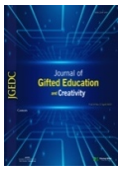

Journal of Gifted Education and Creativity
11(4), 147-160, December 2024
e-ISSN: 2149- 1410
jgedc.org dergipark.org.tr/jgedc

Genc Bilge Publishing Ltd.
(Young Wise) © 2024
gencbilgeyayincilik.com

Research Article

An examination of the effectiveness of gifted education programs from the perspective of a comparison between two programs

Hanna David[1]

Tel Aviv University (emirata), Israel

Article Info

Received: 9 October 2024
Accepted: 6 December 2024
Online: 30 December 2024

Keywords
Giftedness
Gifted education
Comperative study
The Terman study
The Erika Landau Institute

Abstract

This research article compares between two of the longest programs intended to nurture gifted children: Terman's genetic studies of genius, which started in 1921, and included 1528 children, and took about 70 years, and the Erika Landau institute in Tel Aviv, which opened in 1969, and is still functioning, with about 800 new children aged 5-14 taking part in its course every year. The study deal with the question of research done in each of these projects, along with the main purpose which is the well-being of the participants and their fulfilling their potential. It looks for the reasons of a high productivity in terms of publications of the Terman study versus the comparatively much lesser written materials that the Erika Landau has produced over the years. As expected, multiple reasons have contributed to this difference, among them were the different personality of the founders, the focus of work at each project, and mainly the cooperative work of very many staff member and the appointing an heir, a successor in each new generation for continuing the research on the Terman children, while the centrality of the late Dr. Landau, that has prevented the possibility of a continuous research in the institute.

To cite this article:
David, H. (2024). An examination of the effectiveness of gifted education programs from the perspective of a comparison between two programs. *Journal of Gifted Education and Creativity, 11*(4), 147-160. DOI: https://doi.org/10.5281/zenodo.1

Introduction

The Israeli Ministry of Education started diagnosing all children for giftedness more than 50 years ago (e.g., David, 2014a, b, 2016). Though Israel is the only country where all children can take the first stage of the identification-for-giftedness process, and those chosen for the second stage – about 15% of each class – are invited to the second free identification stage, there is a small amount of Israeli quantitative studies of giftedness. The last time a study was conducted on the whole population was in 1988 (Polotzky, 1989). This study summarized the cohorts of 1986, 1987, and 1988 for gender differences. Before that year, during the 70s and 80s, many small-scale quantitative studies were published, though the samples were primarily small. From the 90s on, some aspects of giftedness were examined using – in many cases – neither good enough samples nor exact definitions of the criteria of giftedness.

There is no evidence that other programs for the gifted operated by private-, higher education- or non-profit organizations aimed at the gifted (see, for example, e.g., David, 2008a, b, 2019) have contributed to the success of gifted education in Israel (David, 2023a). Erika Landau focused on creativity (see her books, other bibliographic items, and interviews). In my opinion, one cannot teach creativity (see David, 2023). As for evidence of creativity – in Terman's study, there is a long list of creative works of the Termites:

[1] Prof.Dr., Tel Aviv University (emirata), Israel. E-mail: hannadav@tauex.tau.ac.il ORCID: 0000-0002-7917-3152

> "Nearly 2000 scientific and technical papers and articles and some 60 books and monographs in the sciences, literature, arts, and humanities have been published. Patents granted amount to at least 230. Other writings include 33 novels, about 375 short stories, novelettes, and plays; 60 or more essays, critiques, and sketches; and 265 miscellaneous articles on a variety of subjects. The figures on publications do not include the hundreds of publications by journalists that classify as news stories, editorials, or newspaper columns, nor do they include the hundreds, if not thousands, of radio, television, or motion picture scripts." (Kaufman, 2009, cited from Terman & Oden, 1959)

There is no list of graduates from the Erika Landau Institute. Indeed, asking questions is essential; Landau has spoken about it repeatedly (e.g., Landau, 1976, 1987), but it cannot replace productivity measured by actual books, articles, patents, etc. Unfortunately, there is no way such data can be collected.

Two additional notes

When I started working on this comparison, I did not know that the amount of accessible materials I had to choose from was so large. To reduce the length of this article to the necessary minimum, I made two decisions:

I will present only two comparisons in this study: between Terman's longitudinal study and the Erika Landau Institute. Part II of this article will compare three more longitudinal projects: the SMPY, Silverman's Gifted Develop Center (e.g., Silverman, 1993, 1995; 2019), and Freeman's British Research (e.g., Freeman, 2008, 2013**).** Hopefully, the third part of this study will include the longitudinal Australian study of Gross: "20-year study of exceptionally gifted" (e.g., Gross, 2004, 2006;) and "The Fullerton Longitudinal Study" (e.g., Gottfried et al., 1994; 2005, 2006, 2011; Gottfried & Gottfried, 1996; Guerin & Gottfried, 1994; Guerin et al., 2003).

I will make the comparisons in three parts. The first will deal with Landau's background, and the second will be Terman's. The second will establish Terman as the "world father of gifted education" and Landau as "the mother of gifted education in Israel"; the third will compare various aspects of the life work of both scholars.

The research problem

Genetic Studies of Genius, the 5-volume basic research on 1528 gifted children written by Lewis Terman, his associates, and followers (Burks et al., 1930; Cox, 1926; Terman, 1925; Terman & Oden, 1947, 1959), are considered the foundation stone in the study of giftedness. Since Terman died in 1956, dozens of studies have been done on Terman's sample, but the number of references to those exceeds thousands. On the other hand, the Erika Landau Institute, which had been founded by the late Dr. Erika Landau and headed by her until she died in 2012, had produced but about 20 studies until the first decade of the 2nd century, and despite the growing number of gifted children participating in its activities – about 40,000 during Landau's life and well over 50,000 by the third decade of the 21st century, has not produced any research in the last two decades.

The question: why does the Erika Landau Institute, which has the potential of supplying data for research on gifted children not only for Israeli psychologists and educators but for professionals from other countries, not materialize this potential? This study aims to answer, or possibly, some answers to this question.

The Hypothesis

The *genetic studies of genius* – which has transformed into an 80-year-long survey of a group of gifted children well into their ancient age, was founded by Terman, an academic who had many achievements before starting his life work at age 44. He was interested in people and research and was excellent in long-term relationships and scientific work. My hypothesis – mainly based on my acquaintance with her both as a mother of a gifted boy participating in her courses and a researcher working at her Institute for three years - is that Landau was not a person of science, and her focus was never on the scientific output of her life work. Let us see if this hypothesis can be proven and if it was the only one that "made the difference".

The research design

The current study compares two programs. Based on findings from relevant literature, I have made the following criteria for the comparison. The comparisons between these two life-long works of Terman and Landau are divided into three main parts, each comprising several sub-groups.

The first comparison was of the background and family of Terman and Landau, including their biographical facts, home relationships, and education. The second was about similar status: Terman was the "father of gifted education," and Landau was "the mother of the Israeli gifted". The third comparison, which is also the longest, includes the following: the duration of the studies, the financial aspect, the age of the participants, the number of participants, and the kind of studies – quantitative, qualitative, or both. It will also include analyses of the relationships with co-workers, colleagues, and other people involved in both projects, and long-time connections with students; the gender issue: participants' gender and the gender of the associates, co-workers, and researchers, as well as a more detailed description of the achievements of a few extraordinary female team-members of the genetic studies of genius.

