A STUDY OF RECENT TRENDS AND PRACTICES IN HIGH SCHOOL ENGLISH CLASSES DESIGNED FOR ACADEMICALLY TALENTED STUDENTS

by

ARLETA N. HUMBOLT

B. A., Friends University, Wichita, Kansas, 1962

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1963

Approved by:

Dr. Charles Bracken
Major Professor

TABLE OF CONTENTS

INTRODUCTION

English classes for the academically talented students in America's high schools have become a matter of considerable concern in recent years. This concern has resulted in efforts to provide and develop challenging English classes for the academically talented individual. This desire to facilitate the achievement of maximum potential in the talented student has become one of the goals of American education today.

Three events which have emphasized the need for English classes designed for the academically talented student are: (1) the inauguration of the space age in 1957 by the launching of the Russian-made satellite; (2) the study of the secondary school as compiled by Dr. James B. Conant in his book, The American High School Today; and (3) a conference in February, 1958, sponsored by the National Education Association with a grant from the Carnegie Corporation of New York and headed by James B. Conant. This conference recommended certain general aims and specific requirements in English for the academically talented students as follows:

1. Four years of English, emphasizing reading and writing, should be mandatory. Reading should be broad in scope and beyond the range of traditional offerings in material and should be presented in a thematically organized sequence. Writing should consist of exposition and creative writing.
2. Ability groups and seminars for academically talented students are recommended whenever possible.
3. In small schools more complex material should be offered to academically talented students within the regular class. Tutorial and small group work is encouraged.[1]

---

[1] Finding and Educating the Academically Talented Student in the Secondary School. (Washington, D.C.: National Education Association, 1958), p. 10.

Apparently, these factors encouraged American educators to stress the designing of English classes for the academically talented students.

Statement of the Problem

It was the purpose of this study (1) to review selected high school English classes designed for the academically talented students; (2) to discover recent trends and practices employed in high school English classes for the academically talented individual; and (3) to find what implications these practices and trends hold for the high school English teacher of the academically talented.

Importance of the Study

Educators, businessmen, and social leaders of our nation have become increasingly aware of the need to develop the arts of communication and appreciation of literature in the academically talented students--the future leaders of our country. Their contribution to society will parallel the extent to which their potentiality has been developed to its capacity. This need to develop the potential of the academically talented student in the English Language Arts confronts the administrator responsible for the English curriculum and the English teacher responsible for the guiding and teaching of these students. It is hoped that this report will provide (1) a relatively clear concept of the practices employed in high school English classes designed for the academically talented students, and (2) a valuable aid and incentive for the improving and establishing of English programs designed for the able students.

Limiting the Study

The study will be limited to the review of information concerning selected high school English classes designed for academically talented students as found in periodicals and books. In addition, the study will be concerned primarily with the practices employed in English classes for the more able students rather than the total educational programs for the academically talented. Further, the study will not be concerned with the historical background of development in programs for the academically talented because these pertain to the total educational program and not specifically to the English programs.

With respect to the third purpose, the study will be limited to those implications which pertain to capabilities and preparation of the high school teacher of English involved in planning and teaching classes for academically talented students.

Definitions of Terms Used

The term "academically talented" is interpreted as referring to the upper 15 to 20 per cent of an age group who have the ability to study effectively and rewardingly. This broad definition includes such terms as the "gifted," the "able," or the "superior" student. This definition of the academically talented was employed by James B. Conant at a conference in Washington, D.C., in February, 1958[1] and in his book, The American High School Today. Frank O. Copley says, "Of

---

[1]Paul Witty, Working With Superior Students: Theories and Practices (Chicago: Science Research Associates, 1960).

all the names invented for the superior student, 'academically talented,' the one preferred by Conant, seems to me to be as near to precise as possible; it clearly suggests superior ability in the familiar old-line disciplines: English . . . .[1]

Throughout the study, the term "enrichment," one of the major procedures employed for helping academically talented pupils, is interpreted as meaning the provision of a variety of valuable learning experiences at a level above or beyond what the superior student has already attained. These experiences are provided within the regular classroom.

The term "ability grouping" is interpreted as meaning the grouping of students in accordance with their ability to perform. This procedure employed to provide for individual differences will be treated only as it pertains to the classes grouped for the academically talented students. Included within the concept of "ability grouping" in this study are: subject grouping, Honors courses, high school seminars, and special courses.

In the study, the term "acceleration" will refer basically to rapid-progress classes. Under this plan academically talented students are placed in classes which permit them to work ahead of the regular grade.

Throughout the study, the term "Advanced Placement Program" refers to the admission to college with advanced standing earned by college-level work in high school. Under this plan the upper per cent

---

[1]Frank C. Copley, The American High School And The Talented Student. (Ann Arbor: The University of Michigan Press, 1961), p. 3.

of the academically talented pupils may take one or more advanced courses in English composition, literature, and other subjects from the tenth through the twelfth grade. By satisfying examination requirements or whatever criteria are set by each participating college or university, the high school graduate may receive college credit. The following concepts are included in the Advanced Placement Program: (1) the reality of individual differences; (2) the acceptance of ability grouping; (3) the need for acceleration and its value for certain individual students; and (4) the establishment of a sound guidance program and a policy of individual planning for each pupil.[1]

Procedures Employed in the Study

To begin this study, a review of the pertinent literature in the Kansas State University library was conducted. The investigation produced a considerable amount of material pertaining to the education and identification of academically talented students; however, the material pertinent to the study of English classes for the academically talented pupils was limited.

In view of the fact that recent trends and practices in the English classes for the academically talented were being studied, the author relied mainly on periodicals, journals, and recent publications for the materials necessary for this report. The primary sources of

---

[1] Kenneth W. Lund, "How Can Advanced Placement Programs Benefit Qualified Students? What are the Implication for the Secondary-School Curriculum?" Bulletin of the Nation Association of Secondary School Principals, XLIV (April, 1960), pp. 217-218.

data were: The English Journal published by the National Council of Teachers of English; Programs for the Gifted, edited by Samuel Everett; and English for the Academically Talented Student, a report of the Committee on English Programs for High School Students of Superior Ability of the National Council of Teachers of English.

The pertinent literature was organized chronolo ically, according to publication, in the following way: (1) review of English classes designed for academically talented high school students from 1950 to 1956 and (2) study of selected high school English classes designed for academically talented pupils from 1957 through 1960 and from 1961 to 1963. This chronological organization was employed to facilitate the discovery of (1) trends in English classes for the academically capable individual, and (2) implications which these practices and trends hold for the high school English teacher of the academically talented.

SELECTED HIGH SCHOOL ENGLISH CLASSES DESIGNED FOR ACADEMICALLY TALENTED STUDENTS

This section of the study is devoted to presenting practices employed in English classes from 1950 through 1963. The pertinent literature is organized chronologically, according to publication, in the following way: a review of English classes for academically talented students from 1950 through 1956 and a study of high school English classes designed for academically talented pupils from 1957 through the year 1960 and from 1961 through 1963. In this respect one can note the

infrequency with which data concerning pertinent practices had been published prior to 1957 and the gradual emergence of specific practices and their frequency since 1957.

Little has been written regarding the practices employed in English classes from 1950 through 1956 to meet the needs of academically talented students. The following reports of practices provided in English classrooms for superior students were summarized from articles written for The English Journal, the only source of data found for this period.

In the Central High School, Grand Rapids, Michigan, an "English Workshop" was provided with a two-fold purpose: (1) it made possible intellectual growth at the students' own rate of learning; and (2) it offered opportunities to students with superior ability to develop their leadership qualities by assisting as student teachers.[1] The second purpose shows the way in which the needs of the academically talented students were met.

In 1955 only one article in The English Journal made reference to a program for the talented student. Practices employed to meet the needs of superior students were independent reading and tutorial or small group conferences. These practices provided enrichment within the regular English course. With regard to independent reading, three common guides for books were to be used:

1. The book should have worthwhile content and should be well written. It should be a book that the teacher knows will

---

[1]Dorothy E. Sonke, "English Workshop," The English Journal, XLIII (October, 1954), 363-366.

add a cubit to the student's intellectual stature. It should be written so that it permits the student to meet the personality of the author in print. It should not be a condensation or an adapted classic--the author should not be tailored to a critic's pattern.

2. The book should be one the child can enjoy. All the difference in the world exists between "She made us read The Lady of the Lake" and "She let us read Treasure Island." (I Paul L. Bennett merely illustrate by these titles and hasten to add that to the best of my knowledge there is no single book or literary work that is an absolute requirement for successful college preparation or for life.)
3. The book should be one the teacher wants to teach. No matter how much content the book has, no matter how much the student likes the book, it dies a quick and inglorious death if the teacher hates it.[1]

The English teachers of Houston, Texas, related ways in which their schools were challenging the superior learner within the ordinary heterogeneous class. In one of these classes enrichment is attained by allowing the rapid learners to work together in small groups. These groups chose as their theme for a panel discussion, "One can learn history by reading interesting books." The chairman of this group of academically talented pupils presented a brief summary of the various types of books from which history can be learned. The types included were: (1) the biography of a historical event; (2) a novel based upon a specific historical event; (3) a novel in which a real figure of history is one of the characters; (4) two novels in which sections of the country, during a period of their development, form the setting; and (5) a novel in which one phase of social development plays an important part. Then, each panel speaker from the small group of

---

[1]Paul L. Bennett, "A Reading and Writing Program for the Talented Student," The English Journal, XLIV (September, 1955), 366-367.

superior students in the Houston high schools assumed three responsibilities: (1) a brief resume of the book read was given; (2) the particular phase of history dealt with in the book was pointed out; and (3) sections of the book were reviewed which showed the panel speaker's reason for considering this book good reading. Another subject used for a panel discussion was the development of American literary style. This development of style was illustrated through the works of Washington Irving, Henry James, Jack London, Mark Twain, Ernest Hemingway, and William Saroyan. This discussion was closed by comparing the literary style with the stream-of-consciousness technique of modern times.[1]

The inauguration of the space age in 1957 and the conference of 1958 sponsored by the National Education Association to consider the problems of educating the academically talented students provided an impetus to develop and to publicize existing programs. The most extensive report of practices employed in high school English classes for gifted students is the program developed in the Modesto schools in California.

