

TOWARD A PSYCHOLOGY OF GIFTEDNESS

Mary Meeker

Historical Concepts of Intellectual Genius

The earliest descriptive passage of giftedness is found in the Apocryphal New Testament called the Hebrew Gospels:

"And Joseph, seeing that Jesus was vigorous in mind and body, resolved that he should not remain ignorant of the letters, and took him to the Temple where he handed him over to a master teacher. And the teacher said to Joseph, 'I will tell you whether he is vigorous in mind. I shall teach him first the Greek letters and then Hebrew.' He wrote out the alphabet and began to teach in an imperious tone, saying, 'Say, "Alpha."' And he gave him his attention for a long time and Jesus made no answer, but was silent. And the teacher said to him, 'Say "Alpha."' Whereupon Jesus was again silent. 'Stupid boy!' the teacher screamed, 'Say "Alpha."' And Jesus replied, 'If thou art really a teacher, tell me the power of the Alpha and I will tell thee the power of the Beta.' And the teacher, enraged at this, struck him, saying 'Take him from the temple, he is stupid.'"

The concept of the genius is ancient. Ovid, referring to Caesar and his preparations to complete the conquest of the world, notes the manner in which a genius acts in advance of his years:

"Though he himself is but a boy, he wages a war unsuited to his boyish years. . . Genius divine outpaces time, and brooks not the tedium of tardy growth."

Throughout history men have examined the subject of genius and it seems that anyone who wanted to feel qualified to express an opinion. This has resulted in an interesting miscellany of contradictions, some of which have led to long lingering misconceptions which persist even today as "old wives' " tales which you know well. James Gallagher covered them in the Review of Research on Gifted. I compiled more for the California State Framework for Gifted.

The concept of genius as a manifestation of abnormal psychology for example, where there has been emphasis upon a supposed connection between genius and nervous instability or insanity, was stated by Pascal:

"L'extrême esprit est voisin de l'extrême folie. Lamartine: 'la maladie mentale qu'on appelle génie."

Lombroso (C) has widely spread this point of view.

Other persons have written on the concept that genius constitutes a different species. N.D.M. Hirsh declares, "Genius differs in kind from the species of man. . . it is another psychobiological species, differing as much from man in his mental and temperamental processes as man differs from the ape." Rachel Stutsman Ball, a foremost statistician, and co-author of the Merrell Palmer Infant Tests, concurred with this definition.

Another notion of genius is that of a highly specialized aptitude for specific performance; that is, the genius is thought to lack general ability and is thought to be capable of only certain kinds of intellectual performance. C. Carrel seems to express in part at least this theory when he writes:

"There is also a class of men who, although as disharmonious as the criminal and the insane, are indispensable to modern society. They are the men of genius. They are characterized by a monstrous growth of some of their psychological activities. A great artist, a great scientist, a great philosopher, is rarely a great man. He is generally a man of common type, with one side over-developed." One senses sour grapes in this notion.

Galton, Lehman, and others believed that genius was a combination of traits which qualified a person for eminence. Galton says "We have seen that a union of three separate qualities--intellect, zeal and power for work--are necessary to raise men from the ranks."

Galton was the first to place the study of genius on the basis of quantitative statements so that comparisons might be made. He formulated the theory that genius (great natural ability) is nothing more nor less than a very extreme degree in the distribution of a combination of traits which is shared by all in various grades or degrees. He applied for the first time in human thought the mathematical concepts of probability to the definition of genius. This notion, of course, led to IQ scores as indication of genius (+ 3 standard deviations), but the inherent danger was the assumption that intelligence is genetic only.

In addition to these formulations of rather definite concepts of genius, there are numerous general descriptions of characteristics which are ascribed to persons of genius. They concern themselves with observations of living conditions, education, genetics, and the aspects of ethnicity.

George Bernard Shaw wrote in his preface to Saint Joan:

"Let us be clear about the meaning of the terms. A genius is a person who, seeing farther and probing deeper than other people, has a different set of ethical values from theirs and has energy to give affect to this extra vision and its valuations. But it is not so easy for mental giants who neither hate nor intend to injure their fellows to realize that their fellow mental giants (peers) would like to destroy them not only enviously because the juxtaposition of a superior wounds their vanity, but quite honestly, because it frightens them."

