1960

A survey of the relationship of size of school to provisions for academically talented social studies students in Iowa

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A SURVEY OF THE RELATIONSHIP OF SIZE OF SCHOOL TO PROVISIONS FOR ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS IN IOWA

by

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B.S. Iowa State University, 1957

Presented in partial fulfillment of the requirements for the degree of

Master of Education

MONTANA STATE UNIVERSITY

1960

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

This study was conducted in the interests of secondary schools in the state of Iowa in the hope that it might serve as a basis for the development of better provisions for the needs, abilities, and interests of the academically talented high school social studies students.

I. THE PROBLEM

In Iowa many critics say that reorganization of our schools into larger ones will be the answer to practically all our school problems, including that of providing adequately for academically talented students. It seems that, to these people, reorganization has become the great panacea for all problems in education. Still others maintain that the small school remains the most effective means of educating the academically talented child since teachers can give more individualized attention to students. Nevertheless, reorganization is moving forward at a reckless pace with impetus coming from the Iowa Department of Public Instruction and legislative action.

This study is concerned with determining the present status of provisions for the academically talented child in the social studies area in Iowa. What are Iowa high schools doing to meet the needs of this group? Do the larger schools do any more than the small schools for the academically talented child in social studies?

II. PURPOSE OF THE STUDY

The purpose of this study was to make a survey of the provisions; that is, methods of identification, administrative provisions, and instructional procedures, currently used by Iowa high schools for the academically talented social studies student. Also, an objective was to ascertain whether the size of the school was related to the procedures used in making provisions for the needs and abilities of this group.

The specific purposes of this study were: (1) to ascertain what, if any, provisions, are in use within the social studies classroom for the talented social studies student; (2) to find what administrative provisions are being used; (3) to determine what methods are used for identification of academically talented social studies students; and (4) to determine whether the size of school influences the availability of provisions for these academically talented social studies students.

III. ASSUMPTIONS, DELIMITATIONS, LIMITATIONS AND DEFINITION OF TERMS

Assumptions

It was assumed that: (1) there is a group of students that can be identified and classified as academically talented; (2) this group is significantly large enough to warrant special provisions; (3) academically talented may be better served by separate teaching methods and these methods are identifiable; (4) academically talented may be better served by special administrative provisions and these are identifiable; and (5) the size of school may affect the selection of provisions used for academically talented students in social studies.

Delimitations

This study was made on samples drawn from the 614 Iowa public high schools. Of the 240 high schools of 0-99 size a random sample of 27 schools or 11 per cent was selected to receive the questionnaire; of the 207 schools of the 100-199 size, 27 schools or 13 per cent were selected; of the 76 schools of 200-299 size, 19 or 25 per cent; of the 51 schools of 300-499 size, 11 or 22 per cent; of the 40 schools of 500+ size, 10 schools or 25 per cent. Only social studies provisions for those students who can be classified as academically talented were surveyed. The questionnaire device was used to determine the frequency of usage of various administrative provisions, methods of identification, and techniques of teaching, by size of school. In the main, an attempt was made to secure data pertaining to the more common methods of providing for the academically talented such as: Information on usage of acceleration, enrichment, grouping, testing programs, teacher appraisals, anecdotal records and reports, appraisals by other than teachers, and instructional provisions. Extra space was provided on the questionnaire for individual respondents to report on provisions other than those listed.

Limitations

The interpretation of NONE, SOME, MUCH, used in the questionnaire by the respondent was entirely subjective. In the responses column of the questionnaire, "Extent of Use for Academically Talented" and "Being Used," called for might have been influenced by what the respondent thought he should be doing. The questionnaires apparently were long and involved. Some respondents may have been somewhat discouraged by the

fact that the questionnaire reached them during the final month of the school year, certainly a busy time. These factors may account for the relatively low percentage of returns, approximately 66 per cent. For several reasons it was found impractical or too difficult to attempt to use a proportional sample of the entire population. This, of course, eliminates the possibility of making accurate statistical inferences from the total sample to the total population. Although a random number of schools were selected in each school size category as ones to whom the questionnaire would be sent, the question as to the randomness of the return is left open. So, statements and inferences are drawn from 6 per cent of the 0-99 size schools, 9 per cent of the 100-199 size schools, 18 per cent of the 200-299 size schools, 12 per cent of the 300-499 size schools, and 22 per cent of the 500+ size schools.

Definition of Terms Used

The following terms are used throughout the study and their definitions appear as follows:

Administrative Provisions. Those special services exclusive of instructional procedures, and which are above or in addition to regular curricular offerings; for example, summer school sessions, ability (homogeneous) grouping of classes, advanced elective courses, and others.

Instructional Provisions. Those activities and services offered by the teacher or teachers within the classroom.

Senior High School. Those schools including only grades 10-11-12, in a 6-3-3 type of organization.

Regular High School. Those schools including only grades 9-10-11-12 in a 8-4 type of organization.

Junior High School. Those schools including only grades 7-8-9 in a 6-3-3 type of organization.

Junior-Senior High School. Those schools including only grades 7-8-9-10-11-12 in a 6-6 type of organization.

Academically Talented. The upper 15 or 20 per cent of students in general intelligence. However, much of the background material in Chapter II is presented in terms of the "gifted" since many authors prefer to use that term.

CHAPTER II

REVIEW OF THE LITERATURE

Only the literature pertinent to those areas having a bearing on the defining of academically talented, methods of identification, administrative provisions, and instructional procedures for academically talented social studies students was reviewed for this paper.

I. DEFINING THE ACADEMICALLY TALENTED

The term gifted has been defined in various ways; consequently, it has various connotations.

The term "gifted" is defined by Webster's New International Dictionary as: "endowed by nature with gifts or a gift; talented; having a special faculty." Among the operational definitions, Terman defined "gifted" as those children obtaining a I.Q. score of 140 or above on the Stanford-Binet and National Intelligence Tests.[1] Hollingsworth, in her book Gifted Children, Their Nature and Nurture, defined the gifted thusly:

> We mean by gifted children those who test much above average on standardized scales for the measurement of intelligence, and also those who test much above average on scales for the measurement of the special talents....[2]

On the other hand Passow feels that the term gifted, as defined above, is too narrow and restricted. He prefers the term "talented"

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[1]Lewis W. Terman and Melita H. Oden, Genetic Studies of Genius (Vol. I of Four vols.; Standford: Standford University Press, 1926-47).

[2]Leta Hollingsworth, Gifted Children, Their Nature and Nuture (New York: McMillan Company, 1926), p. 42.

because "...educational usage has limited the connotation of gifted to high intellectual endowment."[3] He says talent is "...limited to some of the areas that have consistently made outstanding contributions to human civilization: such academic fields as languages, social sciences, natural sciences, and mathematics; such art fields as music, graphic and plastic arts, performing arts, and mechanical arts; and in the field of human relations."[4]

The NEA Conference on academically talented held in February 1958 defined the academically talented as "...boys and girls whose academic ability, developed or potential, place them about one standard deviation above the mean for their age mates, and to the subject matter areas of English, mathematics, modern languages, science and social studies."[5]

For the purposes of this study the term academically talented has been used. It is intended to include the majority of those students who have the general capacity for academic pursuits beyond high school level. Academically talented has therefore been defined as the "upper 15-20 per cent of students in general intelligence."

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[3]Harry A. Passow, Miriam Goldberg, Abraham J. Tannenbaum, and Will French, Planning for Talented Youth (New York City: Teachers College, Columbia University, 1955), p. 6.

[4]Ibid.

[5]NEA Conference, 1958, James B. Conant, Chm., The Identification and Education of the Academically Talented Student in American Secondary Schools (Washington, D. C.: NEA, 1958), p. 5.

II. METHODS OF IDENTIFYING THE ACADEMICALLY TALENTED

Methods of screening or identifying the talented student are necessary before one can begin to provide for him. Many methods are available. Some of the more common are enumerated on the following pages.

Testing

Standardized achievement tests. Testing is a common and often used method of identification. Standardized achievement tests are administered in schools throughout the country, and since they are valuable for helping to identify the talented, achievement tests are often used as a basis for identification.[6] Examples of these tests are the Iowa Every Pupil Tests, College Entrance Exams, Iowa Tests of Educational Development, American College Testing Program (ACT), and Cooperative General Survey Tests.

Standardized intelligence tests. Standardized intelligence tests such as the Stanford-Binet Intelligence Test, the Wechsler-Bellevue Intelligence Scale, the Differential Aptitude Test (DAT), the School and College Ability Tests (SCAT), the Ohio State Psychological Examination, and the SRA College Placement Test are often used to identify the scholastic ability of the talented in school. With the exception of the Stanford-Binet and the Wechsler-Bellevue tests, which are individually administered intelligence tests, these are group ability tests and are usually administered to all students in school two or three times by the end of the ninth grade.[7]

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[6] NEA, op. cit., pp. 38-39. [7] Ibid., p. 40.

Standardized personality evaluation instruments. The school sometimes uses some form of standardized personality evaluation device to attempt to arrive at an understanding of the individual's traits and characteristics. By the use of these data the school may better provide for the child's individual differences and needs.[8]

Standardized interest tests or inventories. The talented child's interests are generally more serious and deeper than those of the average student's, and often schools rely upon the standardized interest test information to help guide the talented. The Kuder Preference Record--Vocational Form is a popularly used device of this type.[9]

Standardized special abilities tests. Schools often use special abilities tests to find where the special abilities of a student lie. Some examples are: science, mechanical, clerical, music, art and reading aptitude tests. Later the more comprehensive batteries such as the law or medical aptitude tests are sometimes used for entrance into such special fields.

Teacher Observation and Appraisals

The teacher of a child can observe many things which are not clear in the testing of the child. Certainly, he has at least a fair idea of the ability and achievement of the student in relation to the other members of the class. He can notice which children are most often selected as leaders of the group. A consistently rapidly working child

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[8]The Philadelphia Suburban School Study Council, Guiding Your Gifted (Philadelphia, 1954), p. 3.

[9]NEA, op. cit., p. 40.

is often spotted very quickly by the teacher. The teacher can observe good or bad work habits and time-economy by the child. And he can always spot the personality and character traits that the child displays in the school.

A resourceful teacher can use informal evaluation devices as a useful supplement to other methods of identification. He can devise "sociograms" and "guess who!" devices to determine social and interpersonal relations. Informal questionnaires can also be used to gain insight into pupil interests, hobbies, and out-of-school activities.

Certainly, no one would advocate that the teacher alone be responsible for the identification of the talented, but the teacher's observations and appraisals can be of a great supplementary aid to other methods of identification.[10]

Cumulative Records and Appraisals by Persons Other Than Teachers

Parental appraisals. The use of appraisals by parents, utilizing questionnaires, is based upon the supposition that no one knows the child so well as his parents. Parental appraisals are sometimes used to identify early appearance of life traits which might be suggestive of latent talent. Parents are usually asked to supply data on age of walking, age of learning to read, quickness to understand, memory, and on a wide range of activities and interests.[11]

Child's autobiography. By the time the child is a ninth grader, he usually has been asked to write his autobiography. The autobiography may reveal to the teacher or counselor such information as: the child's

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[10] NEA, op. cit., p. 41. [11] Ibid., p. 45.

interests, his family background, his experiences, and, one of the most revealing signs of talent in his autobiography, the style of writing. A good descriptive or concise style is often evidence of literary training or ability or both.[12]

Cumulative records. The most beneficial of all aids to identification is the cumulative record the school usually keeps on each child. Here is a comprehensive folder source for nearly all information--including test results, teacher appraisals and grades, health records, parental appraisals, and other pertinent information. These records are extremely valuable in that eventually they reveal a longitudinal picture over the entire school-life span of the child.[13]

The school has many identification methods at its disposal. The school may use many different types of standardized tests, teacher observations and appraisals, or cumulative records and appraisals by persons other than teachers. An effective screening program "...will employ a wide variety of carefully chosen tests and instruments. It will record test results and observations regularly and accurately throughout a child's school career."[14]

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[12]NEA, op. cit., p. 50.

[13]The Philadelphia Suburban School Study Council, op. cit.

[14]Robert J. Havighurst and Robert F. DeHaan, Educating Gifted Children (Chicago: University of Chicago Press, 1957), p. 57.

III. METHODS OF PROVIDING FOR THE TALENTED

After many years of argument, research, and more argument, no one, two, or more methods have been found to be best in providing for the academically talented. Many methods are possible, and for the purposes of this paper they have been divided into two general types, those which are "administrative provisions" of a school wide nature and "instructional provisions" done within the teacher's classroom. A very brief resumé of some of the more commonly known methods follows.

Administrative Provisions

The administrative provisions are those special services exclusive of instructional procedures, and which are above or in addition to regular curricular offerings. "A sound, well-planned program for the academically talented can and usually will improve the educational program at all levels of instruction...."[15] A sound program will include any or all of enrichment, accelerated work, or ability grouping.

