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## Julian Cecil Stanley papers

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## **OVERVIEW OF PAPERS**

**Title:** Julian Cecil Stanley papers

**Date:** 1950-2005

**Extent:** 8 linear feet (8 boxes)

**Creator:** Stanley, Julian Cecil, 1918-2005

**Language:** English, Spanish, French

**Repository:** Zach S. Henderson Library Special Collections, Georgia Southern University, Statesboro, GA. [specolle@georgiasouthern.edu](mailto:specolle@georgiasouthern.edu), 912-478-7819, [library.georgiasouthern.edu](http://library.georgiasouthern.edu).

**Processing Note:** Finding aid revised by Ifeoma Odogwu, Graduate Assistant. Under supervision of Autumn Johnson, Special Collections Librarian, 2021.

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## **INFORMATION FOR USE OF COLLECTION**

**Conditions Governing Access:** The collection is open for research use.

**Physical Access:** Materials must be viewed in the Special Collections Reading Room under the supervision of Special Collections staff.

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**Preferred Citation:** [Item Identification], Julian Cecil Stanley papers, Zach S. Henderson Library Special Collections, Georgia Southern University, Statesboro, GA

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## **ABOUT THE COLLECTION**

**Biographical History:** Julian Cecil Stanley was born on July 9, 1918 in East Point, Georgia. After highschool, he attended the West Georgia Junior College (1936) and Georgia Teachers College (1937), and at the age of 19, he became a high school math and chemistry teacher. During the second World war, he served in the Army Air Corps chemical warfare service (1942-1945). After his return from service, he entered Harvard University and graduated with his doctorate in education (Ed.D) in 1950. Julian Stanley subsequently taught at Peabody College for Teachers (1949) as an associate professor in educational psychology and then in 1953, he moved to University of Wisconsin and became famous for his work in experimental designs and psychometrics. In 1967, he moved to Johns Hopkins where he began working with the intellectually gifted youth and in 1971 created the Study of Mathematically Precocious Youth (SMPY). He won various awards including a lifetime achievement award by Mensa. He died August 12, 2005, at the age of 87.

**Scope and Content:** This collection consists of the research materials of Johns Hopkins professor of psychology, Julian C. Stanley. Materials range from 1950-2005 and include his published reprints, abstracts, reports, letters, and seminar papers. The collection also includes reviews of research materials and articles by prominent psychologists in similar fields.

### **System of Arrangement:**

**Box 1: Various analyses, Studies and ITYB Materials:** 0200105194043

**Box 2: Interviews, Seminar papers, and the Gifted and the Creative:**  
0200105030064

**Box 3: Letters and Articles:** 0200105030478

**Box 4: Reports and SMPY Materials:** 0200105030270

**Box 5: Abstracts, Reports, and Reviews:** 0200105030072

**Box 6: Studies and Reports:** 0200105030486

**Box 7: Reports, Abstracts, and Reviews:** 0200105030288

**Box 8: The Gifted and the Creative, SMPY related materials and Published Reprints:** 0200105030296

**Acquisitions Info:** Gift of Julian Cecil Stanley, 2005.

### **Access Points:**

Stanley, Julian C -- Archives

Stanley, Julian C  
 College teachers -- United States -- Archives  
 Education -- Research -- United States  
 Educational psychology -- History -- Sources  
 Educational statistics  
 Gifted children -- Education -- United States  
 Continuous groups  
 Psychologists  
 United States  
 Archives  
 History  
 Sources

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## CONTAINER LISTING

**Box 1:** 0200105194043

<u>Items</u>	<u>Box Number</u>	<u>Folder Number</u>
ABC's of test construction [1967]	1	1
Academic acceleration at John Hopkins [14/03/1972]	1	2
An academic model for educating the mathematically talented [26/07/1990]	1	3
Academic Precocity: Aspects of its development I	1	4
Academic Precocity: Aspects of its development II	1	5
Accelerating the educational progress of intellectually gifted youths [1973]	1	6
Acceleration and Enrichment: the context and development of program options [1993]	1	7
Acceleration as a critical element in the education of the gifted	1	8
Additional "postmortem" tests of experimental comparison [1957]	1	9
Advanced placement oriented calculus for high school students [1979-1980]	1	10
Alternative procedures to matching [1958-1959]	1	11

Algebraic proof that the sum of the squared errors in estimating Y from X [December, 1968]	1	12
American academy of arts and sciences conference [03/05/1969]	1	13
Analysis of certain unweighted and weighted descriptive statistics [16/06/1967]	1	14
Analysis of a doubly nested design [1961]	1	15
Analysis of multi-rater multi-trait matrices [16/02/1960]	1	16
Analysis of unreplicated three-way classifications, with applications to rater bias and trait independence [06/1961-07/1973]	1	17
Analysis of variance of gain scores when initial assignment is random [1966]	1	18
Analysis of variance principles applied to the grading of essay tests [03/1962]	1	19
Analyzing in a multi-factor design, r's based on varying n's	1	20
An assessment of the effect of differentially weighing the options of a multiple-choice objective test [06/03/1970]	1	21
Anova analysis of certain descriptive statistics [17/04/1968]	1	22
Anova analysis of unweighted and weighted fisher Z's [06/1972]	1	23
An important similarity between biserial r and the Brogden-Cureton-Glass biserial r for Ranks [1968]	1	24
Article: AP exams: The way to go [11/1983]	1	25
Are intelligence tests really worthwhile? [11/10/1957]	1	26
Are we doing our best for our brightest? [10/1985]	1	27
Art and music: why not mathematics and science? [1983]	1	28
Assortative marriage and the familiarity of cognitive abilities in families of extremely gifted students [1983]	1	29
Asians do group students by ability [1992-1993]	1	30
A baker's dozen of years applying all four aspects of the study of mathematically precocious youth (SMPY) [02/1985]	1	31

