91  
Demi Vaughn & David Rt. 1 Box 93 Cherokee, KS 66724 2-1-91  
Michael M. Simon P.O. Box 1 Weir, KS 66781 2-1-91  
Aleahy O. Case Rt. 1 Pitts. KS 66762 2-31-7419

EDUC  
2/5/91  
A183-9

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME

DATE

JT Knoll 401 W. Euclid Pittsburg Ks 1-26-91  
Linda Knoce 401 W. Euclid Pittsburg Ks 231-0499 1-26-91  
Pat Martin 403 W. Euclid 1-26-91  
Phil Martin 403 W. Euclid 1-26-91  
Lynne Stahl 2408 Sunset Dr. Bays Springs 1/26/91  
Jocelyn Stahl 2408 Sunset Dr. Bays Springs 1/26/91  
Margaret Townsend R#1, Jarlington Ks 66734 1/26/91  
Earl Tu #10 Quincy Ct Pittsburg Ks 1/26/91  
Kay Cox 613 W. St John Bx 3 Girard, Ks 1/26/91  
Linda McCoy RR2, Box 770, Pittsburg, Ks. 1-26-91  
Judy West 408 W 7th Pittsburg Ks 1-26-91  
Sim Hunt R#1 Box 892 Pittsburg Ks 1-26-91  
Dan Neegsch 303 E. Lanyon Montevideo 231-8539  
Marcille Neegsch 303 E. Lanyon Montevideo 231-8539  
Theresa Huelat 1005 E. Mill Rd Pittsburg 231-4313  
Lauri Morland 207 E. Southern Blvd. Girard Ks. # 724-4923  
Dick Rouds R#1 Box 212 Columbus Ks. 674-2455 1-26-91  
Connie Corbett-Whittier 406 W. Euclid Pittsburg, Ks 66762 1-26-91  
Charles Becker 612 W. Kansas Pittsburg, Ks 66762 232-2871  
Shirley Thomas R.2, Box 210 Columbus, Ks. 66725 389-2384  
Matt Whittier 406 W. Euclid Pittsburg, Ks 66762

EDUC  
2/5/91  
A183-10

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME

DATE

<u>ella Mallatt 1012 wall Galena Ks</u>	<u>1-30-91</u>
<u>Richard H. Mallatt Jr. 1012 Wall St Galena Kans.</u>	<u>1-30-91</u>
<u>Allen Goff, Rt 2 Box 498 Galena, Ks.</u>	<u>1/31/91</u>
<u>Kirby Honeycutt Rt 2 Columbus, Ks</u>	<u>1/31/91</u>
<u>Kim Richards Rt 2 Box 402A Baxter Spgs</u>	<u>1/31/91</u>
<u>Kathy Hawk 311 N Vermont Columbus Ks</u>	<u>1/31/91</u>
<u>Jaura Atkinson Rt 2 Box 89D Baxter Spgs, Ks</u>	<u>1/31/91</u>
<u>Paul E. Atkinson Rt 2 Box 89D Baxter Spgs. Ks</u>	<u>1/31/91</u>
<u>Cindy Fuchst RR1 Box 322 Galena Ks</u>	<u>1/31/91</u>
<u>Mike Fuchst RR Box 322 Galena Ks</u>	<u>1/31/91</u>
<u>Ticki Fields 1310 Lincoln Baxter Spgs. Ks.</u>	<u>1-31-91</u>
<u>Sara Marbut R#1 Galena, Ks.</u>	<u>1/31/91</u>
<u>Stephanie Bettes R#1 Box 241C Baxter Spgs, Ks</u>	<u>1/31/91</u>
<u>Lynne Wilcox P.O. Box 183 Riverton, Ks. 66770</u>	<u>1/31/91</u>
<u>Ann Kinyon, Rt 2 Box 807 Galena, Ks.</u>	<u>1-31-91</u>
<u>Brenda Stone 548 E 15<sup>th</sup> Baxter Spgs Ka 66713</u>	<u>1-31-91</u>
<u>Brenda Martin Rt 2 Box 194 Galena Ks 66739</u>	<u>1-31-91</u>
<u>Yvonne Roller 2502 Lincoln Dr. Baxter Springs, Ks. 66713</u>	
<u>Rose Youngblood 2000 Galena Galena, Ks.</u>	<u>1-31-90</u>
<u>Sari Hiday R#1 Box 421 Riverton, Ks. 66770.</u>	<u>1-31-90</u>
<u>Merle D. Baker 2024 Short St Galena, Ks.</u>	<u>1-31-91</u>
<u>Duanna S Baker Galena, Ks.</u>	<u>1-31-91</u>
<u>Carol Baker 1504 Joplin St Galena, Ks 66739</u>	<u>1-31-91</u>
<u>Pat Baker 1504 Joplin St Galena Ks 66739</u>	<u>1-31-91</u>