John Stuart Mill wrote:

"the originality that characterizes genius and the troubles that result from it are such that we should insist upon freedom for genius in the interests of the general welfare. Persons of genius are more individual than anyone, and in their individuality and originality cannot be fitted into any small number of molds which society provides in order to save its members the trouble of forming their own character. Genius can only breathe freely in an atmosphere of freedom." (Essay "On Liberty")

It is this "freedom" which is so hard to provide in society and school.

Early medieval writers subscribed to the hypothesis that racial mixture is an antecedent of genius. Kretchmer, investigating the family history of highly talented individuals, found very clear effects of biological "bastardization." His explanation consists of the best logic of the times:

“Genius as well as insanity are results of a complicated psychological structure in which the components of two strongly opposing genes remain in polar tension through-out life. . . This polar tension acts as an effective and dynamic factor and produces in the genius the labile equilibrium, the effective superpressure, the continuous, restless impulsiveness, which carries him far beyond the placid, traditional practice and the simple satisfactions of life. On the other hand, in regard to his intellectual abilities, the polar tension creates in the genius his wide mental horizon, the diverse and complicated wealth of his talent, the all-embracing personality.”

Ellen Churchill, an American author, comments from a sociological and anthropological point of view when she says:

“Mountain regions discourage the budding of genius because they are areas of isolation confinement, remote from the great currents of men and ideas that move along river valleys. They are regions of much labor and little leisure, of poverty today and anxiety for tomorrow, of toil-cramped hands and toil dulled brains. In the fertile alluvial plains are wealth, leisure, contact with many minds, large urban centers where commodities and ideas are exchanged.”

Perhaps there was something prophetic about her musing when you consider that during the years following WW II when affluence was felt even by low middle and upper low classes, the greatest number of ideas, inventions, discoveries, and scientists proliferated.

One might look toward Communist China during the years when it chose to be isolated from the rest of the world to see how few discoveries occurred.

On the other hand, where people still spend most of their time getting food, few “geniuses” surface.

Mill also had much to say about the social conditions under which the exceptional individual contributes to social change and progress which bears immediately upon the education of highly exceptional children.

More contemporary writers like Havelock Ellis, after studying a large number of British men of genius, says:

“It is practically impossible to estimate the amount of persecution to which genius has been subjected, for it takes many forms, but since 160 of 975 eminent men have been imprisoned while others have taken exile to escape imprisonment, it is easy to estimate that over 16% have suffered because of their genius.”

While Shaw makes Saint Joan say, “I was always alone,” Schopenhauer says “It is often the case that a great genius prefers soliloquy to the dialogue he may have in the world.” Hirsch, too, dwells upon the necessity for the genius to be isolated:

“The genius is constantly forced to solitude, for he early recognizes and learns from experience that his kind can expect no reciprocation of their generous feelings. . . solitude can best be defined as the state in which friends are lacking or absent, rather than as the opposite of sociability. . . it is a refuge, not a goal.”

William Alger, too, sees isolation as a necessary corollary where there is the insistence upon perfection and accuracy which often characterizes genius. He interprets the early experiences of the genius who, meeting the uncordial response of the world, has as a resultant the tendency to remain in isolation.

And so, the allusions to genius which today we call giftedness, run the gamut of opinions and interpretations, but all of them point to the main qualifying characteristic, differentness and aloneness.

Contemporary Concepts of Giftedness

The Symphony of Giftedness

One instrument hears the first note.
The players pulsate it and an undulation of sound begins.
And so it is, that some listeners clap their hands, other their ears.
Mary Meeker

A contemporary survey of the literature on gifted children reveals that this current interest in giftedness began in the 1950's, with the federal government's support of identification of the gifted who would lead us into space exploration. Just as in 1915, Terman's documented interest (the first note) led to studies by Hollingworth, Hart, Holzinger, Freeman, Newman, Conrad, Jones, Wellman, Sproull, Patrick, Root, Johnson, and Witty on gifted children. Their main concern, too, reflected the theoretical pulse of the times-- essentially the nature/nurture aspect of intelligence. Terman, genetically biased, began to encyclopedia the results of statistically designed research which concerned itself with the quantitatively superior child who scored beyond the 3rd standard deviation, or above 130 IQ.