Background and family comparisons

Lewis Madison Terman was born in 1877 to a large, rural family (e.g., Hilgard, 1957; Winkler & Jolly, 2013). Neither his parents nor his siblings had an academic education. According to Gupta (2022), he had 13 siblings, 11 of them survived childhood. He was child number 12, the first surviving son after 12 years.

Erika Landau was born in 1931 in Romania to a Jewish family. She was raised in an educated, well-off family (Vidergor, 2013). She had one sister who was ten years older than her. According to Vidergor (ibid), little Erika was a brilliant girl, a "wunderkind" in piano playing (ibid).

Terman recalled that his home life was "fun" (Winkler & Bernel, 2020, p. 5433, from Terman, 1930). Landau also described her home life as comfortable, declaring that she had a happy childhood, giving love and was loved (Vidergor, 2013), despite being raised by nannies rather than by her mother, who was busy with music and social activities ("The life-story of the late Erika Landau", 2013). However, Bachur-Nir (2011) cites Landau's story about her mother's attitude towards giving birth to a second girl [Erika was born 10 years after her older sister]. "My mother used to tell me all the time something that could have turned me at least psychotic: I did not want another girl. I had said that if I had a girl, I would not have taken care of her. I agreed to get pregnant to give birth to a boy named Dr. Erik Schechner [her mother's maiden name]'. When I was born, my maternal grandfather told my mother: "Do not do any nonsense, the girl looks quite smart, breast-feed her and call her Erika", and that was how he saved me" [my translation, H.D.].

The life track of either Terman or Landau was traditional. Terman's educational track was not typical of a farm boy at the end of the 19th century. Born to farmers in Indiana in 1877, he managed to skip a few classes and thus received his Bachelor's degree in pedagogy in 1894 at age 17, and later, after teaching and further studying, his MA in 1903. He received his PhD from Clark University in 1905 (Boring, 1959). Terman started working on his *Genetic studies of genius* in 1920, at age 44.

Erika Landau was a holocaust survivor who, since age 10, was in three concentration camps. She had experienced atrocious Nazis against babies and young children (e.g., Aderet, 2013a, b; Bachur-Nir, 2011); she also saw her father hit and humiliated before she finally lost him. The formal education of the Jewish-Romanian 10-year-old girl, Erika Schectman, was interrupted for a very long time because of the persecution of World War II. Landau never completed her basic elementary education, and at age 17, she married the boss of the factory where she worked as a simple laborer. Then, despite arriving in Israel at age 16 without knowing the language, she graduated from Tel Aviv University with a degree in Psychology and History of art (The life story of the late Erika Landau, 2013). Only much later, Landau went for 3 years to München [Munich], where she studied psychology for her PhD in German, her mother tongue (ibid). She returned to Israel in 1968 and started working on her life-long creativity project with children. She was 39 years old at that time.

Lewis Terman and Erika Landau: Global father and Israeli mother of gifted education

Lewis M. Terman: Father of gifted education

Terman is considered the father of gifted education (e.g., Hodges et al., 2021; Warne, 2019; Winkler & Bernel, 2020; Winkler & Jolly, 2013). According to Seagoe:" the gifted thought of Terman as their godfather" (p. 94); Brooks (2024)

named him "godfather". Terman's monumental work, *Genetic Studies of Genius* (Burks et al., 1930; Terman, 1925; Terman & Oden, 1947, 1959), is the essential work of the field (e.g., Hodges, 2021).

Erika Landau: the mother of gifted education in Israel

Erika Landau was the founder and thus was called "the mother of gifted education" (Yablonka, 2012; David, 2013). Vidergor (2014), though her article was published after Landau's death, was based on her 2012 interview, wrote: "Erika was truly the 'mother' of gifted education in Israel with the foundation of the Young Persons Institute for Promoting Creativity and Excellence in Tel Aviv that served gifted students for over 50 years" (ibid, p. 147). The title of Hai's eulogy (August 5, 2013), published on the day of her death, was "The mother of all the gifted, Dr. Erika Landau, died". The late Erika Landau, who chose not to be a mother (e.g., Vidergor, 2013) but rather dedicated his life to the wellbeing of tens of thousands of gifted children, well deserved this title she had cherished, calling the students in her institute "her children".

The genetic studies of genius longitudinal studies and research at the Erika Landau Institute

The main differences between the genetic studies of genius and the research done at the Institute have to do with the aims of both projects. While Terman's studies had, right from their beginning, both aims: to help the gifted and nurture them so they can reach their full potential, AND document the process, analyzing it and produce documents that would help psychologists and educators to help further the gifted, Erika Landau's main aim was to help the gifted through encouraging their creativity. However, as both projects had to deal with children of similar ages, and both were pioneering in giftedness, some comparisons should be made between these large-scale longitudinal studies.

The resreach duration. The Terman study started in 1920, and its first findings were published in 1926. The last time the Termites – still alive – filled out the study questionnaires was in 1999 (e.g., Rogers on Terman, 1999). According to Hodges (2021, p. 95), Terman's "seminal work, Genetic Studies of Genius, is arguably the foundational work of the field. In what is currently psychology's longest-running longitudinal study" (p. 95). Terman study is the longest longitudinal study with multiple repeated assessments that has ever been conducted (Kern et al., 2014, p. 7). Participants were followed prospectively throughout their lives, completing written assessments every five to ten years, with the last formal evaluation in 1999 (Kern, 2014); the results were published in 2003 (ibid). According to Holahan (2021): "The Terman Study of the Gifted is the longest longitudinal study in the social sciences". Data collection started in 1921 and continues for over 70 years (ibid). According to Paddock (1995), the study was "the longest-running psychological study ever conducted", and according to Beauvais (2016): From the 1920s, he launched the longest-running longitudinal study in the history of psychology worldwide".

In the studies done at the Erika Landau Institute, partial data was used for research for about 35 years. No research has been published since 2006; the last data used was from 2004, and it included only the youngest group, 4.5-5.5-year-olds. See David, in press).

Finance: budget and grants

Despite Terman's many obligations and interests, he made a great effort to secure the financial part of his study, mentioning each grant and economic aid of every kind, no matter how small the contribution was, in the "thanks" section of all his works. Such examples are the paragraph on the first page of the first volume of "Genetic Studies..." (Terman, 1925), where he writes:

> This study has been made possible by two special grants amounting to $34,000. It will be continued over a term of years". Then he adds: "In 1922, before the end of the first year's work, an additional grant of 114,000 was received from the Commonwealth Fund for the purpose of extending the study along medical, anthropometric, and psychological lines. This sum was supplemented by a contribution of $8,000 in money and $6,000 in services from Stanford University, the money cost of the study here reported, apart from services contributed, was therefore $42,300. The contribution of services by the University has exceeded the amount stipulated and would bring the total cost of the study to more than $50,000 (ibid, pp. 1-2).