Ability Grouping

One of the more common methods of providing for the talented student is to place him in a classroom with his own ability peers. This is known commonly as homogeneous or ability grouping. This is a method which gives the teacher an opportunity to adjust her class work better to the ability level of all students in the class. This, also, gives the teacher more time to spend in trying to provide a program of greater depth and breadth. Usually the students in a talented group have a

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[15] NEA, op. cit., p. 125.

better chance to learn more quickly, finding time to pursue many more new, interesting and worthwhile ideas. Proponents of ability grouping also maintain that this type of program gives the child a better opportunity to see himself in relation to others of his own ability. This shows him his own shortcomings, helps him recognize the effort and energy necessary to succeed in competition with his own ability group, and enables him to enter college and compete more easily with his own peers. Opponents of ability grouping maintain that this organization is not democratic; that it develops snobbery and an elite group; and, that it fails to develop all of the potential leaders. The opponents also maintain that this may result in excessive competition and over-work by the talented, and that the slower students need the stimulation offered within a mixed (hetergeneous) ability group. Their final argument is that present methods of identification make it nearly impossible to correctly name the talented individuals. As a result, some non-deserving students are offered the work while others who do deserve the help are overlooked.[16]

One method of homogeneous grouping on a large scale is that of special schools for special interests and talents. Although not entirely limited to academically talented, New York City provides special schools for students with special talent in certain areas. Schools are provided in science, music and art, performing arts, and mathematics. This plan gives the students an opportunity to "find themselves" in a school with their intellectual and interest peers, working in their own field of interest, and thus enabling them to make optimum use of all school

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[16]Passow, et. al., op. cit.

facilities as well as to develop their own abilities. The opponents of this idea say that specialization as early as high school is wrong because students' interests change from day to day, and this complete segregation of physical plant distorts the student's picture of the world in which he will live. They also maintain that this plan drains off the "cream" and leaves only mediocre and low ability students in other schools. And, of course, the most basic and obvious limitation is that of school size. It is difficult to have accepted special schools in a community of only a few thousand.[17] Havighurst, Stivers, and DeHaan point out:

> ...The larger cities have tens of thousands of school children and thousands of teachers and thus are in a position to make good use of specialization. Special groups of many kinds can be set up efficiently and economically with specialist teachers....
>
> .....
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> Furthermore, the people of a large city tend to be anonymous to one another and therefore are not very much interested in what class the neighbor's child is in or whether the neighbor's child gets into a school group which is taught differently from the group their own child is in....
>
> .....
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> The small, average community generally does not use special grouping, partly because the numbers of children are too small to permit economical special grouping and partly because the small community is relatively cohesive and therefore tends to resist any grouping of school children that promotes heterogenity.[18]

A plan which is quickly finding more acceptance than the special schools is that known as the multiple track plan. This plan is designed to accomplish the same purpose--to enable a student to study advanced

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[17]Passow, et. al., op. cit.

[18]Robert J. Havighurst, Eugene Stivers, and Robert F. DeHaan, A Survey of the Education of Gifted Children (Chicago: The University of Chicago, Supplementary Educational Monographs, Nov. 1955), No. 83, pp. 27-28.

courses in his special field of interest. Usually the curriculum is divided into "tracks" or "curriculums." The academically talented student is usually pursuing the college preparatory track. Others may be following a commercial, vocational, arts, or general track. Within each track the school makes minimal requirements and then offers special interest work.[19]

Although some may consider it a partial multiple-track, Conant has designed a "multiple track" plan at the high school level, with three general levels of courses. Conant proposes a stiff academic curriculum for the upper college bound 20 per cent, and elementary level curriculum for the bottom 20 per cent and a diversified vocational program for the rest. However, a student may move from one track to the other to take certain courses. Some consider this a partial multiple track plan.[20]

The honor class or partial multiple track plan is another plan quickly gaining favor. Under this plan a student of special ability in a field will be in an "honor class" in that field, and in regular classes in other fields. The student may be in either academic or non-academic honor classes, and he may participate in one, two, or more honor classes depending upon his ability. Basically, this plan employs homogeneous grouping in special interest areas, but heterogeneous grouping in others.

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[19]Passow, et. al., op. cit.

[20]James B. Conant, "Famous Educators Plan for a School that will Advance Students According to Ability", Life (Vol. 44, No. 12, April 14, 1958), pp. 120-121.

Thus, it is able to meet the arguments of both the homogeneous and heterogeneous plans.[21]

Clubs or special outside school classes are sometimes offered students of special interests and abilities. This plan enables the students to obtain a broad basic education and yet pursue special interests. The plan may take many forms. It may meet very regularly as a class or seminar; it may be a club meeting at regular intervals; or it may simply be a plan permitting students to spend free time in the art room, laboratories, and others. Generally, the plan is voluntary and is an outside of school time operation.[22]

Several examples of various types of ability grouping in action can be found. Dr. Leo R. Ryan, Principal, Forest Hills High School, New York City, reports:

> In the social studies, gifted students are selected in the ninth year and placed in honors classes in modern and American history. In addition, these students have an opportunity to take a course in which they are taught discussion techniques as they investigate current problems of democracy. These students help conduct city-wide forums with representatives of other schools.[23]

La Puenta Union High School District, La Puenta, California, reports:

> Students take at least three special classes which are offered in science, mathematics, language, English, and history; the remainder of their programs are elected from the regularly offered classes. To remain in the special program they must earn at least a C average in academic subjects, both special and regular. Furthermore, they must earn at least a C average in each of the special classes.[24]

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[21]Passow, et. al., op. cit.

[22]Robert J. Havighurst and Robert F. DeHaan, Educating Gifted Children (Chicago: University of Chicago Press, 1957), p. 111.

[23]Ibid., pp. 78-79. [24]NEA and NASSP, op. cit., p. 143.

Tacoma, Washington schools report:

> Grouping of students for special social studies classes is based upon a grade of A or B in the preceding social studies class; the recommendation of the teacher and counselor; reading achievement at least one year above grade level; a grade point average of B; and superior ability as measured by a standard test. Here....reading is done from titles carefully selected on a more advanced level than those used in average classes.[25]

Chicago, Illinois public schools report their practices:

> At the secondary level,..., grouping in subject classes is the general practice. Honor classes are organized in English, mathematics, science, social studies, foreign languages, and stenography....[26]

Acceleration

The second basic type of plan, acceleration, offers an opportunity for a talented child to progress in his work at a speed commensurate with his ability and maturity and to complete his educational program in less than the usual time. The student may do this by grade skipping, steady progress through a series of grades in less than the usual time, college credit examinations offering advanced standing in college, or early entrance to college.[27]

Acceleration offers the student a chance to begin his career early and take advantage of his increased productive ability. Proponents, also, maintain it fosters earlier adult responsibilities, reduces school costs and gives society the benefit of the student's talents much earlier and quicker. Advocates maintain that no social maladjustments would result if numbers of talented were accelerated together on a basis of subject mastery. In fact, they maintain inadequate challenge will

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[25]NEA and NASSP, op. cit., p. 151. [26]Ibid., p. 159

[27]Havighurst, et. al., op. cit.

lead to social problems quicker than acceleration.

Those arguing against acceleration say that social maladjustment does result due to younger students competing with some much older. It is argued that the younger accelerated student merely covers the older student's "average" work, not advanced work. They also argue that skipping some phases of a subject causes difficulty as the material is needed later.[28]

The practice of accelerating a student through the skipping of grade levels, grade skipping, has come under serious criticism and has recently been regarded as the "worst" method of acceleration. The practice was almost abandoned at one time due to a feeling that certain fundamental learnings were missed as a result of skipping work. Recently the plan has been revived and studied, and it has led to study of other more acceptable means of acceleration.[29]

The plan of telescoping three years of work into two or two years into one is rapidly growing in usage. The plan is particularly accepted at the junior high school level. It is argued that the child's ability to master a subject matter in a shorter time than average ability children entitles him to the opportunity of going on to more advanced work sooner. The disadvantage of missed learnings found in grade skipping are eliminated here since no work is actually skipped.[30] This plan can be applied in high school to taking three years of a foreign language or mathematics in two years. Other accelerated programs can also be developed within the individual school.

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[28]Passow, et. al., op. cit.

[29]NEA and NASSP, op. cit., pp. 54-55. [30]Ibid., pp. 56-57.

The University of Buffalo has spent several years since 1931 investigating a program allowing students to take "anticipatory examinations" for advanced credit in college courses. The results of the study show considerable success with the program. In fact, the ..."University of Buffalo experience for twenty years suggests that there is no serious difficulty in examining superior students for credit over and beyond the material necessary for high school graduation."[31] The program is favored by many since it allows a talented student advanced credit for freshman college work and permits him to spend his time for more advanced work in the same subjects or work in other fields.[32]

Under the auspices of the Fund for Advancement of Education, schools have conducted a study program offering early admission to college as one of its features. Under the plan students with academic ability plus social and personal maturity were admitted to college at the end of the tenth or eleventh grade. In general, the colleges participating have found the plan to be very successful. The students admitted early out-performed their total class. They even out-performed those of similar aptitude who entered at the normal age. And they were at least as active socially as the other students. One finding was the over-all better success of those entering college after the eleventh grade of high school as opposed to those entering after grade ten. In

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[31]Edward K. Jones and Gloria K. Ortner, College Credit by Examination, An Evaluation of the University of Buffalo Program (Buffalo, N. Y.: University of Buffalo, Jan. 1954), Vol. 21, No. 3, p. 194.

[32]NEA and NASSP, op. cit., p. 57.

general the schools were very enthusiastic about the plan.[33]

Some of the various acceleration programs as reported throughout the country are given here. L. S. Michael, Superintendent, Evanston Township High School, Evanston, Illinois reports his program:

> The college-level European history course offers a program of wide reading characterized by analysis, interpretation, criticism of the principal events, periods, institutions, and ideas of Western civilization. Students give written and oral reports which emphasize these procedures. Class discussion follows the Socratic method.[34]

St. Paul's School, Concord, New Hampshire, reports the following program:

> Students take one course, meeting six days a week for a minimum total of 21 periods per week. In most cases this enables them to complete one year's work in six weeks. In addition all students must take the required English course, which meets three times a week. Among the courses offered are English, advanced biology, advanced mathematics, advanced chemistry, calculus I and II, and concepts of mathematics, German I, Greek I, Greek II, Latin III, modern European history, physics, and Russian I.[35]

The Pasadena, California schools report:

> During the second semester of the twelfth grade, provision is made for released time to attend regular college classes at Pasadena City College with the consent of parents and high-school and college counselors....[36]

Enrichment

A third general type of program for academically talented is that of enrichment. Enrichment may be achieved through administrative provisions, or it may be done within the classroom, or both. The school can

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[33]Research Division of the Fund for the Advancement of Education, Owen J. Roberts, Chairman of the Board, Bridging the Gap Between School and College (Report No. 1, June 1953), pp. 67-107.

[34]Havighurst, et. al., op. cit., p. 44.

[35]NEA and NASSP, op. cit., p. 140. [36]Ibid., p. 149.

enrich the experiences of the talented by providing: (a) additional courses in areas now having limited offerings; (b) more and varied extra-class activities to enable the student to pursue special interests; (c) facilities such as laboratories, art rooms, music rooms, and shops where students may spend extra hours; (d) additional materials, such as books, art supplies, equipment and instruments.

Proponents of enrichment say that it allows the gifted child to go deeper or to range more widely than the average child in his "intellectual, social and artistic experience." It allows the gifted an opportunity to extend their experiences in the arts, music, creative writing, industrial arts, foreign languages, and others. Enrichment will also allow the child to deepen a particular area of interest, such as science, mathematics or social studies. Advocates of enrichment also maintain that gifted students will become lazy and indolent if they are allowed to subsist on the "average fare." If the school wishes to use enrichment within the classroom only, it will find the program easy to administer, very economical, and not unduly concerned with singling out the talented child for special consideration.[37]

Opponents say administrative provisions for enrichment single out the talented for special consideration, create scheduling problems, cost more money, and are generally hard to administer.

The most practical disadvantage of enrichment within the classroom is that it often places an almost intolerable burden on the already overloaded teacher.[38]

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[37]Havighurst, et. al., op. cit., pp. 20-22. [38]Ibid., pp. 20-22.

A rather heated argument has flared from time to time concerning the enrichment of depth as opposed to breadth. Enrichment of depth implies that additional work will be done in specialized fields of interest while enrichment of breadth presupposes work in wider areas of art, literature, music, and others as opposed to specializing in a field of interest.[39]

Several administrative techniques for enrichment may be used by a school. They include: Enrollment in additional subjects, enrollment in college courses, summer sessions, extra-class programs and correspondence courses.