The advent of the interest in science in the 1950's in a different theoretic orientation called pragmatism, with consequential popularity of “progressive” education as a basis for teaching, led again to interest in gifted children. The concern had diminished then from the 1930's to the 1950's, and was a sometimes occurrence if the student showed exceptional academic aptitude such as the science high school in New York. Thus very little research and documentation was carried on after Hollingworth's death except for Terman's studies and some work at Berkeley University.

A second inconsistency regarding the identification of gifted children relates to Galton's concept of regression toward the mean which still leads many statisticians to erroneously conclude that bright parents will not reproduce bright children. It would be tempting to explore here the aspects which mitigate against the application of this statistical concept, especially since the main criticism of using IQ scores is that they reflect verbal acculturation and middle class values, but we know better! In 1962, one large study where all siblings of already identified gifted were Binet tested, the percentage of gifted siblings was so high as to guarantee nearly a 100% success rate. Thus in 1962, this school district included sibling testing as well as 95th percentile achievement in either mathematics or language, and teacher and parent recommendation as screening procedures. (Meeker, 1962)

Summary

Few documented investigations into giftedness were made before the work of Terman, and prior to 1950, the majority of the studies were biased toward the heredity aspect of giftedness. From 1950 through 1960, the majority of the studies were concerned to a lesser extent with the psychological and environmental aspects of giftedness or with the administrative approaches to manipulation either of standard curricula or grouping.

Very few of the studies were actually designed to look at "characteristics" in their study of giftedness, but regardless of whether these were administrative or curricular studies, nearly every investigation listed psychological descriptions of characteristics.

During this time there still were, as there always had been, special highschools, private schools, and a few colleges which accepted only gifted students, but for the main these were superior academic achieving students. In summary, there were, too, certain generalities accepted about genius and, like most old wives' tales, they were partly based upon truth. The truth of the matter was, no one bothered to check the conceptions of giftedness, and if the gifted child was not an achiever, then giftedness, was, indeed, a handicap.

Some of the common misbeliefs were: 1) Gifted children do not live long, 2) Gifted children will take care of themselves. . . They "have it made," 3) They are super brains with weak, sickly bodies, and 4) they are "mad" geniuses (the mad scientist is still a comic caricature on children's cartoons) or insane. Particularly are the talented suspect by the gentry. Note that all of these characteristics are personality, temperamental and physical in nature.

Gallagher, Getzells and Jackson and Torrance have shown that creatively gifted children who are bored often become misfits in the schools, because the school administrators have found it almost impossible to change curriculum to include opportunities for creative experiences. The stereotype of the gifted is such that identification procedures where screening was based upon teacher judgment have shown almost no better than chance results than using early reading skills as the primary predictor variable. This writer found a 60% success ratio in the Manhattan Beach population when achievement scores and teacher recommendations were used (population for screening 4,800). That success is due, of course, to the fact that 85% of the curriculum depends upon high semantic ability and 80-85% of the IQ tests and achievement tests require semantic ability.

This paper will abstract these earliest studies because a character approach to studying the psychological aspects of gifted often is neglected. Thus the information may even be unknown to parents and teachers. A composite chart of these characteristics of gifted children shows when they originated. The psychological characteristics form a pool of information which gives us better background for understanding the gifted.

My own study of and work with the gifted began in 1962. My conclusion is that whether talented or not, creative or not, academic or not, the over-riding needs of gifted children center around their needs for emotional support systems—that these needs stem from the uniqueness their personalities contribute.

Abstracting Distinguishing Characteristics.

As early investigators report their findings, it becomes apparent to the reader that characteristics which are described are repeatedly found. They are personality and temperament variables which accompany gifted performances in school and are derived from teacher observation, screening devices, questionnaires, and interviews with gifted children or their parents. The semantic quality of these descriptions places the derived material in the general category of personality measurement.

