

A STUDY OF EDUCATIONAL PROVISIONS FOR THE GIFTED  
WITH SPECIAL EMPHASIS ON THE ENGLISH PROGRAMS  
IN SELECTED INDIANA HIGH SCHOOLS

Senior Honors Thesis

by

Cheryl E. Wilson

Advisor: Dr. Manfred Adler

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*Manfred Adler*

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education of their youth. We know that our future progress and perhaps our very survival depends on those who can and should be trained to take real leadership and assume responsibility for our communities and our country. We must be realistic and know that, whether we like it or not, we are in a race with the Russians in most technological endeavors: science, mathematics, mechanics, and so on. We have to accept this challenge. But this should not force us to all kinds of "crash programs" in our schools. Careful and sober thought should characterize our actions; we should build on what we have and need. Sam Walter Foss, in his The Coming American, put it this way:

Bring me men to match my mountains  
 Bring me men to match my plains  
 Men with empires in their purpose  
 And new eras in their brains. 3

Talented, thinking students need to be challenged. Instead of subjecting them to meaningless displays of authority, and boring routine assignments, their teachers ought to be eager to provide them with opportunities to learn. The day is long past when the teacher can be satisfied with rewarding the talented students in his class for doing a fine job on average work. He knows that a talented student can turn in a first-rate performance on a second-rate assignment and still be doing only half a job. A student with superior ability who realizes that there is little use for his attending school because he is not gaining anything will often finish his formal education at the earliest convenient time. If the gifted student is challenged to the point that he finds school

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Cyril W. Woolcock, New Approaches to the Education of the Gifted (New Jersey, 1961), p. 43.

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## I. INTRODUCTION

Full many a gem of purest ray serene  
The dark unfathomed caves of ocean bear;  
Full many a flower is born to blush unseen,  
And waste its sweetness on the ocean air.

Thomas Gray, in his "Elegy Written in a Country Churchyard", must have had superior-but-undetected abilities in mind when he wrote these four lines. "Perhaps the greatest educational tragedy has been the wasting of potential ability."<sup>1</sup> A problem of continuing concern is the extent to which we are properly developing and utilizing the nation's intellectual resources. One of the basic ideas of a free society is the provision of opportunity for each person to develop to his full capacity. Now our nation has a critical need for men and women with ideas and highly developed talents, men and women who can teach, who can roll back the boundaries of ignorance, who can manage complex organization, who can perform the diverse and demanding tasks upon which the further development of a free, industrial society depends.<sup>2</sup>

It was a startling world event when the Russians sent up Sputnik. It resulted in making the people of America think more seriously about their schools and how they could improve the

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Dan C. Shannon, "The Principal as Catalyst," Education, XXC (November, 1959), p. 133.

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Dael Wolfle, "Diversity of Talent," The American Psychologist, XV (August, 1960), p. 535.

rewarding to his specific superior ability, he will tend to continue his education for the betterment of himself and all mankind.

In all of the educational provisions for the gifted, English stands above all other subjects as the one most important subject which must be used to challenge the gifted student. If it be kept in mind that Advanced Placement is a college preparatory program, the main purpose of which is to equip the gifted student with the knowledge and skills that will best enable him to take advantage of the educational opportunities that the college offers him, then English will emerge, almost automatically, as the most important and critical of the eleven possible subjects. College education is "book" education; the student does the vast bulk of his learning by reading. The individual who enters college with well-developed skills not merely in perusing and absorbing but in critically examining a text, with wide experience in many kinds of literature, and above all, with a delight in reading born of careful, thoughtful direction, is the one best qualified to make his way through the curriculum with satisfaction and profit. If, in addition, he is capable of expressing himself fluently both in writing and speaking,<sup>4</sup> he is almost certain of success.

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<sup>4</sup>  
Eugene H. Smith, "English Composition in the Advanced Placement Program", English Journal, LIV (September, 1965), p. 496.

## II. STATEMENT OF THE PROBLEM

Our educational system is doing a good job with most of the students, but a better job must be done if we are to continue our rapid development. The United State Central Intelligence Agency has estimated that "the Soviet Union is producing four trained technicians to our three...it has been reliably estimated that each year we need to train 25,000 more engineers, 200,000 more new public-school teachers, and 20,000 more new college teachers to maintain our present rate of development. Our population is not filling all of the requirements for manpower.<sup>5</sup>

Many communities have become convinced that some of their most able students have become "short changed" in their education experiences by being subjected to programs which have minimized their opportunities to learn. When it is recognized that only about one-half of the upper 25 per cent in academic achievement of our secondary-school population go to college, it is quite clear that there is a waste of human resources beyond all reason.<sup>6</sup>

The fact that intellectually capable people fail in college may indicate that the college should modify its instructional procedures; it does indicate that preparatory schools have not met the needs of these individuals. It can then be hypothesized that certain changes in our educational programs would encourage the intellectually

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<sup>5</sup> Joseph L. French, Education of the Gifted: A Book of Readings (New York, 1959), p. 3.

<sup>6</sup> Hardwick W. Harshman, "A Summer Enrichment Program for the Exceptionally Talented," High School Journal, XLVII (March, 1964), p. 238.

capable, high achieving individual to become more useful to himself and society.

Because English is the most popular Advanced Placement field, and most of the other fields (physical sciences, foreign languages, mathematics, and history) involve the writing of at least one essay as part of the examination taken for credit at the university, it stands to reason that English must be the one subject that all school curricula should stress in the opportunities presented to their gifted students for the purpose of advanced learning. English is a complex subject involving many different skills and aptitudes; furthermore, except in such purely mechanical matters as syntax, spelling, punctuation and the like, it is not by nature a "structured subject." Its study does not fall readily and easily into a graded series of lessons, one depending logically on another. Mastery of the arts of reading and writing is to be achieved, even by the gifted, only through endless practice; yet no other mastery is so central to the whole educational process. If the school elects to initiate the Advanced Placement Program with work in just one subject, that subject should certainly be English.<sup>7</sup>

In the course of descriptions written by the Committees of Examiners on the Advanced Placement Program, one finds many references to the importance of expression skills of the kind that can be developed in English classes. In English the examiners stress writing that is primarily critical and expository. The student must... "be expected to think clearly, to write correctly, and to produce orderly, unified

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<sup>7</sup> Frank O. Copley, The American High School and the Talented Student (Ann Arbor, 1961), p. 46-47.

essays. He should choose words which are appropriate and exact, and he should be able to control his sentences and paragraphs so as to achieve effectiveness and variety in the development of his own ideas. He should be encouraged to develop a style of his own."<sup>8</sup>

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<sup>8</sup>  
Smith, op. cit., p. 497.

### III. CHARACTERISTICS OF THE GIFTED

"Define the gifted student almost as you wish and you will find some authority to support your point of view."<sup>9</sup> There is no such thing as an accurate composite of a gifted student. Tall or short, fat or thin, leader or follower, athlete or not--he can be either on one side of the fence or the other as an individual and still be among the gifted as a group.

Robert H. Beck, author of "Society and Individual Differences," published by the National Society for the Study of Education, defined the gifted as "individuals who have specialized strength in one subject."<sup>10</sup> Another definition says that "the gifted constantly and consistently performs at an outstanding level over a period of time in one or more fields of endeavor."<sup>11</sup>

Some often-used synonyms of the adjective 'gifted' are: able, rapid learner, talented, pupils of high potential, bright,

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<sup>9</sup> Willard Abraham, Common Sense About Gifted Children (New York, 1958), p. 21.

<sup>10</sup> Ibid.

<sup>11</sup> Evelyn Carlson, "Current Trends in Educating the Gifted," The Gifted Child Quarterly, VI (Autumn, 1962), p. 100.

fast learner, superior, exceptional, intellectually able, and so on. Throughout this paper the adjective "gifted" will be used primarily, with other such adjectives used interchangeably to lend variety in style.

Almost all definitions agree that "there are qualities of consistent performance in a variety of areas: intellectual, artistic, creative, and leadership,"<sup>12</sup> and that the gifted students are that segment of the school population which is "superior" in one way or another. Other qualifications taken into consideration when defining the gifted are: intelligence quotient of 130 or higher, majority of grades of A and B, average or better emotional adjustment, achievements at least two grades above the state norm, and constitute the upper 15-20 percent of all public-school students.

A gifted student has many observable characteristics such as:

1. He learns quickly.
2. He organizes data efficiently.
3. He reasons clearly.
4. He shows an interest in a wide range of abstract concepts.
5. He is above average in his use of vocabulary and reading skills.
6. He is creative and original
7. He is persevering.
8. He is capable of independent study.
9. He is above average physically: stronger, healthier, better looking
10. He has a strong interest in discussion.
11. He has remarkable judgment.
12. He has need for emotional security.
13. He is often bored with companions of the same chronological age. <sup>13</sup>

The gifted student absorbs and stores away at a glance what his slower contemporaries may pore over for hours without much effort.