Seagoe (1975) further details the various financial sources, relying on written documents: "In 1927-28, a grant from the Commonwealth Fund made it possible to send out field assistants to retest most of the subjects and to obtain a large amount of additional information from parents, teachers, and the children themselves" (ibid, pp. 93-94). Later, "In 1939-40, a fourth grant, this time from the Carnegie Corporation, made it possible to keep three research associates in the field for a year to study the group (ibid, p. 94).

As Terman wanted the follow-up of the gifted to continue after his death, he allocated in his will half his royalties on the Stanford Achievement Test for that purpose (Seagoe, 1975, p. 183). His generosity and dedication were helping his life project to continue decades after he had gone.

The Landau Institute had failed to get public support from governmental sources. Erika Landau "had a tough beginning. For years, she went from one pedagogical committee to another, trying to convince the Ministry of Education of the advantages of her institute" [my translation, H. D.) (The life story of the late Erika Landau, 2013). But unlike the Terman studies, whose aim was to help and support the gifted AND establish a new branch of research in educational psychology, Landau's Institute relied on parents' payments. The non-negligible parents of the gifted have been paying for each single 13-session course as their only income, hardly covering the salaries of the administrative counseling and instructing teams. In sporadic cases, minimal contributions helped hire a single part-time researcher working at the Institute for a limited duration (David, in press).

Participant's age

On average, participants of Terman's studies were born in 1910 (SD = 3.7 years) and were 11 years old at the first assessment (Kern, 2014).

The mean age of the children who started participating in the courses at the Erika Landau Institute in 1982 was 9.99 (SD=2.4); in 1993: 8.41 (SD=2.19), and in 2003: 7.93 (SD=2.02). The mean age of all cohorts was 8.77 (SD= 2.29) (Landau & David, 2005a).

Thus, the Erika Landau children were over two years younger than the Terman's.

Number of participants

Terman started his studies with 1000 children; their final number was 1558. In the fall of 1972, there were still about 1300 members alive, and their mean age was 62. (Seagoe, 1975). At the last stage of the study, in 1999, only about 200 participants were alive (Kern, 2014). In addition to smaller samples from previous studies (e.g., Landau et al., 2001) and a full-population study (David, 2018), the large-scale 3-decade study on the Erika Landau students consisted of ~1535 children, equally divided between the genders (David, in press).

Quantitative versus qualitative statistics involved

The studies of **Terman** and his partners and successors' statistics include all possible **statistical analyses**; there are just minimal **descriptive statistics in the Landau** studies despite the large sample of about two-thirds of the entire Terman population (~1050+).

Relationships and connections

Though Terman conducted most of his work at home, he spent half an hour with his secretary daily and half an hour free for appointments with students and staff (Seagoe (1975). Seagoe (ibid) also describes Terman's relationship with his successor, Sears, since Sears' early childhood. Their relationship continues until Terman's death, including meetings with Sears and, later – with his family, as well as letters exchanged between them. This relationship enabled recruiting Sears to the next stage of the genetic studies of genius: following 700 of the Termites for over 60 years – relying first on the Terman (1925, 1953, 1954), Burks et al. (1930), Oden (1968), and Terman & Oden (1947, 1951, 1959) findings, and then – on his systematic work, to lead a continuing project that had attracted scholars at early stages of their career (e.g. Janos, 1987, Seagoe, 1975).

While Terman had **excellent personal relationship**s with his co-workers and "his" children, whom he followed well into adulthood, Landau did not. Without a doubt, it had to do with Terman's **Generosity.** In the documents from the genetic studies**, Terman shared the credit** with all partners, mentioning all contributors. In the first volume of his monumental series, *Mental and physical traits of a thousand gifted children* (Terman, 1925), he mentioned no less than

14 individuals who assisted him: Bird T. Baldwin, Edith Bronson, James C. DsVoss, Florence Fuller, Florence L. Goodenough, Truman Lee Kelley, Margaret Lima, Raymond L. Willoughby, Jennie Benson Wyman, Helen Marshall, Albert H. Moore, A. S. Raubenheimer, G. M. Ruch, and Dorothy Hazel Yates (Terman, 1924, 1925).

Not only did Terman give credit to all parties – senior and junior – the names of all 14 individuals Terman mentioned as contributors to the study *Mental and physical traits of a thousand gifted children, Vol. I.* (Terman, 1925) were ordered alphabetically, with no titles. Thus, Dr. T. L. Kelley, from Stanford University, who "has rendered invaluable service in the treatment of data (Terman, 1924, p. 155), was mentioned after the field assistant Florence Fuller, for example.

Another aspect of Terman's generosity is presented by the non-negligible number of studies that Terman had either supervised or supported and published without Terman's credit-taking. The most impressive of these cases are, in my opinion, the second volume of "Genetic studies of genius" (Cox, 1926), where Terman appears as the last one in the "with association with" list, and that of White (1931), where Terman's name did not appear at all (Simonton, 2019).

Landau has published but a few co-authored works (see the list of her publications).

The gender issue

In the vast majority of all documented data about gifted programs, in many different cultures and periods, it has been found that the percentage of boys has been higher than that of girls (Benbow, 1980; Kerr, 1994; Landau, 2001; Polotsky, 1989; Stanley, 1988, 1994; Stanley & Benbow, 1986; Stumpf & Stanley, 1998; Terman, 1925; Ziegler & Heller, 2000; Ziegler, Kuhn, & Heller, 1998; Zorman & David, 2000).

One of the aims of The Erika Landau's Institute was to help increase the number of girls participating in activities for the gifted and encourage girls to get special support and care (Landau, 2001; David, 2013). Landau et al. (2001) have found that girls from underprivileged backgrounds accepted to the Institute, whose achievements in the entrance exams were less than those of boys, have made a more remarkable advancement than boys.

Participants' gender

In Terman's sample, 856 participants were boys, and 672 were girls, which is ~44% (Kern, 2014; Leslie, 2000a).

Only about one-third of the participants in the Erika Landau Institute have been girls (David, in press; Landau & David, 2006)

The gender of the team members

Terman had no less than 30 women in his team. Terman had employed both men and women in equal capacities – when there were hardly women in highly prestigious professions and positions. Rogers (1999) studied the contribution of 30 females participating in Terman's studies since its beginning. She made use of published and unpublished materials and contacted some of the still-living women as well as family members of them. She found that most had satisfactory personal lives and non-typical scientific standings at the time. Many of them contributed a great deal to Terman's study and continuum of life-long productivity. Rogers also found that these women did not follow social expectations but chose their way of life, and their productivity level had to do mainly with their life circumstances rather than environmental limitations.

According to Seagoe (1975)

> For the male gifted, an extensive analysis was made of the factors leading to occupational success. Though the women equaled or exceeded the men in school achievement throughout, most of them married upon graduation from college and moved into domestic roles. Terman deplored such a loss of talent for society, attributing it to lack of motivation for occupational success in a male-oriented society and to lack of social opportunity for women to achieve full fruition. Yet he complimented the gifted women on their high capacity for contentment within limits set for them (p. 95)

One of the people who fulfilled Terman's expectations was Melita Oden. After Terman's death, Melita Oden took over, and her monumental work (Oden, 1968), the first report she wrote by herself, not as a junior partner of Terman, was the first in a long line of essential works done on the Termites, as Terman himself called the children in his project

(e.g. Cherry, 2023) as well as others (e.g. Goleman, 1995; Gupta, 2022; Leslie, 2000; Paddock, 1995; Seagoe, 1975; Shurkin, 1992).