This is, of course, one of the major reasons why assessment of giftedness must depart from single numerical IQ scores as description of giftedness.

As early as 1910 Hollingworth found that parents of gifted children repeatedly underestimated their children's ability, and the more gifted the child was, the greater degree of underestimate. She hypothesized this to be due to their own superiority and therefore rated their children from an egocentric frame of reference.

Nor is teacher judgment of giftedness accurate enough to warrant leaving the responsibility to them for not only are they not trained to understand gifted, but they are often surprised and question test results on any gifted youngster who is not the stereotyped achiever.

The following table is a time line of qualities found to be associated with identified gifted.

Most people who work with gifted children agree on their special problems:

1. It is difficult to find hard and interesting work at school for them which is not busy-work or more of the same (misnamed—work in depth, or individualizing the curriculum, or enrichment).
2. The majority of educators are not aware of the wealth of research findings which stress acceleration and the positive results. Not enough emphasis is given to elementary acceleration because those involved do not seem to foresee the need for the early-maturers to be advanced early so that they will have better social adjustment and better social interaction. Yet the majority of gifted children are early maturers (75% of the girls and 25% of the boys).
3. That they must learn to suffer fools gladly. How long does it take a gifted child to learn to suffer fools gladly and gladly and gladly.
4. As a result it is difficult to keep them from becoming negativistic toward teaching authority and consequently verbally critical.
5. The problem which exists in keeping them from becoming hermits since their need for privacy is acute.
6. The impossible plight of the highly creative gifted who poses a real threat to teachers and whose unusual talent or sensitivity or questions buck the status quo.
7. The bewildered gifted who must wait until adulthood to achieve some feeling of adequacy.
8. Worst, probably, of all is the plight of the gifted who are graded down either because they are in grouped classes or because the teacher grades according to a potential which is so high that they cannot achieve and grades are withheld or lowered--consequently are rewards.
9. They experience loneliness, aloneness, and need emotional support all through school.
10. They, of all students, must begin their life's work as early as possible and are in most need of permission to explore and reject interests.

It is probably time to stop reinventing the wheel as we do in the academic approach to giftedness when "research" studies lead to degrees. We certainly have enough information available over a 30+ year span upon which to begin planning a *reformation for Educating our gifteJ.*

Mary Meeker

TIMELINE ON DOCUMENTED CHARACTERISTICS OF GIFTED CHILDREN

1915

Terman had teachers rate 50 children with IQ's over 135.

- ___ Sustained attention
- ___ Will power
- ___ Studiousness N
- ___ Dependability E
- ___ Cheerfulness
- ___ Conscientiousness N
- ___ Courage
- ___ Unselfishness
- ___ Sense of humor D
- ___ Even tempered
- ___ Intellectual modesty
- ___ Emotional self-control
- ___ Physical self-control
- ___ Initiative C
- ___ Sociability
- ___ Leadership E

1921

Root and Patrick found gifted children usually conform because delinquency does not pay off. They were:

- ___ Persistent

1923

O. J. Johnson replicated Terman's study and found:

- ___ Delight in work
- ___ Sense of humor
- ___ Not more egotistical
- ___ Strong initiative
- ___ More willing to take suggestions
- ___ More alert
- ___ More talkative
- ___ Grasp new ideas more quickly
- ___ Not more domineering
- ___ Inquisitive
- ___ Not easily discouraged
- ___ Imaginative
- ___ Careless in details
- ___ Courteous
- ___ Indecisive
- ___ More high strung
- ___ Easily bored by details
- ___ High interest level
- ___ Ambitious
- ___ Eager to learn
- ___ Can accept criticism
- ___ Enjoy mastering details

1924

H. Davis (1927) reported (without statistical computations) questionnaire results from 18 states and 62 teachers and found:

- ___ Tenacity of purpose sustained
- ___ Sense of humor D
- ___ Initiative C
- ___ Socially popular E
- ___ Leader E
- ___ Curious C
- ___ Imaginative D
- ___ Indolence, inaccuracy
- ___ Skill in handling people E
- ___ Interested in people
- ___ Intellectual curiosity C
- ___ Tolerance
- ___ Impersonal attitude E
- ___ Critical of self

