

4. Case Study

Boothe, D., Sethna, B. N., Stanley, J. C., & Colgate, S. D. (1999). Special opportunities for exceptionally able high school students: A description of eight residential early-college-entrance programs. *Journal of Secondary Gifted Education*, 10(4), 195–202.

Describes eight innovative four-year and two-year residential college programs that allow exceptionally able high school students early entrance to college. Programs are compared in terms of admission requirements, tuition, curricula, residential components and requirements, enrichment and leadership activities, gender restriction, and grade of entry.

Charlton, J. C., Marolf, D. M., & Stanley, J. C. (1994). Follow-up insights on rapid educational acceleration. *Roeper Review*, 17(2), 123–129

This article provides information about educational and career outcomes of 12 youths, identified in the Study of Mathematically Precocious Youth and Center for Talented Youth, who received rapid educational acceleration. Also, three young adults who were accelerated share their experiences, concluding that such advancement was optimal for them but may not be the ideal path for others.

Fisher, M. A. (1994). Problem solved. *Currents*, 20(7), 56–60.

The creative solutions found by four colleges and universities to specific student recruitment dilemmas are described. Two dilemmas involved clarification of the campus' geographic location, one addressed recruitment of minority group engineering students, and the fourth concerned recruitment of exceptionally gifted 13- to 16-year-old girls to an accelerated program.

Hermann, K. E., & Stanley, J. C. (1983). Thoughts on nonrational precocity: An exchange. *Gifted Child Today*, 30, 30–36.

A former child “prodigy” recounts her experiences at school to suggest that intellectual achievement is not always due to extraordinary analytic reasoning ability and that precocity may be nonrational. J. Stanley responds by citing others' work on the topic and suggesting the construct may not survive strong scrutiny.

Holmes, J., Rin, L., Tremblay, J., & Zeldin, R. (1984). Colin Camerer: The early professional years of a radical educational accelerant. *Gifted Child Today*, 33, 33–35.

The article describes a gifted child identified by the Study for Mathematically Precocious Youth who graduated from college at 17 and received his PhD at 22. Suggestions are offered regarding acceleration, and the need for individualized educational acceleration is stressed.

Keating, D. P., & Stanley, J. C. (1972). *From eighth grade to selective college in one jump: Case studies in radical acceleration*. Baltimore: Johns Hopkins University Press.

The paper examines the problem of highly gifted junior high school students who are intellectually ready for college-level study before beginning high school. The term radical accelerates is used to describe gifted students who jump from junior high to college education, bypassing the high school years. Briefly described are two widely known and successful radical accelerates, Norbert Wiener and Charles Fefferman. Presented in greater detail are case histories of two boys who are current radical accelerates. Methods used by the authors in seeking out mathematically and scientifically precocious students of junior high school age are explained. Possible disruptive effects of academic acceleration are considered, with particular reference to social and emotional development. Previous literature on acceleration is referred to, although little study has been done on radical acceleration. Radical acceleration is seen as the method of choice for some, but not all, extremely able students; alternate possibilities are also mentioned.

Lewis, G. (2002). Alternatives to acceleration for the highly gifted child. *Roeper Review*, 24(3), 130–133.

This reprinted article originally appeared in 1984 in *Roeper Review*, 6(3), 133–136. Presents case studies of a male and a female preschooler (both aged 5 yrs 9 mo [Stanford-Binet Intelligence Scale IQs 159 and 158+, respectively]) enrolled in a university summer program to show that acceleration is not enough to meet the needs of such children. It is concluded that assessment, flexible scheduling, and counseling are required for successful programs for children with advanced intellectual gifts. A comment on this article by a group of guest editors is appended.

McAdamis, S. (2000). A district-wide plan for acceleration and enrichment. *Gifted Child Today*, 23(3), 20–27.