The Secondary Schools of Modesto, California, have been among the pioneers in the development of special classes for the academically talented in English. In this school system the high school student body is grouped according to ability with the highest academically talented group placed in a section identified as "Independent Study,"

---

[1]Ruth Reeves, "The Gifted Student in the Literature Class," The English Journal, XLV (November, 1956), 467.

which is defined as follows:

> The term "Independent Study" although often loosely applied to one specific instructional program, does not properly belong to a classification of a subject, nor of a course. Rather in the Modesto Secondary Schools the name refers to a section--namely the top level of a series of sectioning designations. These ability groupings start with a section Correlated Studies, (Z, Y, and X divisions) and complete the cycle by placing the twenty to twenty-five superior senior students in a section known as "Independent Study." Within the structure of both the lowest and the highest sections are the conventionally named courses in English, mathematics, social studies, and science (for the correlated studies), and English, social studies, mathematics, languages, and elective (for Independent Study).[1]

The procedures employed in selecting students for the class in "Independent Study" at the Modesto Secondary Schools are:

1. A list is compiled of all eleventh grade students with I. Q. scores of 120 or above on any individual or group test administered during their school career.
2. The faculty is asked to recommend students from the eleventh grade who any teacher feels belong to the very able group.
3. All eleventh grade students with outstanding academic records, regardless of test scores, are added to the list.
4. Counselors are asked to give the names of "problem students" who, they feel, may be badly adjusted because of superior but unchallenged ability.
5. These lists are combined and the students are administered the "American Council on Education Test of Mental Maturity."
6. The parents of the top twenty to twenty-five students are interviewed personally to gain their interest, approval, and cooperation in the program. (If too many parents reject the program, more parents are interviewed in order to bring the prospective number of students up to the minimum.)
7. The twenty to twenty-five students whose parents have approved the program are interviewed to determine their interest in the special course.
8. The final list of students to be enrolled is given to their advisers, who program their respective students for the class in "Independent Study."

---

[1]This and all subsequent information about the Modesto schools is found in Instructional Program for Gifted Students, Curriculum Department, Secondary Schools Division, Modesto City Schools, Modesto, California, 1957-1958, pp. 1-31.

With respect to class size, the enrollment is restricted to approximately twenty students. This class, then, is scheduled for a two-hour period.

The content of the "Independent Study" classes is divided into four quarters, each of which is comprised of subject matter studied in class and projects conducted outside of class. The first quarter in-class units are as follows: study habits and research techniques--one week; background of the short story--one week; Celtic backgrounds, Anglo-Saxon period--two weeks; Medieval period--three weeks; and the Elizabethan Age omitting Shakespeare--two weeks. The outside project is the reading and analyzing of short stories. The second quarter of "Independent Study" involves the following studies in class: background of drama--one week; Shakespeare (Macbeth)--two weeks; the Seventeenth Century--two weeks; and the Eighteenth Century--four weeks. The project conducted outside of class is in drama. In the third quarter, the studies in class are the background of poetry--one week, the Democratic Age (Romantic)--six weeks, and the Victorian Age--two weeks. The project outside of class involves the reading and explication of poetry. The fourth or final quarter of in-class studies revolves around the background of the novel--one week, the Victorian Age (continued)--four weeks, and the Modern Age--four weeks. Out of class study in this quarter is to read and to analyze novels.

Additional insight concerning the course content of the "Independent Study" plan of the Modesto secondary schools may be seen in the ensuing description of the second quarter of the plan which is devoted to the study of drama. In this respect, the second quarter begins with

the teacher presenting the historical development of drama and the philosophical viewpoints of modern plays. Upon the completion of this background in drama the students become involved in activities of reading, writing, seeing, and listening.

The reading activities include the classroom reading of Macbeth and extensive outside reading. The out of class reading assignment is ten full-length plays including the following:

1. One Greek tragedy
2. One 18th century comedy
3. One play by each of the following:
   Oscar Wilde
   George Bernard Shaw
   Henrik Ibsen
   John Galsworthy
   Eugene O'Neill
4. Three contemporary American plays (no musicals) or
4. One contemporary American play and two of the following alternatives, or vice versa:
   One medieval mystery or morality play
   One play by Moliere, Racine, or Corneille
   One Elizabethan comedy or Elizabethan non-Shakespearian tragedy
   Faust by Goethe
   One 20th Century European play

Other recommended authors for the plays are:

1. Greek: Aeschylus, Sophocles, Euripedes
2. 18th century English comedy: Richard Sheridan, Oliver Goldsmith
3. Contemporary American:

Lillian Hellman	Thornton Wilder	Robert Sherwood
Maxwell Anderson	Sherwood Anderson	William Saroyan
Tennessee Williams	Paul Osborn	Elmer Rice
Marc Connolly	Paul Green	Ben Hecht
Sidney Howard	George S. Kaufman	Howard Lindsay

4. 20th Century European (including British):

James Barrie	Noel Coward	R. C. Sheriff
Somerset Maugham	A. A. Milne	Sean O'Casey
Lord Dunsay	St. John Ervine	Gerhart Hauptmann
Liam O'Flaherty	Karel Capek	Luigi Pirandello
Franz Werfel	Ference Molnar	
Anton Chekov	John Drinkwater	

Further reading of biographical information and critical reviews is recommended.

In the area of writing, each student is required to write a critical analysis of each of the ten plays. The characters, plot, theme, style, significance, and other elements of drama should be considered in the analysis. In addition, each student must write a drama paper and a composition on Macbeth.

Films and filmstrips are also employed in teaching drama. Those used are productions of Shakespeare's plays and theatre. The listening skills of the academically talented at the Modesto schools are enhanced by phonograph records. The list includes:

1. Hamlet's Soliloquies (album)--John Geilgud
2. Twelfth Night
3. Julius Caesar (excerpts)
4. Cyrano de Bergerac (excerpts)--Jose Ferrer
5. Everyman
6. T. S. Eliot's Cocktail Party--Alec Guiness
7. Arthur Miller's Death of a Salesman--Thomas Mitchell
8. Macbeth (excerpts)--Orson Wells
9. Richard II (excerpts)--Maurice Evans
10. Victoria Regina
    King Richard II
    Years Ago
    Hedda Gabler
    Skin of Our Teeth
11. One album of excerpts with Helen Hayes, John Gielgud, Frederic March, Eva Gallienne, Florence Eldridge.

At the Concord, Massachusetts, High School, the needs of the academically talented pupils are met by practices which are included in the regular senior English class. The bright students are excused from the monthly book report and the bi-weekly composition assignments. Instead, they meet once a week with the teacher to discuss an English novel, assigned for that week. Among the English novels to be read

are: Moll Flanders; The Caine Mutiny; Pamela; Tristram Shandy; Joseph Andrews; Tom Jones; and The Return of the Native. After completing the novels, each student selects a specific topic and writes a paper.[1]

Emphasizing the need to provide English classes for academically talented students necessitated the defining of characteristics of pupils who are superior in the English Language Arts. The following list was developed in 1959 by a committee headed by Miss Jean Sisk, supervisor of English, Baltimore County Schools:

I. Intellectual Traits
   - A. Ability to comprehend abstract ideas
     - Recognition of abstract terms in literature
     - Effective use of abstract terms and concepts in speaking and writing
   - B. Ability to generalize
     - Attainment by induction of definitions and generalizations in areas of grammar, spelling, word attack, and literary forms
   - C. Ability to organize
     - Organization of pertinent material preparatory to speaking or writing on a topic, issue, or problem
   - D. Capacity for intellectual curiosity
     - Desire to do independent research in areas of interest
     - Interest in language arts techniques
     - Interest in different philosophies of life and psychological interpretations
   - E. Capacity for extensive interests
     - Development of wider range of reading interests
     - Response to new language concepts and experiences
   - F. Capacity for creative and imaginative thought
     - Breadth and depth of vicarious experiences through literature
     - Imaginative use of language in daily expression
   - G. Ability to make comparisons, contrasts, and analyses
     - Understanding interrelationships among literary works and techniques
     - Using comparisons, contrasts, and extended analyses in oral and written exposition
   - H. Ability to grasp ideas quickly
     - Interpretation and integration of that which is read and heard

---

[1]Socrates A. Lagios, "Challenging the Gifted," The English Journal, XLVI (November, 1957), 501-503.

I. Ability to understand and use intricate and complex concepts and skills
   Involvement in long-term projects of all types
   Intensive analyses of literature
   Interest in intricacies and complexities of linguistic structures
J. Ability to use a logical and orderly approach in critical thinking
   Extended investigations and arrival at sound conclusions in preparing for speaking and writing

II. Personal Characteristics and attitudes
A. Impatience with routine assignments and drill related to accuracy in grammar, mechanics, and research
B. Sense of humor
   Appreciation of types of humor in literature and speech
   Use of devices to achieve humor in writing and speaking
   An understanding that humor is a comment on life
C. Power of self-criticism
   Intelligent criticism of their own oral and written work
   Objective analysis of themselves
D. Desire to work independently in planning, selecting, and developing language activities of all sorts
E. Ability for outstanding leadership
   Initiative in planning group work, discussions, and class work
   Participation in extracurricular activities related to language arts
F. Power of self-motivation
   Desire to do extended research
   Wide range of personal reading
   Selection of topics for study
   Interest in original creative work
G. Ability to work well with adults and peer groups of own ability level
   Utilization of adults as resource people in language arts activities
H. Capacity for aesthetic appreciation
   Recognition of relationship of literature to the other arts
   Development of an appreciation of our cultural heritage
I. Tendency to question and challenge established conventions and ideas
   Desire to learn for themselves why a piece of literature is recognized as good
   Challenge of adult opinions about literature and grammatical structures

J. Alertness and keenness in observation in writing and speaking; insight into the problems and actions of people both in literature and in life
K. Ability to memorize and retain material
L. Ability to concentrate on one idea longer than the average pupil
M. Tendency to be individualistic
N. Tendency to make premature generalizations; over-eagerness to reach a generalization before getting all the facts
O. Impatience with group work with slower children
P. Tendency to procrastinate
Q. Tendency to be overcritical
R. Tendency to rationalize

III. Control of communication skills
A. Use of more extensive and more difficult vocabulary
B. Tendency to read intensively and extensively more difficult material
C. Ability to become interested in language per se
D. Experimentation with words
E. Ability to understand and use metaphorical language
F. Ability to communicate one's ideas with clarity
G. Ability to write creatively and imaginatively

IV. Areas of interest in language arts
A. Word study and vocabulary development
B. Structure of language
C. Discussion
D. Dramatizations
E. Subtle forms of humor in literature
F. Intensive analysis of literature
G. Extensive reading for personal pleasure
H. Experimentation with various written forms
I. Opportunities to pursue interests in particular authors and themes of literature
J. Enjoyment of aesthetic appeal of literature (rhythm, imaginative use of language, form)
K. Creative aspects of English
L. General semantics[1]

Such lists facilitated the development of English classes designed for academically talented students.