Attitudes toward authority of delinquent and nondelinquent boys [11/1955]	1	32
Bates Joseph: News of SMPY protege leads down memory lane [1993]	1	33
Behavior of mathematically precocious students in an advanced mathematics class [1977]	1	34
The behavioral-sciences impact-effectiveness model for evaluation [1969]	1	35
A better model for residential high schools for talented youths [02/1991]	1	36
Beyond "2+2": An interview with Julian Cecil Stanley [1982]	1	37
Bibliography- 1949-1987 [12/09/1987]	1	38
Biographies: Terman and Hollingworth [1976]	1	39
Blown-up and regression-derived r's [1968]	1	40
The Blumberg symposium series [1979]	1	41
The gifted child quarterly: Bright youths dispel persistent myths about intellectual talent. [1978]	1	42
Brilliant Youth: Improving the quality and speed of their education [09/03/1976]	1	43
Intellectually Talented Youth Bulletin (ITYB): Brilliant Youth, too, are human! [1978]	1	44
Can a simulation game improve learning of related materials? [03/04/1970]	1	45
A case for extreme educational acceleration of intellectually brilliant youths [1976]	1	46
Certain relationships among 15 pairs of "comparable" paired-comparisons items [04/11/1952]	1	47
Certain relationships between characteristics of students and their colleges [08/1966]	1	48
Certification of psychology majors for the public schools [1965]	1	49
China: An abundant resource of talents in math [11/1986]	1	50

Classroom learning: An educational animal [08/21/1954]	1	51
Answer to "Clever question beats the heat" [1957]	1	52
Colin Camerer: The early professional years of a radical educational accelerant [May/June 1984]	1	53
College entrance examinations: Julian cecil contributor [07/08/1983]	1	54
College studies and college life in Belgium [1960]	1	55
Colleges aggressively recruit gifted black scholars [02/28/1993]	1	56
Colleges: which one is right? [1983]	1	57
A common class of pseudo-experiments [1966]	1	58
A comparison of verbal and pictorial self-rating scale categories [03/1955]	1	59
Compensatory education for children ages two to eight [02/1975]	1	60
Concern for intellectually talented youth: How it originated and fluctuated [1976]	1	61
Concerning Kimmel's "The relationship between chi square and size of sample in two-celled tables [1956]	1	62
Concerning the mean of the central F distribution [05/11/1972]	1	63
Consequences in high school and college of sex difference in mathematical reasoning ability: A longitudinal perspective [1982]	1	64
Constructing educational bridges between high school and college	1	65
Constructing Objective-Congruent achievement tests [05/06/1960]	1	66
Journal of Experimental education: Controlled experimentation in the classroom [11/04/1954]	1	67
Invitational conference on testing problems: Controlled experimentation: Why Seldom used in evaluation? [11/01/1969-1977]	1	68
Controlled field experimentation as a model for evaluation [1971]	1	69
A conversation with Julian Stanley [11/1981]	1	70

Correcting four similar correlational measures for attenuation due to errors of measurement in the dependent variable.. [06/1971]	1	71
Correlation of scholastic aptitude test scores with college grades for Negroes vs. Whites [03/25/1967-1968]	1	72
Correlation expressions for Halo effects and independence of traits [03/06/1959]	1	73
Socioemotional adjustment of adolescent girls enrolled in a residential acceleration program [1991]	1	74
Curriculum guide for a course in educational media research [1970]	1	75
Curriculum vitae, Julian C. Stanley, jr. [1998]	1	76
Critique of research on psychological and educational factors in mental retardation [01/01/1957-06/30/1957]	1	77
"Dear Abby" letter [01/21/1985]	1	78
Definition of true score appropriate for estimated true scores [07/1970]	1	79
A design for comparing the impact of different colleges [05/1967]	1	80
The design of educational experiments	1	81
Designing psychological experiments [1973-1974]	1	82
Designs for testing the significance of the interaction of individuals and tests [12/1953]	1	83
Development and applications of tests of general mental ability [02/1953]	1	84
The Devil's advocate [1981-1992]	1	85
Differential course- Taking hypothesis revisited [1983]	1	86
Drafts for charts of unknown work	1	87