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<sup>12</sup>

Carlson, op. cit., p. 101.

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Charles E. Bish, "The Academically Talented," NEA Journal, L (February, 1961), p. 33.

His mind is lively and demanding; he loves taking ideas apart and putting them together again; he grasps relationships quickly; he can generalize from particulars. His great need seems to be for some kind of mental discipline, something to make him do all these things critically, i.e., with a proper regard for logic and a proper sensitivity to consequences.

#### IV. EDUCATIONAL PROVISIONS

Accelerating students to higher grade levels, segregating or grouping them into special classes, and enriching regular classroom programs are the most common provisions for challenging the gifted.

##### Acceleration

Acceleration, in some form or another, and to one degree or another, has become an accepted part of most programs for the gifted in the lower elementary through the secondary schools. Acceleration means the moving of a child from one level of instruction to another, but only after he has mastered the work of the level from which he is moving. There are four main forms of acceleration:

1. Grade-skipping: The student is permitted to by-pass the immediate next higher grade level.
2. Rapid-progress: This provision allows the individual to complete the regular academic program by compressing two years into one, or lengthening the school year, or by taking extra courses during any given year or academic sequence.

3. Early admission: The child is permitted to enter kindergarten or first grade before the rest of his age group. Replacement of the first three grades by a "primary pool" often takes place, out of which children would move early or late depending on when they finish primary work.
4. Advanced Placement: With this provision the student is provided the means by which students may gain college credit or advanced standing in their college program while still in high school by taking college-level courses. "Acceleration always contemplates a quickening of the educational pace, and its basic aim is to put the student through more educational experiences faster. It may result either in getting him to his ultimate educational goal sooner or in augmenting the number of experiences that he may have within a given period of time, or in both."<sup>14</sup>

Early admission (3.) represents a somewhat different approach to problems of solving the gifted student's time and enriching the quality of his education. It has the same basic aim as the Advanced Placement when carried into the high school system. This provision for the gifted recognizes that many American high schools are not equipped to offer their gifted college-level work, and that even in high schools that are so equipped, some students who have demonstrated a capacity for college work can profit more by entering college earlier than usual than by remaining in high school.

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<sup>14</sup>

Copley, op. cit., p. 15.

### Homogeneous Grouping

All high schools practice some kind of ability grouping and have done so for years. Rare indeed is the school that does not distinguish between college preparatory students and others; even if the college preparatory classes are open to all students, their lessons are designed with college in mind, and students not intending to go to college will tend to pass them by. There are seven types of grouping:

1. Total: Gifted students remain together for the entire day, with the exception of elective subjects. All other students are similarly assigned on an ability basis.
2. Multitrack program: This program is organized around "tracks" such as college preparatory, business educational, an "honors" school for the gifted, a "general" school for those of average ability, a music and/or art school for students with these special talents, and a vocational school or "track" for students preparing for the trades. A student from one school might find himself in several of the basic courses with students from other schools.
3. Part-time grouping: Based upon the idea that the gifted students should learn with all types of classmates, including the average and below-average for part of the day, this provision usually employs segregated classes for academic subjects and heterogeneous grouping for non-academic subjects.
4. Subject-matter grouping: All students with special aptitude in a particular field are grouped together for that subject; they may be in a group of considerably lower ability in another curriculum area.

5. Grouping within regular classroom: This provision is more along the nature of enrichment which will be explained as the third educational provision.
6. Interest groups in extracurricular activities: Students select clubs or groups in which they are interested.
7. Special Schools: Specialized high schools have major areas of concentration. They feel they use the time of gifted students to their capacities more than if they were part of the regular high school program. General courses are related to the student's special interests, so that a genuine core approach is used, integrating the curriculum around abilities and aptitudes. New York City has special high schools of science, mathematics, technical training, home-making, music and art, and the performing arts. These schools exemplify the most extreme form of ability grouping and are feasible in only a few of the large cities.

The previous definitions of ability grouping were found in the pamphlet, Administration Procedures and School Practices, which was published by the National Education Association. Kenneth Mott, in an article in this pamphlet entitled "Grouping the Gifted Is the Best Way," said, "I say, let those with similar gifts associate, plan, and enjoy being together." Many school administrators must evidently believe along these same lines because in 1961, 75 per cent of our elementary schools and 95 per cent of our secondary schools had some form of ability grouping, especially for gifted classes or programs.

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Woolcock, op. cit., p. 19.

### Enrichment

Enrichment within the regular classroom will continue to be the practice most widely used to provide for our gifted students. Refinement of teaching techniques, wider variety of materials, more recognition of the various needs within each students, and the improvement of conditions in which teachers must teach will all contribute toward an enriched school experience.<sup>16</sup> Enrichment is a term used by high schools to describe the instruction they offer to their gifted students, beyond routine studies, as a supplement to basic studies. "Enrichment is a process of systematically organizing, relating, and generalizing a given subject matter around selected interdisciplinary concepts having maximum subject matter clarification, transfer of training properties, and general knowledge integration potential."<sup>17</sup> Perhaps the best course will be to think of enrichment as a response to the gifted students learning more things, just as acceleration is a response to learning them faster.<sup>18</sup>

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Walter B. Barbe and Thomas M. Stephens, (eds.), Educating Tomorrow's Leaders (Ohio, 1961), p. 12.

17

Leon M. Lessinger, "Enrichment for Gifted Pupils--Its Nature and Nurture," Education, XXX (November, 1963), p. 120.

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Copley, op. cit., p. 19.

## V. REVIEW OF LITERATURE

It is in the senior high schools of this country that provision for gifted students has flourished. Much more has been done in these schools than in the elementary or junior high schools. The reasons for this are: (1) The influence of large-scale commercial testing programs and their importance and relationship to, and influence upon, college acceptance; (2) The impact of the Advanced Placement Program on curriculum at the eleventh and twelfth grade levels; (3) The influence of "Great Books" seminars, honors programs, enrichment seminars, and other partial and quality programs on senior high school practice. <sup>19</sup>

### ENRICHMENT

Too much emphasis is being placed on quantity as compared to quality in our high schools. <sup>20</sup> How many book, poems, reports have the students read is not nearly as important as emphasizing a close study of relatively few works. In this manner, with more time, the students may not only "stop by those woods on a snowy evening, but they may even browse through them for awhile--re-examining, rediscovering, re-seeing." <sup>21</sup> These selections should reflect a variety for study rather than a repetition of literary experiences. Through his direct and unhurried confrontation with a few great literary minds, the student should begin to sense, to perceive, and to marvel at

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<sup>19</sup> Woolcock, op. cit., p. 77.

<sup>20</sup> Claire L. Pelton, "Quality and Quantity in the Advanced Placement Program," The English Journal, LIV (September, 1965), p. 502.

<sup>21</sup> Ibid.

the fact and the implications of his humanity. Quality is being stressed in many of the more progressive high schools of today by various approaches which differ greatly from methods ever used before.

Vancouver, Washington: Hudson's Bay High School

In a few of the more experimental high schools of today, movies are being used as a form of enrichment. In Hudson's Bay High School's English department they occasionally use full-length movies as teaching materials. The film comes in three reels which take 35 minutes each to show; therefore, three class periods are usually consumed for the presentation of one film. This movie is supplemented by daily assignments and one culminating assignment. Any time left over during classtime after the showing of the film is devoted to specific questions which are pertinent to the meaning of the film and discussion. In this way, the instructors feel they are relating literature to life in a very unique and realistic way. When students and teachers are discussing themes, they find they have more to discuss and write about; they often compared the film to the book; they were given a stronger impression of the author's work; thoughtful substance for panels and greater interest in English classwork were other subsequent outcomes. For college preparatory classes, the discussion of the philosophies involved was an added advantage for enrichment purposes.

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William L. Parkins, Jr., "Motion Pictures and Written Composition," The English Journal, LIII (January, 1963), pp. 31-36.

In this process of showing movies for enrichment, the most satisfactory films for the teaching of modern American literature to juniors were (listed in order of increasing challenge):

Benet's "Seven Brides for Seven Brothers"

Pearl Buck's "Dragon Seed"

Ferber's "So Big"

Steinbeck's "Grapes of Wrath"

Faulkner's "Intruder in the Dust"

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Columbus Ohio: East High School

East High School's English department believes that the best way to learn the mechanics of writing is through usage. By using newspapers for the examples of various methods of capitalization, punctuation, and so on, the students were able to find "fresh" material every day. They would write out the rules and paste the newspaper examples beside each rule that the examples illustrated. The teachers believe that the newspapers are better references than the textbooks which are often not kept up to date. Other values which are immediately apparent are: Copying is not feasible, independent effort is motivated, and the rules are studied with more interest and intensity. Students often find punctuation uses for which there are no rules or illustrations in their texts. Every student works at his own pace. Later,<sup>24</sup> these notebooks can always be an invaluable resource or reference.