---

[1]National Education Association, English for the Academically Talented Student, (Washington, D.C.: Academically Talented Student Project, 1960), p. 23.

At the Manchester High School, Manchester, Connecticut, college credit for a high school course in English is available for academically talented students. This is an Advanced Placement Program worked out in cooperation with the University of Connecticut. In selecting the superior students for this advanced class, the Manchester school relies on standard intelligence and reading tests and on previous honors grades. The student, once he has met these requirements, may choose to take the advanced placement course in English or the regular English course. The motives of the academically talented student in taking this course have been found to be varied in one or more of the following ways: an interest and competence in English; a desire to have as thorough a preparation as possible for college work; and a hope to secure an extra elective course at college through advanced placement.[1]

With regard to course content, the literature in the Manchester advanced English course traces a general pattern of intellectual and stylistic development. Unit One is centered on the theme of "The Hero and the Principle of Obligation" and includes: Oedipus Rex; one other Greek play of the student's choice; Machiavelli's The Prince; parts of Beowulf and The Canterbury Tales; Hamlet; and Anthony and Cleopatra. Unit Two, developing the theme of "Conventional and Romantic Values," includes: Strachey's Queen Victoria; The Return of the Native; The Barretts of Wimpole Street; and nineteenth century poetry. Unit Three, with the theme of "The Search for Self-Realization," includes Conrad's Lord Jim; Shaw's Candida; several short stories and essays; and twentieth

---

[1]Helen J. Estes, "College Level English in High School," The English Journal, XLVIII (September, 1959), p. 332.

century poetry from Housman to Dylan Thomas. This literature is to be read by all students in the class and is supplemented by teacher-lectures and student discussion leaders.[1]

In addition to the literature read, the academically talented students at Manchester are required to write a minimum of 500 words a week in one of the following ways:

1. The development of a topic from class discussion of a novel or play
2. An explication of a speech or a poem
3. A comparison of a point of view in two pieces of writing
4. The development of an abstract idea by specific details
5. An extended definition, argument, or persuasion.

One long resource paper of 2,000 words or more is required each semester. Further, the pupils carry on "Individual Work" in both reading and writing. Grammar and punctuation are emphasized only in regard to individual needs.[2]

The Centralia Township High School at Centralia, Illinois, has developed a special humanities course for the academically talented students. Students are chosen on the basis of grades, recommendations or previous teachers of English, and an interest in and a desire to take this senior English course in which the emphasis is humanistic. Sarah M. Bush feels that what man has felt, thought, and said should be studied with a dual purpose in mind:

1. To instill in the students a thoughtful, respectful attitude and an appreciation of the spiritual and intellectual attainments and potentialities of man as he strives to understand himself and his relationship to God, humanity, and the universe.
2. To show the oneness of man, wherever he has been in the

---

[1] Ibid., p. 333. [2] Ibid.

> past, wherever he is in the present, and wherever he indicates he may be in the future.

To emphasize this humanistic point of view, the course at Centralia is begun with a study of the collection of pictures taken by world-ranging photographers, compiled by Edward Steichen and entitled The Family of Man, with an introduction by Carl Sandburg.[1]

With regard to course content in this humanities course for academically talented students, the nucleus is the tragic tradition in literature. The first writings studied involve the nature of tragedy in Hebraic tradition which centers in portions of Genesis, Exodus, Amos , Proverbs, Ecclesiastes, and Job. In connection with this study, large reprints of Michelangelo's paintings on the ceiling of the Sistine Chapel are studied. Modern existentialism is discussed in connection with Ecclesiastes, and Archibald MacLeish's J. B. is considered with Job. Next, is studied the Hellenistic tradition, using Edith Hamilton's book, Mythology. In connection with this the dramas of Aeschylus, Sophocles, or Euripides are read. Then, the attention is focused on the English tragedy, Romeo and Juliet by Shakespeare. Next, a study of such poetry as The Rubaiyat, Rabbi Ben Ezra, The Hound of Heaven and such American poets as Frost, Sandburg, Whitman, and Dickinson is made. After which a comparative study of a work of art, using a painting, a poem, and a symphony is completed. The last study involves three novels and one long epic poem: The Scarlet Letter, The Old Man and the Sea, Moby Dick, and John Brown's Body. Requirements in

---

[1]Sarah M. Bush, "A Humanities Course that Works," The English Journal, XLVIII (April, 1959), 208-210.

composition include a short paper at the end of each unit, section, or selection, written examinations, and note-taking from lectures.[1]

The textbooks used are paperbound books instead of an anthology. Four reasons are given for the use of paperbacks:

1. Nature and scope of the course
2. Pride in the ownership of books
3. Technique of marking words, underlining, and using marginal comments
4. Encouragement for building the students' own library.[2]

The New Trier Township High School in Winnetka, Illinois, has provided for different aptitudes and abilities through ability grouping. Special courses in English enrich and individualize the learning experiences for academically talented students. The aim is to acquaint the students with the best in literature, to stimulate thoughtful reading, and to develop care and individuality in speaking.[3]

With regard to course content, the advanced ninth-grade English course for superior pupils emphasizes careful thinking techniques as taught through the pursuit of literature; creative or expository writing (a paper a week); and the mastery of fundamental skills and techniques. In addition to literature anthologies and composition textbooks, the following works are studied: The Odyssey, Julius Caesar, As You Like It, A Midsummer Night's Dream, Saroyan's Human Comedy, Twain's Huckleberry Finn, the Bible (Ruth), and classical myths.

---

[1] Ibid., p. 209. [2] Ibid., p. 210.

[3] This and all subsequent information about New Trier Township High School is found in the work of the National Education Association, English For the Academically Talented Student (Washington, D.C.: Academically Talented Student Project, 1960), pp. 69-70.

In the tenth-grade, the special class for superior students stresses the study of world literature with emphasis placed on the analysis of content and form with practice in both creative and critical writing and provides a thorough review in grammar, spelling, and vocabulary building. Beyond the regular textbooks, the pupils study Macbeth, Romeo and Juliet, The Pocket Book of Verse, Ibsen's A Doll's House, Dicken's A Tale of Two Cities, and Shaw's Caesar and Cleopatra.

The course content of the eleventh-grade special class for academically talented pupils covers grammar, rhetoric, long papers, poetry, the novel, and development of a personal philosophy. Competence in fundamental skills is stressed because emphasis is placed on preparation for college work. Some of the selections studied are: Giants in the Earth, Othello, The Scarlet Letter, Death of a Salesman, The Rinehart Book of Short Stories, and a paperbound anthology of American poetry.

In the twelfth grade, the academically talented students at New Trier are offered three types of courses: (1) one designed for pupils in the Advanced Placement Program, (2) one designed for academically talented students through ability grouping, and (3) a Great Books course. The first two courses study the following: Theban Plays, Dialogues of Plato, Macbeth, Hamlet, The Prince, Gulliver's Travels, Green Mansions, Return of the Native, Portrait of the Artist as a Young Man, The Bible, and other novels, plays essays, and textbooks. In the Great Books course emphasis is placed on the understanding of significant ideas in the books.

In all of the English classes designed for academically talented students at New Trier, paperbound editions of novels, plays, biographies, and long poems are used frequently. The teachers feel that the reading of complete texts made available by the paperbound editions enriches and individualizes the English program for superior students.

An advanced English course designed for academically talented pupils at Mt. Lebanon High School, Mt. Lebanon, Pennsylvania, is a three-year program. Each class is composed of 25 students selected on the basis of (1) test scores in reading and intelligence, (2) previous academic achievement, and (3) recommendations from teachers.[1]

The course content in the tenth grade of this special class for superior students involves, first of all, the study of semantics. The effects of metaphor, alliteration, symbol, assonance, connotation, and other subtleties of language are studied through the critical analysis of advertising slogans, newspaper articles, political speeches, essays, poetry, short stories, and novels. In addition to selections from literature textbooks, they study Canterbury Tales, Romeo and Juliet, Modern American and British Poetry, Twenty Grand Short Stories, Short Stories for Study, Great Expectations, and the monthly issues of Literary Cavalcade.[2]

In the eleventh grade, the course content for academically talented students deals with complete works and the selective use of

---

[1]National Education Association, English for the Academically Talented Student (Washington, D.C.: Academically Talented Student Project, 1960), p. 70.