EDUC  
2/5/91  
A183-11



To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME

DATE

Karen Williamson	PO Box 192 Oswego, KS	1/28/91
Crystal Stevens	RR#3 Box 269 Parsons, KS	1/28/91
Carolyn Stebb	RR 2 Box 161 Parsons, KS	1/28/91
Frances M. Cloy	904 E Third Cherryvale, KS	1/28/91
Mary Ruth Allen	Rt. 2 - Box 278 Parsons, KS	1/28/91
Susan Patton	900 Leawood Parsons, KS	1/28/91
Jan Pursley	P.O. Box 4723 Bartlett, KS	1/28/91
Pickie Hammett	P.O. Box 258A Parsons, KS	67357 1-30-91
Jerocasa Rutgen	Rt. 1, Box 70 Edna, KS	67342 1-30-91
Jackie Lansdowne	Rt 3 Box 49 Parsons, KS	67357 1-30-91
Daria Condon	R1 Box 27-7A Altamont, KS	67330 - 1-30-91
Judy Myers	Rt 1 Box 115 Altamont, KS	67330 1-30-91
John Longier	PO Box 191 Altamont, KS	67330 1-30-91
Sal Wogan	P.O. Box 392 Altamont, KS	67330 1-30-91
Amy Cunningham	714 N. Central Parsons, KS	67357 1-30-91
Sandra K. Woods	1006 State Bronson, KS	66716 1-31-91
Sharon L. Parks	P.R.#1 Box 277 Devon, KS	66730 1-31-91

EDUC  
2/5/91  
A183-12

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME

DATE

<i>Suzanne</i>	<i>Frontenac</i>	<i>1/29/91</i>
<i>J. Marab</i>	<i>Frontenac</i>	<i>1/29/91</i>
<i>Kay L. Pile</i>	<i>Frontenac</i>	<i>1-29-91</i>
<i>Kristie Kraup</i>	<i>Frontenac</i>	<i>1-29-91</i>
<i>Lorann Marlier</i>	<i>Frontenac</i>	<i>1-29-91</i>
<i>Kathy Smardo</i>	<i>Frontenac</i>	<i>1-29-91</i>
<i>Elly Simsek</i>	<i>Frontenac</i>	<i>1-29-91</i>
<i>Mary Ann Gohy</i>	<i>Frontenac</i>	<i>1-29-91</i>
<i>Cindy Stefanoni</i>	<i>Frontenac</i>	<i>1-29-91</i>
<i>Gerald Gallett</i>	<i>Frontenac</i>	<i>1-29-91</i>
<i>James F. Workman</i>	<i>Frontenac</i>	<i>1-29-91</i>
<i>Janice Simmons</i>	<i>Frontenac</i>	<i>1-29-91</i>
<i>Brovonne Peak</i>	<i>Frontenac</i>	<i>1-29-91</i>
<i>Kay Hersh</i>	<i>Frontenac</i>	<i>1-29-91</i>
<i>Ladonna Lyle</i>	<i>Frontenac</i>	<i>1-29-91</i>
<i>Sandra Morrison</i>	<i>Frontenac</i>	<i>1-29-91</i>
<i>Kathy Clark</i>	<i>Frontenac</i>	<i>1-29-91</i>
<i>Letty M. Peterson</i>	<i>Pittsburg</i>	<i>1/29/91</i>
<i>Nikki Foster</i>	<i>Pittsburg</i>	<i>2-1-91</i>
<i>Susan Fiehr</i>	<i>390 S Penn - Columbus</i>	<i>2-1-91</i>
<i>Jina Burris</i>	<i>Pittsburg, KS</i>	<i>2-1-91</i>

EDUC  
2/5/91  
A183-13

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME

DATE

John D Hartley	1610 N. Highland, Pittsburg	1-30-91
Julia L. Crain	1724 S. Walnut,sburg	1-30-91
Rudys E. Jenkins	220 W. 16 <sup>th</sup> , Hesperia	1-30-91
Kell Uppler	922 GALENA AVE, Galena	1-30-91
Kathryn Wheeler	1502 Central Joplin	1-30-91
Douglas Peterson	1811 Main Galena	1-30-91
Ross Vogel	P.O. Box 187	1-30-91
Sheryll Vogel	P.O. Box 187	1-30-91
Steve Vogel	P.O. Box 187	1-30-91
Suzanna Robinson	1111 Main	1-30-91
John Cleaver	3133 Winfield	1-30-91
Leon Brown	P.O. BOX 21 Galena	1-30-91
Verna M. Cleaver	3133 Winfield	1-30-91
Peggy Blackburn	330 Galena	1/30/91
Mark Hensley	7316 east Baxter	1/30/91
Chris-Anne Lordley	608 E. 9th B.S. KS 66713	1/30/91
Joe Suliman	R1 BOX 168 RIVERTON <sup>66770</sup> KS	1-30-91
Marilyn J. Watkins	R1 Box 256 D Baxter Springs Kansas	1-30-91
Stacy Jordan	1012 wall Galena KS	1-30-91
Wanda W. Chubb	R1 & C Boy 54 Galena, KS	66739-1-30-91
Muriel E. (Betty) Burrows	401 E. 3rd Baxter Springs, KS 66713	

EDUC

2/5/91

A183-14

TO THE HONORABLE MEMBERS OF THE EDUCATION COMMITTEE,

WE THE UNDERSIGNED BEING STUDENTS OF GIFTED EDUCATION IN THE STATE OF KANSAS ADVOCATE THE CONTINUED MANDATE AND FUNDING OF GIFTED EDUCATION.

