

2nd.—Promise from the Federal Government that all restrictions on the importation and manufacture of anti-venereal medicine would be removed.

3rd.—Formation of a National Committee.

4th.—Nomination of temporary presidents for each provincial committee.

## A STUDY OF A CLASS OF CHILDREN OF SUPERIOR INTELLIGENCE.

BY HENRIETTA V. RACE.

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IN an address in New York in 1914, Dr. Ed. L. Thorndike stated that while the United States Government was spending millions on the care of the feeble-minded, criminals and paupers, nothing was being done in the way of special care for those who were unusually gifted; that in his opinion the benefit which would accrue to the state in the effort to develop its best product would far outweigh that derived from the care of the less able.

In October, 1916, a class for exceptional children was organized under control of the administration of the city schools of Louisville, Ky. The organization was made on a basis of scientific tests. Sixty-two children were examined and fifteen were selected who had an Intelligence Quotient of 120-145. These children accomplished one year's work of the curriculum in half a year. Other classes were selected and further studies made. According to the results of educational tests, children of 120 Intelligence Quotient and over can do school work at least two or three years in advance of the average child and can master the different studies of the curriculum almost equally well.

Physical measurements taken, although admittedly somewhat inaccurate, are sufficiently accurate to give a fair estimate of the physical condition, and indicate that the members of this class exceed the average child in height and weight. In character and disposition they are conceded by all who have worked with them to be superior. They are not conceited by their selection or work in the class; in fact segregation seems to have improved their morale.

The schoolroom was made as attractive as possible. It was seated with chairs so as to allow freedom of movement and furnished with library tables for reading. Plants and flowers filled the windows. The whole atmosphere of the room was that of happy joyous work-a-day freedom.

The method of teaching might be termed one of vital experience. Abstract ideas were, in no sense of the word, the stock in trade, but the needs of the group in normal life activities; real situations in the social milieu were made the foundation of the learning process.