[2]Ibid., p. 71.

anthologies. The literature studied includes Huckleberry Finn, Basic Selections from Emerson, Modern American and British Poetry, Moby Dick, and various literature textbooks. A list of literary works organized thematically is used as a guide for outside reading. For example, when the class is studying Melville's Moby Dick, the following themes and works are suggested:

1. The Problem of Evil	
	Jonah (Book of)
Conrad,	Heart of Darkness
Goethe,	Faust
James,	The Turn of the Screw
Marlowe,	Dr. Faustus
O'Neill,	Emperor Jones
Shakespeare,	Macbeth
2. The Consequences of Sin	
Dostoevsky,	Crime and Punishment
Hawthorne,	House of Seven Gables and The Scarlet Letter
Tolstoi,	Anna Karenina
Wharton,	Ethan Frome and The Age Of Innocence
3. A Search for Faith	
Bowen,	The Weight of the Cross
Eliot,	The Cocktail Party
Lewis,	Screwtape Letters
Mann,	The Holy Sinner
Merton,	Seven Storey Mountain
Shaw,	St. Joan
Anouilh,	The Lark
4. The Sea	
Dana	Two Years Before The Mast
Wouk,	The Caine Mutiny
Monsarrat,	The Cruel Sea
Conrad,	Typhoon and Lord Jim
5. Other Allegorical Works	
	Everyman
Bunyan,	Pilgrim's Progress
Hemingway,	The Old Man and the Sea
Wilder,	Our Town[1]

Twelfth-grade students in advanced English concentrate on

---

[1]Ibid., p. 72.

independent literary analysis. Basically, this involves compositions written to show the relationships between their outside reading and the literature discussed in class. In this twelfth year as well as in the two preceding years of advanced English designed for academically talented students at Mt. Lebanon, there is intensive discussion concerning matters of style, techniques, and philosophy of literary selections and extensive reading ranging from six books in the tenth grade to fifteen books in grade twelve. In addition, writing assignments are required weekly and vary from exposition to poetry and short stories. Further, formal grammar is replaced by the study of semantics.[1]

In New York City, the Jamaica High School offers honors courses in English for academically talented students. These students are selected on the basis of previous grades, high mental ability, and the recommendation of the English department chairman.[2]

The course content of honors classes at Jamaica High School involves intensive study and extensive reading of the classics and modern literature. In addition, the honors seniors are required to prepare a term paper of 1500-2000 words on one of the following topics or on a topic of their choice approved by the teacher:

Ibsen and the introduction of discussion dramaturgy
Chekhov and the motionless play
Shaw's "life force"
The expressionist drama
Poetic drama in the Twentieth Century (Eliot, Anderson, Fry)
The tragedies of Arthur Miller
Humor in the plays of James M. Barrie
The musical comedy--America's contribution to the theater
Comparison of acting techniques of the 19th and 20th centuries

---

[1] Ibid., pp. 70-73. [2] Ibid., p. 75.

The possibility of achieving high tragedy in a modern play
Eugene O'Neill as dramatist
The miniature world of Jane Austen
The historical romances of Sir Walter Scott
A Victorian novelist: Dickens, Thackeray, Eliot
Dickens' portrait gallery
Dickens as social reformer
Provincial life as seen by George Eliot
Hardy and the philosophy of dispair
Dostoevsky and the introduction of the subconscious into modern fiction
The role of conscience in the novels of Joseph Conrad
The Boyhood life in the novels of Mark Twain
Hawthorne's preoccupation with morality
Melville and the isolated hero
Stream of consciousness in Twentieth Century novels
Existentialism and its influence on modern fiction
Camus and the problem of existence
The bizarre world of Franz Kafka
Steinbeck and American realism
Sinclair Lewis as satirist
Willa Cather: a regionalist
The importance of nature in Hemingway's novels

To facilitate the planning and completing of these term papers, pupils are given three deadlines spaced over a period of more than two months for (1) submitting their topic and bibliography, (2) submitting an outline and a collection of their note cards, and (3) turning in a final draft complete with footnotes and bibliography.[1]

In an honors course in San Diego, California, academically talented students meet three days a week for class instruction and the other two days are devoted to student conference periods. The course content includes: a literature anthology, a rhetoric textbook, a reading anthology, and a long list of individual works which include many paperbound editions. The comparative technique is used extensively in oral and written work with San Diego's superior students. The

---

[1] Ibid., pp. 75-79.

following are typical examples:

1. Compare the Circe episode in The Odyssey with Milton's Comus.
2. Use The New Yorker profile technique in describing a character in the Canterbury Tales.
3. Compare Addison and Steele with Walter Lippman, Dorothy Thompson, or another present-day columnist.
4. Compare Aeschylus' Agamemnon with O'Neill's Mourning Becomes Electra; Sophocles' Oedipus Rex with Shakespeare's Othello or Jean Cocteau's Infernal Machine.
5. Compare Swift's Gulliver's Travels, Part IV, with Orwell's Animal Farm.

In addition, the superior students in the honors class at San Diego prepare two course papers and an oral report.[1]

New York State high schools providing English classes for academically talented students through advanced-standing programs are encouraged to limit classes to 15 or 20 students selected from the highly gifted who are achieving close to their capacity. Double periods are favored in which there is sufficient time to encourage detailed, analytical discussions of literature and careful classroom writing. Usually the tragedies, Hamlet and Macbeth, by Shakespeare, Oedipus The King, and the Oresteia are read. More of the schools report the reading of The Odyssey than the Iliad. All schools offer a considerable amount of poetry which includes T. S. Eliot, Chaucer, and Milton. Recent poetry is read in various collections such as those edited by Untermeyer or Oscar Williams. Other writers who are studied include: James Joyce, Hemingway, Conrad, Hardy, Swift, Jane Austen, Emily Bronte, Thoreau, Melville, Hawthorne, Mark Twain, Ibsen, Shaw, Eugene O'Neill, T. S. Eliot, Dostoevski, and Tolstoi. In addition, selections of the

---

[1] Ibid., p. 79.

Bible are read. The Book of Job is listed in ten of the New York High schools. The textbooks used are college-level anthologies, rhetoric textbooks, and paperback editions.[1]

Since 1961 educators have become increasingly aware of the inadequate communication among citizens and nations. There is a need for academically talented students who can use language effectively to relieve tensions, to elevate cultural appreciation, and to convey ideas accurately and honestly as well as creatively. Thus, much effort has been employed in the last few years to design English classes which will stimulate and challenge the superior youth of our country.

At Ulysses S. Grant High School in Portland, Oregon, an English seminar class is designed for the academically talented student. Eligibility of students for the seminar class includes a record of high performance as well as evidence of unusual ability. These classes are small in size, but the number of students in the class was not designated. In this English seminar class for academically talented students, the teachers strive to meet the following aims:

1. To produce intelligent and discerning readers through a disciplined examination of literary texts of the highest quality.
2. To improve student writing, by making regular written assignments an integral part of the work, by insisting upon the highest standards of precision, clarity, and grace, by encouraging imaginative writing, and by requiring frequent revision in the interest of these aims.
3. To raise the standards of class discussion by requiring textual substantiation of oral comments.

Further, the seminar teacher employs the method of comparative study. This method is facilitated by the wealth of good translations available

---

[1] Ibid., p. 92.

in cheap editions by Penquin Books, the Doubleday Anchor Series, Mentor, the Beacon Press, Vintage Books, and other publishers.[1]

With regard to course content in this high school seminar for academically talented pupils, the literature is divided into six periods. The first period is called "Early England and the Courage Theme." In this period the epic is studied from the viewpoint of English literature, comparative literature, and supplementary literature. The following epics are included: Beowulf--English literature; Iliad, Odyssey, Red Badge of Courage and Moby Dick--comparative study; and Aeneid, Song of Roland, The Cid, Nibelungenlied, Tales Of King Arthur, and Robin Hood--supplementary. The attention of the students during this first period is focused upon narrative structure; stylistic conventions, such as epithet, simile, and repetition; the intervention of the gods in human affairs; and the aspects of religion for the Greeks.

The second period of the English seminars at Ulysses S. Grant High School is called "Chivalry and Medieval Life." The literary form studied is the tale. Those read are: from English literature--Chaucer's "Prologue" and the "Nun's Priest's Tale"; from comparative studies--Tristan and Iseult, other Chaucer Tales, and Chaucer's "Prayer"; and from supplementary readings--A Connecticut Yankee in King Arthur's Court, Old Testament narratives, Alice In Wonderland, ballads, and fairy tales such as Hans Christian Anderson and Grimm.

---

[1]The preceding and following information about Ulysses S. Grant High School has been summarized from an article by Clifford W. Williams and Harold A. Kleiner, "A High School Program in a Medium-Sized City," Programs for the Gifted (New York: Harper and Brothers Publishers, 1961), pp. 197-199.

In the third period of the English seminar the title is "The Great Expansion of Humanism-Renaissance-Reformation" and the literary form studied is drama. After a brief history of drama is studied the following plays are read: English literature--Macbeth, King Lear, The Taming of the Shrew; comparative study--Antigone, Arms and the Man, Pygmalion, Major Barbara, Androcles and the Lion, Caesar and Cleopatra, and Saint Joan; supplementary--Moliere's Tartufe or The Misanthrope, Hamlet, Romeo and Juliet, T. S. Eliot's Murder in the Cathedral, other Greek dramas, and Ibsen's Pillars of Society, The Wild Duck, or Hedda Gabler.

Throughout the fourth period, which is entitled "The Deep Impulse of Poetry," the academically talented students study poetry. An introduction to the art form precedes the readings. The readings consist of the following: English literature--Milton's sonnets and L'Allegro and Il Penseroso, poems of the Romantic poets (Wordsworth, Coleridge, Byron, Shelly, and Keats), poems written by the Victorian poets (Tennyson and Browning), and the modern poetry of Housman, Masefield, Brooke, Francis Thompson, Eliot, Yeats, and Auden; and comparative study (American poets--not listed).

"The Scientific Way--A World of Thought" is the fifth subject dealt with in the English seminar at Ulysses S. Grant High School. The emphasis is on the essay. In English literature essays are studied by Bacon, Johnson, Addison, Swift, Walpole, Chesterfield, Boswell, Lamb, De Quincey, Hazlitt, Arnold, Macaulay, Newman, and Orwell. Modern periodicals are also studied such as: Atlantic Monthly, Harpers, The

New Yorker, and Saturday Review. In the comparative study, essays are read by Montaigne, Milton, Bunyan, Benjamin Franklin, Emerson, and Thoreau. The supplementary readings include: available essay collections, modern periodicals, Pepys' Diary, and Emerson's Journals, Thoreau's or Arnold Bennett's journals.

The sixth and final period of the English seminar for the acacemically talented pupils takes up the novel and the short story. This section is entitled, "The Masses Begin to Read." After a brief history of the novel, Wuthering Heights is read. This novel is nineteenth century English literature. The novels read in the comparative study are: The Sorrows of Young Werther, The Red Badge of Courage, Huckleberry Finn, Washington Square, The Turn of the Screw, The Old Man And The Sea, Eugenie Grandet and Pere Goriot. Supplementary readings include: David Copperfield, Hard Times, Vanity Fair, The Virginians, The Mayor of Casterbridge, The Return of the Native, Pride and Prejudice, The Forsyte Saga, Great German Short Novels and Stories, and Kafka's short stories.