NAME

DATE

Andy Jewett	Rt. 2 Box 179 Baxter Springs KS 66713	1-31-91
Justin Appelt	Rt. 2 Box 161 Baxter Sps. KS 66713	1-31-91
Eloha Allen	Rt. 1 Box 150 Scammon, KS 66773	1-31-91
Mate Kirk	327 S. Indiana Columbus Ks. 66725	1-31-91
Gerald Messer	RR 3 Box 73 A Columbus Ks 66725	1-31-91

EDUC  
2/5/91  
A183-15

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME	DATE
Sue Unger, PhD	2/1/91
Sandra Wood	2/1/91
Robbie Skaggs	2/1/91
Karen Young	Feb, 1, 1991
Donna Gmitter	2/1/91
Stephanie Beitzinger	2/1/91
Linda M. Hopkins	2/1/91
Kathy Nachazel	2-1-91
John P. Hayes II	2-1-91
Mitzel Timmons	2-1-91
Garvin Beffington	2-1-91
Brian Pozniak	2-1-91
Marilyn Milley	2-1-91
Lyla Vaughn	2-1-91

EDUC  
2/15/91  
A183-16

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.



NAME

Address

DATE

Elizabeth Sandell	1013 West 3 <sup>rd</sup> Pittsburg	2-2-91
Renee McCartney	1013 West 3 <sup>rd</sup> Pittsburg	2-2-91
Laura Werner	1604 Woodland Terr Pittsburg	2-2-91
Mark G. Werner	1604 Woodland Terr. Pittsburg, KS	2-2-91
Cathy Collinson	1508 Woodland Terr. Pittsburg KS	2-2-91
Jim N. [unclear]	1508 Woodland Terr Pittsburg KS	2-2-91
James J. Foreman	1504 Woodland Terrace, Pittsburg, KS.	2/2/91
Ruth Foreman	1504 Woodland Terr	2/2/91
G. Melior	1607 S. College, Pittsburg, KS.	"
Luella Croker	1712 S. College	" "
Ann Thomas	1006 S. Smelter Pittsburg, KS	2-2-91
Janet Miller	1803 S. College Terr Pittsburg, KS	"
Mary Wachter	1612 Woodland Terr. Pittsburg, KS	"
John Phillips	1603 Woodland Terr. Pittsburg, KS	"
Wally Phillips	1603 Woodland Terr. Pittsburg, KS	"
Ala Brown	412 W 9 <sup>th</sup> Pittsburg, KS	2/2/91
David McCartney	1013 West 3 <sup>rd</sup> Pittsburg	2/3/91
Jay Matlock	2206 S. Broadway Pittsburg, KS	2/3/91
Kelvin M. Patton	2020 S Bldwy. Pittsburg, KS	231-1045
Rene M. Sperry	2016 S Bldwy. Pittsburg, KS	2/3/91
Andy [unclear]	2006 S. Bldwy Pittsburg, KS	2/3/91

EDUC 2/5/91  
A184-1

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME	Address	DATE
Mary Lou Pruitt	1910 S. Broadway	2-3-91
Kent T. Mendenhall	101 E BLD	2-3-91
Keniston Peck	101 E FORD	2-3-91
SCOTT P. CREEK	101 E. FORD	2-3-91
Dana Kendrick	1914 S. E. 11th Apt D	2-3-91
Darin Stewart	101 E Ford	2-3-91
Myrtice Roth	203 E Carlton Apt E	2-3-91
Wanda Puckner	717 S. 11th Springs #1817	2-3-91
Jane Jones	506 Angela Circle	2-3-91
Charmaine Lane	1905 W. K. Apt B	2-3-91
John Fiedler	101 W Lind Surg	2-3-91
Willa Simuels	ASA House	2-3-91
Jamie M. Jauey	1812 S. Broadway	2/3/91
Carolyn E. Nelson	1812 S. Broadway	2-3-91
Loa King	1812 S. Broadway	2/3/91
Monica Brady	1102 E. 10	2/4/91
Gerry Brady	1102 E. 10	2/4/91
Jennifer Buchett	1055 E 20th	2/4/91
Jennifer Powell	212 Crestwood Lane	2/4/91

EDUC  
2/5/91  
A184-2

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME	Address	DATE
Nathan Edwards	210 - E Park	2-1-91
Neomie Van Orden	901 Canterbury	2/1/91
Shirley Thomas	R. 2, Box 210 Columbus, Ks.	2/1/91
Laurie Bottenfeld	414 W. 2nd Ave Pittsburg Ks	2/1/91
Karen Smith	1310 N. Bldg Pitts, Ks 66762	2-1-91
Shirley Jameson	508 Hobson Place Pittsburg Ks	2-1-91
Pat Leeds	710 N. Leonard Girard, Ks	2-1-91
Kathy Jarmer	514 W. Maple Girard Ks	2-1-91
Becky Cronster	1007 W 3rd Pittsburg Ks	2-1-91
Randall Munn	Rt 2, Box 588, Pittsburg, Ks 66762	2-1-91
Lisa Jewery	201 S Maple, Fontenac Ks 66763	2-1-91
Cy & Chumoke	1007 W. 3rd Pittsburg Ks 66762	2/2/91