Terman allowed the development of junior members of his project – primarily women. Beauvais (2016) mentions the names of the women – from PhD students to research assistants – who were "gravitating around Terman from the 1910s to his death, and engaged in research on intelligence and individual differences" [...]. The core of that team as regards giftedness research was comprised of Maud Merrill, Florence Fuller, Helen Marshall, Dorothy Hazelton Yates, Florence Goodenough, and Catharine Morris Cox Miles; also important are Arthur S. Otis, Kimball Young, and Virgil E. Dickson, as well as, more distantly, Lulu Stedman (ibid, p. 748, note 1). A few women mentioned here had extraordinary accomplishments, e.g., Florence L. Goodenough (Jolly, 2010) or Lulu Stedman (Jolly, 2006). Here are some of their achievements before and after working with Terman.

Florence L. Goodenough has published, according to Jolly (2010), fourteen publications. Seven of them were books – all milestones in psychology (Goodenough 1926a, 1931, 1934, 1949, 1956, 1959, & Anderson, 1931). All other seven listed publications (Goodenough, 1926b, c, 1929, 1938, 1939, 1940, 1950), including those published after her premature retirement at age 61 due to serious health issues (Jolly, 2010), have also been of high importance until now. For example, The Goodenough–Harris Draw-a-Person test, still widely used, was invented by Goodenough (1926a), improved by Goodenough & Harris (1950), and currently is known as *the Goodenough–Harris Drawing Test* after Harris (1963) revised and expanded it.

Lulu Stedman (1876–1960), who also was a team member of Terman, had been an accomplished scholar and educator by the time she joined the Terman studies in the capacity of "training teacher" (Jolly, 2005). In 1918, she already established an "opportunity room" for able students (Stedman, 1919), and five years later, a book which had become the first one about pull-out practice in gifted education (ibid, 2024). Stedman was also ahead of her time by describing the characteristics of the gifted rather than offering a definition of giftedness (ibid). This unresolved issue still occupies scholars and educators in giftedness (see, for example, David, 2023).

In the third volume of Genetic studies of genius (Burks et al., 1930), Terman gave explicit credit to the five additional participants and chose to first put the name of Burks (ibid) as the book's principal author.

Some of these names coincide with the list of the 14 individuals who assisted him in the first volume of his *Genetic Studies of Genius*: Volume I (Terman, 1925).

Even though almost the whole team of the Erika Landau Institute was female, psychologists, instructors, and the few researchers working there occasionally (The Erika Landau Institute's team, 2024) did not help them climb the career ladder. As we have seen, those working at the Institute and developing a scientific career did it after leaving the Institute.

Findings

Despite the stricter criterion of acceptance to the Terman sample – at the first stage, IQ>140, and at the second – IQ>135 than supposedly 130 to the Institute, the rate of girls was higher in Terman's project than in the Institute. This fact contradicts Jolley's claim (Jolly, 2008) about discrimination of women in the Terman study. Neither female participants nor women in the Terman team seemed to need affirmative action to reach a full presentation.

Another result of Landau's resistance to sharing responsibilities or delegating powers caused a lack of research at the Institute. Since 2006, no study has been done at the Institute. Not sharing responsibilities concerns Erika's inability to lead research and her problematic human relationships. One such documented example is in Heller (2015). In her "editor's preface", which is extended praise of the late Erika Landau, she still wrote that "indeed, Erika's attitude towards her teachers [the Institute's instructors] was authoritative and commanding" (p. 1). From this short preface, we can also learn that Dr. Heller was one of the female researchers Dr. Landau had hired – in this case, in 1986, when Heller was just 18 – who did not stay at the Institute for a long time and developed her career elsewhere. We can also learn that Heller helped Landau write and edit some of Landau's writing. As can be seen from the list of Landau's writings, Heller was not mentioned either as a co-author or an editor in any of Landau's writings.

Accomplishments and achievements: Research and publications

*Terman raised Stanford University's general level and its psychology department. Under his direction, this department assumed a position of national leadership in psychology (Seagoe, 1975).
* Terman developed and popularized what would become the most-used intelligence scale of the early 20th century, the Stanford-Binet (e.g., Beauvais, 2016; Jolly, 2005; Minton, 1988).
* Terman served as Council of the American Psychological Association from 1919 to 1921 and was elected its President in 1923 (Hilgard, 1957);
* Terman published intensively and set some of the milestones in the study of intelligence
* Terman contributed to various topics, such as sexual behavior, suicide, and personality assessment (Warne, 2019, p. 3)
* Terman was a prominent Stanford University psychology professor,
* Terman was considered a public intellectual figure,
* Terman served as the principal investigator of a famous longitudinal study.

There was never a time when no research had been done on the "Termites"; it continued for almost a century until nearly all of the "Termites" also passed away.

Seagoe (1975, pp. 187-202) lists about 270 of Terman's publications. In addition, there is a list of 25 unpublished manuscripts (ibid, pp. 202-203). Terman had also sponsored 69 Ph.D. and M.A. Research Theses (ibid, pp. 205-210) Landau did not leave a complete list of publications. In David (in press), I gathered all her publications, including all translations. The total list is of 23 items written in English, Hebrew and German (Landau 1969/1971/1974, 1974, 1976, 1979a, b, 1981, 1984, 1987, 1990, 1997, 1998, 2000, 2001, Landau & Weissler, 1991, 1993, 1998, Landau et al., 1996, 2001, Landau & David, 2005a, b, David & Landau, 2006, Reichenberg & Landau, 2009, Weissler & Landau, 1993)
The project of Lewis Terman, The *Genetic studies of genius,* started with just about 1500 children and continued throughout the 20th century, decades after Terman had died in 1956. It substantially influenced the study of giftedness and education of the gifted (e.g., Hodges et al., 2021). This monumental study was – and still is – the "bible" of giftedness: it set a formula – though quite criticized – for identifying the gifted, nurturing and supporting them, and studying giftedness. The main reasons that made all these goals materialize are:

- Though questionable, there was an "IQ floor", a point below which children were not accepted. For the first 1000 participants, it was 140; for the additional 581, it was "just" 135. Indeed, it was not fair to many underprivileged gifted, those with double exceptionalities, children whose mother tongue was not English, and many other sub-groups of the gifted. However, those who were accepted and followed for years had a common ground of a minimal IQ, unlike in many different programs with some kinds of affirmative action, unreliable acceptance criteria, or subjective criteria, such as teachers' or parents' recommendations.
- Though the project was founded by Lewis Terman – right from its beginning, he collaborated with other people, a team of many, some seniors, high profile professionals (e.g., Barbara Burk, Robert Sears), or juniors (e.g. Melita Oden). Some of the people Terman had recruited were still young and had not yet accomplished substantial scientific contributions when they joined the project. Still, later, they proved themselves as scientists who had made a name either in gifted education (e.g., Melita Oden) or had later proved to be devoted (e.g., Catherine Cox). However, the women who already had graduate degrees when starting their work with Terman got full credit for it, as can be seen from the 4-item list of the field assistants mentioned in the first volume of Genetic studies of genius (Terman, 1925) by their names, degrees, and the Institute where they studied: Florence Fuller, M.A., University of Minnesota; Florence Goodenough, M.A., Columbia University, Helen Marshall, MA., Ohio State University, and Dorothy H. Yates, Ph.D., University of California.
- Terman and many of the people working with him, and later at the Terman follow-up research, were multi-talented and had various backgrounds.