A child who demonstrates superior ability is often permitted or required to carry a heavier than normal course load in school. The student may take additional work in either academic or non-academic areas such as art, music, crafts, and others. Thus the student may delve into a special area of interest for depth or into many areas for breadth.[40]

Some students may enroll in college classes in lieu of or in addition to high school work where this is feasible. This stimulates the student further and also permits him to accumulate credits toward college graduation at the same time. The plan also may stimulate or inspire a student to continue higher education since he already has a start.[41]

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[39]Passow, et. al., op. cit., pp. 50-53.

[40]NEA and NASSP, op. cit., pp. 90-91.

[41]Ibid.

Conant's "High School Plan" suggests that all comprehensive high schools offer college level courses to their talented students, even though the courses must be offered by the high school teachers rather than college instructors where no working relationship exists between the high school and some college or university.[42]

More and more communities have supplemented the regular school program with summer courses geared to the interests and abilities of talented students. The work may include advanced work also offered during the regular year, or it may consist of courses offered only in summer to enable the students to broaden or deepen their study. The students may work for a broadened program or early matriculation from high school. In some localities local universities have provided summer college sessions for the high school students. Usually, the plan is to offer advanced standing with the regular university faculty presiding and regular university requirements in effect.[43]

The extra-curricular program of a school, which usually includes special classes and clubs which are often mentioned as a form of ability grouping (see page 16), offers many enrichment opportunities. The school newspaper or yearbook, contest speech, dramatics, athletics, and music are other possibilities to include in such a program.[44]

Occasionally, where opportunities for extra-work are limited, a school may turn to correspondence work to enable a talented student to secure additional work. This is usually less desirable than regular

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[42] Conant, op. cit., pp. 120-121.

[43] NEA and NASSP, op. cit., p. 92.

[44] Ibid.

class work, but can be used if nothing else is available.[45]

Probably no other method of enrichment offers so many possibilities for varied work as does enrichment within the individual classroom. The program may be used by itself as a method of providing for the talented or in conjunction with any or all other methods or procedures. Likewise, certain of the other provisions, such as ability grouping, may be employed as a technique within the classroom. The ending of rigid class attendance requirements along with advanced individualized work is a way to enrich the classroom work. Usually, a student is encouraged to work upon special interest projects involving individual research and planning along with oral and/or written presentation of the findings. Sometimes this is coupled with permitted absence from classroom work to enable the talented student to spend the time more profitably.[46]

Occasionally, a second technique is used in conjunction with special interest work. This technique, use of the community as a resource, is a useful way of enriching the classroom work. The student or teacher may turn to political or social institutions in the community for assistance or study, or use may be made of local museums, libraries, recreation clubs, theaters, businesses, and others for study and information.[47]

Another popular enrichment technique is that generally referred to as the "contract" plan. Under this plan a student is asked to "contract" the amount of work he will do on a certain subject. The student

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[45] Ibid., pp. 92-93

[46] NEA and NASSP, op. cit., p. 93.

[47] Ibid., p. 94.

is permitted to fulfill his "contract" at his own rate of work. After a certain amount has been "covered" the group meets to discuss the subject. Sponsors of the contract plan maintain it encourages good work habits as the students take great pride in their work. The pupils keep accurate records and strive for improvement.[48]

Still another very popular method of enriching classroom work is the "unit of work." Centers of interest are chosen and work is organized around them as units of interest. The "unit of work" program..."best enables the school to fulfill its responsibility to the gifted child by fostering initiative and originality and by guiding growth toward self-realization and service to society.[49]

These techniques, contract plan, use of community resources, end of rigid class attendance requirements, and units of work, offer almost unlimited possibilities for new ideas, and each teacher must develop a separate program in light of the local situation. Because of the multiplicity of methods and need for localization no attempt will be made here to enumerate all of the possible approaches to enrichment within the classroom.

In view of the preceding summary of provisions possible for the academically talented, one can see that many possibilities are available for the school to use. Perhaps the best plan of all would be to analyze very carefully the local situation and employ as many of or all of the

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[48]Paul Witty, The Gifted Child (Boston: D. C. Heath & Co., 1951), p. 264.

[49]Marian Scheifele, The Gifted Child in the Regular Classroom (New York: Bureau of Publication, Teachers College, Columbia University, 1953), p. 51.

techniques as are applicable to the particular situation.

Havighurst has developed a criteria for a good program for talented children. It:

1. Aims to develop a variety of talents;
2. Has a systematic program for the discovery of a wide variety of talents;
3. Seeks to motivate gifted children to make use of and to develop their talent;
4. Makes use of a variety of community resources in the development of talent, in addition to the school;
5. Uses effective methods of teaching, curriculum materials, and administrative procedures in the schools.[50]

Many schools report enrichment practices of some type of operation at the present time. Leroy Peterson, Director of The Department of Special Education, Cedar Rapids Public Schools, Cedar Rapids, Iowa reports the following enrichment procedures in use:

> During the social studies periods in the classroom,---gifted students take the lead in various activities. They collect travel folders for countries being studied, do research for murals or model constructions, and present original dramatizations of customs and historical events. Letters are exchanged with correspondents in foreign countries. Reports are given concerning current world and national topics, as well as events in which the students themselves have participated.[51]

Sewanhaka High School, Floral Park, New York, Harold W. Wright, Supervising Principal, reports the following program:

> The activities in social studies are an example of enrichment for the gifted in the regular classroom. Procedures may include appointing committees with gifted pupils as chairmen, giving assignments requiring library research, using study guides with optional critical-thought questions, and frequent use of class discussion....[52]

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[50]Robert J. Havighurst, Eugene Strivers, and Robert F. DeHaan, A Survey of the Education of Gifted Children (Chicago: University of Chicago Press, 1955), p. 3.

[51]Havighurst, et. al., op. cit., p. 54. [52]Ibid., p. 67.

Cheltenham Township, Elkins Park, Pennsylvania, reports:

> ...gifted students may take a maximum of two enriched courses a year. The enriched courses in mathematics, science, and foreign languages tend to be an accelerated type of program, in which the students master the basic skills and proceed to advanced work as rapidly as possible. Those in English and social studies tend rather to enrichment in depth, the learning experiences being qualitatively different.[53]

The foregoing pages have contained a description of the multitude of possible provisions for identifying the academically talented and providing for his special needs. One could not advocate that all schools adopt all of the techniques listed, but one could advocate that all schools adopt those techniques which apply best to the local situation. "...no single pattern will be right for every school, no matter how successful it has proven in certain instances; nor will any individual school find that a pattern which has worked in a similar school will be suitable in all respects."[54] Thus, a school must analyze its own situation, plan a program of action, and evaluate the results on the basis of the local situation.

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[53]NEA and NASSP, op. cit., p. 142.

[54]NEA and NASSP, op. cit., p. 135.

IV. OTHER STUDIES OF A SIMILAR NATURE

A review of the literature concerning the talented child shows that no studies have been found concerning the academically talented social studies student in Iowa. However, one similar study has been done at the state level in Montana by Grant.[55] The Grant study differs from this one in two basic ways. First, it was concerned with both the slow and the rapid learner. Second, the paper was more concerned with a comparison of the availability of provisions for the rapid and the slow learner than it was with the influence of school size upon the availability of various provisions.

Grant's findings indicate that Montana schools most frequently use the following administrative provisions for their rapid learners.

(1) "guidance information furnished to teachers."
(2) "college preparatory curriculum."
(3) "students permitted to carry above normal load for graduation credit."

"Teachers assigned on the basis of training and experience with rapid learners" and "pupils sectioned in classes which do two years' work in one or three years' work in two, etc." were the two least used administrative provisions. Grant concludes her summary of administrative provisions by saying, "Judged by the means from the tables, the larger Montana high schools used the provisions more often than the smaller.[56]

The study by Miss Grant shows that "teachers' marks" and "group intelligence tests" were the most often used identification techniques,

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[55]Dorothy Elizabeth Grant, "A Study of Provisions in Montana High Schools for Rapid-Learning Students in Social Studies." (unpublished Master's thesis, The University of Montana, Missoula, 1955).

[56]Ibid., p. 98.

while "homeroom advisor's appraisal" and "parental appraisal" were the least frequently used items. She also found that "larger schools tended to employ all the techniques more than smaller schools."[57]

Grant found that those items "dealing with individual research, use of references, additional reading, community study, and leadership training," [58] were among those instructional procedures most frequently used in Montana for the rapid learner. "Making charts and graphs" and "preparation and presentation of radio and television shows" were the least frequently used instructional procedures for rapid learners in Montana.

Another study concerning the academically talented was done at the national level by the United States Office of Education.[59] This study concerned the administrative provisions, methods of identification, and instructional procedures in the fields of English, social studies, mathematics, science, home economics, and industrial arts for both rapid and slow learners. The sections of the questionnaire from the United States Office of Education study dealing with administrative provisions, methods of identification, and instructional procedures for social studies were used as a basis for the questionnaires of this study.

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[57] Grant, op. cit., p. 98. [58] Ibid., p. 99.

[59] U. S. Office of Education, op. cit.

CHAPTER III

METHODS AND PROCEDURES

The Sample

The sampling was done within five school population categories: 0-99, 100-199, 200-299, 300-499 and 500+. The total number of schools in Iowa upon which this study is based was 614. Approximately 15 per cent of the total number of schools, that is, 94 of 614, received questionnaires. Approximately 66 per cent of these questionnaires were returned. The break-down is as follows:

Size of School (Enrollment)	Total No. of Schools in Iowa	No. of Schools Receiving Questionnaires	No. of Schools Receiving Questionnaires
0-99	240	27 (11% of 240)	14 (6% of 240)
100-199	207	27 (13% of 207)	19 (9% of 207)
200-299	76	19 (25% of 76)	14 (18% of 76)
300-499	51	11 (22% of 51)	6 (12% of 51)
500+	40	10 (25% of 40)	9 (22% of 40)
TOTAL	614	94 (15% of 614)	62 (10% of 614)

The schools were chosen from an official list supplied by the Iowa Department of Public Instruction, Des Moines, Iowa.

The Questionnaire (See Appendix A, page 78)

A review of literature revealed that the types of provisions most frequently used in high schools were referred to on the questionnaire of the U. S. Department of Health, Education and Welfare, Office of Education. [1] Consequently, this questionnaire was used as a basis for

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[1] U. S. Department of Health, Education and Welfare, Teaching Rapid and Slow Learners in High School (Washington: U. S. Printing Office, No. 5, 1954).

constructing the questionnaire for this study. It was sectioned into three parts. Part I consisted of 15 items designed to reveal ADMINISTRATIVE PROVISIONS FOR ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS; Part II, 20 items, designed to reveal TECHNIQUES USED IN DISCOVERING ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS; and Part III, 30 items, designed to reveal INSTRUCTIONAL PROVISIONS AND PROCEDURES IN SOCIAL STUDIES.

The Survey Method

All parts of the questionnaire were mailed to the school principal or superintendent to be distributed to the appropriate staff member. The principal was asked to complete Part I himself; to turn Part II over to the guidance counselor for completion or to complete it himself if the school had no guidance counselor; and to turn Part III over to the head of the social studies department or to the teacher of social studies. Names of principals and staff members were obtained from a directory published by the Iowa Department of Public Instruction, Des Moines, Iowa. To those not responding, as many as two follow-ups by card and a third by letter containing an additional copy of the questionnaire were sent to each principal at intervals of ten days (see Appendix B, page 87). Time did not permit additional follow-ups in categories with low responses.

Treatment of Data

All data was treated in tabular form with comparisons made between size categories and types of school organization.

CHAPTER IV

THE COLLECTION AND ANALYSIS OF DATA

I. THE RETURN

This study was made on samples from the 614 Iowa public high schools. There were 27 schools from the 0-99 school-size category, 27 from the 100-199 size category, 19 from the 200-299 size category, 11 from the 300-499 size category, and 10 from the 500+ size category for a total of 94 schools or 15 per cent of the total.

The return from 62 schools was approximately 66 per cent of the 94 questionnaires sent out, or approximately 10 per cent of the total schools in Iowa. TABLE I, page 33, NUMBER OF SCHOOLS PROVIDING RESPONSES TO THE QUESTIONNAIRE, shows that the 500+ size group returned the highest percentage of questionnaires, 90 per cent. Other percentage returns were: from the 0-99 group, 52 per cent; from the 100-199 group, 70 per cent; from the 200-299, 74 per cent; and from the 300-499, 54 per cent. Of the total return, eight questionnaires, or 13 per cent of the number sent, were from "Senior High Schools." Forty-two others, or 68 per cent, were from "Regular High Schools," and the remaining twelve questionnaires, 19 per cent, were from "Junior-Senior High Schools."