EDUC  
2/5/91  
A184-3



To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME	Address	DATE
Billy Penny	1253 1/4th St	2/1/91
Becky [unclear]	Pittsburg, KS	2/1/91
Beckie [unclear]	Pittsburg, KS	2/1/91
Jean Bowie	815 W 3rd Pittsburg	2-1-91
Al Brennerder	Pittsburg, KS	2-1-91
Rebecca Potter	Chetopa, KS	2-1-91
Veiki Bradlow	Pittsburg, KS	2-1-91
Muriel Green	Pittsburg, KS	2-1-91
Leigh Walters	Pittsburg, KS	2-1-91
Ruth Mahan	Osward, KS	2-2-91
Mike Smith	Pittsburg, KS	2-3-91
Patty LeFever	" "	2/4/91
Don [unclear]	" "	2/3/91
Debbie Polen	Pittsburg, KS	2/4/91
Thomas Wheeler	Pittsburg, KS	2.4.91

EDUC  
2/5/91  
A184-4

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME

Address

DATE

Jesslyn Nokes 3005 Oakview Dr Pittsburg, KS Feb. 1, 1991

Harry Nokes 3005 OAKVIEW DR PITTSBURG, KS Feb 1, 1991

Deborah Nokes 3005 OAKVIEW DR. PITTSBURG, KS Feb 4, 1991

Lettie Ebs 1009 Mill Rd. Pittsburg, KS Feb. 4, 1991

Zany Ebs 1009 Mill Rd. Pittsburg, KS Feb. 4, 1991

Emily Carter 310 N Memorial Pittsburg Feb 4, 1991

~~Bob~~ Kurt Givell 203 W. Jefferson February 4, 1991

Brady Russell 1006 TWIN LAKES Dr February 4, 1991

EDUC  
2/15/91  
A184-5

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME

Address

DATE

Kimberly L. Shipman, 504 S. Georgia, Pittsburg, KS 66762 2-4-91

Ronald C. Mc Intosh 1910 S. PINE APT 47 Pittsburg Ms.

Rebecca S. Krause 706 E Jackson Pittsburg, KS 66762 2/4/91

Judy M. Miller 102 E. Wash. Curma, Kansas 66712 2/4/91

Thomas A. Lucas 408 Fieldcrest Pittsburg, KS 66762 2/4/91

Penny Cook 912 1/2 N Bdwy Pittsburg KS 2/4/91

Charles A. Skypa 504 S. Georgia, Pittsburg, KS 66762 2-4-91

EDUC

2/5/91

A184-6

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME	Address	DATE
Carmel Boss	966 W 6 <sup>th</sup>	2/1/91
Mary Ort	207 N. Fairview	2-1-91
Karen Ort	207 N. Fairview	2-1-91
Glenn Ort	207 N. Fairview	2-1-91
Eugene Ort	207 N. Fairview	2-1-91
Kelli Reathy	802 W 9 <sup>th</sup> St.	2-1-91
Ammy Johnson	1852 <sup>nd</sup>	2-1-91
RUBY CRAWFORD	1295 <sup>th</sup>	2-1-91
Diane Newcomb	RD Bx 387	2-1-91
Emily Watter	310 N Memorial Drive	2-1-91
Polly Walker	429 E 12 <sup>th</sup> Baxter Springs	2-1-91
Jo Swigart	318 West 19 <sup>th</sup> Pitt. Ks.	2-1-91
Harold Swigart	318 west 19 <sup>th</sup> Pitt Ks.	2-1-91
Holly Green	318 W 19 Pittsburg, KS	2-1-91
Ann De Cunningham	Rt 2 Box 694 Pittsburg, KS	2-4-91
Spindy Cunningham	Rt 2 Box 694 Pittsburg Ks	2-4-91
Gene Cunnigher	Rt 2 Box 694 Pittsburg	2-4-91
Jeremy Gates	Rt 2 Box 640 Pittsburg, KS	2-4-91
Jennifer Smith	708 W 8 <sup>th</sup> Pittsburg, KS	2/4/91
Margie Blake	Rt 5 Pittsburg	2/3/91
Jennifer Blesnick	1910 Messenger Circle Pittsburg, KS	2/4/91

EDUC 2/5/91  
A184-7

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME	Address	DATE
Crystal Bell	2312 W Pouse	Feb 4
Kimberly Horko	1012 East 13th	Feb 4
Mandy Walker	Rt 5 Box 246	Feb 4
Patsy Lobato	409 Ohio	Feb 4
Allison Nephew	1914 5th English	Feb 4
Larry Mayton	2006 S. Broadway	Feb. 4
Michelle Cummend	1401 E. 11th	Feb 4
Mrs Pam Baldridge	904 N Elm Pittsburg, Ks.	Feb. 4, 1991
Dois Garrison	405 E. 25th Pitts Ks	Feb. 4
Paul Cof	614 W. Martin Pitts Ks	Feb 4
Marion Becker	Rt 5 Box 277 Pittsburg	Feb 4
Lee Nelson	2004 S Stowell Pitts. Ks	Feb 4
Heather Blackard	110 E 16th Pitts. Ks	Feb 4
Melissa Seibert	406 W 19th Pitts. Ks	Feb 4
Steve Miller	Rt 2 Box 180 Pitts, Ks	Feb 4
Jennifer Smith	708 W. 8th Pittsburg Ks	2/4/91
Robert Smith	" " " " " "	" 2/4/91
Christopher Smith	" " " " " "	" 2/4/91
Nick Johnson	210 Crestwood Pitt. Ks	2-4-91
Muriel Green	New Del. Arcadia Ks	66711
Jeremy Gates	Rt 2 Box 640 Pittsburg Ks, 66762	2/4/91