This article profiles the Rockwood School District, a district that has adopted a differentiated instruction to accommodate learning differences in children. Tiered assignments are described, along with the benefits of differentiation and the impact on student learning. Suggestions for educators wanting to develop a district-wide plan for differentiation are provided.

Montour, K. (1977). William James Sidis: The broken twig. *American Psychologist*, 32(4), 265–279.

The case history of William James Sidis is as concerned with the adverse impact his sorry example has had on special education for the intellectually gifted as it is with the dynamics that led to his tragic outcome. Sidis, the archetypal father-exploited prodigy, is examined in his social and historical context and is contrasted to another famous prodigy who had a similar background, Norbert Wiener. By presenting cases of prodigies who entered college as early as Sidis but who succeeded, the author attempts to dissuade the public from its opposition to educational acceleration for precocious children, to which the “Sidis fallacy” has helped give rise.

Muratori, M.C. (2003). A multiple case study examining the adjustment of ten early entrants.

Unpublished doctoral dissertation, The University of Iowa, Iowa City. No abstract available.

Olszewski-Kubilius, P. (1998). Early entrance to college: Students’ stories. *Journal of Secondary Gifted Education*, 10(1), 226–247.

Presents essays that describe the fears, anxieties, hopes, problems, and triumphs of 11 students who chose to go to college early. Difficulties faced included initial academic failures due to immaturity and a lack of well-developed study skills; however, overall achievement was high and the experience was perceived as positive.

Stanley, J. C. (1978). Radical acceleration: Recent educational innovation at JHU. *Gifted Child Quarterly*, 22(1), 62–67.

The author describes several of the “radical accelerants” who were identified in a study of mathematically precocious youth and who entered Johns Hopkins University in early adolescence.

Stanley, J. C., & Sandhofer, L.S. (1997). *College graduation before age 19, especially at Johns Hopkins University, 1876–1997*. (ERIC Document Reproduction Service No. ED454773).

This paper describes some students, especially at Johns

Hopkins University, Maryland, who have graduated from college three or more years before the usual age of 22 or older. Such early graduation is not common, but neither is it extremely rare. Some young graduates seem to have been propelled through college under parental pressure, while others have had facilitative parents who simply helped the child use his or her intellectual precocity well. At Johns Hopkins University, a study was reported in 1982 that described the accomplishments of a number of young graduates. Since that time, 25 more students have completed a bachelor’s degree before their 19th birthday. The youngest to graduate from Hopkins graduated at age 15 years 7 months, having graduated from high school at age 12. Young men are more likely to graduate from Hopkins early than are young women; Johns Hopkins did not graduate its first female undergraduates until 1972. Johns Hopkins had led most other major universities in its flexible age admissions policies. Young applicants are screened carefully, but they need not be high school graduates. Overall, these young graduates have gone on to successful careers, often in academia or medicine.

Stark, E. W., & Stanley, J. C. (Eds.) (1978). Bright youths dispel persistent myths about intellectual talent: Panel discussion with parents and educators. *Gifted Child Quarterly*, 22(2), 220–234.

Reports on a panel discussion held in 1975 as part of the Terman Memorial Symposium on Intellectual Talent at Johns Hopkins University in Baltimore, Maryland. The panel consisted of 16 mathematically gifted young people (12 boys and 4 girls) aged 12–20 yrs, with one 6-yr-old boy. They varied greatly in background and abilities and interests other than in mathematics. In a 2-hr session they responded to questions from the audience, providing insights as to their feelings about mathematics, educational acceleration and its effect on their social adjustment, teacher reactions to mathematically precocious pupils, and relations with their parents. A follow-up of the panelists 2 yrs later is appended to the main discussion.

Williams, M. (1984). Diamond in the rough: A story of acceleration. *Gifted Child Today*, 33, 21–23.

A talented and gifted instructor discusses the background and effects of deciding to accelerate a gifted seven-year-old into the fourth grade. The move was accomplished with special attention to transition stages and resulted in the child’s successful emotional and academic adjustment.