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Parkins, op. cit., p. 36.

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Al Lathan, "Eleventh Graders Make Their Own English Handbooks," The English Journal, LII (September, 1963), pp. 450-451.

ACCELERATION  
-Advanced Placement-

Eugene Smith, a teacher of Advanced Placement classes, says that "Advanced Placement candidates need experiences which help them to particularize, rather than to generalize, on a mature level. Assignments should call for particularized distinctions in literary analysis which go beyond Grade 12 standards of achievements."<sup>25</sup> Conrad's Lord Jim lends itself especially well to this kind of literary analysis; students familiar with the book should have little difficulty in locating appropriate passages for the assignment. Once having determined the passage(s), however, the students will have to identify the device and then come to some conclusion<sup>26</sup> about what they have learned from Conrad's use of it.

-Purpose-Centered Curriculum-

Middletown, Rhode Island

At Middletown, Rhode Island, the school systems firmly back the Purpose-Centered Curriculum, stressing the subject of English. The central purpose of all teaching is individual achievement. Beginning at the junior high level, every 10 weeks for the next six years classes are completely reorganized and the student is evaluated in terms of what he knows and has accomplished during each 10-week period. He is then placed in a group with other students who are<sup>27</sup> at approximately the same point in the curriculum sequence.

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<sup>25</sup> Smith, op. cit., p. 500.

<sup>26</sup> Ibid.

<sup>27</sup> Thomas G. Devine, "English in Middletown," The English Journal, LII (January, 1963), p. 42-45.

If a person is talented in English, he may move, while still in his seventh year, into lessons and materials usually found in the eighth or ninth year of the traditional school. Of course, he may also move into college-level work before leaving high school.<sup>28</sup>

-Independent Study-

Students do not have to be taught everything they know--in classes. "We seem to be wedded to group instruction as the only variable approach to learning," says John Sandberg in his article, "Independent Study for Bright Students."<sup>29</sup> Independent study was developed with the lone gifted student in mind. Typical units of study are usually made up of five parts:

- A. Introduction
- B. Reading assignment
- C. Writing or research assignments
- D. List of suggested supplementary readings
- E. Teachers' Guide 30

The course involves a lot of reading. Exercises accompany the person's reading with the primary purpose of making him think about what he has read and apply his knowledge, and test his understanding of important concepts. Materials of study are often organized into "contracts" which pupils fulfill at their own rate for a certain period. They meet for group participation when a certain amount of material has been covered. Effective in developing good study habits, this particular form for advanced learning for the gifted is confined

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Devine, op. cit., pp. 42-45.

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John H. Sandberg, "Independent Study for Bright Students," *Education*, XXCV (November, 1964), p. 158.

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Ibid.

chiefly to the skills subjects: arithmetic, spelling, and composition. These contracts become also enrichment media through which factual data of the content subjects can be mastered.

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Enormous variety of high quality, inexpensive reading materials are now available in paperbacks should make independent study a feature of every high school program. Several advantages result from this independent study program:

1. Use of paperback books for analysis of stories, style, and sequence
2. Writing experiences close to the student's life--diaries, descriptions of friends, reactions
3. Development of skills in locating facts, speeding reading rate and comprehension
4. Understanding criticism based on thought, not emotion
5. Analysis of symbolism, understanding semantics
6. Evaluation of film, television stage, radio, and book interpretations of stories which have appeared in two or more of those media.
7. Reading poetry and plays for the fun of it
8. Efforts to develop one's own philosophy of life

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-HOMOGENEOUS GROUPING  
-Honors Classes-

In many high schools, honors classes are offered for seniors. Selection of these students is based on grades earned in tenth and

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Paul Witty, (ed.), The Gifted Child (Boston, 1951), p. 263.

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Abraham, op. cit., p. 23.

eleventh grades and upon achievement tests in each area. These offerings exceed the usual high school offerings in depth--material which normally would be offered during the two semesters of the senior year plus that of a semester college course.

Lombard, Illinois: Glenbard East High School

The honors class in English at Glenbard East elected to study the Odyssey for a period of 10 weeks. Before delving into the actual work, however, the class began with Edith Hamilton's Mythology in order to acquaint the students with the twelve Olympians and the lesser immortals; this extra information was so necessary to the complete understanding of the Odyssey. The next step was to read the Odyssey in the Rouse prose translation. At this point each student was instructed to write a paper discussing some phase of the book; textual support was a must. "Here they separate and each student charts his own 'odyssey', logging his progress and reporting to headquarters periodically."<sup>33</sup> Another week was spent on classtime reading, and then the students were allowed to branch off onto special interests developed while studying the Odyssey: Norse, Egyptian, Oriental gods; archaeology; folklore; (Arabian Nights, origins of Mother Goose);<sup>34</sup> Iliad; Beowulf; and El Cid.

For every unit of reading (chapter, story, complete book), each student kept a 4 x 6 card with bibliographical entry and a precis or evaluation of the reading. At the end of the period,

<sup>33</sup>

Agnes K. Shanklin, "Adventure in English: A Cultural Odyssey," The English Journal, LII (January, 1963), p.-55.

<sup>34</sup>

Ibid., p. 56.

each made a complete bibliography of his readings. At the culmination of the unit, each student presented one oral book report, two "exploratory" reports (which were 15 minute presentations of anything of interest discovered while reading. This could be done in groups of two or three students); and one "major area" report, informative, rather than any form of entertainment.<sup>35</sup>

There were several outstanding accomplishments of this honors study:

1. Students read extensively and discovered new subjects.
2. They found innumerable ties with their history and foreign language courses.
3. Students actually enjoyed most of the reading.
4. They practiced valuable skills.
5. They used discrimination in reading to select material for their reports that is relevant and that will interest and be clear to their audience.
6. They learned to organize, outline, and research.
7. There is extensive practice in composition. <sup>36</sup>

As a result of this honors study, the students "have been helped to establish a place for themselves in the context of cultural history. They have begun to understand where they as thinking beings have come from."<sup>37</sup>

#### -Seminars-

A seminar is a class in critical thinking. First, the students study the chapter or read the play or story until familiar with factual context. Then they begin a critical analysis of this body

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<sup>35</sup> Shanklin, op.cit., pp. 54-57.

<sup>36</sup> Ibid., p. 57.

<sup>37</sup> Ibid.

of fact, studying the relation of its parts, looking for flaws in reasoning, putting ideas together to draw inferences of their own, relating what they have learned here to what they have learned somewhere else. As the discussion proceeds, the teacher must listen for the slightest error of fact or for attempts to launch into speculation and guesswork that will take class outside the limits of what they know. "The basic principle of all critical thinking: knowledge must precede criticism."<sup>38</sup>

Milwaukee, Wisconsin: Milwaukee high schools

In Milwaukee high schools seminars for small numbers of seniors showing unusual ability have been organized in certain subject areas, e.g., English and contemporary living. The second-semester seniors take college-level courses in mathematics and science and English. This program is the result of subject-matter acceleration since the freshman year when they were selected. Also, a student may carry a full program of "special classes" in his area for four years.<sup>39</sup>

San Diego, California: Poway High School

That traditional composition courses are not equipping the gifted student with the sort of mental "survival kit" he needs to exist in the world of higher education is painfully apparent from the number of top high school students who are unable to survive their first two years of college. They do not survive often because they have not been given the tools which could have been given them by

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Copley, op. cit., p. 12.

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Mildred Roasch, "Milwaukee's Pilot Program," Education, XXC (November, 1959), pp. 143-146.

their high school's English department. At Poway High School, in San Diego, California, the English department set up an English Research Seminar to meet the challenging needs of their gifted.

From the students' point of view, the aim of the course was the production of a major research paper. It was based upon a foundation of individual study. All 20 students met as a group only one day a week and this period was used by the instructor for lectures on technical problems. This period was also used for guest speakers. Two smaller groups of 10 students each met with the instructor one day a week. These meetings were basically student-oriented in that they were given over to discussion of common problems, illustration and amplification of points raised during weekly lectures, and peer and teacher critiques of portions of the students' papers.

The balance of the time each week was the students' to do with as they saw fit. Other than the normal school regulations, there were no restrictions whatever placed upon the seminar members.<sup>40</sup> These students were thus given their first real taste of individual academic responsibility in high school, where they might make a mistake and learn from it, rather than in college, where the cost of a mistake might come too dear.

For the instructor the two hours a week gave time for individual conferences. These conferences which were in many ways the real heart of the course, were devoted to problems pertaining to a student's own paper or to problems which he was reluctant to discuss

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Harry E. Pike, "Survival Kit for the Gifted Student," The English Journal, LIV (October, 1965), p. 641.

when other students were present. Regular trips to San Diego City Library were scheduled. But after the research seminar was well under way, the student visited the City Library on their own initiative, often using their Saturday and holiday afternoons for further study. The students interviewed, on the average, eight individuals in the community area in pursuit of information. School time was allowed for such appointments.