EDUC 2/5/91  
A184-8

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME	Address	DATE
Valeri Buffington	720 E 9 <sup>th</sup>	2-4-91
Heather Carlson	1102 E 10	2-4-91
Pilam Newton	1102 E 10	2-4-91
Chris Adkew	504 Hobson Pl.	2-4-91
Lana Newlin	1724 Cronoga	2-4-91
Peggy Galindo		2-4-91
Solie Galindo	204 W 19 <sup>th</sup>	2-4-91
Kevin Galindo	"	2-4-91
Ileta Galindo	"	2-4-91
Sammy Galindo	"	2-4-91
Ruth Fisher	123 W Park	2-4-91
Rate Swalley	S Gorga 521	2-4-91
Edward Gomez	2607 California	2-4-91
Candi Kirby	309 West 7 <sup>th</sup>	2-4-91
Angie Wheat	2305 23 <sup>rd</sup>	2-4-91

EDUC  
2/5/91  
A184-9

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME	Address	DATE
Ruth Gregory	1606 Woodland Terrace	2/1/91
Russell Jones	2107 S. Homer	2-1-91
Rita Perez	2105 Countryside	2-1-91
Jill Gregory	1606 Woodland Ter, Pittsburg	2/1/91
✓ B. M. Jones	1606 Woodland Tr, Pittsburg	2/1/91
Mrs. Henry McNeil	1605 Woodland Tr. '2	2/1/91
Lisa Chopra	1513 Woodland Terr, Pittsburg	2/2/91
Mary Thompson	1511 Woodland Terr, Pittsburg	2-2-91
Jane Collinson	1508 Woodland Tr. Pittsburg	2-2-91
J.R. Freeman	1506 Woodland Ter Pittsburg	2/2/91
Dawn R. Litter	1601 NORTH LOCUST PITTSBURGH	2/2/91
Den. Pearson	506 Elmwood Lane, Pittsburg	2/2/91
Colleen Laugli	1601 S. College Pittsburg, KS	2/2/91
Rouisa Stanley	1609 S. College Pittsburg, KS	2/2/91
Dee Ann Felter	1802 S. College Pittsburg, KS	2/2/91
Sara Robinson	601 Grandview Hghts Terr., Pittsburg, KS 66762	2/2/91
Karen Layne	1609 Woodland, Pittsburg, KS	
Luther Ferrard	1805 College Terr Pittsburg, KS	
Beverly Snodgrass	1608 Woodland Terr. Pittsburg, KS	
J. C. Emiskey	1510 " " Dr. " "	
Lisa Bishop	1512 Woodland Dr. Pittsburg, KS	EDUC 2/5/91

A184-10

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME	Address	(PITTSBURGH)	DATE
Chas Wilson	1513 Woodland Dr	PA	1-3-91
Laura Wilson	1513 Woodland Dr.		1-3-91
Mark Thompson	1511 Woodland Terr.		2-3-91
Mitchell Herman	2006 S. Elm		2-3-91
Ann Tye	2006 S Elm		2-3-91
Paula Huber	2102 S. Broadway		2-3-91
Stacie Masterson	2102 S. Broadway		2-3-91
Annie Sexton	1104 E 8th		2-3-91
Amy Garahi	2102 S Broadway		2-3-91
Molly Jones	2102 S. Broadway		2-3-91
Dee Martin	837 Military B.S.		2-3-91
Patrice Servatius	2102 S. Broadway		2-3-91
Amie Smith	2102 S. Broadway		2-3-91
Bobbie Cole	2102 S. Broadway		2-3-91
Ronda Snyder	105 N. Walnut		2-3-91
Gothy Jagne	2102 S Broadway		2-3-91
Jenna Leigh	2102 S. Broadway		2-3-91
Mance Bennett	1808 S. Elm		2-3-91
Kristi Parker	1109 S. Walnut		2-4-91
Shirley Williams	815 W. 5th		2-4-91
April Salindor	204 W 19th		2-4-91

EDUC

2/5/91

A184-11



To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME	Address	DATE
Tim Snider	611 W. 2nd (PITTSBURGH)	2-4-91
Shane Collins	706 N. Short	2-4-91
Jolene Myers	207 California	2-4-91
Nick Parker	1014 West 3rd	2-4-91
<del>Gordon Morris</del>	<del>1626 East 16th</del>	<del>2-4-91</del>
<del>Ryan Bewas</del>	<del>309 W. Park</del>	<del>2-4-91</del>
Adrian Murray	1701 N Highland	2-4-91
Kevin McWhirt	705 Canterbury	2-4-91

EDUC  
2/5/91  
A 184-12

Julie's

turnover  
→

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME	Address	DATE
Baren Craddock	Rt. 2 Pittsburg	2-4-91
Katie Walker	702 Turner Rd.	2-4-91
Tonya Hatfield	305 E 8th	2-4-91
Shawna Maxton	2004 S. Broad.	2-4-91
Julie Becker	612 W. Kansas	2-4-91
Betty Stele	Pms	2-4-91
Norma White	608 n. Woodlan	2-4-91
Jordan Corbisier	223 E 23rd	2-4-91
Danny Howard	418 W 6th	2-4-91
JD Baird	715 W 6th	2-4-91
Tommy Starch	903 Canterbury rd.	2/4/91
Amber Williams	DoDIN Joplin	2/4/1991
Ryan Blancher	Rt 2 Box 114	2-4-91
Matt Murphy	Rt 5 Box 592	2/4/91
Theresa Ortolani	1005 Catalpa	2/4/91