1924-39

A study by Dorothy Cox (not available). Hollingworth on children with IQ's above 180, 12 case studies reported:

- ___ Sense of humor D
- ___ More stable emotionally
- ___ Law abiding N
- ___ Less neurotic on Barnreuter Scale
- ___ Self sufficient, stability E
- ___ Superior in resisting temptation
- ___ Social poise
- ___ Forcefulness
- ___ Early inquisitiveness (world, religion, reproduct). C
- ___ Imaginative D

1940-50

- ___ Tall, heavy, strong, healthy, fine looking
- ___ Tendency to be isolated
- ___ Strong desire for personal privacy
- ___ Less submissive
- ___ Seldom volunteer personal information
- ___ Do not like attention drawn to their families and homes
- ___ Reluctant to impart information concerning plans, hopes
- ___ 1/3 Highly creative: Girls in poetry, stories, plays M
- ___ 1/3 Highly creative: Boys in math, science F
- ___ Girls regressed more at adult measurements than boys
- ___ Both win honors in college
- ___ Large number of Jewish
- ___ Early college entrance N
- ___ After college, make many contributions
- ___ Bored in ordinary lock-step curriculum and develop negativism
- ___ Early shyness and discomfort in ordinary social intercourse

- ___ Youngest in class. Boys often tortured and bullied
- ___ Not interested in simple play. Girls not int. in doll play, they learn they are of wrong sex for interesting activities.
- ___ Much imaginary play or solitary play D
- ___ Constant readers, 95% had library cards at age 7 M
- ___ Complicated play with goals, problems D, E
- ___ Peers often do not understand their words or goals
- ___ Easily disciplined except in special classes where with peers to communicate the difficulty is in being heard
- ___ Extreme sensitivity to rights, wrongs, and social concerns
- ___ Differences greater between 6 & 9 year olds than between 16 & 19
- ___ Esthetic courageous
- ___ Vitality, high energy D
- ___ High achievement, information N
- ___ Warmth, responsive to feelings of others C

1950 to present

- ___ Early preoccupation with interests
- ___ Intense attention and concentration
- ___ Interested in thinking
- ___ Like lots of time
- ___ Friendliness and outgoingness
- ___ Attentive to detail. Require less self-discipline, less detailed, repeated instruction C
- ___ Stable reactions
- ___ Compares own efforts with authorities E
- ___ Socially mature E
- ___ Do the unexpected D
- ___ Influence others to work toward desirable goals E
- ___ Leadership in several kinds of activities E
- ___ Prefer older children
- ___ 150-165 IQ more popular; 165, less popular
- ___ Organizers
- ___ Keen powers of observation C
- ___ Grasp totalities, large concepts S, I
- ___ Comprehend meanings C
- ___ High curiosity C
- ___ Motivated by distant goals
- ___ Remember small details. Fail to listen carefully. Attentive to detail.
- ___ Often bored. Dislike routine and repetitive tasks.
- ___ Like informational books
- ___ Self-accepting
- ___ Highest incidence of poor peer relationship is at kindergarten (14%) after that they make adjustment
- ___ Often run counter to status quo D, E
- ___ Question tradition D

- ___ Unusually good memory M
- ___ Reason things out, thinks clearly E
- ___ Recognize relationships R
- ___ Prefer higher level generalization E, T, I
- ___ Prefer abstract and general to concrete I
- ___ Best in reading and language, poorest in handwriting, spelling
- ___ Resourceful use of materials D
- ___ Adept at transferring learning T
- ___ Think logically E
- ___ Produce uniqueness, original ideas D
- ___ Create new ideas, insights, processes D
- ___ Prefer challenging and difficult
- ___ Visualize actions and things from descriptions C, T
- ___ Can express visual ideas in speech, writing, music, art
- ___ Perceive trends and project into future C, E, T
- ___ Have unusually good vocabulary M
- ___ Kindergarteners recognize some words N
- ___ Kindergarteners use longer sentences S
- ___ When independent, able to keep ahead
- ___ Outstanding talent in one or more areas
- ___ Sensitivity D
- ___ Learn from vicarious experiences
- ___ Complete work quickly N
- ___ Can carry prolonged projects earlier N
- ___ Make critical observations C, E, R, I
- ___ Have manual dexterity F
- ___ Not necessarily high in all areas
- ___ Dominant
- ___ Need help in understanding social relationships
- ___ Need help in understanding social and interpersonal interactions
- ___ Self-accepting
- ___ Flexible D