Terman was 44 years old when he started his long-life project. By then, he was an accomplished scholar and university professor, with sources for his study and connections, long-time partnerships, public support, and the ability to recruit

people and raise money for his research. He also had a publishing home – the Stanford University Press – for publishing his monumental works not only in the pre-computer time but in the pre-electrical typing machine, when publishing a book sometimes took years.

During the 45 years Landau headed her Institute, she did hire a few younger women who did research at her Institute (e.g., Hanna David, see David & Landau, 2006; Landau & David, 2005a, b, Landau et al., Kinneret Weissler, see Landau & Weissler, 1991. 1993, 1998; Landau et al., 2001, 2006; Weissler, & Landau, 1993). Along with them, Landau hired psychologists in charge of the identification for giftedness process of each child accepted to the Institute. But when she was gone, not even one researcher worked at her Institute – many of those who used to work there had developed careers elsewhere where they could flourish. Thus, the Institute had no head or manager for many months when she was gone. Finally, one of the NPO members appointed herself to find a new head (The Erika Landau Institute of Creativity and Excellence, 2024). In 2014, the new head, an expert in special education, took office for 6 years. Currently, the Chief Executive Officer of the Institute is one of the NPO members (The Erika Landau Institute's team, 2024).

Another result of Landau's resistance to sharing responsibilities or delegating powers caused a lack of research at the Institute. Since 2006, no study has been done at the Institute. The main reason is probably Erika's inability to lead research and her problematic human relationships. One such documented example is in Heller (2015). In her "editor's preface", which is extended praise of the late Erika Landau, she still wrote that "indeed, Erika's attitude towards her teachers [the Institute's instructors] was authoritative and commanding" (p. 1). From this short preface, we can also learn that Dr. Heller was one of the female researchers Dr. Landau had hired – in this case, in 1986, when Heller was just 18 – who did not stay at the Institute for a long time and developed her career elsewhere. We can also learn that Heller helped Landau write and edit some of Landau's writing. As can be seen from the list of Landau's writings, Heller was not mentioned either as a co-author or an editor in any of Landau's writings. To the best of my knowledge, the only researcher mentioned as a graduate of the Institute is Heller (2015), but no publications by her in the Institute are to be found.

Future research: prospects and view

As mentioned, some archives include all materials of the Terman studies, enabling further research if desired. On the other hand**,** some of the Erika Landau files, the only documents that can be studied in the future, were destroyed by water; most of them were not unused (personal information)[2]

Unfortunately, The Erika Landau Institute has not provided us with new studies for a long time; the last published works (David, 2018; Reichenberg & Landau, 2009) were based on data from 2004 and 2003 (respectively). Thus, Landau's legacy from the last decade is neither documented nor studied. This volume intends to fill in this gap, to give a voice, a space, and an existence of the work done in Israel at the Erika Landau Institute in the last 50 years.

Though the Institute has been functioning since Landau's death, it has produced no research and is not expected to. When Dr. Landau was still alive, even though there was no research department and no research team working there, Landau's education, dedication and vision could have guaranteed the good done in it. Since her death, there has been no reliable knowledge about the benefits of the courses offered there, and all known facts are just anecdotal and circumstantial.

References

Aderet, O. (a) (August 6, 2013). Erika Landau, an educator who stressed learning through emotion, dies. Retrieved from https://www.haaretz.com/2013-08-06/ty-article/israeli-educator-erika-landau-dies/0000017f-e264-d7b2-a77f-e36764e10000

Aderet, O. (b) (August 11, 2013). Leveraging Holocaust Guilt into Meaning. https://www.haaretz.com/2013-08-11/ty-article/.premium/leveraging-survivor-guilt-into-meaning/0000017f-dec2-df62-a9ff-ded7b3f80000

Bachur-Nir, D. (December 15, 2011). When my father saw a Nazi soldier hitting me, he said: "when you see your daughter is beaten, it feels as if knives are inserted into your whole body" (in Hebrew). Retrieved from https://www.calcalist.co.il/articles/0,7340,L-3555191,00.html

[2] Informed by Landau when I wanted to study the 1983 files in order to research the 1983, 1993 and 2003 cohorts. When Landau told me that the entire 1983 file-shelves were destroyed, we decided to substitute it by 350+ files from 1982.

Beauvais, C. (2016). Californian Genius Lewis Terman's Gifted Child in Regional Perspective. *Paedagogica Historica, 52*(6), 748-765. https://doi.org/10.1080/00309230.2016.1243138

Benbow, C. P., & Stanley, J. C. (1980). Sex differences in mathematical ability: Fact or artifact? *Science, 210*(4475), 1262–1264. https://doi.org/10.1126/science.7434028

Brooks, D. (June 15, 2024). What happens to gifted children? Retrieved from https://www.nytimes.com/2024/06/13/opinion/gifted-children-intelligence.html

Burks, B. S., Jensen, D. W., & Terman, L. M. [in association with additional three: The second: Helen Marshall, the third – Melita Oden] (1930). *Genetic studies of genius, Vol. III*: *The promise of youth*. Stanford, CA: Stanford University Press. Retrieved from https://digital.library.cornell.edu/catalog/hearth4216772_321

Cherry, K. (July 25, 2023). How Lewis Terman influenced the field of psychology. Retrieved from https://www.verywellmind.com/lewis-terman-biography-2795523#:~:text=In%201921%2C%20Terman%20began%20his,socially%20adapted%20than%20other%20kids.

Cox, C. M. [in association with Lela O. Gillan, Ruth Haines Livesay, Lewis M. Terman.] (1926). *Genetic studies of genius, Vol. II: The Early Mental Traits of Three Hundred Geniuses*. Stanford: Stanford UP. Retrieved from https://digital.library.cornell.edu/catalog/hearth4216772_320

David, H. (2018). 4.5-5.5-Year-old Gifted Students: Findings from the 2004 Cohort. Scholarly Journal of Psychology and Behavioral Sciences, 1(4), 75-81. DOI: 10.32474/SJPBS.2018.01.000117

David, H. (2023). Should we continue to use the term "giftedness"? *Australasian Journal of Gifted Education, 32*(1), 28-32. 10.21505/ajge.2023.0004

David, H. & Landau, E. (2006). The first-born and the single gifted child: Findings in three-decade cohorts. *Australasian Journal of Gifted Education, 15*(2), 27-31.

David, H. (2008a). Mathematical Giftedness: The Mathematics Acceleration Program at the Tel Aviv University. *Gifted Education Press Quarterly*, *22*(3), 4-9.