Of the 20 papers produced by the students, nine were of caliber usually not seen below the junior year of college. Five of these have been chosen by the school district for reproduction in hard cover form and a permanent place in the school library. Copies of several of the papers have been requested by agencies in the community which aided in the production, and any of the 20 would have been acceptable if produced by a freshman honors course in college.<sup>41</sup>

San Jose, California: James Lick High School

Any high school may hold just such a seminar as the one previously described. Mrs. Jackie Mallis, instructor of English at James Lick High School in San Jose, California, gave this list of instructions to her seminar group of gifted students:

1. Choose a problem and sign out for the library. Skim an encyclopedia on the subject to see major phases of the problem. Compile a working bibliography (author, title, call number, or magazine date, page) of all available material suited to your interest in the problem. Submit to the teacher with your bibliography a plan for six weeks work set up so that a specific phase of the problem is indicated for each week.

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<sup>41</sup>

Pike, op. cit., p. 643!

2. When your plan sheet and bibliography have been approved, start reading and taking notes.
3. Hand in each week at least one well-organized theme on your problem, choosing a different phase for each theme.
4. Hand in as much creative work as you have time for: an original play, a script of a story, an original short story, a series of appropriate poems, or other works related to the topic with critical or comparative comment drawings related to the problem, charts, graphs, maps, cartoons, and so on.
5. Report to the group now and then (as the opportunity arises) on findings of special note or on difficulties encountered.
6. Prepare alone or with others working on the same or a similar problem a program that will use one entire class period. Suggested activities: panel, debate, recordings, movies, dramatic presentations, speeches, monologues.
7. Write a thoughtful evaluation theme of the seminar and of your part in it, noting any special gains in your general background, in your work habits, and research skills, in doing new things, in important attitudes you have developed, in language fluency, and so on.
8. NOTE: For this work you will need an 8½ x 11 spiral notebook for all written assignments, a pen, and an average grade of B to remain with the seminar. 42

### CREATIVITY

In all English classes dealing with the gifted student, no matter what educational provision is being used, creativity is almost a by-word. Almost above all else, creativity must be developed in the gifted. Creativity is "the ability to have and express through action original thoughts and feelings of our own." <sup>43</sup> By preserving

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42

French, op. cit., pp. 268-269.

43

William C. Dell, "Creativity and the English Curriculum," The English Journal LII (March, 1963), p. 200.

creativity, we preserve individuality. Creativity is certainly not found in every teaching method used today. There are actually three different teaching methods, or levels perhaps is the better word, practiced in our high schools of today and they are:

- I. Informative Level: Basic information is presented to the class (names, dates, plot outlines, grammar rules, etc.) and expected to be regurgitated.
- II. Interesting Level: The teacher "dresses up" basic information with anecdotes, field trips, and so on, but the student must still regurgitate it.
- III. Creative Level: At this level, the student expresses his own feelings of the basic information presented to him in the course. The information involved is not regurgitated but acts only as a stimulant. "The student is not so much impressed with Robert Frost's conception of a birch tree as he is with his own..."<sup>44</sup>

The third level teacher asks his students to take the basic course of study and the basic information of his life and use them in his own creative way to better himself and his world through his own original thoughts and feelings. Level III is especially good in the follow-up discussions: "How are you like or unlike the character involved," "What is fear?", or "When is hate?" for examples.<sup>45</sup>

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<sup>44</sup>

Dell, op. cit., p. 201.

<sup>45</sup>

Ibid., p. 205.

Milwaukee, Wisconsin: Shorewood High School

In the ninth and eleventh grades, Zelma Cole, of Shorewood High School, has taught creative writing designed to help the students understand themselves and others and to release emotional tension by writing about their personal experiences.<sup>46</sup> These goals are achieved by means of individual conferences, written comments on the students' papers, and class discussion of manuscripts that the students volunteer to read aloud. The general atmosphere of the class is one of freedom and responsibility, acceptance of the individual, and concern for his personal development as well as for the improvement of his writing.

"For the intellectually gifted, creative writing is a most appropriate avenue of expression."<sup>47</sup> Gifted students are often identified by their superior language ability: They usually begin to talk earlier than does the average child; they rapidly acquire a larger and more precise vocabulary and use more complex sentences; they often teach themselves to read before they enter first grade. Gifted students tend to express themselves with intensity and vividness; their language has a poetic quality. Whether they develop this gift and actually do creative writing depends a great deal on the opportunities they have to be original, the appreciation they receive for genuinely creative work, and their willingness to accept the self-discipline as well as making use of the inspiration needed in writing.

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<sup>46</sup>

Louis A. Fliegler, Curriculum Planning for the Gifted (New Jersey, 1961), p. 183.

<sup>47</sup>

Ibid., p. 184.

The teacher creates a favorable atmosphere by welcoming original ideas, recognizing talent, and providing opportunities for creative expression. He should show a genuine appreciation of insights and unusually effective words and sentences in the students' speaking and writing, thus holding up the mirror, as it were, to their creative potentialities. He maintains standards of excellence in the finished product and may give opportunities for recognition through publishing students' poems and other writings or having them read in an audience situation.<sup>48</sup>

Creative writing is one expression of individuality. It is recognized by its unique quality. It is judged by its effect on the reader. It is enhanced by qualities of sincerity and genuineness of feeling accurately communicated. Creative writing involves effort and concentration. In its finished form it is characterized by correct and appropriate use of language.

#### DEPTH-TEACHING

"Depth-teaching", a form of enrichment, refers to those means whereby a teacher guides students to levels of understanding which go well below the surface.<sup>49</sup> Among the chief concerns of the teacher who is attempting to deepen students' perception of a literary work, for example, are determination of the author's purpose and judgment about his success in attaining it; analysis of point of view and tone;

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48

Fliegler, op. cit., p. 185.

49

Smith, op. cit., p. 497.

description of the emotional structure of a work; analysis of the use and significance of symbols; and description of narrative technique and methods of characterization.

In a class with gifted students, the teacher should be able to assume interest in and capacity for "depth reading" and therefore, to dispense with many of the exercises in surface comprehension and less complex reading skills that are inevitably necessary with less capable students. Thus, the belief is that students who have been exposed to "depth teaching" through junior high and senior high school years will be capable of excellent reading not only by high school standards but also by the college standards represented in the Advanced Placement Program.

"Depth teaching" also includes the teaching of composition. Writing in honors classes nearly always arises out of close reading of literary works and is usually expository. It includes such exercises as: paraphrasing; precis or one-sentence summary; line-by-line analysis; analysis of specific literary qualities like foreshadowing, character portrayal, and style; and comparison and contrast of elements within two or more works. Writing of this type occurs nearly every week, with a considerable amount of the writing done in class. In many secondary schools "depth teaching" assignments involve several of the standard literary works. Silas Marner, Pride and Prejudice and The Return of the Native are among the novels. Essays include "Self Reliance;" poetry ranges from "Boy at the Window" to

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50  
Smith, op. cit., p. 498.

51  
Ibid.

"Prufrock;" and the dramas include the Oedipus cycle and Cry, the Beloved Country.<sup>52</sup> A typical assignment in an English class making use of the "depth teaching" methods might be: "Take a provocative passage from an essay and develop it into an explanation; a rousing affirmation; a masterful rebuttal. Bacon, for example, alludes to the following comment in his essay "On Friendship":<sup>53</sup>

'Whosoever is delighted in solitude is either a wild beast or a god.'

#### A PROPOSED CURRICULUM

For quite some time a drive has been underway to devise the ideal English curriculum. High school courses should never be modeled after college courses because colleges do not have curriculum per se--the students, with advice, elect their own courses. "Scholarship must be one of the most important qualifications of any teacher, but it should be quite different from that of college professors, broad, rather than narrow; not directed toward the new and publish-<sup>54</sup>able, but alert to the useful ideas of others."

Daniel Albright sets up an organic curriculum for English in this way:

#### Intermediate Courses

(grades vii - x)

Spelling	Morphology	Syntax 1,2*	Penmanship
Elocution	Punctuation	Typing 1,2*	Vocabulary
Semantics	Outlining	Rhetoric 1,2*	1,2,3*
Logic*	Research*		

(18 courses, 11 required)

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52

Smith, op. cit., p. 499.

53

Ibid.

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Daniel Albright, "An Organic Curriculum for English," English Journal, LII (January, 1963), p. 17.

Advanced Courses

(grades x - xii)

Theory of the Short Story 1,2\*

Theory of the Drama 1,2\*

Theory of the Novel 1,2\*

Theory of the Lyric Poem 1,2\*

History of English and American Literature 1\*,2\*

History of Continental Literature 1\*,2\*

(12 courses, 4 required)

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The starred courses are electives. Intermediate courses cover nine weeks, three hours each week. Advanced courses cover nine weeks also, but meet only  $2\frac{1}{2}$  hours each week. The student will write in all courses; thus he will "seek to apply the learning gained from each intermediate course to a folio of his previous and current writing, and the improvement perceivable in his folio will be a major element of the grade given in any such course. This is a curriculum...which does all that a curriculum can do for the improvement of the teaching of English."<sup>56</sup>

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Albright, op. cit., p. 21.