It may be seen from TABLE I that the return from the 0-99 size schools was six per cent of 240 possible schools; from the 100-199 size schools nine per cent of the 207 possible; from the 200-299 size schools 18 per cent of 76 possible; from the 300-499 size schools 12 per cent of 51 possible; and, from 500+ size schools 22 per cent of 40 possible.

TABLE I

NUMBER OF SCHOOLS PROVIDING RESPONSES TO THE QUESTIONNAIRE

	Enrollment					Total	
	0-99	100-199	200-299	300-499	500+	Schools	Percentage
1	2	3	4	5	6	7	8
Total schools in Iowa----------	240	207	76	51	50	614	100
Total schools in survey----------	27	27	19	11	10	94	15
Senior high school returned--------	0	0	1	1	6	8	13
Regular high school returned--------	11	14	11	5	1	42	68
Junior-Senior high school returned--	3	5	2	0	2	12	19
Total questionnaires returned----	14	19	14	6	9	62	10
Percent of sample return---------	52	70	74	54	90	--	65.9
Percentage of total schools returning questionnaire----------	6	9	18	12	22	--	10

Of the total returns received, three schools replied with a letter instead of the questionnaire. Other questionnaires were found to have item responses omitted; however, these questionnaires were included in the tabulation of data. There were very few of such instances.

II. ADMINISTRATIVE PROVISIONS

The Questionnaire

The data obtained from Part I of the questionnaire, ADMINISTRATIVE PROVISIONS FOR ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS (Appendix A, page 78) were tabulated differently from that of Part II, TECHNIQUES USED IN DISCOVERING ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS, and Part III, INSTRUCTIONAL PROVISIONS AND PROCEDURES IN SOCIAL STUDIES, (see Appendix A, pages 81-83). Questions in this section simply asked the principal or superintendent to respond YES or NO to each item. The respondent was then asked to go back and note any provisions that had been tried and later abandoned in his school with the reasons for such. These data are reported in terms of the percentage of schools employing any particular provisions, now, or at any time.

Use of Administrative Provisions

TABLE II, page 35, shows that no provision listed is used by all the schools surveyed, but all are used by at least some schools. Item 1, "teachers furnished guidance information pertinent to student"; item 2, "regular classes furnished advanced study materials"; and item 3, "college preparatory curriculum required of college bound students" were among the most popular provisions among all schools of the survey, and they were the only ones used by at least half of the schools in all size categories. Item 1, "teachers furnished guidance information pertinent

TABLE II

PERCENTAGES OF SCHOOLS REPORTING THE USE OF ADMINISTRATIVE PROVISIONS FOR ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS BY TYPE OF ORGANIZATION AND SIZE OF SCHOOL

Item No.[a]	Item	Type of Organization				Size of School				
		All H.S. (62)[b]	Sr. H.S. (8)	Reg. H.S. (42)	Jr.-Sr. H.S. (12)	0-99 (14)	100-199 (19)	200-299 (14)	300-499 (6)	500+ (9)
1	2	3	4	5	6	7	8	9	10	11
1.	Teachers furnished guidance information pertinent to students----------	88	83	88	91	83	89	100	67	86
2.	Regular classes furnished advanced study materials and additional teaching aids.	74	50	71	100	83	68	77	50	71
3.	College preparatory curriculum required of college bound students----------	71	67	72	60	75	58	86	60	100
4.	Individual instruction outside of regular class hours----------	35	33	37	18	27	32	43	50	29
5.	Elective classes in advanced or specialized subjects (journalism, electronics, calculus, etc.)----------	35	50	32	30	46	21	25	20	86
6.	Space, furniture, and equipment for flexible grouping in classes and activities.	34	33	29	36	50	37	7	50	43
7.	Credit given for demonstrated achievement regardless of time spent in class.	18	0	17	30	33	11	15	17	14
8.	Summer school sessions provided--------	17	67	5	27	9	0	14	0	86
9.	Ability (homogeneous) classes. (Students grouped according to IQ, reading ability, previous grades, social maturity, etc.--	16	67	10	9	0	11	21	17	43
10.	Teachers assigned on basis of training and experience with rapid learners.	11	33	6	9	0	13	0	17	43
11.	Students required to carry above-average class load for graduation----------	9	0	17	0	9	11	8	17	0
12.	Remedial sections for able students whose performance is below capacity----------	9	33	8	10	9	5	0	17	43

TABLE II (continued)

Item No.[a]	Item	Type of Organization				Size of School				
		All H.S. (62)[b]	Sr. H.S. (8)	Reg. H.S. (42)	Jr-Sr. H.S. (12)	0-99 (14)	100-199 (19)	200-299 (14)	300-499 (6)	500+ (9)
1	2	3	4	5	6	7	8	9	10	11
13.	Transfer to special school encouraged---	5	17	5	0	8	0	0	17	17
14.	Seminars or outside of school classes in special areas----------	4	0	2	10	0	0	8	0	14
15.	Pupils sectioned in classes which do two year's work in one; or three year's work in two, etc.----------	2	17	0	0	0	0	0	0	14
	Mean----------	28.5	36.7	26.7	24.7	23.8	23.7	26.7	26.7	45.9

a. Items are in rank order and do not conform to original order found on questionnaire.

b. Number of schools responding within any particular category.

to students" and item 2, "regular classes furnished advanced study materials" were two of the most frequently used provisions in all size categories. This would suggest that many schools surveyed prefer to leave the responsibility for providing for the academically talented to the individual teacher. As shown by the response to item 3, "college preparatory curriculum required of college bound students," many schools, 75 per cent of 0-99 schools, 58 per cent of 100-199 schools, 86 per cent of 200-299 schools, 60 per cent of 300-499 schools and 100 per cent of 500+ schools, had differentiated provisions for their college preparatory and non-college preparatory students. Aside from "college preparatory curriculum required of college bound students," "teachers furnished guidance information pertinent to student," and "regular classes furnished advanced study materials," only one other provision came in for any considerable usage in all size categories. Item 5, "elective courses in advanced or specialized subject" was used by 46 per cent of 0-99 schools, 21 per cent of 100-199 schools, 25 per cent of 200-299 schools, 20 per cent of 300-499 schools, and 86 per cent of 500+ schools. However, all but one of twenty-two respondents added a note to indicate that the elective course provisions used were in science, mathematics, languages, or vocational areas, and not social studies. The one school reporting an elective course in social studies said that the elective was a form of social problems course. Most schools reported that they had only the two required courses, American history and American government, or American problems, for their academically talented social studies students. Item 6, "space, furniture, and equipment for flexible grouping in classes and activities" was reported

in use by a significant number of schools in all categories except the 200-299 size category. It was reportedly used by only 7 per cent of the 200-299 size schools, as compared to 37-50 per cent of schools in the other size categories.

Very few, 8 per cent of 200-299 schools and 14 per cent of 500+ said that they used item 14, "seminars or outside of school classes in special areas," for their students. Those who did report this provision in use said that it was used either in science, mathematics, or vocational studies, and none indicated the use of the seminar in any of the social studies areas. Nine per cent of 0-99 schools, 11 per cent of 100-199 schools, 8 per cent of 200-299 schools, and 17 per cent of 300-499 schools indicated that they used item 11, "students required to carry above-average class load for graduation," while 0 per cent of the 500+ schools reported this provision. Some schools indicated that this was not a requirement, but that the students were urged to elect more than the normal load of courses. It should be noted that only 8 per cent of 0-99 schools, 17 per cent of 200-299 schools, and 17 per cent of 500+ schools reported they used item 13, "transfer to special school encouraged." This probably can be attributed to the fact that one can find a special school only in Des Moines and Cedar Rapids. These are more technical in nature, not strictly devoted to academically talented social studies students. Nine per cent of the 0-99 schools, 14 per cent of the 200-299 schools, and 86 per cent of the 500+ schools reported the use of item 8, "summer school sessions provided."

The Influence of School Size

Item 4, "college preparatory curriculum required of college

bound students" was reported in use by 100 per cent of 500+ size schools as compared with 75 per cent of the 0-99 size schools. Item 5, "elective classes in advanced or specialized subjects" was reportedly used by 86 per cent of 500+ size schools and only 46 per cent of 0-99 size schools. Item 8, "summer school sessions provided" was reported in use by 86 per cent of the 500+ size schools and 9 per cent of the 0-99 size schools. Item 9, "ability (homogeneous) classes," and item 10, "teachers assigned on basis of training and experience with rapid learners" were used by 43 per cent of the 500+ size schools and 0 per cent of the 0-99 size schools.

The relationship between size of school and the use of administrative provisions is especially evident if one looks at item 9 of TABLE II, "ability (homogeneous) grouping" and item 12, "remedial sections for able students whose performance is below capacity." Ability (homogeneous) grouping" was reported by 43 per cent of the 500+ schools as compared to 0 per cent of 0-99 schools, 11 per cent of 100-199 schools, 21 per cent of 200-299 schools, and 17 per cent of 300-499 schools. Item 12, "remedial sections for able students whose performance is below capacity," was used by 43 per cent of 500+ schools and only 9 per cent of 0-99, 5 per cent of 100-199, 0 per cent of 200-299, and 17 per cent of 300-499 schools. The attitude of the smaller schools concerning the use of administrative provisions might be summed up by one principal's statement:

> Our social studies, grades seven through twelve, are divided between two teachers, neither of whom is a social studies major. Therefore, I do not consider that our data would be of <u>any help</u> to you.

We are unable to make any real progress toward helping any except the average pupil.[1]

Tried and Abandoned

Only two schools reporting have tried and abandoned any provisions. One large school said that it had dropped its summer school program because of insufficient enrollments,[2] and a small community school dropped ability grouping because of scheduling difficulties presented by a curriculum limited to only one section each of the elective courses.[3]

III. TECHNIQUES USED IN IDENTIFYING ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS

The Questionnaire

Part II, a twenty-item questionnaire, TECHNIQUES USED IN IDENTIFYING ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS (Appendix A, page 81) was used to survey methods and techniques used by Iowa high schools in identifying their academically talented social studies students.[4]

Guidance personnel responding to this part of the questionnaire were asked to check the response NONE, SOME or MUCH to indicate the frequency of usage in their particular situation. The responses were then weighed: NONE times zero, SOME times one, and MUCH times two; and

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[1]Gary C. Miller, Principal, Meservey High School, Meservey, Iowa, Comment on Questionnaire.

[2]V. A. Jones, Principal, Ottumwa High School, Ottumwa, Iowa, Comment on Questionnaire.

[3]John Guthrie, Principal, Stuart High School, Stuart, Iowa, Comment on Questionnaire.

[4]U. S. Dept. of Health, Education, and Welfare, Office of Educ., Teaching Rapid and Slow Learners in High Schools, Bulletin no. 5 (Washington: Government Publishing Office, 1954).

a usage mean computed for each.[5] Thus, a rating of zero would indicate that every respondent had said his school used that item NONE; a rating of one meant everyone had used it SOME. A rating of two would be perfect and would indicate that all answered MUCH. Then, all items were grouped in alphabetical order under four major categories, TEACHERS' APPRAISAL TECHNIQUES, TESTING DEVICES, APPRAISAL TECHNIQUES, and INFORMATION FROM OTHER RECORDS. A rank order, from 1-20, for each type or size category is given each item.

Techniques of Guidance Used to Identify Academically Talented

The frequency of usage of the twenty "techniques of guidance" items according to the type of school organization may be noted on TABLE III, page 42, TECHNIQUES USED IN DISCOVERING ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS BY TYPE OF ORGANIZATION. Columns 3 and 4 represent a summary of responses to the survey by "All Schools." Columns 5 and 6 represent responses by "Sr. High Schools"; columns 7 and 8 represent responses by "Reg. High Schools"; and columns 9 and 10 represent responses by "Jr.-Sr. High Schools."

It will be noted on TABLE III, that "teachers' marks," ranked 1 in frequency of usage for "All Schools," closely followed by "standardized achievement tests," ranked 2; "group intelligence tests," ranked 3; "information on vocational plans," ranked 4; "teachers' estimates of school achievement," ranked 5; and "anecdotal reports and records" and "information of physical health," ranked 6.5. The items in the "Reg. High Schools" show similar ranking, but "Sr. High Schools" and "Jr.-Sr.

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[5]This method conforms to that used on the survey done by the U. S. Office of Education. Ibid.