David, H. (2008b). The Mathematics Acceleration Program of the Tel Aviv University (1970-1999). In R. Leikin (ed.), *Proceedings of The 5th International Conference* Creativity in Mathematics and the Education of Gifted Students (pp. 427-429). Haifa, Israel, February 24-28, 2008.

David, H. (August 8, 2013). About Dr. Erika Landau, the great woman who has just passed away (in Hebrew). Retrieved from https://www.hebpsy.net/blog_Post.asp?id=1041

David, H. (2014a). Diagnosis of the gifted in Israel. *Gifted Education International, 30*(1), 57-60. https://doi.org/10.1177/0261429413485393

David, H. (2014b). Why is diagnosing the gifted in Israel so problematic? On the problems of diagnosing gifted children and the difficulties in de-ciphering such diagnoses. *Australasian Journal of Gifted Education, 23*(1), 49-58.

David, H. (2016). Diagnostic et enseignement pour les enfants hp: l'exemple d'Israël. *Revue économique et sociale, 74*(4), 103-112 [English version: Diagnosing and schooling of gifted children: The example of Israel].

David, H. (2019). Teaching Mathematically Gifted Students *in* Israel*: The* State *of the* Art. *Journal* for the *Education* of *Gifted Young Scientists*, *7*(1), 57-69. http://doi.org/10.17478/jegys.466451

David, H. (2023a). The failure of gifted education in Israel. *Journal of Gifted Education and Creativity (JGEDC), 10*(2), 125-139.

David, H. (2023b). Against the term "creativity studies": Mathematical creativity examples. *Journal of Tourism & Sports Management, 5*(3), 1712-1718.

The Erika Landau Institute's team (2024). Retrieved from https://ypipce.org.il/?page_id=9435

The Erika Landau Institute of Creativity and Excellence, founded by Erika Landau (NPO) (2024). Retrieved from https://www.checkid.co.il/company/epWVKQj-580022960

Figg, S. D., Rogers, K. B., McCormick, J., & Low, R. (2012). Differentiating Low Performance of the Gifted Learner. *Journal of Advanced Academics, 23*(1), 53-71. https://doi.org/10.1177/1932202X11430000

Freeman, J. (2008). The emotional development of the gifted and talented. Conference proceedings. Gifted and Talented Provision, London: Optimus Educational.

Freeman, J. (2013). The long-term effects of families and educational provision on gifted children. *Educational and Child Psychology, 30*(2), 7-17. https://doi.org/10.53841/bpsecp.2013.30.2.7

Goleman, D. (March 7, 1995). 75 Years Later, Study Still Tracking Geniuses. Retrieved from https://www.nytimes.com/1995/03/07/science/75-years-later-study-still-tracking-geniuses.html#:~:text=Terman%2C%20a%20Stanford%20University%20psychologist,test%2C%20the%20Stanford%2DBinet

Goodenough, F. L. (1926a). *Measurement of intelligence by drawings*. Yonkers-on-Hudson, NY: World Book.

Goodenough, F. L. (1926b). New approach to measurement of intelligence of young children. *Journal of Genetic Psychology, 33*(2), 185–211. https://doi.org/10.1080/08856559.1926.10532353

Goodenough, F. L. (1926c). Racial differences in the intelligence of school children. *Journal of Experimental Psychology, 9*(5), 388–397. https://doi.org/10.1037/h0073325

Goodenough, F. L. (1929). The relation of the intelligence of preschool children to the occupation of their fathers. *American Journal of Psychology, 40*, 284–294.

Goodenough, F. L. (1931). *Anger in young children*. Minneapolis: University of Minnesota Press.
Goodenough, F. L. (1934). *Developmental psychology: An introduction to the study of human behavior*. New York: D. Appleton-Century.
Goodenough, F. L. (1938). The use of pronouns by young children: A note on the development of self-awareness. *Journal of Genetic Psychology, 52*(2), 333–346.
Goodenough, F. L. (1939). Look to the evidence! A critique of recent experiments on raising the IQ. *Educational Method, 19*, 73–79.
Goodenough, F. L. (1940). New evidence on environmental influence on intelligence. In G. M. Whipple (Ed.), *The thirty-ninth yearbook of the National Society for the Study of Education, intelligence: Its nature and nurture, Pt. I Original studies and experiments* (pp. 307–365). Bloomington, IL: Public School Publishing.
Goodenough, F. L. (1949). Mental testing. New York: Rinehart & Co.
Goodenough, F. L. (1956). Exceptional children. New York: Appleton-Century-Croft.
Goodenough, F. L. (1959). Developmental psychology. New York: Appleton -Century-Croft.
Goodenough, F. L., & Anderson, J. E. (1931). Experimental child study. New York: The Century.
Goodenough, F. L., & Harris, D. B. (1950). Studies in the psychology of children's drawings: II 1928–1949. Psychological Bulletin, 369–433.
Gottfried, A. E., Gottfried, A. W., Bathurst, K., & Guerin, D. W. (1994). *Gifted IQ: Early developmental aspects. The Fullerton Longitudinal Study*. New York: Plenum Press.
Gottfried A. E., Gottfried A. W. (1996). A longitudinal study of academic intrinsic motivation in intellectually gifted children: Childhood Through Early Adolescence. *Gifted Child Quarterly, 40*(4), 179-183. https://doi.org/10.1177/001698629604000402
Gottfried A. W., Cook C. R., Gottfried A. E., Morris P. E. (2005). Educational characteristics of adolescents with gifted academic intrinsic motivation: A longitudinal investigation from school entry through early adulthood. *Gifted Child Quarterly, 49*(2), 172-185. DOI: 10.1177/001698620504900206
Gottfried, A. E., Gottfried, A. W., & Guerin, D. E. (2006). The Fullerton Longitudinal Study a long-term investigation of intellectual and motivational giftedness. *Journal for the Education of the Gifted, 29*(4), 430-450. https://doi.org/10.4219/jeg-2006-244
Gottfried, A. E., Gottfried, A. W., Reichard, R. J., Guerin, D. W., Oliver, P. H., & Riggio, R. E. (2011). Motivational roots of leadership: A longitudinal study from childhood through adulthood. *The Leadership Quarterly, 22*(3), 510-519. https://doi.org/10.1016/j.leaqua.2011.04.008
Gross, M. U. M. (2004). *Exceptionally gifted children* (2nd ed.). London: RoutledgeFalmer.
Gross, M. U. M. (2006). Exceptionally Gifted Children: Long-Term Outcomes of Academic Acceleration and Nonacceleration. *Journal for the Education of the Gifted*, *29*(4), 404-429. https://doi.org/10.4219/jeg-2006-247
Grusec, J. E. (1992). Social learning theory and developmental psychology: The legacies of Robert Sears and Albert Bandura. *Developmental Psychology, 28*(5), 776–786. https://doi.org/10.1037/0012-1649.28.5.776
Guerin, D. W., & Gottfried, A. W. (1994). Developmental stability and change in parent reports of temperament: A ten-year longitudinal investigation from infancy through preadolescence. Merrill-Palmer Quarterly, 40, 334–355.
Guerin, D. W., Gottfried, A. W., Oliver, P. H., & Thomas, C. W. (2003). Temperament: Infancy through adolescence. New York: Kluwer Academic/Plenum.
Gupta, A. (September 24, 2022). The tangling tale of Terman's Termites. The story behind one of psychology's greatest studies. https://psychologywitharjun.substack.com/p/the-tangling-tale-of-termans-termites
Hai, S. [August 5, 2013]. The mother of all the gifted, Dr. Erika Landau, died (in Hebrew). Retrieved from https://www.ynet.co.il/articles/0,7340,L-4414041,00.html
Harris, D. B. (1963). *Children's drawings as measures of intellectual maturity*. A revision and extension of the Goodenough Draw-A-Man Test. New York: Harcourt, Brace, and World.
Heller, E. (2015). Editor's preface (in Hebrew). *Kolot*, *10* [*Voices: Journal of Educational and Social Issues*].
Hilgard, E. R. (1957). Lewis Madison Terman: 1877-1956. *American Journal of Psychology, 70*(3), 472-479.
Hodges, J., Mun, R. U., & Johnson, R. (2021). Lewis Terman in context: An analysis of citations of *Genetic Studies of Genius* inside and outside the field of gifted education. *Journal for the Education of the Gifted, 44*(3), 227-259. https://doi.org/10.1177/01623532211023596
Hodges, J., Mun, R. U., E. Oveross, M., & K. Ottwein, J. (2021). Assessing the Scholarly Reach of Terman's Work. *Gifted Child Quarterly*, *65*(1), 95-109. https://doi.org/10.1177/0016986220928322
Holahan, C. K. (2021). Achievement across the life span: Perspectives from the Terman Study of the Gifted. *Gifted Child Quarterly*, *65*(2), 185-195. https://doi.org/10.1177/00169862209344O1
Janos, P. (1987). A fifty-year-follow-up of Terman's youngest college students and IQ-matched age mates. *Gifted Child Quarterly, 31*(2), 55-58. https://doi.org/10.1177/001698628703100202
Jolly, J. L. (2005). Pioneering Definitions and Theoretical Positions in the Field of Gifted. *Historical Perspectives, 28(*3), 38-44. Retrieved from https://files.eric.ed.gov/fulltext/EJ694020.pdf