Combined with the emphasis on literature in the English seminar at Ulysses S. Grant High School is the stress placed on composition work. In imaginative or creative writing emphasis is placed on figurative language. Students gain experiences in writing the short story (fictional experience with plot development); the informal essay (humor, irony, satire, and caricature); and poetry (couplet, quatrain, limerick, short lyric, sonnet, free verse, and translating from Latin or a modern foreign language). Emphasis in critical writing is placed on character

sketches; re-creation of atmosphere, mood, or tone; contrasts; the book review; and critical essays. In addition, the students write a research paper.

A program of English enrichment which stresses the intensive study of significant themes in great literature has been in operation for several years at the small Germantown Friends School in Philadelphia, Pennsylvania. Small reading groups are worked out within the regular senior class of English to allow the academically talented portion of the class to progress more rapidly. Each senior has four regular English periods a week and may then join one of the voluntary reading groups. These reading groups meet once a week during what would otherwise be the fifth regular English period. This type of an organization gives the teacher an opportunity to meet the needs of the talented in the small reading groups and yet permits the establishing of a level of accomplishment expected of all students. The English classes at the twelfth grade level average from twenty to twenty-three students.[1]

With respect to course content, each student is required to read certain key books and the smaller reading groups will, in addition, read and discuss books that illustrate the ideas raised in class. For example, all the students must read Walden, in which some American standards of success are questioned. The voluntary reading group may find a more contemporary and concrete illustration of this idea in The Great Gatsby or The Late George Apley. The small groups

---

[1]Henry Scattergood, "An Enrichment Program in a Small High School," Programs for the Gifted, ed. Samuel Everett (New York: Harper and Brothers Publishers, 1961), p. 156.

try to cover one book a week.[1]

The readings, compiled by both the teacher and the class at Germantown, fall into three large groups. The first concerns man's values. The books which illustrate these ideas are: Conrad's Heart of Darkness; Eliot's The Hollow Men; Thoreau's Walden; Twain's Huckleberry Finn; Marquand's The Late George Apley; Lewis' Babbitt; Huxley's Brave New World; Orwell's 1984; Swift's Gulliver's Travels; Forster's A Passage to India; Joyce's A Portrait of the Artist as a Young Man; Fitzgerald's The Great Gatsby; Odet's Golden Boy; and "The Sermon on the Mount."[2]

The second group of readings centers on freedom and responsibility. The books chosen are Plato's Apology and Crito; Thoreau's On the Duty of Civil Disobedience; Shaw's Saint Joan; Anderson's Barefoot in Athens; Koestler's Darkness at Noon; Silone's Bread and Wine; Crossman's The God That Failed; Forster's Two Cheers for Democracy; Mill's On Liberty; The Declaration of Independence; The Bill of Rights; and Machiavelli's The Prince.[3]

The third group of books studied trace briefly the nature of tragedy, attempting to find men's answers to the question of suffering. The book of Job is read first with the question raised as to why a good man suffers. Then, the students may read Ecclesiastes where "the

---

[1]National Education Association, English for the Academically Talented Student, (Washington, D.C.: Academically Talented Student Project, 1960), pp. 55-56.

[2]Scattergood, op. cit., p. 152.

[3]Ibid.

race is not to the swift, nor the battle to the strong, neither yet bread to the wise, . . . but time and chance happeneth to them all." Next, the group reads a pair of Greek tragedies, Antigone and Oedipus Rex, analyzing them in relation to Aristotle's theory of tragedy. After this come Hamlet and either Othello or King Lear; then the students proceed by reading three novels; Conrad's Almayer's Folly, Hardy's The Return of the Native; and Hemingway's A Farewell to Arms. The final readings consist of plays which are: Hedda Gabler, Winterset, Beyond the Horizon, Death of a Salesman, and Billy Budd. Not all the books are read by all students of Germantown, but the academically talented tend to read most of the books listed.[1]

The Advanced Placement English course at Walnut Hills High School, Cincinnati, Ohio, is designed as the equivalent of a college freshman course. The Advanced Placement English course is available only to twelfth grade students enrolled in the pre-college curriculum of the high school. The classes are limited to twenty-five students each and selection of students is based on the following considerations: (1) recommendations of eleventh-grade English teachers; (2) records of students' ACE scores, percentile ranks, tenth-year English grades, and so on; and (3) decision of the principal of the school. This selection, however, is not compulsory. The course of study is carefully explained to the student and his parents, with the understanding that if his grades in the course do not warrant at least a "B", he would return to the regular section of English. The college orientation of this course

---

[1]NEA, English . . ., p. 57.

in which the teacher lectures more than is common in most high school classes may prove too difficult for a few of the selected students.[1]

With respect to course content, composition and literature are combined. However, a heavy emphasis on the techniques of composition prevails early in the first semester. In addition, the Advanced Placement Program maintains that writing in the English course must be general in nature with primary emphasis on exposition. A great deal of writing is accomplished in a semester, the minimum being ten themes of 500 to 1000 words in length. The first semester emphasizes expository writing, while the second semester stresses persuasive writing and a research paper. After a theme is completed, the teacher marks "all" errors and arranges for conferences with students to discuss their strengths and weaknesses. The weaknesses noted in the student's compositions are the only materials employed in teaching grammar, sentence structure, and English mechanics in general. No narrative or descriptive writing is assigned; however, two opportunities are given for this type of creative or imaginary writing.[2]

The teaching of literature involves five major emphases. They are: (1) minute analyzing of a number of literary works; (2) extensive reading from all literary types; fiction, non-fiction, poetry, drama and so on; (3) gaining of a thorough and secure knowledge of literary types; (4) giving attention to contemporary literature; (5) reading literature as a history or record of ideas.[3]

---

[1]Edwin H. Sauer, English in the Secondary School, (New York: Holt, Rinehart and Winston, 1961), p. 216.

[2]Ibid., pp. 215-217. [3]Ibid.

At James Logan High School, Union City, California, a seminar in liberal arts which includes English was designed for exceptional students. This class is open to thirteen senior students who have particular interest and ability in literature and history and is divided into the following units:

1.	Anthropology	8 weeks
2.	Philosophy	10 weeks
3.	Political science and economics	8 weeks
4.	Readings in literature and drama	7 weeks
5.	Art and music	4 weeks

The textbooks used in these units are paperbacked editions which include the writings of Aeschylus, Vergil, Shakespeare, Ibsen, Shaw, Cervantes, Dickens, Dostoevsky, Swift, Emily Bronte, Ruth Benedict, Darwin, Will Durant, Mill, Adam Smith, and Locke. Only two methods of evaluation are employed: (1) oral reports on books read, and (2) seminar term papers. Evaluation of the oral reports is based on the student's grasp of the content of the book, ability to interpret the ideas of the author, and willingness to inject individual reactions to concepts and techniques employed in the book.[1]

At the Overbrook High School, Philadelphia, Pennsylvania, a special English course called "Methods of Research" is available for the academically talented in the tenth grade. The course content consists of the preparation and writing of a term paper on one of several suggested topics on the Age of Chaucer. The laboratory method of instruction is used in this special course for superior students. This

---

[1]Nathaniel Hickerson, "A Liberal Arts Seminar in a California High School," Journal of Secondary Education, XXXVI (May, 1961), 279-281.

provides guided experiences in learning the following:

1. How to locate reference sources and acquire information from them.
2. How to evaluate and interpret information creatively.
3. How to present information in a well-organized, properly annotated paper.[1]

With regard to developing the skills in research writing of the talented students at Overbrook High School, the following procedures are carried out during the semester:

1. Finding references in the library.
2. Use of 3 by 5 cards for note-taking.
3. Preparation of a bibliography of references.
4. Statement of a thesis or conclusion drawn from information obtained.
5. Preparation of outline:
   a. Predicated on thesis stated.
   b. Developed from notes on 3 by 5 cards.
6. Instruction in annotation of paper.
7. Writing of paper from outline.

In addition to the writing of the paper, the students give a report orally to the class based on their critical evaluation of information and knowledge gained in writing this research paper.[2]

A special honors class in American literature is offered at Thomas Downey High School in Modesto, California. This course is designed to give advance instruction to academically talented students in eleventh grade English. The class is composed of twenty-four to thirty pupils who meet three hours a week for formal instruction and two hours for individual and group conferences, composition periods, and research seminars. This schedule, however, is a flexible one

---

[1]Regina Heavey, "Teaching the Gifted to Teach Themselves," The English Journal, L (January, 1961), 39-43.

[2]Ibid.

based on the needs of the students. With regard to course content, the various types of American literature are studied such as: short story, biography, poetry, essay, and drama. However, the uniqueness of this course for academically talented students at Thomas Downey High School is the units of literature based upon a central idea. One of the four units is entitled "Ship of Pearl" and is based upon the concept of man inside a shell. This idea is developed from the poem, "The Chambered Nautilus," by Oliver Wendell Holmes. Another unit is titled "A Struggle for Life," dealing with man identifying himself with his environment. The poem, "The Road Not Taken," by Robert Frost serves as the core selection for the central idea. The next unit is concerned with man's search for truth and uses the poem, "Public Library," by Karl Shapiro as the core selection. The last unit, "Miles to Go Before I Sleep," receives its name from Robert Frost's poem, "Stopping by Woods on a Snowy Evening." The central idea is the joys of living.[1]

At Evanston Township High School, Evanston, Illinois, the junior English honors class is one of a sequence of honors courses provided for academically talented high school students in the area of English. Intelligence tests and recommendations of teachers are used to identify these able pupils. This honors class is designed to meet the following specific objectives:

1. To become intellectual leaders by developing skills to verbalize, write, and act intelligently, and to think at a high level of abstraction.
2. To have a wide range of literary and language interests.

---

[1]Ralph John Moriconi, "Eleventh Grade Honors Program," The English Journal, L (March, 1961), 193-195.