TABLE III

TECHNIQUES USED IN DISCOVERING ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS BY TYPE OF ORGANIZATION

Item No.[a]	Item	Type of Organization: All Schools (62)[b] Usage Mean	All Schools (62)[b] Rank	Sr. High Schools (8) Usage Mean	Sr. High Schools (8) Rank	Reg. High Schools (42) Usage Mean	Reg. High Schools (42) Rank	Jr.-Sr. High Schools (12) Usage Mean	Jr.-Sr. High Schools (12) Rank
1	2	3	4	5	6	7	8	9	10
	TEACHER APPRAISAL TECHNIQUES								
1.	Teachers' estimates of aptitude	.95	8.5	1.00	15	.93	8	1.00	9.5
2.	Teachers' estimates of intelligence	.90	12	.83	17.5	.86	10.5	.73	18
3.	Teachers' marks	1.48	1	1.50	3.5	1.48	1	1.45	3
4.	Teachers' estimate of school achievement	1.19	5	1.33	7	1.16	5	1.09	5.5
	median usage mean	1.07		1.16		1.04		1.04	
	TESTING DEVICES								
5.	Group intelligence tests	1.39	3	1.67	1.5	1.33	3	1.55	2
6.	Individual intelligence tests	.89	14.5	1.33	7	.80	15	1.00	9.5
7.	Standarized achievement tests	1.46	2	1.67	1.5	1.35	2	1.66	1
8.	Standarized aptitude tests in specific areas	.83	16	1.16	11	.65	17.5	1.09	5.5
	median usage mean	1.14		1.33		1.06		1.32	
	APPRAISAL TECHNIQUES								
9.	Guidance counselor's appraisal of pupil's interests, aptitudes, and abilities	.95	8.5	1.33	7	.84	14	.90	14
10.	Parental appraisal of pupil's interests, aptitudes	.54	19	1.50	3.5	.47	19	.77	17

TABLE III (Continued)

Item No.[a]	Item	Type of Organization: All Schools (62)[b] Usage Mean	Rank	Sr. High Schools (8) Usage Mean	Rank	Reg. High Schools (42) Usage Mean	Rank	Jr.-Sr. High Schools (12) Usage Mean	Rank
1	2	3	4	5	6	7	8	9	10
11.	Home room adviser's appraisal of pupil's interest, aptitudes, and abilities	.40	20	.83	17.5	.34	20	.36	20
	median usage mean	.54		1.33		.47		.77	
	INFORMATION FROM OTHER RECORDS (CUMULATIVE FOLDER INFORMATION)								
12.	Information on hobbies	.88	13	1.00	15	.85	13	.90	14
13.	Information of home environment	.89	14.5	1.16	11	.86	10.5	.90	14
14.	Information on personality adjustment	.91	11	1.16	11	.90	9	.89	16
15.	Information on physical health	1.00	6.5	1.16	11	.97	6	1.00	9.5
16.	Information on physical maturity	.82	17	1.00	15	.76	16	1.00	9.5
17.	Information on reading interests and habits	.93	10	1.16	11	.86	12	1.00	9.5
18.	Information on social security	.62	18	.67	19.5	.65	17.5	.40	19
19.	Information on vocational plans	1.22	4	1.50	3.5	1.21	4	1.20	4
	ANECDOTAL RECORDS								
20.	Anecdotal reports and records	1.00	6.5	1.41	5	.94	7	1.00	9.5
	median usage mean	.90		1.16		.88		.90	

NOTE: The Usage Mean was computed by assigning values: None-0, Some-1, and Much-2

a. Items do not correspond to the order of the original questionnaire

b. Number of schools responding within any particular category

High Schools" categories show some differences in ranking from "All Schools." "Sr. High Schools" tended to use "standardized achievement tests" and "group intelligence tests," both ranking 1.5, more than "teachers' marks" which ranked 3.5. Also, "Jr.-Sr. High Schools" gave "teachers' marks" a rank of 3 as compared to a rank of 1 in the "All Schools" category. The "Sr.High Schools" ranked "information on physical health" and "teachers' estimates of aptitudes" 11 and 15, respectively, and the "Reg. High Schools" and "Jr.-Sr. High Schools" ranked "guidance counselor's appraisal" 14.5 out of twenty items. The seven highest ranking items in the "All Schools" category received a usage mean of 1.00, or more, which would indicate that many schools in the survey used these methods of identification at least SOME. "Teachers' marks" received a usage mean of 1.48 indicating that many of the schools said they used this technique MUCH. It will be noted on TABLE III that "information on social security" and "parental appraisal of pupil's interests and aptitudes," ranked 18 and 19, respectively, by "All Schools" were generally near the bottom of the ranking in all type categories along with "home room adviser's appraisal of pupil's interests, aptitudes, and abilities," which ranked 20.

An examination of TABLE III, page 42, indicates that "All Schools" tend to rely more upon TEACHER APPRAISAL TECHNIQUES items (median usage mean 1.07) and TESTING DEVICES items (median usage mean 1.14) more than upon APPRAISAL TECHNIQUES items (median usage mean .54) and INFORMATION FROM OTHER RECORDS items (median usage mean .90). "Reg. High Schools" and "Jr.-Sr. High Schools" follow this pattern, but the "Sr. High Schools" do not. The "Sr. High Schools" tend to rely more upon TESTING

DEVICES (median usage mean 1.33) and APPRAISAL TECHNIQUES (median usage mean 1.33). The "Sr. High Schools" median usage mean for both TEACHER APPRAISAL TECHNIQUES and INFORMATION FROM OTHER RECORDS was 1.16.

The Influence of School Size: Identification Techniques

TABLE IV, page 46, TECHNIQUES USED IN DISCOVERING ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS BY SIZE OF SCHOOL, indicates some differences among the school size categories in the usage of methods of identification. The TEACHER APPRAISAL TECHNIQUES items had a median usage mean of 1.19 for the 0-99 size schools; .79 for the 100-199 size schools; 1.13 for 200-299 size schools; 1.16 for 300-499 size schools; and the largest, 1.50, for the 500+ size schools. For the TESTING DEVICES items the median usage mean for the 0-99 size schools was 1.01; for the 100-199 size school, 1.08; for the 200-299 size schools, 1.16; for the 300-499 size schools, 1.08; and for the 500+ size schools, 1.42. APPRAISAL TECHNIQUES items and INFORMATION FROM OTHER RECORDS items, on TABLE IV, show some peculiarities. These two types of identification methods indicate similarly higher usage means for the 0-99 and 500+ size schools as compared to other size categories. The median usage mean score for APPRAISAL TECHNIQUES in the 0-99 size schools was 1.00 and 1.14 for 500+ as compared to .21 for 100-199 size schools; .57 for 200-299 size schools; and .83 for 300-499 size schools. A similar situation exists in the nine items dealing with INFORMATION FROM OTHER RECORDS. Here, the median usage mean of the 0-99 size schools was 1.18 and 1.22 for the 500+ size schools as compared to .68 for the 100-199 size schools; .96 for the 200-299 size schools; and .83 for the 300-499 size schools.

TABLE IV

TECHNIQUES USED IN DISCOVERING ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS BY SIZE OF SCHOOL

Item No.[a]	Item	Size of School									
		0-99 (14)[b]		100-199 (19)		200-299 (14)		300-499 (6)		500+ (9)	
		Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank
1	2	3	4	5	6	7	8	9	10	11	12
	TEACHER APPRAISAL TECHNIQUES										
1.	Teachers' estimates of aptitudes	1.20	4.5	.63	13.5	.93	11	1.16	7	1.29	10
2.	Teachers' estimates of intelligence	.88	17	.68	10	.86	14	1.00	11	1.00	16.5
3.	Teachers' marks	1.27	2	1.32	2	1.64	1	1.50	2.5	1.85	2
4.	Teachers' estimates of school achievement	1.18	7	.89	5.5	1.33	4	1.16	7	1.71	5
	median usage mean	1.19		.79		1.13		1.16		1.50	
	TESTING DEVICES										
5.	Group intelligence tests	1.18	7	1.26	3	1.42	3	1.67	1	1.85	2
6.	Individual intelligence tests	.90	16	.89	5.5	.90	13	.50	18.5	1.14	13.5
7.	Standardized achievement tests	1.12	9	1.39	1	1.46	2	1.33	4	1.85	2
8.	Standardized aptitude tests in specific areas	.86	18	.53	16.5	.85	15	.83	15	1.42	7.5
	median usage mean	1.01		1.08		1.16		1.08		1.42	
	APPRAISAL TECHNIQUES										
9.	Guidance counselor's appraisal of pupil's interests, aptitudes, and abilities	1.03	12	.63	13.5	1.00	8.5	1.16	7	1.42	7.5

TABLE IV (Continued)

Item No.[a]	Item	Size of School									
		0-99 (14)[b]		100-199 (19)		200-299 (14)		300-499 (6)		500+ (9)	
		Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank
1	2	3	4	5	6	7	8	9	10	11	12
10.	Parental appraisal of pupil's interests, aptitudes	1.00	14	.13	20	.57	19	.83	14.5	.86	18.5
11.	Home room adviser's appraisal of pupil's interest, aptitudes, and interests	.44	20	.21	19	.42	20	.33	20	.86	18.5
	median usage mean	1.00		.21		.57		.83		1.14	
	INFORMATION FROM OTHER RECORDS (CUMULATIVE FOLDER INFORMATION)										
12.	Information on hobbies	1.11	10.5	.68	10	.78	16.5	.33	20	1.00	16.5
13.	Information on home environment	1.00	14	.68	10	.93	11	1.00	11	1.14	13.5
14.	Information on personality adjustment	1.00	14	.63	13.5	1.07	6.5	.83	14.5	1.29	10
15.	Information on physical health	1.20	4.5	.74	8	1.07	6.5	1.16	7	1.14	13.5
16.	Information on physical maturity	1.11	10.5	.53	16.5	.78	16.5	.83	14.5	1.29	10
17.	Information on reading interests and abilities	1.18	7	.63	13.5	.93	11	1.00	11	1.14	13.5
18.	Information on social security	.56	19	.47	18	.71	18	.67	17	.83	20
19.	Information on vocational plans	1.30	1	1.10	4	1.14	5	1.50	2.5	1.50	6

TABLE IV (Continued)

Item No.[a]	Item	Size of School									
		0-99 (14)[b]		100-199 (19)		200-299 (14)		300-499 (6)		500+ (9)	
		Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank
1	2	3	4	5	6	7	8	9	10	11	12
	ANECDOTAL RECORDS										
20.	Anecdotal reports and records----------	1.24	3	.79	7	1.00	8.5	.50	18.5	1.78	4
	median usage mean---	1.18		.68		.96		.83		1.22	

NOTE: The Usage Mean was computed by assigning values: None-0, Some-1, and Much-2
a. Items do not correspond to the order of the original questionnaire
b. Number of schools responding within any particular category

TABLE IV indicates that 0-99 size schools tend to use TEACHER APPRAISAL TECHNIQUES (median usage mean 1.19) and INFORMATION FROM OTHER RECORDS (median usage mean 1.18) more than TESTING DEVICES (median usage mean 1.01) and APPRAISALS TECHNIQUES (median usage mean 1.00). The 500+ size schools, however, use TEACHER APPRAISAL TECHNIQUES (median usage mean 1.50) and TESTING DEVICES (median usage mean 1.42) more than APPRAISAL TECHNIQUES (median usage mean 1.14) and INFORMATION FROM OTHER RECORDS (median usage mean 1.22). Further study of TABLE IV indicates that schools of 100-199 size rely more upon TESTING DEVICES (median usage mean 1.08); schools of 200-299 size rely more upon TEACHER APPRAISAL TECHNIQUES (median usage mean 1.13); and TESTING DEVICES (median usage mean 1.16) and schools of 300-499 rely more upon TEACHER APPRAISAL TECHNIQUES (median usage mean 1.16).

IV. INSTRUCTIONAL PROVISIONS AND PROCEDURES IN SOCIAL STUDIES

The Questionnaire

Teachers responding to Part III of the questionnaire, INSTRUCTIONAL PROVISIONS AND PROCEDURES IN SOCIAL STUDIES (Appendix A, page83) were asked to check a NONE, SOME, or MUCH response to thirty different instructional provisions listed on the questionnaire. These responses were then handled as they were for Part II of the questionnaire, TECHNIQUES USED IN IDENTIFYING ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS. The responses were weighed: NONE times zero, SOME times one, and MUCH times two, and a usage mean computed for each. Thus a usage mean rating of zero would indicate that all schools answered--NONE. A rating of two would be perfect and indicate that all answered--MUCH. Then, all thirty items were ranked according to usage mean and listed in rank order under

the heading "All Schools." TABLE IV, INSTRUCTIONAL TECHNIQUES USED IN PROVIDING FOR ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS--BY SIZE OR SCHOOL, follows that pattern. It was also thought desirable to know the percentage of schools using the individual instructional provisions as well as to know the usage mean of each; consequently, TABLE V, PERCENTAGE OF SCHOOLS REPORTING THE USE OF INSTRUCTIONAL PROVISIONS IN SOCIAL STUDIES FOR ACADEMICALLY TALENTED BY TYPE OF ORGANIZATION AND SIZE OF SCHOOL, is a percentage presentation of the use of the thirty instructional techniques according to size of school and type of organization.