56

Ibid., pp. 20-21.

## VI. EDUCATIONAL PROVISIONS FOR THE GIFTED

### IN

#### SELECTED INDIANA HIGH SCHOOLS

A survey was taken of selected Indiana high schools to determine what opportunities were offered to the gifted for advanced learning. Limitations of the following nature were placed on the survey: Only those high schools were contacted with a total enrollment of between 1,000 and 2,000 students; only senior high schools were contacted; the locations of the high schools were interspersed throughout the state. Out of the 30 questionnaires sent to the various school systems, 15 were returned.

#### Indianapolis, Indiana: Indianapolis Secondary Schools

Although North Central High School of Indianapolis was one of the high schools contacted, no information was returned. The following information was taken from the book, Practical Programs for the Gifted, as reported by Lewis W. Gilfoy, Supervisor of Secondary Education in the Indianapolis Secondary School System.

A systematic program for identifying intellectually superior students is currently in operation in Indianapolis. A cumulative record card, with significant information about each student's abilities, interests, and accomplishments in grade school accompanies his enrollment in the gifted student program in the high schools.

To further identify superior students, the Otis Gamma group intelligence test is administered to all 9B students. A qualifying score of 120 has been established. Individual intelligence tests

were administered to additional students who have shown a high level of performance in academic subjects. <sup>57</sup>

Many teachers in the Indianapolis high schools favor ability grouping as the most effective plan for handling individual differences. This practice varies in its application by the academic departments in the eight high schools. The grouping policy is flexible and is based on the learning capacity of the student as shown by his I.Q., achievement record, interests, skills, and social adjustment.

Gifted students are also provided for through class enrichment, which includes many types of activities. There is an extensive reference reading program and a strong developmental reading program. Effective use is made of community resources in order to vitalize the learning experiences of the students and to help them develop community responsibility. Students are also given opportunities to display their abilities before community groups. There is wide use of periodicals, newspapers, TV, films, and radio programs related to topic being studied. Students are encouraged to participate in local, state, and national contests; independent work, initiative, and originality are stressed. Students undertake individual laboratory experiments and research projects. Frequent use is made of the problem-solving method, the socialized recitation, and teacher-pupil plannings and evaluation. Effective use is made of pupil experiences. <sup>58</sup>

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<sup>57</sup> Jack Kough, Practical Programs for the Gifted (Chicago, 1960), p. 94.

<sup>58</sup> Ibid., p. 95.

The schools maintain a counseling and teaching program that aims at these objectives: properly informing the student and his parents of the student's potential; motivating the student to achieve according to his ability; and providing effective educational, personal, and vocational guidance. An extra-curricular program of clubs and other activities stimulates the social, physical, mental, and emotional growth of the superior student. Scholarship awards, prizes, certificates, honor societies, medals, and recognition in the school and community all place a premium on excellence in scholastic performance, and consequently have considerable motivational value. <sup>59</sup>

Each Indianapolis high school has organized a superior-student study committee, generally composed of one teacher from each of the academic departments and a teacher representative from some of the special subject areas. These committees are continually evaluating and revising the current practices for meeting the needs of the superior students. <sup>60</sup>

The preceding information was presented with the supposition that most of the other Indiana high schools contacted have much the same background for their programs for the gifted. However, it is to be expected that, because Indianapolis is the capital of Indiana, and by far the largest city in population, the school systems involved might just be somewhat more advanced in the desired education provisions because of the facilities with which they have to work.

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Kough, op. cit., p. 95.

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Ibid., p. 96.

Muncie, Indiana: Muncie Central High School

Teacher: Mr. Frank G. Stafford

Muncie Central has homogeneous grouping in all English sections. There is an accelerated Senior English section in which Shakespearian literature is taught.

Highland, Indiana: Highland Senior High School

Teacher: Mr. Robert V. Kellam

In Mr. V. Kellam's English 8X (Senior Accelerated) class, he stresses advanced reading lists, cadet teaching (open only to those members of F.T.A. who are interested in majoring in English), paperbacks of short stories, some individual study, and some outside research. He says that the approach to teaching X sections is completely different from the approach to teaching Y or Z sections in materials used and in teaching techniques. He goes on to say:

It is very difficult to answer your question without writing in generalities--I can say that yes, generally, we do these things and many others; however, our program is very flexible, and even in X sections, there is wide variation from one class to another in materials used. We use many paperbacks of novels, short stories, and plays in all sections, X, Y, and Z. Our X sections are made up of A and B English students, but abilities, interests, and aptitudes still vary.

Terre Haute, Indiana: Garfield High School

Teacher: Mr. Robert E. Crawl

All the English classes at Garfield High School are classified as regular or advanced and a different curriculum is followed for each. English 9 (senior English) was formerly an advanced senior class in composition for college bound students. It has now been incorporated into English 8 (junior English). It dealt with writing

practices in the four discourses: exposition, description, narration, and argument and persuasion. The English 9 course is now a college reading course. Students read six novels representing world literature of consequence. They write three brief research papers and do outside reading. This is a one semester course.

Shelbyville, Indiana: Shelbyville High School

Teacher: Mr. Louis A. Kuhn

At the tenth-grade level at Shelbyville High School, there are fused or integrated courses in English. Supplementary reading programs on selected great books are also incorporated into the curriculum. At the junior year some cadet teaching takes place, along with guided individual reading of the classics. At the senior level supervised individual research and scholastic magazine writing are made use of by the gifted.

Mr. Kuhn: I am also a critic teacher with three practicing teachers a year. Capable seniors who intend to be college English majors hold special conferences with these persons. This proves quite valuable.

Valparaiso, Indiana: Valparaiso High School

Teacher: Mrs. Mary Edna Bowman

Accelerated English \*8 is college composition. Theoretically, the course is for A and B students only; the question is, whose A or B student? It makes a difference. In general, however, the enrollment is highly selective; the youngsters have a good background; and the course, though stiff, is quite popular. We write ten in-class themes, a number of "assignment" themes, a 1000-word term paper (just to learn the technique), and sometimes a critique of two. All grammar is functional.

Logansport, Indiana: Logansport Community High School

Teacher: Mr. Kenneth L. Callaue

According to Mr. Callaue, in this high school the grammar classes are difficult enough to challenge the gifted, and that the lower I.Q. groups are the ones to which they do not do justice. Excellence in performance makes a student eligible for their English X course, which is an advanced course.

Merrillville, Indiana: Merrillville High School

Teacher: Mrs. Agnes Lepich

Merrillville High School has homogeneously grouped English classes in grades 10 and 11. The accelerated tenth-and eleventh-grade classes have less formal grammar drill, and more theme writing and more extensive reading assignments. Furthermore, college preparatory English is available only to those students who have maintained at least a "B" average in English. This class includes weekly in-class themes, concentration on English literature, and a study of the other areas of humanities not normally involved.

Lafayette, Indiana: Jefferson High School

Teacher: Mr. Harry W. Green

Jefferson High School has an Honors Program for the gifted students. The students who participate in this program are a very select group. They are required to pass a very strict examination before they are allowed to enter the program and once they begin they must meet very rigid standards.

This high school also offers a senior Composition course for those students who are planning on continuing their education. The

writing standards are college standards. "We have found that students who do well in this course, do as well or better in their college writing courses."

Gary, Indiana: Froebel High School

Teacher: Mr. Vassal M. Marcus

In the English III (RH) class (which is senior advanced English), the students research local government issues and write to the officials directly involved concerning their attitudes. They analyze editorials and write their responses to the local paper. The gifted gather data on current issues and debate them in class, and they read the recommended Shakespeare play, Caesar, and form committees to report on the other Shakespearian tragedies.

We make a sincere effort to see at least one good play each year and discuss them in class. Moreover, whenever there is an advanced seminar during the summer at any school open to all students, I direct my students to attend, and follow up by making one or two meetings myself.

Bloomington, Indiana: Bloomington Central High School

Teacher: Pauline I. MacIntosh

For the gifted students more outside reading is required. They write a critique instead of the proverbial "book report." Shakespeare is required; leading panel discussions instead of just participating is expected of them; more difficult grammar construction is involved.

Since our classes are heterogeneous, there must be much grouping within the class. The "Brighter" students are "Spark Plugs" in these groups.

Anderson, Indiana: Anderson Senior High School

Teacher: Mr. Harry E. McGoon

In composition at Anderson High, the grading scale is more severe for the gifted students; they write longer themes which involve topics of more adult consideration. All classes participate in an outside reading program in which each student reads two or three paperbacks each six weeks' grading period; written tests are given for each book. The titles are selected from their school's selected reading list.