EDUC
2/5/91
A184-13

For 192 1/2 264 3 1/2 2/4/91

Brisette - Lake 412 10 1/2 2/4/91

EDUC  
2/5/91  
A 184-14

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME	Address	DATE
JD Baird	715 West 6 <sup>th</sup> (PITTSBURG)	2/4/91
Tommy Zuch	903 Canterbury	2/4/91
<del>Walt Murphy</del>	<del>RR 5 Box 592</del>	<del>2/4/91</del>
Joe Blundell	307 W Park	2/4/91
Amber Williams	2601 N. Joplin Bluff	2/4/91
Kylie Scott	2614 S Stillwell	2/4/91
Eric Mansell	125 E St 21	2/4/91
DANNY Howard	418 W 6 <sup>th</sup>	2/4/91
Shane Collins	706 N Short	2/4/91
Amber Kirkland	524 S Georgia	2/4/91
Michelle Beamer	2110 N Broadway	2/4/91
more on back		2/15/91 A184-15

EDUC

Matt Buzzard (608 N. Elm 2/4/91  
genome white 608 N. Woodland 2/4/91

Jason Titworth 303 W. Adam 2/4/91  
George White 1014 East 11th 2/4/91

Meghan Buzzard 608 N. Elm 2/4/91

Justine Jones 120 W 23rd 2/4/91

Theresa Otolani 1010 S. Catalpa 2/4/91

Phoebe Cannon Rt. 3 Box 234 2/4/91

EDUC  
2/5/91  
A184-16

To the Honorable Members of the Education Committee,

We the undersigned being parents, educators, and/or interested parties of Gifted Education in the State of Kansas advocate the continued mandate and funding of Gifted Education.

NAME	Address	DATE
1. Janice Cowan	R.R. Box 12	2-3-91
2. Kimber Kirkland	504 S. Georgia	2-3-91
3. Sarah Rinkel	1402 E. Duncen	2-3-91
4. Elizabeth Thomson	105 W. Quincy	2-3-91
5. [unclear]	201 W. [unclear]	[unclear]
6. [unclear]	1000 [unclear]	2-4-91
7. [unclear]	[unclear]	[unclear]
8. [unclear]	[unclear]	[unclear]
9. Heather [unclear]	[unclear]	[unclear]
10. [unclear]	R.R. #5 [unclear]	[unclear]
11. [unclear]	[unclear]	[unclear]
12. [unclear]	[unclear]	[unclear]
13. [unclear]	[unclear]	[unclear]
14. Becky Jerkin	Pittsburg, KS	2-4-91
15. Dawn Burns	Rt 2 Pittsburg KS	2/4/91
16. Amalie Lomble	Rt 4 Pittsburg KS	2/4/91
17. Laurie Beckwith	Rt 2 Box 288 Pittsburg, KS	2/4/91
18. Kyle Scott	2614 S. St. [unclear]	2/4/91
19. Chris Ward	2002 Countryside Dr.	2/4/91
20. Ken Womble	1910 S. Taylor	2/4/91
21. Carrie Burke	1506 E. 14th	2-4-91

EDUC.  
2/5/91  
A185-1

22. Jim McWhirt 705 Canterbury 2-4-91
23. Travis Akins 508 E. Park 2-4-91
24. Jared Ban 706 West Euclid 2-4-91
25. David Marchon Box 22 Miller 2-4-91
26. Case Kardy 903 Fern Lakes Dr
27. Christian King (~~private~~) 116 West Madison
28. Misty Madison 231-41157 904 E 10th
29. Ralph E. Bartley III 232-9362 206 E 24th 2/4/91
30. Quinn Crain private 505 Utah 2-4-91
31. Kristy Mills 232-6321 Rt 1 Box 15 2/4/91
32. Kelly Barron 714 11th Street
33. Margaret Greenwood 113 West Kennedy  
in frontence 2-11-91
34. Jennifer Smith 708 W 8th 2/4/91
35. DeAnn VanLuyck 3002 Oakview 2/4/91
36. Valerie Turnbull 1008 Village Dr. 2/4/91
37. Jackie Dea 201 ~~St.~~ Adams 2/4/91
38. Heidi Marshall 707 Wyth 2/2/91
39. Brandy Amatore 115 W Monroe 2/4/91
40. Sara Swaker 600 East 20th 2/4/91
41. Katie Walker 702 Turner Rd 2/4/91
42. Brandee Sears 1001 Ohio 2/4/91
43. Clare Solly 1911 S. Locust 2-4-91
44. Jeremy Jewell
45. Anne Papp Rt 5 Box 620 2-4-91

EDUC  
2/5/91  
A185-2

NAME	ADDRESS	DATE
Dawn Fodun	1129 east 1	2-4-91
Lino Jackson	420. west 8th	12-4-91
Edy Andrade	505 S. Pittman	2-4-91
Harold Nichols	627 Village Drive.	2-4-91
Marie Walker	310 Winwood	2-4-91