Percentage Report by Type of Organization and Size of School

TABLE V, page 51, PERCENTAGE OF SCHOOLS REPORTING THE USE OF INSTRUCTIONAL PROVISIONS IN SOCIAL STUDIES FOR ACADEMICALLY TALENTED BY TYPE OF ORGANIZATION AND SIZE OF SCHOOL, shows that item 1, "use of critical thinking when the class is seeking a solution for a social problem" was the only response checked, at least SOME, by "All Schools." Of this survey, item 2 "encourage students to engage in conversation in school and at home on current events, politics, government, and news of school and neighborhood"; item 3, "teach students how to register and vote; give experiences in applying party platforms and personal views of candidates"; item 4, "use current events as an important part of class work"; and item 5, "encourage pupils to select and plan to see and listen to radio, television programs," were checked by 98 per cent of all respondents. Item 6, "teach students to use the layman's reference books..."; item 7, "use the socialized recitation to develop major ideas"; item 8, "teach students how to read a newspaper..."; item 9, "encourage students

TABLE V

PERCENTAGE OF SCHOOLS REPORTING THE USE OF INSTRUCTIONAL PROCEDURES IN SOCIAL STUDIES FOR ACADEMICALLY TALENTED BY TYPE OF ORGANIZATION AND SIZE OF SCHOOL

Item No.[a]	Item	Type of Organization				Size of School				
		All H.S. (62)[b]	Sr. H.S. (8)	Reg. H.S. (42)	Jr-Sr. H.S. (12)	0-99 (14)	100-199 (19)	200-299 (14)	300-499 (6)	500+ (9)
1	2	3	4	5	6	7	8	9	10	11
1.	Use critical thinking when the class is seeking a solution for a social problem.	100	100	100	100	100	100	100	100	100
2.	Encourage students to engage in conversation in school and at home on current events, politics, government, and news of school and neighborhood.----------	98	83	100	100	100	100	93	100	100
3.	Teach students how to register and vote; give experiences in studying party platforms and personal views of candidates—	98	83	98	90	100	94	100	100	100
4.	Use current events as an important part of class work----------	98	100	98	100	100	100	100	83	83
5.	Encourage pupils to select and plan to see and listen to radio, television programs----------	98	83	100	100	100	100	100	100	85
6.	Teach students to use the layman's reference books; the dictionary, encyclopedia, World Almanac----------	96	100	97	91	90	94	100	100	85
7.	Use the socialized recitation to develop major ideas----------	96	100	94	100	100	100	93	83	100

TABLE V (Continued)

PERCENTAGE OF SCHOOLS REPORTING THE USE OF INSTRUCTIONAL PROCEDURES IN SOCIAL STUDIES FOR ACADEMICALLY TALENTED BY TYPE OF ORGANIZATION AND SIZE OF SCHOOL

Item No.[a]	Item	Type of Organization				Size of School				
		All H.S. (62)[b]	Sr. H.S. (8)	Reg. H.S. (42)	Jr-Sr H.S. (12)	0-99 (14)	100-199 (19)	200-299 (14)	300-499 (6)	500+ (9)
1	2	3	4	5	6	7	8	9	10	11
8.	Teach students how to read a newspaper. (Learning to distinguish between fact and opinion, recognizing the use of propaganda devices, etc.)----------	95	80	59	100	100	95	100	83	83
9.	Encourage students to use references in a large library----------	94	100	97	81	100	77	100	100	100
10.	Assign individual research projects on selected topics----------	94	100	92	100	80	94	100	100	100
11.	Give students practice in reading all parts of news magazines. (Include medicine, art, and science, as well as national and international news)----------	89	80	84	100	90	83	86	83	83
12.	Evaluate the work of the class in terms of changes in behavior toward better citizenship----------	88	67	61	91	91	83	93	67	85
13.	Teach basic skills in reading and writing (including map reading) to build social studies vocabulary and concepts.	88	67	89	100	100	78	100	67	85
14.	Use group process in which all students use information to find solutions for social problems----------	87	80	89	80	73	72	100	67	83

TABLE V (Continued)

PERCENTAGE OF SCHOOLS REPORTING THE USE OF INSTRUCTIONAL PROCEDURES IN SOCIAL STUDIES FOR ACADEMICALLY TALENTED BY TYPE OF ORGANIZATION AND SIZE OF SCHOOL

Item No.[a]	Item	Type of Organization				Size of School				
		All H.S. (62)[b]	Sr. H.S. (8)	Reg. H.S. (42)	Jr-Sr H.S. (12)	0-99 (14)	100-199 (19)	200-299 (14)	300-499 (6)	500+ (9)
1	2	3	4	5	6	7	8	9	10	11
15.	Encourage students to set up personal goals and to engage in self-evaluation to see progress	87	83	82	91	100	100	64	75	85
16.	Provide experiences for students to examine prejudices and attitudes that are provincial	87	83	70	91	100	77	86	83	85
17.	Encourage students to make individual studies of the history of areas in which they have special interests--art, music, medicine, etc.	87	67	92	81	100	75	93	83	100
18.	Encourage students to read classics of historical significance	87	80	88	90	90	83	86	100	83
19.	Encourage and advise pupils to organize and operate student governments and manage extra-class activities	86	80	87	80	100	78	93	83	83
20.	Use pupil-teacher planning in study of social problems	86	80	84	100	100	89	71	80	85
21.	Provide experiences to help learn how to find and apply for jobs	82	83	84	81	100	84	64	67	85
22.	Utilize resources of the local community for study	82	33	78	86	70	72	93	67	100

TABLE V (Continued)

PERCENTAGE OF SCHOOLS REPORTING THE USE OF INSTRUCTIONAL PROCEDURES IN SOCIAL STUDIES FOR ACADEMICALLY TALENTED BY TYPE OF ORGANIZATION AND SIZE OF SCHOOL

Item No.[a]	Item	Type of Organization				Size of School				
		All H.S. (62)[b]	Sr. H.S. (8)	Reg. H.S. (42)	Jr-Sr H.S. (12)	0-99 (14)	100-199 (19)	200-299 (14)	300-499 (6)	500+ (9)
1	2	3	4	5	6	7	8	9	10	11
23.	Assign biographies of recognized literary metit of men and women who have made important contributions to civilization.	79	83	78	81	100	71	64	100	85
24.	Lead the class in an evaluation of how well a job carried out by the whole class has been done and how group work can be improved----------	74	67	73	91	90	77	43	67	83
25.	Plan learning experiences in large units.	74	60	75	70	77	78	64	67	83
26.	Have students make charts and graphs based on statistics----------	72	60	70	90	73	61	85	67	83
27.	Encourage participation in local adult movements----------	70	67	68	73	88	61	64	83	85
28.	Use several textbooks for students of different ability rather than a single textbook----------	69	60	63	65	70	56	59	83	83
29.	Supervise the planning of culminating activities by class to organize major ideas of a unit----------	67	67	67	73	90	62	43	80	85
30.	Arrange for preparation and presentation of radio and television programs--------	26	33	33	00	38	11	14	33	42
	Mean----------	85.3	84.6	81.7	89.3	90.3	80.5	81.7	81.7	83.6

a. Items are listed in rank order and do not correspond to the original questionnaire.
b. Number of schools responding within any particular category.

to use references in a large library"; and item 10, "assign individual research projects and selected topics," were all used by at least 94 per cent of all respondents. In fact, at least 67 per cent of "All Schools" of this survey reported using all of the instructional items except item 30, "arrange for preparation and presentation of radio and television programs." This was checked by only 26 per cent of the respondents, and many of those not checking said that they had no facilities for such work.

Item 29, "supervise the planning of culminating activities by class to organize major ideas of a unit" and item 24, "lead the class in an evaluation of how well a job carried out by the whole class has been done and how group work can be improved" were the only other items checked by less than half of the schools within any size group or type of organization category. In the 200-299 category both of these items were checked by only 42 per cent of the responding teachers.

Influence of School Sizes

A comparison of TABLE II, page 35, PERCENTAGE OF SCHOOLS REPORTING THE USE OF ADMINISTRATIVE PROVISIONS FOR ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS BY TYPE OF ORGANIZATION AND SIZE OF SCHOOL and TABLE V, page 51, PERCENTAGE OF SCHOOLS REPORTING THE USE OF INSTRUCTIONAL PROVISIONS IN SOCIAL STUDIES FOR ACADEMICALLY TALENTED BY TYPE OF ORGANIZATION AND SIZE OF SCHOOL shows that a higher percentage of the small schools reported the use of instructional provisions than reported the use of administrative provisions. In the two smallest size categories, 0-99 and 100-199, on TABLE II, only three of fifteen items were used by over half of the schools of the survey. Those items were: item 1, "teachers

furnished guidance information pertinent to students"; item 2, "regular classes furnished advanced study materials and additional teaching aids"; and item 3, "college prepatory curriculum required of college bound students." TABLE V, however, shows that every item, except item 30--"arrange for preparation and presentation of radio and television programs"--was used by over half of the schools in the 0-99 and 100-199 categories. A similarly higher percentage of usage can be found in all size categories, but is more pronounced in the 0-99 and 100-199 categories.

TABLE V also indicates that a higher percentage of 0-99 size schools use the instructional provisions than do the 500+ size schools. For example, item 4, "use current events...," and item 5, "encourage pupils to select and plan to see and listen to radio, television programs," were used by 100 per cent of the 0-99 size schools as compared to 83 and 85 per cent, respectively, for the 500+ size schools. Item 8, "teach students how to read a newspaper," and item 19, "encourage and advise pupils to organize and operate student governments...," were both reported in use by 100 per cent of the 0-99 size schools as compared to 83 per cent of the 500+ size schools. No less than seventeen items were reportedly in use by more 0-99 size schools than by 500+ size schools. Six items were reported as used by 100 per cent of both size groups, and seven other items were reported to be in use by a higher per centage of 500+ size schools.

Usage Mean: Instructional Procedures

TABLE VI, page 57, INSTRUCTIONAL PROCEDURES USED IN PROVIDING FOR ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS--BY SIZE OF SCHOOL,

TABLE VI

INSTRUCTIONAL PROCEDURES USED IN PROVIDING FOR ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS—BY SIZE OF SCHOOL

Item No.[a]	Item	Size of School											
		All Schools		0-99 (14)[b]		100-199 (19)		200-299 (14)		300-499 (6)		500+ (9)	
		Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Use current events as an important part of class work----------	1.68	1	1.54	1	1.67	1	1.78	1	1.67	3	1.83	1.5
2.	Encourage students to engage in conversation in school and at home on current events, politics, government, and news of school and neighborhood—	1.58	2	1.45	2	1.44	3	1.57	4.5	1.83	1	1.71	3.5
3.	Teach students to register and vote; give experiences in studying party platforms and personal views of candidates------	1.49	3	1.36	7	1.33	5.5	1.57	4.5	1.67	3	1.67	5
4.	Use critical thinking when the class is seeking a solution for a social problem	1.48	5	1.40	4.5	1.35	5.5	1.71	2	1.50	6.5	1.50	7.5
5.	Teach students how to read a newspaper. (Learning to distinguish between fact and opinion, recognizing the use of propaganda devices, etc.-	1.48	5	1.40	4.5	1.53	2	1.42	8	1.33	9.5	1.50	7.5

TABLE VI (Continued)

Item No.[a]	Item	All Schools		Size of School: 0-99 (14)[b]		100-199 (19)		200-299 (14)		300-499 (6)		500+ (9)	
		Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank
1	2	3	4	5	6	7	8	9	10	11	12	13	14
6.	Teach students to use the layman's reference books; the dictionary, encyclopedia, World Almanac	1.48	5	1.40	4.5	1.41	4	1.57	4.5	1.67	3	1.42	10
7.	Assign individual research projects on selected topics	1.36	7	.90	25	1.29	7	1.57	4.5	1.33	9.5	1.83	1.5
8.	Encourage pupils to select and plan to see and listen to radio, television programs	1.33	8	1.27	9.5	1.26	8	1.28	11	1.50	6.5	1.14	18
9.	Teach basic skills in reading and writing (including map reading) to build social studies vocabulary and concepts	1.26	9	1.40	4.5	1.06	13.5	1.35	9	1.16	13	1.42	10
10.	Encourage and advise pupils to organize and operate student governments and manage extra-class activities	1.22	10	1.10	17	.89	20	1.21	13	1.00	17	1.00	22.5
11.	Encourage students to use references in a large library	1.16	11	1.27	9.5	1.12	11	1.54	7	1.50	6.5	1.57	6

TABLE VI (Continued)