When studying Silas Marner the sophomores consider individuals in the Victorian Era. All classes attempt to be aware of contemporary articles from current publications which relate to our textbook material. Special reports, bulletin boards, additional themes, and so on are recognized with advanced credit. Anderson High attempts "to encourage English-related interests that will survive beyond school days."

Richmond, Indiana: Richmond Senior High School

Teacher: Mr. Donald Hoffman

Richmond Senior High School's English program is divided into academic and general classes. Superior students in the twelfth grade are provided for in the Advanced Placement English class. In the regular academic classes for the twelfth grade, research projects and additional reports and reading are used to meet the problem. In the Academic English 10 additional reports and reading are required of the best pupils.

South Bend, Indiana: John Adams High School

Teacher: Mrs. Hazel H. McClure

Because of acceleration in their preceding years, seniors at John Adams High School may sign up for an Advanced Placement course for college credit. There is also a Senior Honors Class which is a regular course taught in more depth than is usually the case. (See Appendix for assignment sheets for the gifted students at John Adams) Honors students and Advanced Placement students read three books for each assignment ( as compared to one or two for the regular students.)

For Class Discussion: Bridge of San Luis Rey, Shakespeare tragedies, Gulliver's Travels, comparison of themes, and The Masque of Reason.

The emphasis in Composition is placed on a logical development to a logical conclusion. Adequate time is placed on working with the detailed development also.

Crawfordsville, Indiana: Crawfordsville High School

Teacher: Miss Maude Arthur

The advanced senior student at Crawfordsville High School has the opportunity to be in a special honors class where the competition is keener and the work is more challenging than in a regular class. More difficult material is read. The approach to literature stresses an understanding of genres and an ability to write critical analyses rather than merely an understanding of what was read.

The advanced junior English student may elect to take a television course, taught by a Professor (Dr. Arthur Eastman) of the University of Michigan two days per week. A great deal more reading is required in this course than in the regular academic junior

classes. Stress is placed on ideas gained from "depth" reading of the great American authors from Franklin to Frost. Both junior and senior year students are required to do summer reading of assignments of books. (Junior, one; senior, two)

Elkhart, Indiana: Elkhart High School

Teacher: Mr. James J. Boyle

At Elkhart High School they have a program of enrichment in English (designated AC) from the tenth through the twelfth grades. This program is purely voluntary; however, the student must score well (above the 85th percentile) on the Cooperative English Test; he must have maintained not less than a B average in the English course taken prior to entering the program; he must have his parents' consent before he is eligible. Once in the program the student must maintain at least a B average. If for any reason the student chooses to leave the program and then at a later date re-enter, he must have maintained an A average in the English course taken prior to his re-entry.

The program follows the usual pattern of world literature, composition, and speech in the sophomore year; American literature and composition in the junior year; English literature and composition in the senior year. The difference is in the quality of the material studied and the depth and breadth of the study. For example, the senior student will begin his study of literature with the ancient Greek plays. He will read at least two Shakespeare tragedies; he studies all of Paradise Lost and Dante's Divine Comedy. Many paperbacks supplement these courses.

RESULTS OF THE SURVEY IN PERCENTAGES

EDUCATIONAL PROVISION	PER CENT OF SCHOOLS CONTACTED EMPLOYING PROVISION
Enrichment	47
Advanced Placement	20
Acceleration	40
Honors Classes	20
Seminars	7
Summer Work	7
Television Courses	7

POSSIBLE RECOMMENDATIONS

More use of Advanced Placement could be made by high schools within commuting reach of a college or university:

SCHOOL	COLLEGE OR UNIVERSITY
Muncie Central	Ball State University
Anderson High	Ball State University
Bloomington	Indiana University
Garfield	Indiana State University
Merrillville	Valparaiso University
Valparaiso	Valparaiso University
Highland	Valparaiso University
Jefferson	Purdue University
Crawfordsville	Purdue University

## VII. CONCLUSION

As we look back over the past decade, the great strides being made in improving educational opportunities for gifted students are clearly discernible. A new concern for developing all potential talents has helped create these opportunities and a re-emphasis in a democratic society on the importance of each individual is sweeping away the mistaken notion that it is undemocratic for the schools to pay attention to the special needs of the brightest students. There can be little doubt that in the decade ahead the pioneering efforts, some of which have been described in this thesis, will contribute to new programs widely extended across the United States. Although we have learned something about the needs of gifted students and ways to satisfy those needs in the school systems, in challenging gifted students to both broader and deeper study, much remains to be done in improving the articulation between all levels of the school, thus making it possible for every student to move ahead at the pace best suited to his abilities.

It is clear that there is no sharp dividing line between students of varying abilities. There is a continuum in the range of ability, and a much larger proportion of all students have unused capacities and special abilities than we have generally assumed. What is done for the most able will inevitably improve the opportunities and stimulate greater achievement of those somewhat less able. Likewise, programs which improve the curriculum generally, which make effective use of new resources for education, and particularly those which enable wise and imaginative teachers to reach more students and to encourage independent teaching, will benefit students of all

ranges of ability. It is important that school systems in setting up new programs provide for flexibility both in identification of talents and abilities and in methods of encouraging their development which will assure maximum growth for each individual.

The unmistakable evidence both that the general level of education is improved when special programs for gifted students are initiated and that superior students as well as others benefit from basic changes in school practices in the use of resources and the acquisition of well educated teachers underlines some important findings about the nature of intellectual giftedness and other talents. Schools which have established special programs are convinced that giftedness in general intellectual capacity or in some special talent is far more widespread than they had originally supposed and that a substantial proportion of the students in each school need specific provision for the full realization of their capacities. It is recognized too that high talent and ability are not discovered by a single simple test or at a single age level. A variety of means are necessary to discover the students who should be offered special courses, and flexibility is needed to assure rapid correction of earlier decisions on placement which have proved to be mistakes.

Democracy demands not parity of experience but equality of opportunity; it requires that every individual be given an equal chance for full personal development, for only thus can he adequately and properly serve the society of which he is a member. The gifted student who does not have the opportunity to join a high-level group, an honors program, or an Advanced Placement course is receiving less

than his full democratic heritage. These are not "special privileges" granted to a "privileged" class of students. They are the right, and at the same time the very heavy responsibility, of a group of young people whose services to society are certain to be of the highest value.

If society is now demanding that the schools pay more attention to the ablest of their students, it is because this group, and this group alone, properly identified and trained, is capable of producing intellectual leaders, and we have come to realize that without these leaders democracy cannot hope to survive. "Now that there is more nearly general understanding of the immediacy of the problem, we may venture to hope that real educational progress will be made. The establishment of programs specially and particularly devised for our ablest and most intelligent students will make of our high schools the truly comprehensive institutions that we should like them to be."<sup>61</sup>

New curricula are needed to prevent wasteful overlap and duplication of courses and to take advantage of the new knowledge scholars have discovered in many fields which is not yet reflected in the materials presented to students in schools. Better preparation of teachers and more opportunity for capable teachers to reach large numbers of able students are also needed to challenge the brightest students. Above all, students at every grade of the school system

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61

Copley, op. cit., p. 82.

should be taught how to learn more independently , so that we can make better use of the greatest of all educational resources, the capacity of the individual to learn.

The schools and curriculums of the future are already on the drawing board. Pace-setting schools are experimenting with all sorts of arrangements in grouping, team teaching, electronic aids, and flexible scheduling. Combinations of large-group instruction, small-group discussion, and individual study are being explored in many high schools. Appropriately differentiated education for the gifted, as well as research related to it, is contributing positively to the improvement of education for all of our students. Teachers and administrators who can use the past as a springboard for future development, who can safeguard the present and at the same time move ahead--these will be the leaders who will contribute most to tomorrow's schools and tomorrow's democracy.

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62 Elizabeth Paschal, Encouraging the Excellent (New York, 1960), p. 75.

63 Hish, op. cit., p. 37.

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## APPENDIX

The following is a list of schools with outstanding programs for the education of the gifted student: \*

Chula Vista City School District Chula Vista, California	Baltimore Public Schools Baltimore, Maryland
Helix High School Grossmont, California	Newton High School Newtonville, Massachusetts
La Mesa-Spring Valley School District La Mesa, California	St. Louis Public Schools St. Louis, Missouri
Lemon Grove School District Lemon Grove, California	University City Public Schools University City, Missouri
Los Angeles City Schools Los Angeles, California	Forest Hills High School Forest Hills, New York
Palo Alto Unified School District Palo Alto, California	Lewis County Public Schools Lyons Falls, New York
San Diego City Schools San Diego, California	Bronx High School of Science New York, New York
Denver Public Schools Denver, Colorado	High School of Music and Art New York, New York
Dade County Public Schools Miami, Florida	Hunter College Elementary New York, New York
Evanston Community Consolidated Schools Evanston, Illinois	New York City Senior High Schools New York, New York
Evanston Township High School Evanston, Illinois	Bedford Public Schools Bedford, Ohio
Quincy Public Schools Quincy, Illinois	Cincinnati Public Schools Cincinnati, Ohio
New Trier Township High School Winnetka, Illinois	Cleveland Public Schools Cleveland, Ohio
Indianapolis Elementary Schools Indianapolis, Indiana	Portland Public Schools Portland, Oregon
Indianapolis Secondary Schools Indianapolis, Indiana	Colfax Public Schools Pittsburgh, Pennsylvania

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\* Jack Kough, Practical Programs for the Gifted (Chicago, 1960), pp. 53-54.