SOI Characteristics (Mary Meeker)
1962 to present

- ___ Gifted Memory, no ethnic or class differences
- ___ Gifted Semantics
- ___ Gifted Figural, boys only
- ___ Low Evaluation in 66%
- ___ Low Divergent Production in 66%
- ___ Girls low in CFS, CFT

FIRST LETTERS SECOND LETTERS THIRD LETTERS

C	Cognition	F	Figural	U	Units
M	Memory	S	Symbolic	C	Classes
E	Evaluation	M	seMantic	R	Relations
N	coNvergent Production	B	Behavioral	S	Systems
D	Divergent Production			T	Transformations
				I	Implications

SOI CAREER & VOCATION TEST RESULTS (Abbreviated Form)

These Are Your Strong Abilities

A High Score Is:

(10 and over)

Works well with small objects and visual details. Able to correlate hands and eyes rapidly and can work with visual comfort.

CFU

CFS

CFT

Able to learn jobs depending on spatial abilities. Able to orient objects into space. Able to comprehend shapes from any perspective or in any dimension. Able to work with materials and manipulate them; highly trainable for technology.

(19 and over)

(12 and over)

CMU

Able to comprehend written and verbal information. Able to communicate and work with verbal ideas. Can process verbal information and understand it.

(20 and over)

CMR & CMS

Able to understand verbal directions. Has rapid comprehension with good communication of ideas and abstract thinking. Able to understand the specific reasons for the work they do and its relation to the total job. Will follow directions easily.

(13 and over)

MSS (Auditory)

Able to attend, concentrate and sequence information which is told to them. Able to pay attention to auditory details and hold them in mind while working with them. Able to keep information in correct order as they hear it.

(12 and over)

EFU

Able to judge and discriminate details and data they work on. Able to make decisions about detailed information with visual comfort.

(16 and over)

NFU

A high score indicates good ability to coordinate eyes and hands:
Neatly and carefully.
Concerned about and able to respond to fine details.

(22 and over)

NSS

Able to apply arithmetic facts. Able to work well with non-verbal (symbolic) problems and complicated tasks requiring concentration and follow through on numbers. Able to solve problems that depend on pulling together many kinds of arithmetic information with good judgment and planning.

(5 and over)

These Are Your Abilities Which Need To Be Developed

A Low Score Is:

(under 9)

Unable to pull visual objects together. Will be slow or unable to keep up with sustained reading related activities. Poor at jobs with visual details. Inability to visually close information will cause undue visual strain. If other abilities are adequate, a developmental vision examination may show why this ability is low.

CFU

CFS

CFT

Will be unable to work well in jobs which depend on handling materials or forms. Will not be reliable in driving, parking or other similar jobs based on spatial relations.

(under 18)

(under 11)

CMU

Will have a low ability to comprehend verbal/semantic information because of low vocabulary. Will be poor at processing words and ideas necessary for basic preparation for job training unless specific on the job words are taught.

(under 19)

CMR & CMS

Will have difficulty in comprehending a long series of directions. Will need instructions in short sentences. Work better with people (supervisors) that are patient. Need much explanation and repetition. Not able to follow orders quickly given only once. May seem unable to comprehend relational aspects of the job.

(under 12)

MSS (Auditory)

Will have difficulty in remember sequences of orders. Will need to have instructions/orders written and repeated frequently or given one thing at a time to do.

(under 11)

EFU

Unable to make good decisions about detailed information. May tend to be error prone where visual discrimination is necessary, especially over long periods of time.

(under 15)

NFU

Unable to co-ordinate hand and eyes quickly. If slow and methodical-needs more time to complete work. If examinee tends to draw rather than simply copy, art talent may be shown.

(under 21)

NSS

Poor application of arithmetic facts. Low arithmetic knowledge. Unable to work well with complicated tasks that require intense concentration and follow through on numbers.

