THE GIFTED STUDENT AND RESEARCH

Like the evolution and development of society, the development of the individual is rapidly coming under more and more consciously and systematically directed control; witness the gigantic educational machinery which is the product of the last twenty years. It is, perhaps, safe to say that the systematic direction of the development of the individual is inversely proportional to his initiative, natural gifts and creative power. Morons are cared for; delinquent students are sorted and served each according to his individual need; the average student follows a routine. But what about the intellectually gifted student? Ordinarily he is held in leash. Let me enter a plea for the emancipation of the gifted student, giving him a realization of his powers and responsibilities, the freedom to soar unhampered above the levels of mediocrity, and to live at his highest level of achievement, weaving early his bonds of friendship with scholars. Instead of whipping him into line, let us whip him out of line.

One of the great contributions from modern psychology is the discovery of the individual and the projection of his profile, here and there in quantitative terms, bringing to us the realization that in a given specific mental capacity one individual may have two, five, ten, twenty-five or a hundredfold the capacity of another with whom he is tied up in the educational mold. Our curriculum and our campus sanctions are so effectively set that very often these individual differences are successfully covered up or smoothed out so that the gifted individual as such is lost to himself as well as to society.

A few years ago, particularly during the
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