Faunter Hall  
Ball State University  
Muncie, Indiana  
Date:

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To whom it may concern:

Throughout the United States many high school students are being graduated from high school without actually putting forth any extra effort on their part. Our brightest students often are not stimulated to pursue further knowledge as the extra effort outside the classroom assignment.

I am a senior at Ball State University, Muncie, Indiana, and will be graduated in June of this year. One of the requirements for graduation with honors is the writing of a thesis and I have chosen this topic: Opportunities for advanced learning in the area of English for high school students in selected Indiana high schools.

In order to construct my paper, I am taking a survey of several Indiana high schools for the purpose of determining what, if any, opportunities for advancement are offered to high school students. These opportunities might be: advanced reading lists, individual study on an accelerated level, cadet teaching, outside of class research, extra reports, and double or triple assignments.

I would sincerely appreciate it if you would complete the enclosed questionnaire and return it to me as soon as possible. Also, please sign your name and indicate whether or not I have your permission to use your name as an authorized source in my thesis.

Thank you very much for your time and effort.

Sincerely yours,

*Cheryl E. Wilson*  
(Miss) Cheryl E. Wilson

ENGLISH -- JOURNAL

SCHOOL SYSTEM \_\_\_\_\_

SCHOOL \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_

TEACHER'S NAME \_\_\_\_\_

GRADES AND CLASSES TAUGHT: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WHAT OPPORTUNITIES FOR ADVANCED LEARNING, IF ANY, DO YOU OFFER TO THE ABOVE AVERAGE OR THE "BRIGHTER" STUDENTS IN YOUR ENGLISH CLASSES? LIST BY CLASSES AND/OR GRADES IF POSSIBLE:

FURTHER COMMENTS APPRECIATED:

YOU MAY INCLUDE MY NAME IN YOUR THESIS: YES NO  
\_\_\_\_\_

SIGNATURE \_\_\_\_\_

Please return to: Miss Cheryl E. Wilson  
Painter Hall  
Ball State University  
Muncie, Indiana

TOPIC-COMPARE THE CONCEPTS OF TWO AUTHORS CONCERNING A CERTAIN THEME

One of the following-

- 1-power and moral responsibility
- 2-individuality versus conformity
- 3-man's relationship to the mores of society
- 4- evil-versus-good versus good
- 5-the suffering of man

Symbols used to designate the themes-PM, power and moral responsibility  
 IC-individuality versus conformity,RS-relationship to society;  
 EG-evil versus good;SM-suffering of man.

PM-Shakespeare-RICHARD III O'Neill-EMPEROR JONES	PM-Voltaire-ZADIG France-THE GODS ARE ATHIRST
SM-Steinbeck-OF MICE AND MEN Melville-BILLY BUDD	IC-Shaw-SAINTE JOAN Bolt-A MAN FOR ALL SEASONS
IC-THE COUNTRY HOUSE* Galsworthy Ibsen-ENEMY OF THE*PEOPLE* PEOPLE	IC-Hewells-THE RISE OF SILAS LAPHAM Lewis-BABBITT
SM*Corneille-LE CID Bolt-A MAN FOR ALL SEASONS	IC-HERSEY*A BELL FOR ADAMO Ibsen-AN ENEMY OF THE PEOPLE
SM-Shakespeare-OTHELLO Hayward-PORGY	IC-James-DAISY MILLER Lewis-MAIN STREET
SM-Melville-BILLY BUDD Miller-DEATH OF A SALESMAN	PM-Sophocles-ANTIGONE Burdick-THE NINTH WAVE
SM-O'Neill-ANNA CHRISTIE Crane-MAGGIE-A GIRL OF THE STREETS	PM*Voltaire-ZADIG Norris-THE OCTOPUS
<del>SOPHOCLES</del> EG-Sophocles-OEDIPUS REX Dostoevshi-CRIME AND PUNISHMENT	PM-Sophocles-ANTIGONE Drury-ADVISE AND CONSENT
IC-Lewis-BABBITT Ibsen-Peer GYNT	MS-Rostand-CYRANO DE BERGERAC Maughan-OF HUMAN BONDAGE
SM-Euripides-HIPPOLYTUS Melville-BILLY BUDD	IC-Sophocles-ANTIGONE Shaw-SAINTE JOAN
PM-Machiavelli-THE PRINCE Warren-ALL THE KING'S MEN	MS-Webb-PRECIOUS BANE Fielding-AMELIA
RS-Hugo-LES MISERABLES Camus-THE PLAGUE	SM-Balzac-EUGENIA GRANDET Dreiser-SISTER CARRIE
PM-MACHIAVELLI*THE PRINCE Wilder-THE IDES OF MARCH	PM-Drury-ADVISE AND CONSENT France-THE GODS ARE ATHIRST
PM-Voltaire-ZADIG Drury-ADVISE AND CONSENT	EG-Stemenson-DR. Jekyll AND MR. HYDE Wilde-THE PORTRAIT OF DORIAN GRAY
PM-SHAKESPEARE-RICHARD III Warren-ALL THE KING'S MEN	MS-Crane-OPEN BOAT Hemingway-THE OLD MAN AND THE SEA
RS-Steinbeck-OF MICE AND MEN O'Neill-THE DAINY APE	Ibsen-THE ENEMY OF THE PEOPLE Green-THE LAST ANGRY MAN

PM-Schiller-WILLIAM TELL  
 Hardy-THE DYNASTS

PM-Schiller-WILLIAM TELL  
 Bolt-A MAN FOR ALL SEASONS

SM-Heyward-PORGY  
 Hugo-LES MISERABLES

IC-Lewis-ARROWSMITH  
 James-THE AMERICAN

RS-Austen-PRIDE AND PREJUDICE  
 Marquand-H.M. PULHAM, ESQ.

