

SCIENCE

VOL. LVI DECEMBER 8, 1922 No. 1458

<i>The Gifted Student and Research:</i> PROFESSOR CARL E. SEASHORE.....	641
<i>What shall be taught in the First Year of College Chemistry?</i> PROFESSOR HARRY N. HOLMES	648
<i>On the Existence of a hitherto Unrecognized Dietary Essential for Reproduction:</i> PROFESSOR HERBERT M. EVANS and K. SCOTT BISHOP	650
<i>The Recent Scientific Work of Robert Wheeler Willson:</i> M. H. D.....	651
Scientific Events:	
<i>Mortality from Cancer; Colors for Traffic Systems; The Charles A. Coffin Foundation; The Society of Sigma Xi.....</i>	652
<i>Scientific Notes and News.....</i>	655
<i>University and Educational Notes.....</i>	659
Discussion and Correspondence:	
<i>Weathering under Constant Conditions:</i> PROFESSOR HERDMAN F. CLELAND. <i>The Beginnings of American Geology:</i> DR. T. C. MENDENHALL. <i>The Colloidal State:</i> DR. JEROME ALEXANDER. <i>The Fusarium Wilt Disease of Bananas:</i> MARK ALFRED CARLETON. <i>Fresh Water Coelenterata in Kentucky:</i> HARRISON GARMAN. <i>An Announcement in SCIENCE:</i> DR. VERNON KELLOGG	659
Quotations:	
<i>Insulin as a Cure for Diabetes; Justice for the Pueblo Indians.....</i>	665
Special Articles:	
<i>Series Regularities in the Arc Spectrum of Chromium:</i> DR. C. C. KIESS and HARRIET KNUDSEN KIESS.....	666
<i>The National Academy of Sciences.....</i>	666
<i>Science News</i>	<i>Supplement</i>

SCIENCE: A Weekly Journal devoted to the Advancement of Science, publishing the official notices and proceedings of the American Association for the Advancement of Science, edited by J. McKeen Cattell and published every Friday by

THE SCIENCE PRESS

11 Liberty St., Utica, N. Y. Garrison, N. Y.

New York City: Grand Central Terminal

Annual Subscription, \$6.00

Single Copies, 15 Cts.

Entered as second-class matter January 21, 1922, at the Post Office at Utica, N. Y., Under the Act of March 3, 1879.

THE GIFTED STUDENT AND RESEARCH¹

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

¹ Read before the Association of American Universities at Baltimore, Maryland, November 9-11, 1922.