3. To develop a high level of critical thinking through an understanding of logic and semantics.
4. To move beyond essentials in developing communication skills.
5. To increase knowledge and use of a mature vocabulary.
6. To develop critical standards for judging the informative and aesthetic values of the mass media.
7. To appreciate and understand literature in depth through analysis and synthesis.
8. To develop critical acumen adequate to judge literature as a worthwhile use of leisure time.
9. To recognize the various forms of expression in great literary works.
10. To relate literay works to important periods of world culture.
11. To know and use grammar and its terminology.
12. To find rewarding outlets for creative talent.
13. To make effective use of library resources.
14. To develop skill in writing various types of expository material.
15. To develop ability to participate spontaneously and responsibly in discussion.
16. To understand the principles of and gain experience in formal speech situations.
17. To learn to listen critically and with concentration.
18. To increase skill in organizing auditory material for note-taking.[1]

With regard to course content in this honors class, teachers deal with significant whole books and plays, poetry in depth, and thought-provoking essays. This literature is chosen with such themes in mind as: The Nature of Man, The Dignity of Man, Man's Social Quest and Responsibility, the Nature of Tragedy, The Improvability of Man, and The Triumph of Man. This thematic approach is developed to help able students consider reflectively such timeless questions as: Who an I? Why am I here? Where am I going? and How can I get there? Examples of the literature read in dealing with the nature of tragedy are: Steinbeck's Grapes of Wrath, Lewis' Babbitt, Benet's John Brown's Body, Macbeth,

---

[1]Lloyd S. Michael and Jean Fair, "Program in a Large Comprehensive High School," Programs for the Gifted, ed. Samuel Everett (New York: Harper and Brothers, 1961), p. 231.

Hugo's Les Miserables, Sophocles' Oedipus Rex, and Shaw's Saint Joan. In addition to the study of literature in the English Honors class for academically talented students at Evanston, composition is an important part. The emphasis is placed on synthesis and analysis of the literature read.[1]

The Bronx High School of Science is a school for the gifted; consequently, all classes are designed to meet the interests and abilities of students in the upper per cent of academic achievement. These youths are selected on the basis of an entrance examination, an I. Q. median for a class of approximately 140, a previous history of high academic achievement, a reading and arithmetic level about two years beyond their chronological age, a favorable disposition toward science and mathematics, and a high interest in academic achievement. Even though the Bronx High School specializes in classes of science and mathematics, English classes for these superior students play an important role. The course of study has three main objectives:

1. To develop high competence in the basic skills of reading, writing, speaking, and listening.
2. To stimulate student interest in a wide variety of literary works, to sensitize the student to the wealth of human thought, feeling, and experience to be found in literature.
3. To encourage and develop individual creative talent.[2]

With regard to course content, these gifted students read five or six literature texts each year. Further, supplementary reading is required. They study novels--Huckleberry Finn, A Tale of Two Cities,

---

[1]Ibid., pp. 232-233.

[2]Alexander Taffel, "Program for a High School of Science," Programs for the Gifted, ed. Samuel Everett, (New York: Harper and Brothers, 1961), p. 244-247.

Silas Marner, and Arrowsmith; plays--An Enemy of the People, Cherry Orchard, Abe Lincoln in Illinois, and Watch on the Rhine; short stories by Poe, Hawthorne, Conrad, Hemingway, William Sydney Porter, and Katherine Anne Porter; as well as essays and poetry. In the twelfth year, however, the classes study Macbeth and Hamlet, The Return of the Native, and selections of the literature of England, from Beowulf to Dylan Thomas and from Francis Bacon to Winston Churchill.[1]

In addition to the regular English course for gifted students at the Bronx High School of Science, special courses are provided in the eleventh and twelfth years for students whose interest and ability qualify them for creative writing, dramatics, journalism, world literature and college English. In the area of creative writing, students write short stories, formal and informal essays, biographical sketches, lyric and descriptive poems, short plays, mood pieces, parodies and satires, and magazine articles. The dramatics course acquaints the students with plays from Sophocles to Arthur Miller and teaches them the arts or techniques of drama through actual play production. In addition, original plays are presented which were written by these gifted students. The journalism class produces the school newspaper. In world literature emphasis is placed on the intensive reading of two novels, four plays, and a considerable amount of poetry, and the extensive reading of six novels, four plays, and selected chapters of criticism. The sequence of reading is from contemporary literature back to Greek tragedy. The college English course is designed to meet

---

[1] Ibid.

the standards of the College Entrance Examination Board in the Advanced Placement Program. In all these English classes designed for superior students at the Bronx High School of Science, composition work develops out of the students' own needs and out of the experiences that arise with the study of literature. In addition, speech is emphasized not only in class discussions but in dramatizations, panel discussions, practice of interview techniques, and specific speech drills.[1]

Hunter College High School, located in New York City, is a special school which designs all classes for intellectually gifted girls. Selection of applicants is based on entrance examinations, intelligence quotient of 130 or above, previous record of high academic achievement, recommendation of her principal, a citizen of the United States, and a legal resident of New York City.[2]

In an introduction to Dr. Cyril William Woolcock's book, The Hunter College High School Program for Gifted Students, Franklin J. Keller gives a relatively clear picture of this school by the following selected quotes found throughout the book:

> The philosophy of the school is the same as that of all effective schools in the United States. The method of implementing that philosophy is different from other schools' because of the special nature of the school's gifted student body.
>
> Basic principles are those of development and wholeness.
>
> Gifted teachers are needed to teach gifted pupils.
>
> The School offers many and ample special guidance services to accomplish its goal with its intellectually gifted students.
>
> In the main, the school's program emphasizes the humanities with the possibility of one or two special interest or talent developments.
>
> Recognition of the importance of individual differences in the

---

[1]Ibid., pp. 248-250.

[2]Cyril William Woolcock, The Hunter College High School Program for gifted Student (New York: Vantage Press, 1962), p. 27.

> student body and the provision of courses and learning experiences to meet these differences.
>
> Organization of classes is in terms of ability, academic purposes, emotional needs, physical needs, special interest, special talent.
>
> The primary aim of Hunter College High School is to help the student to recognize and develop her full potentialities as an individual and to become a responsible, contributing and cooperative member of a free democratic society.[1]

The English classes, then, at Hunter are designed to meet the needs, interests, and abilities of the superior students and to challenge them through the great works of literature. These classes begin in the seventh grade but for the purposes of this paper, attention will be given only to the practices in the last three years.

The course content in the tenth year at Hunter is developed according to units. The first unit, on journalism, studies the seven chief daily papers of New York and the established criteria for evaluating them. In the second unit, a background of literary references is considered using Edith Hamilton's Mythology and selections from the Bible. The next unit is on fiction which includes the following: A Tale of Two Cities, Schramm's Great Short Stories, She Stoops to Conquer, The Rivals, and The School for Scandal. In addition, grammar is studied formally.[2]

In the eleventh year at Hunter, English classes for gifted girls are devoted to the study of American literature. In addition to the anthology, Adventures in American Literature, intensive reading is done in The Scarlet Letter, The Red Badge of Courage, Huckleberry Finn, and Giants in the Earth and extensive reading of modern poetry, plays, and novels. Frequent themes are required, and grammar is reviewed as needed.[3]

---

[1]Ibid., p. i. [2]Ibid., p. 71. [3]Ibid.

The twelfth year English class designed for superior students at the Hunter College High School stresses world literature which is divided in four or five large units. The first unit deals with the epic--the Odyssey being read by every student, and the Iliad, Beowulf, and other epics by different authors. The next unit emphasizes the serious play. Those studied include Antigone, Macbeth, Hamlet, and Ibsen's An Enemy of the People. A unit on poetry, chiefly of the Romantic Period, is considered next. This is followed by a unit on fiction dealing with English and Continental writers and the last topic is a unit on the essay. In addition to the literature readings, composition is stressed. The most extensive work is a 500-word essay, which requires the development of skills in note-taking, the writing of a long and well-organized outline, the compiling of a bibliography, the use of footnotes, and competent writing. Further, attention is given to the development of a rich working vocabulary. In addition to these regular English classes designed for the gifted students at Hunter College High School, other special courses are offered which include: the Advanced Placement courses in English, Creative Writing, and the Integrated Arts Program.[1]

At Glenbard East High School in Lombard, Illinois, the English I Honors students take a course entitled "Adventure in English I: A Cultural Odyssey." This course covers five subject categories. The first category is a study in mythology. Edith Hamilton's book, Mythology, is used to study the origin and nature of mythical literature.

---

[1]Ibid., p. 72.

Then the students read the Odyssey by Homer. Next, the teacher focuses the study on folklore, tales of fairies and magic. Also included are: the fables, the beast tales, the Arabian Nights, and origins of the Mother Goose rhymes. Folk and fairy tales from different lands are compared, using chiefly the Brothers Grimm, Andersen, Perrault, and Jacobs. The third category deals in comparing national epics and legends. Some of the suggested readings are: the Iliad; stories of Robin Hood and King Arthur; El Cid, also showing the motion picture of this Spanish epic; Beowulf; and Roland. In comparing the epics the students note the similarities as each hero typifies the ideal characteristics of his land. In the fourth category American folklore is considered specifically. This folklore includes tall tales such as those of Paul Bunyan and Pecos Bill, the Uncle Remus stories, the cowboy songs, Negro spirituals, the work songs, and miscellaneous yarns and superstitions. In category five, the English honors students read the collection of ancient ballads included in Story Poems by Louis Untermeyer.[1]

In addition to the reading, composition, both oral and written, is stressed in this honors class at Glenbard East High School. Each student keeps a four by six card with proper bibliographical entry and a precis or an evaluation of the reading. At intervals the teacher checks the cards without grading them and comments on the quality of the evaluation. Also, every student writes a paper discussing some phase of the Odyssey such as "Justice in the Odyssey" or "Odysseus--

---

[1]Agnes K. Shanklin, "Adventure in English I: A Cultural Odyssey," The English Journal, LII (January, 1963) 54-57.