Jolly, J. L. (2006). Historical perspectives: Curriculum for the gifted student: Lulu Stedman's contributions. *Gifted Child Today, 29*(1), 49-53. https://doi.org/10.4219/gct-2006-188

Jolly, J. L. (2008). Historical Perspectives: A Paradoxical Point of View: Lewis M. Terman. *Gifted Child Today*, *31*(2), 36-37. https://doi.org/10.4219/gct-2008-757

Jolly, J. L. (2010). Florence L. Goodenough: Portrait of a Psychologist. *Roeper Review, 32*(2), 98-105. https://doi.org/10.1080/02783191003587884

Kaufman, S. B. (September 9, 2009). The Truth About the "Termites". What do the results of Lewis Terman's famous study really demonstrate? Psychology Today. Retrieved from https://www.psychologytoday.com/intl/blog/beautiful-minds/200909/the-truth-about-the-termites

Kern, M. L., Hampson, S. E., Goldberg, L. R., & Friedman, H. S. (2014). Integrating prospective longitudinal data: Modeling personality and health in the Terman Life Cycle and Hawaii Longitudinal Studies. *Developmental Psychology, 50*(5), 1390-1406. https://doi.org/10.1037/a0030874 1,528 participants (856 males [M], 672 females [F]).

Kerr, B. A. (1994). *Smart girls two: A new psychology of girls, women, and giftedness* (Rev. & enl.). Ohio Psychology Press.

Landau, E. (1969/1971/1974). *Psychologie der Kreativität* (*Psychology of creativity*). München-Basel: Reinhardt. Translated into 12 languages.

Landau, E. (1974). *Father died, or facing the experience of death* (in Hebrew) Tel Aviv, Israel: Bezal'el Cherikover Publishing House.

Landau, E. (1976). Children ask questions about the future of humankind. In Gibson, J., and Channels, P. (Eds.), *Gifted children: Looking to their future*. London: Latimer.

Landau, E. (1979a). Parents and their gifted child (in Hebrew). Tel Aviv, Israel: The Young Persons' Institute for the Promotion of Art and Science, Haaretz Museum.

Landau, E. (1979b). The Young Persons' Institute for the Promotion of Art and Science. In J. Gallagher (Ed.), *Gifted children are reaching their potential* (pp. 347-363). Jerusalem: Kolleck & Son.

Landau, E. (1981). The profile of the gifted child. In Kraner, A. (Ed.), *Gifted children – Challenging their potential: New perspectives and alternatives* (pp. 21-32). New York: Trillium Press.

Landau, E. (1984). *Kreatives Erleben*. München-Basel: Reinhardt.

Landau, E. (1987). The questions children ask. *Gifted and Talented International, 4*(2), 102-109. https://doi.org/10.1080/15332276.1987.11672726

Landau, E. (1990). *The courage to be gifted*. Unionville, NY: Trillium.

Landau, R. (1997). *Emotional Maturity* (in Hebrew). Tel Aviv, Israel: Miskal.

Landau, E. (1998). The Self – The global factor of emotional maturity. *Roeper Review, 20*(3), 174-178. https://doi.org/10.1080/02783199809553886

Landau, E. (2000). To give a meaning. Memories from childhood and the holocaust (in Hebrew). Bnei Brak, Israel: Hakibbutz Hameuchad Publishing House.

Landau, E. (2001). *The courage to be gifted*. Unionville, NY Trillium Press.

Landau, E., & Weissler, K. (1991). Tracing leadership in gifted children. *The Journal of Psychology, 125(6)*, 681-688. https://doi.org/10.1080/00223980.1991.10543331

Landau, E., & Weissler, K. (1993). Parental environment in families with gifted and nongifted children. *The Journal of Psychology: Interdisciplinary and Applied, 127*(2), 129–142. https://doi.org/10.1080/00223980.1993.9915549

Landau, E., & Weissler, K. (1998). The Relationship between Emotional Maturity, Intelligence and Creativity in Gifted Children. *Gifted Education International, 13*(2), 100-105. https://doi.org/10.1177/026142949801300202

Landau, E., Weissler, K., & Golod, G. (1996). Motivation and Giftedness. *Gifted Education International,* 11(3), 139-142. https://doi.org/10.1177/026142949601100306

Landau, E., Weissler, K., & Golod, G. (2001). Impact of an Enrichment Program on Intelligence, by Sex, Among Low SES Population in Israel. *Gifted Education International*, *15*(2), 207-214. https://doi.org/10.1177/026142940101500211

Landau, E., & David, H. (2005a). Characteristics of gifted students: Age and Gender. Findings from three decades. *Gifted Education International, 20*(2), 28-44. https://doi.org/10.1177/026142940502000206

Landau, E. & David, H. (2005b). Who will be the gifted of the future? *Gifted Education International, 20*(3), 343-347. https://doi.org/10.1177/026142940502000308

Leslie, M. (July/August 2000). A tale of Two Termites. Retrieved from Stanford Magazine https://stanfordmag.org/contents/a-tale-of-two-termites

Leslie, M. (July/August 2000). The vexing legacy of Lewis Terman. Retrieved from https://stanfordmag.org/contents/the-vexing-legacy-of-lewis-terman

(n.a.). (2013). The life story of the late Dr. Erika Landau. Retrieved from https://ypipce.org.il/?page_id=27

Long, L. C., Barnett, K. J., & Rogers, K. B. (2015). Exploring the Relationship Between Principal, Policy, and Gifted Program Scope and Quality. *Journal for the Education of the Gifted, 38*(2). https://doi.org/10.1177/0162353215578279

Minton, H. L. (1988). *Lewis M. Terman: Pioneer in psychological testing*. New York: New York Press.