Item No.[a]	Item	Size of School											
		All Schools		0-99 (14)[b]		100-199 (19)		200-299 (14)		300-499 (6)		500+ (9)	
		Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank
1	2	3	4	5	6	7	8	9	10	11	12	13	14
12.	Give students practice in reading all parts of news magazines. (Including medicine, music, art, and science, as well as national and international news	1.13	12	1.33	8	1.06	13.5	1.28	11	.83	21.5	1.00	22.5
13.	Use the socialized recitation to develop major ideas	1.11	13.5	1.10	17	1.12	11	1.28	11	.83	21.5	1.71	3.5
14.	Encourage students to set up personal goals and to engage in self-evaluation to see progress	1.11	13.5	1.22	11	1.18	9	.92	20	1.25	11	1.14	28
15.	Encourage students to read classics of historical significance	1.08	15	1.20	12	.94	17.5	1.14	14	1.50	6.5	.83	29
16.	Use group process in which all students use information to find solutions for social problems	1.06	16.5	1.10	17	.82	13.5	1.28	11	1.00	17	1.16	15.5
17.	Encourage students to make individual studies of the history of areas in which they have special interests--art, music, medicine, etc.	1.06	16.5	1.18	13.5	1.12	11	1.07	16	.83	21.5	.85	27

TABLE VI (Continued)

Item No.[a]	Item	Size of School											
		All Schools		0-99 (14)[b]		100-199 (19)		200-299 (14)		300-499 (6)		500+ (9)	
		Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank
1	2	3	4	5	6	7	8	9	10	11	12	13	14
18.	Provide experiences to help learn how to find and apply for jobs-----	1.04	18.5	1.18	13.5	1.05	15	.92	20	1.00	17	1.00	22.5
19.	Evaluate the work of the class in terms of changes in behavior toward better citizenship----------	1.04	18.5	1.09	19	1.00	16	.92	20	1.00	17	1.28	13
20.	Assign biographies of recognized literary merit of men and women who have made important contributions to civilization--	1.02	20.5	1.00	22	.94	17.5	.92	20	1.16	13	1.28	13
21.	Provide experiences for students to examine prejudices and attitudes that are provincial------	1.02	20.5	1.00	22	.82	23.5	1.07	16	1.00	17	1.42	10
22.	Use pupil-teacher planning in study of social problems----------	.89	23	1.00	22	.89	20	.79	25.5	.80	25	1.00	22.5
23.	Utilize resources of the local community for study	.89	23	.70	29	.82	23.5	1.07	16	.80	25	1.28	13

TABLE VI (Continued)

Item No.[a]	Item	All Schools		0-99 (14)[b]		100-199 (19)		200-299 (14)		300-499 (6)		500+ (9)	
		Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank
1	2	3	4	5	6	7	8	9	10	11	12	13	14
24.	Plan experiences in large units----------	.89	23	.78	27	.89	20	.85	23	.75	27	1.16	15.5
25.	Lead the class in an evaluation of how well a job carried out by the whole class has been done and how group work can be improved----------	.83	25	1.00	22	.82	23.5	.58	28	.67	28.5	1.14	18
26.	Use several textbooks for students of different ability rather than a single textbook----------	.81	26	.80	26	.65	28	.79	25.5	1.16	13	1.00	22.5
27.	Encourage participation in local adult movements-	.77	27	1.12	15	.72	27	.64	27	.67	28.5	.85	27
28.	Have students make charts and graphs based on statistics----------	.76	28	.72	28	.61	29	.84	24	.83	21.5	1.00	22.5

TABLE VI (Continued)

Item No.[a]	Item	Size of School											
		All Schools		0-99 (14)[b]		100-199 (19)		200-299 (14)		300-499 (6)		500+ (9)	
		Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank	Usage Mean	Rank
1	2	3	4	5	6	7	8	9	10	11	12	13	14
29.	Supervise the planning of culminating activities by class to organize major ideas of a unit----------	.73	29	1.00	22	.75	26	.42	29	.80	25	.85	27
30.	Arrange for preparation and presentation of radio and television programs--	.30	30	.38	30	.33	30	.14	30	.33	30	.42	30

NOTE: The Usage Mean was computed by assigning values: None-0, Some-1, and Much-2

a. Items are listed in rank order and do not correspond to the original questionnaire

b. Number of schools responding within any particular category

shows that in the "All Schools" categories, item 1, "use current events as an important part of class work" and item 2, "encourage students to engage in conversation in school and at home on current events, politics, government, and news of school and neighborhood," received usage means of 1.68 and 1.58, respectively, to rank number 1 and number 2. Item 1, "use current events as an important part of class work," also received a usage mean of 1.54 for a rank of 1 in the 0-99 size school category, a usage mean of 1.67 for a rank of 1 in the 100-100 category, 1.78 for a rank of 1 in the 200-299 category, 1.67 for a rank of 3 in the 300-499 category, and 1.83 for a rank of 1.5 in the 500+ category. Item 2, "encourages students to engage in conversation in school and at home on current events...," received a usage mean of 1.45 for a rank of 2 in the 0-99 size school category, usage mean of 1.44 for a rank of 3 in the 100-199 size category, 1.57 for a rank of 4.5 in the 200-299 category, 1.83 for a rank of 1 in the 300-499 category, and 1.71 for a rank of 3.5 in the 500+ category. The two above items, 1 and 2, do not seem to indicate that any size category may use them either more or less than the others.

TABLE VI also shows that item 30, "arrange for preparation and presentation of radio and television programs," was consistently ranked number 30 by all size categories. The above item received a usage mean of .38 in the 0-99 size size school category, a usage mean of .33 in the 100-199 size category, .14 in the 200-299 category, .33 in the 300-499 category, and .42 in the 500+ category.

Individual Comments from Questionnaires

Many teachers responded to the questionnaire with comments about their own programs. Some commented on provisions which they employed

successfully, and others gave reasons why they were unable to do more than they did. The most common reasons given for not being able to do more were overcrowded classes and small schools. One Principal sums up his situation by saying:

> Our school is small, we are cramped for classroom space and our teaching force is shorthanded. We have done more for the rapid learner in English, science, and mathematics classes than in social studies. We have added geography and economics to our curriculum this last year but not specifically for the rapid learner.[5]

The social studies teacher in another small school sums up his school's situation:

> I feel that we have a very limited program for advanced students. I can think of a few reasons which I shall list below:
> 1. Poor library
> 2. Lack of time to develop these students.
> 3. Tendency to teach at the norm of the class in order to keep all or most interested.[6]

On the other hand, one comment seems to indicate the advantage of a small school in being able to do more individual work with the wide range of students. He says:

> Class ability of ten students ranks from near the very bottom to near the very top. As a result, much individualized work is required. I try to stimulate the faster students by keeping them conscious of ever-increasing materials on the particular subject and encouraging them to try to prepare solutions to basic social problems. I encourage all students to use newspapers and periodicals to a greater extent and to use history of the past to better understand current problems.[7]

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[5]L. W. Beughil, Principal, Laurel Consolidated Schools, Laurel Iowa. Comment on Questionnaire.

[6]Gerald U. Fain, Social Studies Teacher, Gruver Independent School, Gruver, Iowa. Comment on Questionnaire.

[7]Ralph King, Troy High School, Troy, Iowa. Comment on Questionnaire.

One social studies teacher reports that he dismisses two of his most talented students from regular classes and assigns them special books and other assignments.[8]

Teachers in some of the larger schools indicate that they do a great deal of enrichment in the form of added assignments, extra reading and reports, notebooks, and group work for their most talented students. One teacher reports:

> Our best results come from group techniques. We divide a unit into 5-12 sub-areas, and let students volunteer for a particular area of interest. This will involve a great amount of (1) research, (2) group planning for presentation, (3) oral and written presentation to the rest of the class, (4) group discussion of the sub-area topic. We do not let the same students work together on the next unit sub-topic, in order to develop abilities of working with many different people. We probably get our best results in our senior contemporary problems course, although we do use these techniques with sophomores in world history and juniors in U. S. history, but not as often.[9]

Another teacher explains the program in operation at one of the large high schools:

> All social studies classes at senior high are sectioned so that students with high ability in social studies are grouped together. This grouping is based on IQ, general reading ability, background in social studies, and reading in social studies. I feel this makes for a more suitable teaching situation. World history is an elective course but required of all college preparatory students. In it skills necessary for successful college work are introduced and utilized. This includes such things as use of several texts as opposed to one, being able to discuss important facts as presented by lecture, ability to take accurate notes and write essay examinations, training in doing independent research and reporting it via a research paper, and doing reading by historical figures in a Reading in Western Civilization source book. In American history also outside

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[8]Jim Hoey, Social Studies Teacher, Central Lyon High School, Rock Rapids, Iowa. Comment on Questionnaire.

[9]Steve Story, Social Studies Teacher, North Fayette High School, West Union, Iowa. Comment on Questionnaire.

> work is assigned with many floor talks being utilized. Student responsibility is emphasized in the preparation and leading of discussion. Much panel work and reports to class are utilized in American problems and government.[10]

It is likely that these various comments reflect the overall attitude of concern and efforts being made to try to help those of unusual aptitude and ability in social studies.

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[10]Edwin D. Blinks, Social Studies Teacher, Dubuque High School, Dubuque, Iowa. Comment on Questionnaire.

CHAPTER V

SUMMARY, CONCLUSIONS AND FURTHER QUESTIONS SUGGESTED BY THE STUDY

The purpose of this study was to obtain a survey of current provisions; that is, methods of identification, administrative provisions, and instructional procedures used by Iowa high schools for the academically talented social studies students. Another objective was to ascertain whether the size of school had any relation to the provision used.

This study resulted in several indications and conclusions. The findings indicate that many schools are attempting to provide administrative provisions for their academically talented. Two trends may be noted. First, three of the four most popular items reported were of the type that depends upon teachers' intiative and imagination. They are: "teachers furnished guidance information pertinent to students," "regular classes furnished advanced study materials and additional teaching aids," and "individual instruction outside of school hours." The fourth provision was: "college preparatory curriculum required of college bound students." Second, some schools report the use of "elective classes in advanced or specialized subjects," "ability (homogeneous) grouping," and "seminars or outside of school classes in special areas." This indicates that many schools are attempting to provide some form of special provisions for their academically talented, but according to individual comments on the questionnaire, most of these are in fields other than social studies. Generally speaking the schools tend to employ to a greater extent the above mentioned administrative provisions

which are the type that leave to the teachers' initiative and imagination the task of providing for the academically talented (see TABLE II, page 35).

There tends to be a positive relationship between school size and administrative provisions for the academically talented, particularly in those provisions relying less upon the initiative and imagination of the teacher. In fact, "college preparatory curriculum required of college bound students" was reportedly used by 75 per cent of the 0-99 size schools as compared to 100 per cent of the 500+ size schools; and "teachers assigned on basis of training and experience with rapid learners" and "ability (homogeneous) grouping" were both reportedly used by 0 per cent of the 0-99 size schools as compared to 43 per cent of the 500+ size schools, (see TABLE II, page 35).

Only two schools reported having tried and abandoned some provision. One large school dropped its summer school program because of insufficient enrollment, and one small community high school abandoned ability grouping because of scheduling difficulties presented by a curriculum limited to only one section in each of the elective courses.

It was found that schools of this survey rely more upon "teachers' marks" than any other method to identify talent. Also, considerable reliance is placed upon the use of "standardized achievement tests" and "group intelligence tests." Apparently the schools rely least upon "parental appraisal of pupil's interest and aptitudes," and "home room adviser's appraisal of pupil's interest, aptitude, and abilities" (see TABLE III, page 42).

The study indicates that the small schools use standardized achievement tests less frequently than do the large schools. "Group intelligence tests" ranked 7 in the 0-99 size school category as compared to a rank of 5 in the 500+ size school category, and "standardized achievement tests" ranked 9 in the 0-99 size school category as compared to 2 in the 500+ size school category, (see TABLE IV, page 46).

The indications are that the small schools use the instructional precedures just as often as do the large schools, or perhaps more. In fact, every item, except "arrange for preparation and presentation of radio and television programs," was reportedly used by at least 67 per cent of the respondents, (see TABLE V, page 52).

For the 0-99 and 100-199 size schools only the administrative provisions, "teachers furnished guidance information pertinent to students," "regular classes furnished advanced study materials and additional teaching aids," and "college preparatory curriculum required of college bound students," were reported to be used by over half of the schools of the survey. Of the instructional procedures, every procedure, except "arrange for preparation and presentation of radio and television programs," was reportedly used by more than half of the schools in the 0-99 and 100-199 size school categories. Apparently, size of school does not influence the use of instructional provisions, as much as it seems to influence the use of administrative provisions, (see TABLE V, page 52, and TABLE II, page 35).

Further Areas of Study Suggested by This Paper

Some areas of further study suggested by this paper are: (1) a comparison of large and small schools with respect to the effectiveness

of their provisions for the academically talented, (2) an evaluation of the effectiveness of different administrative provisions for the academically talented, (3) an evaluation of the effectiveness of different techniques for identifying the academically talented, and (4) an evaluation of the effectiveness of different instructional procedures for the academically talented.