Greek Hero." Two tests, a paper written in class, and four speeches are required of each student.[1]

In an accelerated sophomore English class at Wichita High School Southeast, Wichita, Kansas, an alternative for the book report adds variety to stimulate the able students. The class proposed that this alternate for the book report be called a "Book-of-the-Month Club." The following rules were formulated:

1. Two days each month shall be devoted to the meetings of the club.
2. A list of suggested books shall be posted on a special bulletin board set aside for club news. (Any approved book list can be used.)
3. Each student shall read and present a book for class consideration. His presentation shall be in the form of a persuasive talk, not to exceed five minutes, to convince the class to vote for the book he read.
4. After all talks have been presented, the class shall vote by secret ballot for five books. The book receiving the most votes shall be the monthly winner, with the four receiving the next highest number of votes the runners-up.
5. No book may be chosen the Book of the Month more than once. If a book places in the runner-up category, however, and the class feels it deserves another chance, someone else may read it and report on it.
6. A chairman shall be chosen to head a committee whose function will be to keep a record of every book reviewed and to count ballots.
7. A list of the winning books will be posted on the bulletin board. Each student will be required to read the top selection of the month sometime during the school year. The total number of books read during the year will be sixteen.
8. An art committee will be formed to design a book jacket for the winner of each month's meeting. These jackets, eight in all, will be placed on the club's bulletin board for display. (As an alternative, since most libraries file the dust jackets from books, the committee could borrow those dust jackets for the year.)
9. Eight monthly meetings will be held. The final meeting in May will be devoted to discussion of the eight monthly

---

[1] Ibid.

> winners. Because of this, it is essential that every student read the winning books as soon as possible.[1]

Following the formulation of these rules the following criteria were established: (1) a brief summary of the book should be given orally; (2) the talk would be persuasive in nature, trying to get the class to vote for the book read by the student giving the talk; and (3) the talks were to point out the merits of the book, cite particularly effective passages, and discuss style, theme, and content. Paperback editions were used.[2]

For the academically talented juniors studying American literature at Morton High School East, Cicero, Illinois, vocabulary study is stressed in a class composed of twenty-four students. The study involves oral-aural work, composition, and literature and culminates in a group project requiring the students to employ the basic means of communication--speaking, listening, writing, and reading. This is handled according to the following procedures: the class is divided into five groups, with five in four groups and four in the remaining group and oral presentations in the form of panels or skits are prepared by the students employing at least twenty of the words gleaned from their combined notebooks and/or other words learned during the course. These panels or skits for the talented increase their vocabularies by some 250 words, thus preparing them more adequately for college work.[3]

---

[1]Nancy Sparks, "Another Alternative for the Book Report," The English Journal, LI (November, 1962), 574-575.

[2]Ibid.

[3]Gloria O'Quinn, "Vocabulary Panels for the Talented," The English Journal, LII (February, 1963), 114-115.

SUMMARY AND CONCLUSIONS

This study was concerned with the practices and trends in meeting the needs of the academically talented in the high school English classes of our country and in discovering any implications that such practices and trends might hold for the high school English teacher of the superior students. This section of the study will present: a brief resume of the significant practices employed in English classes for the academically talented students, trends in English classes for superior pupils, and implications of recent practices and trends for the high school English teacher of the academically talented.

In this study of high school English classes for academically talented pupils, it was found that the schools employ three major procedures to develop special abilities: enrichment within the regular classes, ability grouping, and acceleration through the Advanced Placement Program. The major portion of the schools tend to use the procedure of ability grouping, while the schools before 1956 and the smaller schools in recent years, such as the Germantown Friends School, use enrichment within the regular English classroom in meeting the needs of academically talented students. In recent years a few of the schools studied have provided for special abilities through the Advanced Placement Program.

The method of selection of students for the English classes designed for the more able individuals was based on three criteria: intelligence tests, a history of academic achievement, and recommendations. Nearly all of the schools which reported a method of

selection used the above criteria. In addition, two of the schools reported that the consent of the parents was obtained. The two special schools designed for academically talented students, Hunter College High School and the Bronx High School of Science, included additional requirements which were pertinent to their situations.

It was found that there was an attempt to keep the English classes for the superior students small in number. Several of the schools stated that the classes were small but did not designate the number of students. Of those reporting an approximate number, the average of pupils per class was twenty. Several of the schools stated that small group or individual conferences were employed to provide a more comprehensive understanding of the talented student and his needs.

Regarding content and materials used in the English classes, it was evident in the study that writers describing the English classes designed for academically talented students tend to emphasize the outstanding points of their program and its uniqueness as compared with the traditional English programs. Therefore, only those practices which recur frequently in the classes studied are summarized below.

In materials used, the type of textbook was discussed by many of the writers describing English classes for the talented. When outside reading was emphasized in the article and no statement was made to indicate the type of textbook, one might assume that regular anthologies, rhetoric textbooks, and library books were studied; because most writers would point out the difference if one existed. This emphasis on the outside reading and the omission of statements regarding

the type of textbooks was found particularly in the articles written before 1957 in which the major procedure in providing for the needs of the academically talented was enrichment in the regular classroom. Since 1957 many articles referred to the use of paperbound books as textbooks. In several cases, such as at the Centralia Township High School, the paperbacks replaced the anthologies entirely while in other schools both paperbacks and traditional textbooks were used. The schools providing the Advanced Placement Program and the special schools for the gifted tended to stress the use of college anthologies more than the paperbound editions, but the paperbacks were still used extensively. The use of paperbacks was also implied whenever emphasis was placed on the required reading of entire works in literature. Basically, the use of rhetoric textbooks disappeared by the senior year. Grammar became individualized as each person studied only those English mechanics in which he was weak. These weaknesses were revealed in their compositions.

With regard to course content in literature for academically talented students, the following major emphases were made: extensive reading from all literary types including fiction, non-fiction, poetry, drama, et cetera; giving attention to contemporary literature; organizing literature from a central idea or theme; and reading of entire works of classic nature from world literature. Several schools, particularly the special schools providing the advanced placement classes, emphasized intensive reading or the minute analyzing of a number of literary works with extensive reading required outside the classroom. Within these same schools, a few stressed the comparative approach to literature which was organized according to literary types, such as

novels, drama, et cetera, rather than the organization by themes. Only one school system, the Modesto schools in California, which was described in 1957, plainly indicated the organization of literature chronologically. This is the traditionally accepted way of studying from an anthology textbook. However, the outside reading was organized under literary types.

In discussing composition, the following aspects were stressed: the writing of resource or term papers; regular assigned papers emphasizing critical analysis; and the use of expositions in revealing areas of weakness and needed study in grammar. Many of the classes designed for the superior students provided opportunities for creative writing, but the heavier emphasis was placed on expository writing.

In 1963 practices providing variety in presentation or methods of teaching the talented in classes designed for academically talented students have appeared in journal articles. For example, a practice employed in the English class at Wichita, Southeast, Wichita, Kansas, is that of stimulating the class by a "Book-of-the-Month Club." Another example of variety in presentation or teaching method in classes for the academically talented is seen in the Morton High School East, Cicero, Illinois, where clever panel presentations are employed to stress vocabulary study.

The review of the literature concerning English classes for the academically talented high school student revealed a number of trends which are deemed important. For example, the literature from 1950 through 1956 indicated a lack of interest in providing for the

needs of superior students in the English classroom. Since 1956, however, the rapidly increasing number of printed articles describing English classes for the superior student revealed a definite trend of recognizing the need to develop the potential of these individuals in the arts of communication and literature. This trend was especially noticeable when the frequency of articles printed increased to such an extent that, even after selecting schools in which the description of English classes for superior students was the most thorough, more than half of all the articles presented in this study were published since 1961.

Additional trends evident in the study concern (1) the procedures employed in English classes for the academically talented high school student and (2) the content of literature and composition classes for the academically talented. The ensuing discussion reveals these trends in accordance with the order of their mention above. In the period from 1950 through 1956, enrichment within the regular classroom was the dominant practice in developing the capabilities of the academically talented individuals. Since 1956 a definite trend was observed in large high schools toward ability grouping. For the talented students in the senior year, there was a trend toward designing special courses or seminars. In the smaller schools where enrollments preclude ability grouping, enrichment within the regular classroom seems to be a trend as previously these schools were not reporting procedures in English classes to meet the needs of the academically talented. These smaller schools emphasized the small group or individual conferences. Thus, it

was also found that in the larger schools there was a definite trend in attempting to reduce the size of the class to correspond with the small group conferences. The Advanced Placement Program which includes English classes designed for superior students has been developed in recent years, but its dependence on a cooperating college or university has limited its progression as a dominant trend.

In the area of literature, the dominant trends were: extensive reading from all literary types including fiction, non-fiction, poetry, and drama rather than the monthly book reports described early in the report; organizing of literature thematically instead of the usual chronological order of the typical anthology which is evidenced in the beginning English classes designed for the talented; and giving attention to the entire works of many of the classics and contemporary literature. The last trend was clearly apparent with the increased emphasis on paperbound textbooks and a selective use of anthologies.

In the area of composition, the basic trend was an increased emphasis on regular and term papers emphasizing critical analysis. In recent years, however, the heavier emphasis was placed on expository or critical writing rather than creative writing. Through the means of these compositions individual needs in grammar were discovered and met. By the senior year this practice replaced the traditional review in rhetoric textbooks.

In considering the implications of recent practices and trends for the high school English teacher of the academically talented, the following statement published by the English section of the NEA

Invitational Conference on the Academically Talented Secondary School Pupil gives a clear definition of the general qualifications that an English teacher of talented students should possess:

> The teacher of the academically talented should have in exceptional degree some of the qualifications expected of all teachers: a good mind, broad intellectual curiosity, creativeness, energy, experience, enthusiasm, emotional balance, personality and a deep interest in students. Further, the teacher of the academically talented in English should have social sensitivity and be sympathetic to the talented child.[1]

In addition, the English teacher of the talented pupils needs a broad cultural background to challenge his students in their pursuit of learning. This is implied in the emphasis of the humanities in classes designed for the academically talented. Further, the teacher who teachers English to superior students needs to obtain a more extensive and intensive knowledge of literature than in previous years, not only in the traditional classics but in contemporary works. This knowledge should be deepened and increased by advanced work of an intensive nature in the various types of literature. Also, the English teacher should have a thorough understanding of the English language in order to help students with grammar so that they can communicate orally or in written work. Student's interests should be stimulated toward building a rich and effective vocabulary.