EDUC  
2/5/91  
A185-3



Name	Address	Date
Amanda Brjotte	1506 Randall Dr.	2-4-91
Arlon Knaup	3006 Oakview Dr.	
Nick Cook	520 Hobson Place	<del>2/4/91</del>
Daniella Ralston	520E Jefferson	2/4/91

EDUC  
2/5/91  
A185-4

# Don't Destroy SIS

- ① Amanda Faucett 1119 E. 8<sup>th</sup>
- ② Mandy McCune Rt. 5 Box 600
- ③ Phebe Cannon Rt. 3 Box 234
- ④ Dana Bottenfield 414 W. Quincy
- ⑤ Lauren Colyer 2212 Taylor Circle
- ⑥ Amber Kiddand 524 S. Georgia
- ⑦ Drew Blom 508 W Euclid
- ⑧ Tamma Lee RR 5 Box 745
- ⑨ Jordan Lorbisier 223 E. 23<sup>rd</sup>
- ⑩ Michelle Beamer 2110 N Broadway
- ⑪ Aaron Sella 1404 N. Joplin
- ⑫ Aaron Wood 508 E<sup>st</sup> Jackson
- ⑬ Brandy Duncan 106 E Adams
- ⑭ Ryan Sargent 904 Jwin ~~Adams~~ Drive
- ⑮ Dana Holloway - 620 Village Drive
- ⑯ Luke Timi 811 west 9<sup>th</sup>
- ⑰ Brigitte Baker 412 W Warren
- ⑱ Kate Walker 310 Winwood
- ⑲ Brigitte Willauer 613 Normal
- ⑳ Lilly Burton Langdandane box 798/RR31
- ㉑ Kelly Christense RR 2 Box 752
- ㉒ Helena Oakleaf Rt 5 box 612 66762
- ㉓ Andrea Tarpson 204 E Williams 66762
- ㉔ Tracy Carpino R #3 Box 674

EDUC

2/5/21

A186-1

② Kellie Huebner 3003 Oakview Dr.

EDUC

2/5/91

A 186-2

EDUC

2/5/91

A 186-1

the undersigned support the mandate and <sup>2-5-91</sup>  
funding for gifted education. He were unable to enter the  
hearing room.

Sandy Steinlage	1010 NW. Menninger	Topeka, KS	6648
Bob Kellute	601 E. Main	Marion, KS	66861
Phoebe Jansen	601 E. Main,	Marion KS	66861
	3040 S. Broadway	Wichita KS	67216
Joe Wilson	1652 N. <del>W. 20th</del>	Wichita	67202

EDUC  
2/5/91  
A187

We Support the Gifted Education Program.

Tom Jones - Olathe

Janice Holt - Olathe

Annick Good - Olathe

Maurice Donegan - Olathe

Pat & Dave Scheibe Basehor, Ks

Joyce C. Steinbruch

Mark Jett - Topeka Ks.

Phoebe Jansen, Marion KS

Jan Ramsey, Stanley Kansas

Loris M. Johnson Marysville, Ks

Martha Johnson Marysville, Ks.

Quint Lewis - Sedalia Marysville Ks

Don L. Beck

Manhattan Ks

Joe Folk Topeka Ks.

MARK FRIGGSON, Rossville, Ks.

Aimee Sue Gillingham - Olathe

David Dwight Judee Chanute Ks

Wichita Association for the Gifted

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Robert B. Wajel Junction City  
Rebecca Wajel Junction City

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2-5-91

We the undersigned support the mandate and funding for gifted education in the State of Kansas. We were unable to enter the hearing room.

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- James Fisher 315 Orchard Pl, X. C. Ks. 66101
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- Mary Hulse 307 Shawnee Hiawatha, Ks 66434
- Robin Wilson Route 1, Box 21 Hiawatha, KS 66434
- Debbie Wilson R. 1 Box 21 Hiawatha, Ks 66434
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- E. Kahl P.O. Box 97 Cg Center, Ks. 215/91

We the undersigned support the mandate and the funding for gifted education in the State of Kansas. We were unable to enter the hearing room.

Blue Valley

- Kaye E. Meese 3037 Campfire Dr. Lawrence
- Patricia Ponderoy 1424 SW 31 Topeka
- Mary Harman
- Cheryl Atkinson 2325 S. Cedar Creek DeSoto
- KEVIN NEELAND 10212 RIGGS RD STELWELL
- DARIN BREE 91880 BIRCH STILWELL
- Craig Hines 16525 Orchard Ln, Stilwell
- Lynn Pieman 632 E. Wabash Ave. Olathe
- Steve Case 26325 W 135<sup>th</sup> Olathe
- Shawn Forney 1216 d. W. Loula Olathe
- Jeanette Martin Topeka
- Jacqueline Oakes Topeka SGE
- Mary Murray (Topeka)
- Lebbie Haun (1204 MacUcalle)
- Lebbie Haun 1300 Sharingbrook Manhattan
- Honey Knopp 1201 Houston Manhattan
- Kate Knopp 1202 Houston Manhattan
- Tom Howard 609 Pottawatomie Hiawatha
- Sheila Rae Meyers Hiawatha High, Hiawatha EDUC
- Hiawatha

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Rapid acceleration in learning also creates other needs for the very able student. Research methodology must be presented to such a student at an early stage to allowing them the skills with which to accelerate. This need may expand to include access to equipment and tools used in specific research. Because of the early ability to focus on areas of interest, students often need guidance in career exploration at an earlier age, and since many of the interests are rather unique in combination or specialization, the student may also require extensive guidance in exploring further educational opportunities, both traditional and non-traditional.

