The Gifted Student and Research: Professor
Carl E. Seashore

What shall be taught in the First Year of
College Chemistry? Professor Harry N.
Holmes

On the Existence of a hitherto Unrecognized
Dietary Essential for Reproduction; Professor
Herbert M. Evans and K. Scott
Bishop

The Recent Scientific Work of Robert
Wheeler Wilson; M. H. D.

Scientific Events:
Mortality from Cancer; Colors for Traffic
Systems; The Charles A. Coffin Foundation;
The Society of Sigma Xi

Scientific Notes and News

University and Educational Notes

Discussion and Correspondence:
Weathering under Constant Conditions;
Professor Herndon F. Cleland. The
Beginnings of American Geology; Dr.
T. C. Mendehall. The Colloidal State;
Dr. Jerome Alexander. The Fusarium
Wilt Disease of Bananas; Mark Alfred
Carleton. Fresh Water Coelenterata in
Kentucky; Harrison Garman. An
Announcement in Science; Dr. Vernon Kellogg

Quotations:
Insulin as a Cure for Diabetes; Justice for
the Pueblo Indians

Special Articles:
Series Regularities in the Arc Spectrum of
Chromium; Dr. C. C. Kiess and Harriet
Knudsen Kiess

The National Academy of Sciences

Science News

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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 direc-
tion 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? Or-
dinary he is held in leash. Let me enter a
plea for the emancipation of the gifted stu-
dent, giving him a realization of his powers
and responsibilities, the freedom to soar un-
hampered 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 real-
ization 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 indi-
vidual 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

Read before the Association of American Un-
iversities at Baltimore, Maryland, November 9-11,
1922.
Editor's Summary

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