It may be concluded that a definite trend toward an increasing number of schools designing high school English classes to meet the needs of the academically talented will continue in the future.

---

[1]National Education Association, The Identification and Education of the Academically Talented Student in the American Secondary School, Conference Report (Washington, D. C.: National Education Association, 1958), p. 95.

With respect to procedures employed by the high schools in providing English classes for superior students, it may be concluded that the larger schools will continue to use ability grouping. Further, the smaller schools will meet the needs of the academically talented through enrichment in the regular classroom and small group conferences.

In the area of literature, it may be concluded that there will be a continued emphasis on extensive reading of all literary types, especially the reading of entire works of literature. This will be facilitated by the increasing number of literary works published in paperback editions. However, if in the future more schools design English classes for the academically talented through the Advanced Placement Programs, there may be as great an emphasis on intensive reading as on extensive reading in literature.

Concerning Advanced Placement Programs, however, it may be concluded that its progress or decline will depend largely on the cooperation of the colleges and universities throughout the land.

With respect to composition, it may be concluded that the heavier emphasis placed on expository writing will prevail.

The conclusion may also be drawn that English teachers will need to obtain some graduate work in literature and grammar if they are to be hired or retained as teachers in the English classes of tomorrow, designed for academically talented students.

ACKNOWLEDMENTS

The writer wishes to express her appreciation to Dr. Charles Bracken under whose supervision this report has been made.

Appreciation goes to the writer's husband, Clinton, and children, Allen and Alicia, whose patient understanding has made possible the completion of this report.

BIBLIOGRAPHY

Books

Barbe, Walter B. "Reading Aspects," Curriculum Planning for the Gifted, ed. Louis A. Fliegler. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961.

Brumbaugh, Florence N. "Special Grouping," Talent and Education, ed. E. Paul Torrance. Minneapolis: The University of Minnesota Press, 1960.

Conant, James B. The American High School Today. New York: McGraw-Hill Book Company, 1959.

Copley, Frank O. The American High School and the Talented Student. Ann Arbor: The University of Michigan Press, 1961.

Everett, Samuel. (ed.) Programs for the Gifted. New York: Harper and Brothers Publishers, 1961.

Fliegler, Louis A. (ed.) Curriculum Planning for the Gifted. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961.

Goldberg, Miriam L. "Research on the Gifted," The Exceptional Child, ed. James F. Magary and John R. Eichorn. New York: Holt, Rinehart and Winston, 1960.

Michael, Lloyd S. and Fair, Jean. "Program in a Large Comprehensive High School," Programs for the Gifted, ed. Samuel Everett. New York: Harper and Brothers Publishers, 1961.

Scattergood, Henry. "An Enrichment Program," Programs for the Gifted, ed. Samuel Everett. New York: Harper and Brothers Publishers, 1961.

Strang, Ruth. "Creative Writing," Curriculum Planning for the Gifted, ed. Louis A. Fliegler. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961.

Sumpton, Merle R. and Luecking, Evelyn M. Education of the Gifted. New York: The Ronald Press Company, 1960.

Sauer, Edwin H. English in the Secondary School. New York: Holt, Rinehart and Winston, 1961.

Taffel, Alexander. "Program for a High School of Science," Programs for the Gifted, ed. Samuel Everett. New York: Harper and Brothers Publishers, 1961.

Williams, Clifford W. and Kleiner, Harold A. "A High School Program in a Medium-Sized City," Programs for the Gifted, ed. Samuel Everett. New York: Harper and Brothers Publishers, 1961.

Witty, Paul. "Current Practices in Educating the Gifted Child," The Exceptional Child, ed. James F. Magary and John R. Eichorn. New York: Holt, Rinehart and Winston, 1960.

Witty, Paul. Working with Superior Students: Theories and Practices. Chicago: Science Research Associates, 1960.

Woolcock, Cyril William. New Approaches to the Education of the Gifted. Morristown, New Jersey: Silver Burdett Company, 1961.

Periodicals

Bennett, Paul L. "A Reading and Writing Program for the Talented Student," The English Journal, XLIV (September, 1955), pp. 366-367.

Bush, Sarah M. "A Humanities Course that Works," The English Journal, XLVIII (April, 1959), pp. 208-210.

Devine, Thomas G. "English in Middletown," The English Journal, LII (January, 1963), pp. 42-45.

Estes, Helen J. "College Level English in High School," The English Journal, XLVIII (September, 1959), pp. 332-334.

Heavey, Regina. "Teaching the Gifted to Teach Themselves," The English Journal, L (January, 1961), pp. 39-43.

Hickerson, Nathaniel. "A Liberal Arts Seminar in a California High School," Journal of Secondary Education, XXXVI (May, 1961), pp. 279-281.

Lagios, Socrates A. "Challenging the Gifted," The English Journal, XLVI (November, 1957), pp. 501-503.

Lund, Kenneth. "How Can Advanced Placement Programs Benefit Qualified Students? What Are the Implications for the Secondary-School Curriculum?" Bulletin of the National Association of Secondary School Principals, XLIV (April, 1960), pp. 217-218.

Moriconi, Ralph John. "Eleventh Grade Honors Program," The English Journal, L (March, 1961), pp. 193-195.

Olson, Helen F. "Language Arts in the Curriculum," Educational Leadership, XIX (February, 1962), pp. 302-306.

O'Neal, Robert. "World Literature in High School: Lusty Orphan," The English Journal, LII (February, 1963), pp. 94-96.

O'Quinn, Gloria. "Vocabulary Panels for the Talented," The English Journal, LII (February, 1963), pp. 114-115.

Reeves, Ruth. "The Gifted Student in the Literature Class," The English Journal, XLV (November, 1956), pp. 462-469.

Shanklin, Agnes K. "Adventure in English I: a Cultural Odyssey," The English Journal, LII (January, 1963), pp. 54-57.

Shannon, J. R. "Gifted Pupils in Perspective," Education, LXXX (November, 1959), pp. 164-166.

Sonke, Dorothy E. "English Workshop," The English Journal, XLIII (October, 1954), pp. 363-366.

Sparks, Nancy. "Another Alternative for the Book Report," The English Journal, LI (November, 1962), pp. 574-575.

Tannenbaum, Abraham J. "Recent Trends in the Education of the Gifted," The Educational Forum, XXVI (March, 1962), pp. 333-343.

Publications of Learned Organizations

Instructional Program for Gifted Students, Curriculum Department, Secondary School's Division, Modesto City Schools, Modesto, California, 1957-1958.

National Education Association. Administration: Procedures and School Practices for the Academically Talented Student in the Secondary School. Washinton, D. C.: National Education Association, 1960.

_____. English for the Academically Talented Student. Washington, D. C.: Academically Talented Student Project, 1960.

_____. Finding and Educating the Academically Talented Student in the Secondary School. Washington, D. C.: National Education Association, 1958.

_____. The Identification and Education of the Academically Talented Student in the American Secondary School. A Conference Report. Washington, D. C.: National Education Association, 1958.

A STUDY OF RECENT TRENDS AND PRACTICES IN HIGH SCHOOL ENGLISH CLASSES DESIGNED FOR ACADEMICALLY TALENTED STUDENTS

by

ARLETA N. HUMBOLT

B. A., Friends University, Wichita, Kansas, 1962

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1963

The purposes of this study were: (1) to review selected high school English classes designed for academically talented students; (2) to discover recent trends and practices employed in high school English classes for the academically talented individuals; and (3) to find what implications these practices and trends hold for the high school English teacher of the academically talented.

The procedure employed in this study was to review the pertinent literature contained in the Kansas State University Library. This investigation produced a considerable amount of material pertaining to the identification and education of academically talented students; however, the material pertinent to the study of English classes for the academically talented pupils was more limited. This material was organized chronologically, according to publication, in the following way for presentation: (1) a review of English classes for superior high school students from 1950 through 1956, and (2) a study of selected high school English classes designed for academically talented pupils from 1957 through 1960 and from 1961 through part of 1963. This chronological organization was employed to facilitate the discovery of trends in English classes for the academically capable individuals and of the implications which the practices and trends hold for the high school English teacher of the academically talented.

The schools studied in this report employed three major procedures in developing the special abilities of talented high school students: enrichment within the regular classroom with emphasis placed on small group conferences, ability grouping, and acceleration through the Advanced Placement Program. The greater portion of the schools

used the procedure of ability grouping, expecially by seminars and special classes.

The practices in the method of selection and class size remained relatively constant throughout the period covered by the study. The three major criteria in selecting talented students for English classes were: intelligence tests, a history of academic achievement, and recommendations of teachers and administrators. The size of the class was kept small to facilitate the development of each individual.

Regarding practices employed since 1957 in developing the abilities of superior students through literature, the following items were emphasized: extensive reading from all literary types, attention to contemporary literature, organizing literature from a central idea or theme, and reading entire works of classic nature from world literature. The above emphases were made possible by the use of paperbound books as textbooks.

Nearly all English classes designed for academically talented students emphasized the practice of regular writing assignments and term papers. In recent years, however, heavier emphasis was placed on expository writing rather than creative writing. Through these compositions individual needs in grammar were discovered and met. By the senior year this practice replaced the traditional review in a rhetoric textbook.

Through the chronological study of periodicals and books, the following trends in practices employed in English classes for academically talented students were observed: larger schools used the procedure of ability grouping while smaller schools utilized enrichment

within the regular classroom, with emphasis on small group conferences; in literature, extensive reading from all literary types, organizing of literature thematically, and giving attention to the entire works of many of the classics and contemporary literature was facilitated by utilizing paperbound books; and in composition, there was an increased emphasis on critical writing from which grammatical weaknesses were detected, becoming the basis for further individual study.

From this study of practices and trends in English classes designed for academically talented students, the major implications derived were that the English teachers of the academically talented must have a more extensive and intensive preparation in literature than in previous years and a thorough knowledge of grammar to help superior students with their special needs in this area.