The guest editor for this issue is Professor Julian Stanley, Chairman of the Department of Psychology of The Johns Hopkins University, Baltimore, Maryland. Professor Stanley has been directing the Study of Mathematically Precocious Youth, perhaps the outstanding longitudinal study since Terman's Genetic Studies of Genius. His editorial follows:

YOUTHS WHO REASON EXTREMELY WELL MATHEMATICALLY: SMPY'S ACCELERATIVE APPROACH

Julian C. Stanley

For this special issue I commissioned three articles to be prepared by persons presently or formerly associated with the Study of Mathematically Precocious Youth (SMPY) at The Johns Hopkins University in Baltimore. These are supplemented by a selection of items from SMPY's newsletter-journal, the *Intellectually Talented Youth Bulletin* (ITYB), which appears ten times yearly.

For several months I also looked for other novel approaches to helping mathematically precocious youths a great deal educationally but could not find any that seemed nearly as strongly facilitative as SMPY's "smorgasbord" of accelerative opportunities. Quite a few courses such as calculus are being taught better hitherto in a number of schools. Many summer, evening, or Saturday mor-

ning schools, camps, institutes, or supplemental programs offer certain mathematics courses to able enrollees, usually as "enrichment" rather than for high school or college credit. Few of these are radical departures from long-known best practice, however, nor do they usually help relieve much of the frustration that the mathematically brilliant boy or girl is virtually certain to find in typical mathematics classes.

During its first five years, supported financially by a grant from the Spencer Foundation of Chicago (which recently was renewed for three years), SMPY has been resoundingly successful in helping many certifiably youths move ahead in mathematics and other subjects at levels and rates appropriate FOR THEM. This has been documented in a number of places, especially by the following references. Detailed rationales for special attention to the mathematically and scientifically talented are provided by Stanley (1976a) and by Michael and Stanley in the articles whose abstracts appear in this issue.

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