

7 Dec 72

Good heavens Mike,

Christian Science Monitor have started arriving in my mailbox. And not the letter offering magazine subscriptions. Wow. Thank you. Getting the newspaper is especially nice. Its much better than the Times but particularly it helps fill what is otherwise a usually empty mailbox. About the magazines: I've been looking at magazines stands since getting your letter, but haven't been able to find much. Must be the wrong time of month. What I'll do is buy about 7 or 8 to get a sample of what they are like and choose from there.

I have been doing some thinking about our adventure this coming easter. I think in deciding what to do we should choose some activity in which the money we spend on it will in some way be retained. In effect choose something that we can buy the equipment for and yet will be able and wanting to do the same activity again. In this respect I am thinking of a snow camping/hike/trek/ whatever in the Sierras.

I went to the sierra club mtg. last night where there was a talk/ slideshow on the geology of that area (geology is having growing appeal to my academic interests as is astronomy) in which there were some particularly beautiful shots taken during winter. It would be quite a different experience from summer hiking there.

I have been talking to Sue about the bikes and to Mom about Dad. Dad has been working on the bike (taken apart last spring I think) painting it and such. Once he gets it back together I'm not sure he'll need another bike. In light of this I've begun to consider possible alternatives. looking at it like this;

1. Dad has a bike. Does he need a better one for the riding he is likely to do?

2. Dad goes to the health-spa regularly. Does he need more exercise? Does he enjoy the health-spa?

3. Would he enjoy the bike? Would he enjoy something more? If so what?

possibilities

camera

Alaskan vacation

I am uncommitted at this point what to do. Money from my stand point is not too much of a problem. I could probably go as high as 80\$ immediately to about 120\$ after a few weeks next summer. So the cost doesn't seem to be the limiting factor. I think its important to get him something he'll enjoy and will use. I don't know which to choose.

12:10 Tuesday morning Dec 4

I was going to wait till tomorrow to attempt any comprehensive reply to your three letters recieved today, but they are too important to wait. First though some word I feel should be given to structure and possible avenues of reply, I think it is a good idea (taken from your xeroxing the letters recently sent) to keep copies of sent correspondence. This is a good idea in two areas 1) in writing to politicians etc. it would be an excellent way to keep track of who letters were sent to, what they were about (so as to compare the reply to the original to see how well ther are being read and to judge response), and of course to have a full record of the transactions. 2) in writing between us it would be an excellent way to communicate more effectively by being able to refer to specific sections of previous letters, avoiding redundancy, and generally making reading clearer by knowing what the response is responding to. Toward this end it would seem advisable to date the letters carefully and to number the pages.

EXCEPTIONAL CHILD SERVICES DEPARTMENT
Secondary Gifted Program
June 1971

GOALS - 1971-72

GOALS:

To foster, develop and promote research into the needs, characteristics and traits of academically gifted children, particularly those qualities that differentiate them from other children.

To develop sequential educational programs based on the special abilities, needs and characteristics of academically gifted children.

To develop means and techniques for reporting experiments, pertinent research and proposed activities concerning academically gifted children to teachers, administrators and parents.

OBJECTIVE 83:

To develop a follow-up study of all the graduates of each of our three centers for the highly gifted. The study should indicate the following areas: career preparation, feeling of personal success and academic preparation for their life.

- A. Need: There is a need to get "feed-back" data concerning our work with the very highly gifted youngster.
- B. Cost: \$50 (mailing costs)
- C. Measure: A document showing the following: list of all graduates, questionnaire and an evaluation of their feelings toward the gifted program in preparing them for college or career, self-fulfilling prophecy, academic preparation, etc.
- D. Effect: Another way of obtaining the "hard data" for our gifted program with the highly gifted.
- E. Performance Criteria:
 - 1. Production of a follow-up study on all graduates of our Independent Study program.
 - 2. The report will include career preparation (6.5), understanding of self (6.6) and academic attainments (6.1), among other data.
- F. Relationship to Program Design:
 - 1. The above data will provide a means for deciding on the termination, recycling or restructuring of our program for the highly gifted.
 - 2. The measure of the "follow-up study" will relate to the original objectives for which the program was designed.

EXCEPTIONAL CHILD SERVICES DEPARTMENT
Secondary Gifted Program
June 1971

GOALS - 1971-72

GOALS:

To foster, develop and promote research into the needs, characteristics and traits of academically gifted children, particularly those qualities that differentiate them from other children.

To develop means and techniques for reporting experiments, pertinent research and proposed activities concerning academically gifted children to teachers, administrators and parents.

OBJECTIVE 54:

To publish two articles in national publications concerning the gifted child.

- A. Need: We have one of the most innovative and exemplary programs in the nation for gifted youngsters. Other districts throughout the nation could benefit by some of our data, research and program development.
- B. Cost: None
- C. Measure: If two articles are published by the coordinator in national publications.
- D. Effect: Better communication with other districts to hold the leadership which our program has in the nation for gifted children.
- E. Performance Criteria:
 - 1. Writing, acceptance and publishing of two articles on the gifted child in national publications.
 - 2. Copies of the two articles, reproduced, for examination.
- F. Relationship to Program Design:
 - 1. In assessing our program (1) it is important that we contribute and exchange our ideas with other school districts in thinking ability, creative production and life satisfaction.
 - 2. The above articles will put our program into a favorable light nationwide.

EXCEPTIONAL CHILD SERVICES DEPARTMENT
Secondary Gifted Program
June 1971

GOALS - 1971-72

GOALS:

To develop and provide special help and guidance for academically gifted children.

To foster, develop and promote research into the needs, characteristics and traits of academically gifted children, particularly those qualities that differentiate them from other children.

OBJECTIVE 91:

To develop and coordinate an organized plan for inter-district exchanges between teachers working with gifted students.

- A. Need: There is not enough communication between our Independent Study teachers and honors courses teachers.
- B. Cost: \$1500 (substitute pay)
- C. Measure: A plan which indicates the following: various programs, teachers, rooms, hours working with youngsters, possible specialities for viewing. With the plan a documentation of the number of visitations, exchanges, and interdistrict travel among teachers and administrators.
- D. Effect: A greater exchange of ideas and knowledge of programs by the various teachers working with gifted students.
- E. Performance Criteria:
 - 1. One in-service day for district exchanges among teachers of the gifted with substitute pay.
 - 2. A report showing how the exchanges occurred, what was visited and teacher evaluation of the exchange.
- F. Relationship to Program Design:
 - 1. Provides the teachers a basis for assessment (1.0), needs (2.0), alternate strategies (3.0), operation of programs (4.0), and pupil progress (5.0).
 - 2. Provides an in-service need for teachers to work with teachers in program improvements.