(under 5)

**E
SCIENCE**

**D
MATHEMATICS**

**C
ARITHMETIC***

**B
SOCIAL STUDIES**

**A
READING/LANGUAGE
ARTS**

<p>1 FOUNDATIONAL: CFU CFC EFU—SPELL. EFC MSU—VISUAL MSS—VISUAL</p>	<p>2 ADVANCED: CMU CMR CMS</p>	<p>3 ALL OF THE READING FACTORS PLUS: NST MFU MFU MFU CFS</p>	<p>4 ROTE SKILLS WITHOUT WORDS: MSU—AUDITORY MSS—AUDITORY ACTUAL SKILLS: CSS ESS NSS</p>	<p>5 WITH VERBAL SKILLS, CONCEPTS: CMU*</p>	<p>6 ALL OF COLUMN C PLUS: CFS CFT</p>	<p>7 FOR THEORY: CSR MSI DSR NSI</p>	<p>8 ALL OF THE ARITHMETIC FACTORS IN C-4: CSS ESS NSS ESC CHEMISTRY</p>	<p>9 PLUS THEORY: CSR MSI DSR NSI (MMI) PHYSICS</p>	<p>10 PLUS ALL ADVANCED READING ABILITIES: CMU CMR CMS NST CFC EFC SOCIAL SCIENCES</p>	<p>SOI LESSONS OR LEARNING CENTER AND REGULAR CURRICULUM</p>	<p>SOI LESSONS OR LEARNING CENTER AND REGULAR CURRICULUM</p>	<p>SOI LESSONS OR LEARNING CENTER AND REGULAR CURRICULUM</p>	<p>SOI LESSONS OR LEARNING CENTER AND REGULAR CURRICULUM</p>	<p>EXAMPLE: 8:30-9:00 SOI LESSONS OR LEARNING CENTER PLUS 9:00-10:00 REGULAR CURRICULUM</p>	<p>MONDAY</p>	<p>TUESDAY</p>	<p>WEDNESDAY</p>	<p>THURSDAY</p>	<p>FRIDAY</p>
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**SOI
CLUSTER
ABILITIES
FOR
SUCCESS IN:**

**SCHEDULE AT YOUR
TIME**

THE CALF-PATH

Sam Walter Foss

One day thru the primeval wood, a calf walked home as good calves should.
But made a trail all bent askew, a crooked trail as all calves do.
Since then three hundred years have fled, and I infer the calf is dead.
But still he left behind his trail, and thereby hangs my moral tale.
The trail was taken up next day, by a lone dog that passed that way.
And then a wise bellwether sheep, pursued the trail o'er vale and steep.
And drew his flock behind him, too, as good bellwethers always do.
And from that day, o'er hill and glade, thru those old woods a path was made.
And many men wound in and out, and dodged and turned and bent about.
And uttered words of righteous wrath, because 'twas such a crooked path.
But still they followed, do not laugh, the first migrations of that calf.
And thru the winding woods they stalked, because he wobbled when he walked.
This forest path became a lane, that bent and turned and turned again.
This crooked lane became a road, where many a poor horse with his load.
Toiled on beneath the burning sun, and traveled some three miles in one.
And thus a century and a half, they trod the footsteps of that calf.
The years passed on in swiftness fleet, the road became a village street.
And this, before men were aware, a city's crowded thoroughfare.
And soon the central street was this, of a renowned metropolis.
And men, two centuries and a half, trod the footsteps of that calf.
Each day a hundred thousand en route, followed the zig-zag calf about.
And o'er his crooked journey went, the traffic of a continent.
A hundred thousand men were led, by one calf, near three centuries dead.
They followed still his crooked way, and lost one hundred years per day.
For this, such reverence is lent, to well established precedent.
For men are prone to go it blind, along the calppaths of the mind.
And work away from sun to sun, to do what other men have done.
They follow in the beaten track, and out and in and forth and back.
And still their devious course pursue, to keep the paths that others do.
They keep the path a sacred groove, along which all their lives they move.
But how the wise old wood gods laugh, who saw that first primeval calf.