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Guthrie, John, Principal, Stuart High School, Stuart, Iowa.

Hoey, Jim, Social Studies Teacher, Central Lyon High School, Rock Rapids, Iowa.

Jones, V. A., Principal, Ottumwa High School, Ottumwa, Iowa.

King, Ralph, Troy High School, Troy, Iowa.

Miller, Gary C., Principal, Meservy High School, Meservy, Iowa.

Story, Steve, Social Studies Teacher, North Fayette High School, West Union, Iowa.

APPENDIX A

FACSIMILE OF QUESTIONNAIRE AND COVER LETTER

Knoxville, Iowa
April 15, 1960

Dear High School Administrator:

I am a high school teacher working on a professional paper for my Master's degree. The few minutes of your time required to complete the enclosed survey would be greatly appreciated.

We, teachers in high schools, are all aware that many of our most highly talented students are not being challenged to do their best work. We have begun to see an increased emphasis and interest in the science and mathematics fields. I propose to find the extent of Iowa high schools' provisions for these academically talented students in the field of social studies. In other words: what provisions are being made for academically talented social studies students in Iowa?

Your cooperation in completing Part I of the questionnaire, distributing Parts II and III to others on your staff, collecting all these parts, and returning them to me will be appreciated.

Thank you ever so much for your help.

Sincerely yours,

Robert Alley

Enclosure

SOCIAL STUDIES PROVISIONS FOR ACADEMICALLY TALENTED STUDENTS
IN IOWA HIGH SCHOOLS

School:_____

City:_____

Name of Principal:_____

SUGGESTIONS TO THE PRINCIPAL

1. You or your assistant will wish to assume responsibility for supplying the information called for in Schedule A and Part I.

2. You, your assistant, or guidance counselor will wish to assume responsibility for Part II.

3. One of your social studies teachers, or head of your social studies department will wish to assume responsibility for Part III.

DEFINITION FOR THIS STUDY

Academically Talented--upper 15-20% of students in general intelligence.

SCHEDULE A. GENERAL INFORMATION

1. Organization of School (Check one):

   Four-Year High School_____
   Senior High School_____
   Combined Junior and Senior High School_____
   Other_____

2. Circle grades in your school: 6 7 8 9 10 11 12 13 14

3. If you have a program where social studies is taught in a large block of time with some other subject, list grades_____

   _____; list subjects_____,_____,

   _____,_____,_____

4. Enter total enrollment of the school you checked in Question One

   (1)_____.

PART I

ADMINISTRATIVE PROVISIONS FOR ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS

(NOTE--To be answered by the Principal)

Encircle the "Yes" or "No" response to indicate which of the following administrative provisions have been or are being made for academically talented social studies students in your school. Do not use the fourth column (Reason Number) until later. Please answer each item.

A. PROVISIONS FOR ACADEMICALLY TALENTED	Being Used		Tried and Abandoned	Reason Number
1. Credit given for demonstrated achievement regardless of time spent in class - - - - - - - - - -	YES	NO	YES	
2. Summer school sessions provided-	YES	NO	YES	
3. Transfer to special school encouraged - - - - - - - - - - - -	YES	NO	YES	
4. Regular classes furnished advanced study materials and additional teaching aids- - - - - - - - - -	YES	NO	YES	
5. Ability (homogeneous) classes. (Students grouped according to IQ, reading ability, previous grades, social maturity, etc.- - Name Subjects: _____ _____ _____ _____	YES	NO	YES	
6. Individual instruction outside of regular class hours - - - - - -	YES	NO	YES	
7. Space, furniture, and equipment for flexible grouping in classes and activities - - - - - - - - -	YES	NO	YES	
8. Teachers assigned on basis of training and experience with rapid learners - - - - - - - - -	YES	NO	YES	
9. Teachers furnished guidance information pertinent to students	YES	NO	YES	

PART I--(Continued)

A. PROVISIONS FOR ACADEMICALLY TALENTED	Being Used		Tried and Abandoned	Reason Number
10. College preparatory curriculum required of college bound students	YES	NO	YES	
11. Elective classes in advanced or specialized subjects (journalism, electronics, calculus, etc. - - - Name subjects: _____ , _____ , _____ , _____ , _____ , _____ ,	YES	NO	YES	
12. Pupils sectioned in classes which do 2 year's work in 1; or 3 year's work in 2, etc. - - - - - - - - - -	YES	NO	YES	
13. Students required to carry above-average class load for graduation	YES	NO	YES	
14. Remedial sections for able students whose performance is below capacity - - - - - - - - - - - - - -	YES	NO	YES	
15. Seminars or outside of school classes in special areas - - - - - Name subjects: _____ , _____ , _____ ,	YES	NO	YES	

REASONS FOR ABANDONING PRACTICE

If, in the "Tried and Abandoned" column, you have encircled "Yes" for any item, indicate your reason for abandoning the provision. Do this by choosing the appropriate reason below and write its number in the last column. Where the reason is not stated below, write out your reason and use the appropriate number in the last column.

1. Program is to expensive
2. Loss of qualified staff members
3. Objection by group of parents
4. Small school enrollment
5. Lack of interest
6. _____
7. _____
8. _____

PART II

TECHNIQUES USED IN DISCOVERING ACADEMICALLY TALENTED SOCIAL STUDIES STUDENTS

(NOTE--To be answered by the Principal and/or guidance counselor)

In the appropriate column(s) check each item to indicate the extent that the following are being used in your school to discover academically talented pupils.

	Extent of use for Academically Talented		
INFORMATION OR TECHNIQUE	NONE	SOME	MUCH
1. Group intelligence tests - - - - - -			
2. Individual intelligence tests - - -			
3. Standardized achievement tests - - -			
4. Standardized aptitude tests in specific fields - - - - - - - - - - -			
5. Anecdotal reports and records - - - -			
6. Teachers' marks - - - - - - - - - - -			
7. Teachers' estimates of school achievement - - - - - - - - - - - - -			
8. Teachers' estimates of aptitudes - - -			
9. Teachers' estimates of intelligence- -			
10. Parental appraisal of pupil's interests aptitudes - - - - - - - - - - - - - - -			
11. Guidance counselor's appraisal of pupil's interests, aptitudes, and abilities - - - - - - - - - - - - - - -			
12. Home room adviser's appraisal of pupil's interests, aptitudes, and abilities - - - - - - - - - - - - - -			
13. Information of home environment - - -			

PART II--(Continued)

INFORMATION OR TECHNIQUE	Extent of use for Academically Talented		
	NONE	SOME	MUCH
14. Information on personality adjustment - - - - - - - - - - - - -			
15. Information on social security - - -			
16. Information on physical health - - -			
17. Information on physical maturity - -			
18. Information on reading interests and habits - - - - - - - - - - - - -			
19. Information on vocational plans - - -			
20. Information on hobbies - - - - - - -			

PART III

INSTRUCTIONAL PROVISIONS AND PROCEDURES IN SOCIAL STUDIES

(NOTE--To be answered by Head or senior teacher of Social Studies Department)

The purpose of this study isto determine current practices for teaching social studies to the academically talented. Your help in this study will be appreciated.

Enter total number of students enrolled in all social studies classes:_____
Enter number of classes in which enrollment is: (a) less than 10_____, (b) 10-19_____, (c) 20-29_____, (d) 30-39_____, (e) 40-49_____, (f) over 50_____.

Enter number of social studies teachers in department:
Full-time: Men_____ Women_____
Part-time: Men_____ Women_____

In answering the items below please place a check mark in the column which most nearly describes the extent that you use the technique described.

DEFINITION FOR THIS STUDY: Academically Talented - upper 15-20% of students in general intelligence.

TECHNIQUES, PROVISIONS, AND PROCEDURES	Extent of use for Academically Talented		
	NONE	SOME	MUCH
1. Use pupil-teacher planning in study of social problems - - - - - - - - - - - - - - -			
2. Encourage pupils to select and plan to see and listen to radio, television programs- -			
3. Encourage participation in local adult movements - - - - - - - - - - - - - - - - - -			
4. Utilize resources of the local community for study - - - - - - - - - - - - - - - - - -			
5. Arrange for preparation and presentation of radio and television programs - - - - - - -			
6. Provide experiences to help learn how to find and apply for jobs - - - - - - - - - -			

PART III--(Continued)

TECHNIQUES, PROVISIONS, AND PROCEDURES	Extent of use for Academically Talented		
	NONE	SOME	MUCH
7. Use critical thinking when the class is seeking a solution for a social problem - -			
8. Encourage and advise pupils to organize and operate student governments and manage extra class activities - - - - - - - - - - - - - - -			
9. Teach students how to read a newspaper. (Learning to distinguish between fact and opinion, recognizing the use of propaganda devices, etc. - - - - - - - - - - - - - - - - -			
10. Use current events as an important part of class work - - - - - - - - - - - - - - - - -			
11. Encourage students to read classics of historical significance - - - - - - - - - -			
12. Give students practice in reading all parts of news magazines. (Include medicine, music, art, and science, as well as national and inter-national news - - - - - - - - - - - -			
13. Use group process in which all students use information to find solutions for social problems - - - - - - - - - - - - - - - - -			
14. Have students make charts and graphs based on statistics - - - - - - - - - - - - - - -			
15. Teach students how to register and vote; give experiences in studying party platforms and personal views of candidates - - - - - -			
16. Plan learning experiences in large units - -			
17. Assign individual research projects on selected topics - - - - - - - - - - - - - - -			
18. Use several textbooks for students of different ability rather than a single textbook -			

PART III---(Continued)

TECHNIQUES, PROVISIONS, AND PROCEDURES	Extent of use for Academically Talented		
	NONE	SOME	MUCH
19. Encourage students to make individual studies of the history of areas in which they have special interests - art, music, medicine, etc. - - - - - - - - - - - - - - -			
20. Use the socialized recitation to develop major ideas - - - - - - - - - - - - - - -			
21. Encourage students to engage in conversation in school and at home on current events, politics, government, and news of school and neighborhood - - - - - - - - - - - - - - - - -			
22. Teach basic skills in reading and writing (including map reading) to build social studies vocabulary and concepts - - - - - -			
23. Encourage students to use references in a large library - - - - - - - - - - - - - - -			
24. Teach students to use the layman's reference books: the dictionary, encyclopedia, World Almanac - - - - - - - - - - - - - - -			
25. Supervise the planning of culminating activities by class to organize major ideas of a unit - - - - - - - - - - - - - - - - -			
26. Assign biographies of recognized literary merit of men and women who have made important contributions to civilization - - -			
27. Provide experiences for students to examine prejudices and attitudes that are provincial			
28. Evaluate the work of the class in terms of changes in behavior toward better citizenship -			
29. Encourage students to set up personal goals and to engage in self-evaluation to see progress - - - - - - - - - - - - - - - - -			
30. Lead the class in an evaluation of how well a job carried out by the whole class has been done and how group work can be improved - -			

PART III--(Continued)

31. In the blanks below, describe other provisions being made for fast learners. Please state the extent each is being used. (NONE, SOME, MUCH).

_____, _____

_____, _____

DESCRIPTION OF OUTSTANDING PROGRAMS

NOTE--If you have had unusual success in adapting your social studies program to rapid learners, would you please tell about your program on this page? Please describe: (1) what is taught, (2) how it is taught, (3) to whom it is taught. I should like to have your permission to use this material for my thesis, if possible.

Name of teacher providing information:_____

School address:_____

PLEASE RETURN COMPLETED FORM TO YOUR PRINCIPAL

APPENDIX B

FACSIMILE OF FOLLOW-UP CARDS AND LETTER

Knoxville, Iowa
April 25, 1960

Dear Sir:

On April 15, of this year, I mailed a survey questionnaire concerning: "what provisions are being made for academically talented social studies students in Iowa?" and asked your assistance in completing it as data for a professional paper for my Master's degree. To date, I have not received the completed questionnaire from your school. Would you please return it to me at your earliest convenience, or if you have already done so, please disregard this request.

Thank you.

Sincerely yours,

Robert Alley

Knoxville, Iowa
May 15, 1960

Dear High School Administrator:

You will recall that you received a letter of April 15, 1960, containing a questionnaire concerning: "What provisions are being made for academically talented social studies students in Iowa?"

As you well realize, the value of my study is highly dependent upon the return of your questionnaire, and, at this time, I have not received the completed questionnaire from your school. Therefore, will you please return the enclosed copy of the same questionnaire at your earliest convenience. Your cooperation has been greatly appreciated. If you have already returned the previous copy of the questionnaire, please disregard this request.

Thank you.

Sincerely yours,

Robert Alley

Enclosure