Research has shown that potential performing talents must be identified and pursued at an early age if they are to develop to their fullest. Though public schools have rarely taken responsibility for this area of growth, it is important that student and parents know their options within their communities and at a national level as well. Here a facilitator can at least keep a library of reference materials on hand which may be useful to the parent.

Again, though more alike than not, it is important to provide guidance and counseling for the very able student to aid them in dealing with their differences, accepting not only their difference, but others differences as well. These students emotional, physical, and intellectual maturity levels are not in what an average person would consider to be "balance". It is important to understand the unique problems which this situation may create. It is important to have someone who understands available for the student who is experiencing such a problem.

Because many of these students will eventually be the ones who shape the future of this world, with or without differentiated learning experiences, I feel it is especially important to us all to help them develop certain potentials to their maximum ability. Many very able students display exceptional abilities in leadership. These students, so capable of drawing relationships between abstract concepts, require a thematic or holistic presentation of learning experiences in order to realize the interrelatedness of all working systems as they accept the awesome task of redesigning our world. I think it is especially important that these movers and shakers are armed with a positive and productive attitude as they advance into the world to shape it for posterity.

The ultimate goal of education should be to allow and to aid all students in achieving their maximum potential, making allowance for individual needs, learning styles, disabilities and exceptionalities. Very able students are not an exception to this goal.

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## **Justification for Qualitatively Differentiated Learning Arrangements and Alternatives for Very Able Students**

Though learning experiences for all children should be interesting, relevant, student centered, and provided in a positive environment which values learning and the acquisition of knowledge, the very able student often has needs which can not be met under the arrangements which have typically been made to fulfill these requirements for the average student. More like the average student than not, the very able student generally has several qualitatively different characteristics which require differentiated learning experiences in order to provide that student with and equal opportunity for developing his/her potential.

Because very able students often learns quickly and easily, memorizing information with little repetition, the pace at which new material is introduced must be adjusted for these students. This may be done by offering accelerated programs or by coordinating independent or small group study with appropriate guidance. I would like to note that though advancing an able student in grade level may prove more challenging, it does not necessarily provide and appropriate pace for that student.

Because of the intensity of individual interests which often include a large degree of self initiative, direction, and motivation, very able students require a great deal of flexibility in their learning program to insure that their inherent love of knowledge and understanding is not thwarted. A facilitator who understands the needs of very able students is essential in coordinating a learning plan which meet those needs.

Since these students are able to learn very rapidly and often hold intense interests in certain subject areas, the depths to which they pursue those studies is much greater than that pursued by the average student. This often requires the facilitator to locate appropriate resources and mentors or specialists in the field of study in which the student is interested. Quite frankly, this is often necessary because there is no one available at the school level who can teach at the depth which is required by the very able student, and because this need does not simply vanish the last week of May, becoming dormant until September, alternative educational experiences must be explored which will suffice for the entire year, year after year. There are a great number of local, state, national and international experiences in a plethora of subject and interest areas which lend themselves to the task.

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1. Gifted programs help many kids get involved in classes and programs that they wouldn't normally have access to. It is important for gifted kids to be challenged and confronted with things not on the normal level. Most classes get boring to gifted students. If our youth are not inspired the future looks bleak.

2. An example of a great program offered by gifted education is Odyssey of the Mind.

Odyssey of the Mind has problem solving competitions across the world. I learned about this program through my gifted class in middle school. Last year my team went to World Finals Competition and competed against 20,000 other kids.

We were able to meet kids from 47 states and 6 countries including Russia, China, and Japan. Passing this bill will limit opportunities like this across the state.

3. If you think about it chances are that by investing money in our youth the future will become better. Kansas is known for having a lot of farmers, if this bill is passed we can stay like that but if we invest in our youth we can have people to make the tractors,

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Is this the attitude we want our brightest children to have about their education?

CALVIN AND HOBBS



We live in a state where going into the real world to compete is not legal by Kansas High School Activities Association rules. We are known by the nation as a state of farmers with the name Dorothy and Toto following us everywhere we go and in any conversation where the phrase I'm from Kansas comes into play. The only way for respect is to be on competition and intelligence levels with other states. The gifted program is being thwarted by Joan Finney's new bill which stops the right to learn and to progress.

We are the future of America, and true we are smart, but we still need help. That help comes in the form of 8.5 million state funded dollars that Tom wishes to stop which has the possibility of stopping half of all gifted programs. Every dollar you put into us you get 100 back in when we run this nation.

For every five minutes I am being gifted I can smoke crack cocaine or commit a heinous crime. Though I am not likely to, some kids are susceptible to harsh surroundings and time of desire. They tell us EDUC we are a failing generation. Problem 2/5/91  
children that will ruin this nation A190-6

in the face of pressure. This is  
not true, but this bill can make  
it true if that's what you want  
in your years of retirement.  
Stop this ominous premonition of  
destruction, destroy this bill now  
before it destroys us.

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