RS-Shaw-PYGMALION  
 Moliere-THE WOULD BE GENTLEMAN

SM\*Maughn-OF HUMAN BONDAGE  
 Hugo-THE HUNCHBACK OF NOTRE DAME

RS-Hardy-THE RETURN OF THE NATIVE  
 Conrad-LORD JIM

IC-Ibsen-A DOLL'S HOUSE  
 Lewis-MAIN STREET

RS-Wharton-THE AGE OF INJOCENCE  
 Austen-EMME

GE-MARLOWE\*DR. FAUSTUS  
 Goethe-FAUST

RS-Checkov-THE CHERRY ORCHARD  
 Steinbeck-THE WINTER OF OUR DISCONTENT

PM-Voltaire-ZADIG  
 Anouilh-BECKETT

RS-Fitzgerald-THE BEAUTIFUL AND THE DAMNED  
 Stendahl-THE RED AND THE BLACK

IC-Strindberg-THE RED ROOM  
 Lewis-BABBITT

IC-Lewis-MAIN STREET  
 Howells-THE RISE OF SILAS LAPHAM

RS-Austen-PRIDE AND PR ADJUDICE  
 Steinbeck-TORTILLA FLAT

RS-Salinger-THE CATCHER IN THE RYE  
 Twain-HUCKLEBERRY FINN

IC# Tolstoy-ANNA KARENINA  
 Spphocles-ANTIGONE

PM-Machiavelli-THE PRINCE  
 Golding-THE LORD OF THE FLIES

PM-Golding-THE LORD OF THE FLIES  
 Warren-ALL THE KING'S MEN

RS-Howells-THE RISE OF SILAS LAPHAM  
 Wharton-THE AGE OF INNOCENCE

IC-Bolt-A MAN FOR ALL SEASONS  
 Sophocles-ANTIGONE

RS-ANDRIC-THE DEVIL'S YARD  
 Zola-GERMINAL

SM-Norris-MACTEAGUE  
 del a Mare-MEMOIRS OF A MIDGET

SM-Balzac-PERE GORIOT  
 Shakespeare-KING LEAR

GE-Fielding-JOHNTHAN WILD  
 Ibsen-HEDDA GABLER

GE-Bronte-WUTHERING HEIGHTS  
 Shakespeare-OTHELLO

PM-Dreiser-THE STOIC  
 Warren-ALL THE KING'S MEN

RS-Fitzgerald-THE GREAT GATSBY  
 Miller-DEATH OF A SALESMAN

Warre-PM-Warren-ALL THE KING'S MEN  
 Drury-ADVISE AND CONSENT

PM-Elliot-ROMOLO  
 Amado-GABRIELLA, CLOVE AND CINNAMON

Wouk RS\*Wouk-MARJORIE MORNINGSTAR  
 Smith-A TREE GROWS IN BROOKLYN

RS-Salinger-THE CATCHER IN THE RYE  
 Butler-THE WAY OF ALL FLESH

RS-Fitzgerald-THE GREAT GATSBY  
 Dreiser -THE TITAN

PM-Dreiser-THE STOIC  
 Warren-ALL THE KING'S MEN

RS-Wells-TONO-BUNGAY  
 Knight-THIS ABOVE ALL

GE-Dreiser-THE AMERICAN TRAGEDY  
 Dostoevski-CRIME AND PUNISHMENT

GE-Zola\*NANA  
 Ibsen-HEDDA GABLER

GE-Wharton-CUSTOM OF THE COUNTRY  
Flaubert-ALICE BOVARY

GE-Wharton-CUSTOM OF THE COUNTRY  
Ibsen-HEDDA GABLER

GE-O'Neill-DESIRE UNDER THE ELMS  
Euripides-HIPPOLYTUS

GE-Williamson-THE LITTLE FOXES  
Dumas-LE MOULIN ROUGE

FM-Wharton-~~THE HOUSE OF MARRIOTT~~  
Sinclair-THE JUNGLE

PI-Amado-GARIBOLDI, CLOVES AND CINAMON  
Hardy-THE DYNASTS

SH-Silone-BREAD AND WINE  
Hemingway-~~FOR WHOM THE BELLS TOLL~~

RS-Wolfe-LOOK HOLLOWARD ANGEL  
Salinger-THE CATCHER IN THE RYE

SH-Greene-BRIGHTON ROCK  
Camus-THE TRIAL

RS-Waugh-BRILESHED REVISITED  
Wharton-THE AGE OF INNOCENCE

SH-Roberts-THE GREAT MEADOW  
Webb-PRECIOUS BANE

~~RS-Roberts---~~

RS- Sherwood-WINTERSET  
Greene-BRIGHTON ROCK

SM-Webster-THE DUCHESS OF MALFI  
Sophocles-ANTIGONE

*Topic-Character determines incidents.*  
*Incidents*

Ibsen--HEDDA GABLER  
Defoe--TOLL FLANDERS

Knickerbocker--VANITY FAIR  
Wharton--AGE OF INNOCENCE

Zola--NANA  
Dreiser--SISTER CARIE

Zola--NANA  
Crane--MAGGIE

Hardy--RETURN OF THE NATIVE  
Conrad--LORD JEM

Sophocles--ANTIGONE  
Miller--THE CRUCIBLE

James--DAISY MILLER  
Cather--A LOST LADY

Tolstoy--ANNA KARENINA  
Flaubert--MADAME BOVARY

Wheeler--PEACEABLE LANE  
Lewis--KINGSBLOOD ROYAL

Faulkner--LIGHT IN AUGUST  
Wheeler--PEACEABLE LANE

Tolstoy--ANNA KARENINA  
Dreiser--SISTER CARIE

Bronte--WUTHERING HEIGHTS  
Moliere--THE MISANTHROPE

Remarque--ALL QUIET ON THE WESTERN FRONT  
Hemingway--FOR WHOM THE BELLS TOLL

Dostoevsky--LETTERS FROM THE UNDERGROUND  
Gorki--THE LOWER DEPTHS

Heredith--THE ECOIST  
Shaw--PYGMALION

Dostoevsky--CRIME AND PUNISHMENT  
Camus--THE STRANGER

Austen--PRIDE AND PREJUDICE  
Austen--EMMA

Steinbeck--OF MICE AND MEN  
Dreiser--AN AMERICAN TRAGEDY

Dostoevsk--CRIME AND PUNISHMENT  
Rand--ATLAS SHRUGGED

Balzac--PAIN GORRIOT  
Shakespeare--KING LEAR

Wolfe--LOOK HOMEWARD ANGEL  
Fielding--TOM JONES

Ferber--SO BIG  
Bromfield--MRS. PARKINGTON

Ibsen--AN ENEMY OF THE PEOPLE  
Sophocles--ANTIGONE

Hardy--TESS OF THE D'UBERVILLES  
James--WHAT MAISIE KNEW

Howells--THE RISE OF SILAS LAPHAM  
Lewis--BABBITT

Drury--ADVISE AND CONSENT  
Bolt--A MAN FOR ALL SEASONS

Ibsen--A DOLL'S HOUSE  
Shaw--CANDIDE

Steinbeck--THE WINTER OF OUR DISCONTENT  
Fitzgerald--THE GREAT GATSBY

Green--THE LAST ANGRY MAN  
Ibsen--AN ENEMY OF THE PEOPLE

O'Neill--ANNA CHRISTIE  
Moore--ESTHER WATERS

Wilde--THE PORTRAIT OF DORIAN GRAY  
Bronte--WUTHERING HEIGHTS

Melville--BILLY BUDD  
Shakespeare--OTHELLO

Flaubert--MADAME BOVARY  
Shakespeare--OTHELLO

Howells--THE RISE OF SILAS LAPHAM  
Marquand--THE LATE GEORGE APLEY

Sabatini--CAPTAIN BLOOD  
Nordhoff and Hall--MUTINY ON THE BOUNTY

Wharton--THE HOUSE OF FRODO  
Ibsen--THE MASTER BUILDER

Smith-A TREE GROWS IN BROOKLYN  
James-DALEY MILLER

Shaw-SAINT JOANNE  
Eliot-MURDER IN THE CATHEDRAL

Shaw-SAINT JOANNE  
Sophocles-ANTIGONE

Shaw-SAINT JOANNE  
Anouilh-BECKETT

Hugo-LAS MISERABLES\* MISERABLES  
Conrad-LORD JIM

Miller-THE DEATH OF A SALESMAN  
Steinbeck-THE WINTER OF OUR DISCONTENT

Lewis-ARNO SMITH  
Ibsen-AN ENEMY OF THE PEOPLE

Fitzgerald-THE GREAT GATSBY  
Stendahl-THE RED AND THE BLACK

Euripides-MEDEA  
Ibsen-MEDEA GABBLER

Wharton-THE AGE OF INNOCENCE  
Marquand-THE LATE GEORGE APLEY

Dostoevsky-THE IDIOT  
Grass-THE TIN DRUM

Warren-ALL THE KING'S MEN  
Shakespeare-RICHARD III

Bronte-JANE EYRE  
Flaubert-MADAME BOVARY

Bronte-JANE EYRE  
Hemingway-THE SUN ALSO RISES

Bronte-JANE EYRE  
Tolstoy-ANNA KARLENINA

Ibsen-A DOLL'S HOUSE  
Williams-THE GLASS MENAGERIE

Maughm-OF HUMAN BONDAGE  
Norris-MCTEAGUE

Norris-MCTEAGUE  
de la Mare-MEMOIRS OF A MIDGET

Fitzgerald-THE GREAT GATSBY  
Dreiser-TYCOON

Nordhoff and Hall-BILLY BUDD  
Melville-BILLY BUDD

Chekhov-THE CHERRY ORCHARD  
Tarkington-THE MAGNIFICENT AMBERSONS

Melville-BILLY BUDD  
Euripides-HIPOLYTUS

O'Neill-DESIRE UNDER THE ELMS  
Euripides-HIPOLYTUS

Anouilh-BECKETT  
Bolt-A MAN FOR THE ALL SEASONS

James-PORTRAIT OF A LADY  
Austen-EMMA

Dostoevski-THE IDIOT  
Grass-THE TIN DRUM

Miller-DEATH OF A SALESMAN  
Kafka-THE TRIAL

Maughm-THE RAZOR'S EDGE  
West-THE DEVIL'S ADVOCATE

Maughm-THE RAZOR'S EDGE  
Kafka-THE CASTLE

Dostoevski-THE IDIOT  
Hugo-THE HUNCHBACK OF NOTRE DAME

Ullis-EXODUS  
Hemingway-FOR WHOM THE BELL TOLLS

Hardy-THE MAYOR OF CASTERBRIDGE  
Shakespeare-RICHARD III

James-THE PORTRAIT OF A LADY  
Wharton-THE AGE OF INNOCENCE

Moliere-THE MISANTHROPE  
Beaumont-THE WOMAN HATER

Chekhov-THE CHERRY ORCHARD  
Mitchell-GONE WITH THE WIND

Jonsen-VOLPONE  
Moliere-TERTUFFE

Hutchinson-IF WINTER COMES  
Dreiser-THE AMERICAN TRAGEDY

Berbohm-ZULEIKA DOBSON  
Ibsen-MEDEA GABLER