Oden, M. H. (1968). The fulfilment of promise: 40-Year follow-up of the Terman gifted group. *Genetic Psychology Monographs, 77*(1), 3-93. Retrieved from https://gwern.net/doc/iq/high/1968-oden.pdf

Paddock, R. C. (July 30, 1995). The Secret IQ Diaries: They Were Guinea Pigs in the Longest-Running Psychological Study Ever, Their Identities Largely Kept a Mystery. Los Angeles Times. Retrieved from https://www.latimes.com/archives/la-xpm-1995-07-30-tm-29325-story.html

Polotzky, L. (1989). Differences between boys and girls in the results of identification for giftedness examinations. In: Identifying and nurturing the gifted (pp. 18-30) (in Hebrew). Jerusalem: The Henrietta Szold Institute.

Reichenberg, A., Landau, E. (2009). Families of Gifted Children. In: Shavinina, L. V. (Eds.) *International Handbook on Giftedness* (pp. 873-883). Springer, Dordrecht. https://doi.org/10.1007/978-1-4020-6162-2_43 [

Rogers, A. L., Durling, D., & McBride, K. (1928). The constancy of the IQ and the training of examiners. *Journal of Educational Psychology, 19*, 257-262.

Rogers, K. B. (1989). A Content Analysis of the Literature on Giftedness. *Journal for the Education of the Gifted*, *13*(1), 78-88. https://doi.org/10.1177/016235328901300106

Rogers, K. A. (1999). The lifelong productivity of the female researchers in Terman's Genetic Studies of Genius Longitudinal Study. *Gifted Child Quarterly*, *43*(3), 150-169.

Rogers, K. B. (2007). Lessons Learned About Educating the Gifted and Talented: A Synthesis of the Research on Educational Practice. *Gifted Child Quarterly*, *51*(4), 382-396. https://doi.org/10.1177/0016986207306324

Seagoe, M. V. (1975). *Terman and the gifted*. Los Altos, CA: W. Kaufmann.

Shurkin, J. N. (1992). *The groundbreaking study of how the gifted grow up.* Boston, MA: Little, Brown, and Company.

Silverman, L. K. (1995) (Ed.). *Advanced development: A collection of works on giftedness in adults*. Denver, CO: Institute for the Study of Advanced Development.

Silverman, L. K. (1993) (Ed.). *Counseling the gifted and talented*. Denver, CO: Love.

Silverman, L. K. (2019). The 40th Anniversary of Gifted Development Center (cover story), by Lynn Ashley Sowell. Legacy Lifestyle, 2019 (June), pp. 8-9

Simonton, D. K. (2019). A publication missing from Lewis M. Terman's CV? Ralph K. White's 1931 "The versatility of genius". *History of Psychology, 22*(4), 372–374. https://doi.org/10.1037/hop0000135_c

Stedman, L. M. (1919). An experiment in educational democracy. *Sierra Educational News, 15*, 515–518.

Stedman, L. M. (1924). *Education of gifted children*. Yonkers-On Hudson, NY: World Book Company.

Terman, L. M. (1924). Section Ii.—Special Studies: THE PHYSICAL AND MENTAL TRAITS OF GIFTED CHILDREN. *Teachers College Record*, *25*(4), 155-167.

Terman, L. M. [in association with additional 14] (1925). *Genetic studies of genius, Vol. I: Mental and physical traits of a thousand gifted children*. Stanford: Stanford UP. Retrieved from https://digital.library.cornell.edu/catalog/hearth4216772_319

Terman, L. M. & Oden, M. H. [in association with 4] (1947). *Genetic studies of genius: Vol. IV. The gifted child grows up: Twenty-five years' follow-up of a superior group*. Stanford, CA: Stanford University Press. Retrieved from https://digital.library.cornell.edu/catalog/hearth4216772_322

Terman, L. M., & Oden, M. H. (1951). The Stanford studies of the gifted. P. Witty (Ed.), The gifted child (pp. 20-46). Boston, MA: D.C. Heath.

Terman, L. M. (1953). Scientists and Nonscientists in a Group of 800 Gifted Men. Psychological Monographs, 68 (7), 1-44. https://doi.org/10.1037/h0093672

Terman, L. M. (1954). The Discovery and Encouragement of Exceptional Talent. American Psychologist, 9, 221-230. https://doi.org/10.1037/h0060516

Terman, L. M. & Oden, M. H. (1959). *Genetic studies of genius: Vol. V. The Gifted Group at Mid-life: Thirty-five years' follow-up of the superior child*. Stanford, CA: Stanford University Press. Retrieved from https://digital.library.cornell.edu/catalog/hearth4216772_323

Vidergor, H. (2013). A case study of a creative personality. *International Journal for Talent Development and Creativity, 1*(1), 125-135.

Vidergor, H. (2014). Erika Landau†: A lifetime of creativity. *Gifted Education International*, *30*(2), 136-147. https://doi.org/10.1177/0261429413481123

Warne, R. T. (2019). An evaluation (and vindication?) of Lewis Terman: What the father of gifted education can teach the 21st century. *Gifted Child Quarterly*, *63*(1), 3-21. https://doi.org/10.1177/0016986218799433

Weissler, K., & Landau, E. (1993). Characteristics of families with no, one, or more than one gifted child. *The Journal of Psychology, 127*(2), 143-152. https://doi.org/10.1080/00223980.1993.9915550

White, R. K. (1931). The versatility of genius. *The Journal of Social Psychology*, *2*(4), 460–489. http://doi.org/10.1080/00224545.1931.9918987.

Winkler, D., & Bernel, R. (2020). Terman, Lewis. In Zeigler-Hill, V., & T. K. Shackelford (Eds.), *Encyclopedia of Personality and Individual Differences* (pp. 5433-5437). Springer, Cham. https://doi.org/10.1007/978-3-319-28099-8_1018-2

Winkler, D. L., & Jolly, J. L. (2013). Lewis M. Terman: A misunderstood legacy (1877-1956). In A. Robinson & J. L. Jolly (Eds.), A century of contributions to gifted education: *Illuminating lives* (pp. 88–102). Routledge.

Yablonka, H. (2012, January 27). People: The Tapuz forum. Where are all the wealthy, educated holocaust survivors? Why are they hidden? (in Hebrew). Retrieved from https://www.tapuz.co.il/threads/15548898