**Box 2:** 0200105030064



<b><u>Items</u></b>	<b><u>Box Number</u></b>	<b><u>Folder Number</u></b>
Thesis Abstracts: Differential effects of partial and continuous reward upon the acquisition and elimination of a running response in a two-choice situation [1950]	2	1
Differential weighing: A review of methods and empirical studies [1970]	2	2
Do Asian Americans tend to reason better mathematically than white Americans [March/April 1988]	2	3
Doctoral students and research in educational psychology [11/03/1962]	2	4
Does research affect education? [02/1979]	2	5
Dr. Stanley addresses gifted students [1983]	2	6
Early educational advantages decisive [1978]	2	7
Easier test improves prediction of black students college grades [1970-01/18/1971]	2	8
Educating mathematically precocious youths: 12 policy recommendations [05/1982]	2	9
Educational and psychological measurement and evaluation [1973]	2	10
Educational measurement [01/14/1974]	2	11
Educational Non-acceleration: an international tragedy [1977-1978]	2	12
Education in the fast lane: methodological problems of evaluating its effects [02/1982-1983]	2	13
Education policy for mathematically precocious youths [11/1982]	2	14
A-noteworthy random professional walk [1937-1984]	2	15
SMPY's identification, motivation, and educational facilitation model [08/13/1988]	2	16
The effects of differential option weighing on multiple choice objective tests [06/26/1970]	2	17
Effectiveness of Highschool grades for predicting college grades	2	18

of black students [1969]		
Elementary experimental design- An expository treatment [07/1967]	2	19
Enriching high school subjects for intellectually gifted students [04/11/1959]	2	20
Intellectually Talented Youth Bulletin: Enter John Hopkins Early? [1979]	2	21
Entering college early: History and case studies [08/31/1975]	2	22
Equate groups without "matching" [1965-1967]	2	23
Errors of measurement vs. Errors of estimate	2	24
European council for high ability: Thank you [02/23/1993]	2	25
Evaluation and Research- Imperative components of school improvement programs [1968]	2	26
Examining students for entering college, Part I [12/15/1977]	2	27
Examining students for entering college, Part II [12/15/1977]	2	28
An exchange: Thoughts on non rational precocity- with comments. [nov/dec, 1983]	2	29
The exceptionally talented- In brief [02/1984]	2	30
Expected value of the central F distribution	2	31
Experimentation [10/1963]	2	32
Experimentation in education [1965-1967]	2	33
Extreme measures for the exceptionally gifted in mathematics and science [09/1972]	2	34
Extremely young college graduates: Evidence of their success [1982-1983]	2	35
Facilitating classroom experimentation [1963]	2	36
The fields of educational psychology [10/15/1977]	2	37
Fifteen-to-one certainly isn't "catching up!" and psychological reports [1983]	2	38

Fifty-six peabody Ph. D' s in psychology [1919-1953]	2	39
From final report: Evaluation study of the Indiana dept. Of education gifted and talented program [09/15/1986]	2	40
Selections from GSI's 1988 annual spring conference, Finding and helping youths who reason exceptionally well mathematically	2	41
Finding intellectually talented youths and helping them educationally [1985]	2	42
Finding the ablest mathematical reasoners in a specifically designated group [1978]	2	43
First SMPY protege completes doctorate [1979]	2	44
The first three years of AERJ [07/1967]	2	45
Five recent educational and psychological measurement textbooks [1952]	2	46
Five years of early entrants: Predicting successful achievement in college [Fall 1990]	2	47
Fixed, Random, and mixed models [07/23/1956]	2	48
Practical applications of research: Follow-up [09/1979]	2	49
Forward to excellence and equality [1988]	2	50
Freshman year at the new school [03/15/1976]	2	51
From eight grade to selective college in one jump [04/05/1972]	2	52
Further evidence via the analysis of variance that women are more predictable than men [10/11/1967]	2	53
GCT letter [1991]	2	54
Gather ye app credits while ye may... [1978]	2	55
Gellerman's complex crossover design [1954]	2	56
Gender and the science major [1984]	2	57
Gender differences on eighty-six nationally standardized aptitude and achievement tests [05/16/1991]	2	58
General and special formulas for reliability of differences [1967]	2	59

A generalized coefficient of equivalence for one-term grade point averages [1961]	2	60
The gifted and the creative; changes [1978] and letter to Dr. Mishara [07/25/1978]	2	61
The gifted and the creative; publicity [09/1979]	2	62
The gifted and the creative: file material I [1976-1977]	2	63
The gifted and the creative: file material I [1976-1977]	2	64
The graduate preparation of educational psychologists [11/16/1963]	2	65
Great acceleration in mathematics and science [1992]	2	66
Group partitioning by intuitiv, least squares, and graph theoretic approaches [07/18/1963]	2	67
Guides for you and your child [04/1993]	2	68
Help intellectually talented youths educationally [10/1982-1983]	2	69
Helping doctoral students in educational psychology become excellent researchers [02/20/1962]	2	70
Helping youths score well on AP examinations in the calculus, chemistry, and physics [1979-1980]	2	71
Helping youths who reason extremely well mathematically to forge ahead better educationally [1980]	2	72
High school biology, chemistry or physics learned well in 3 weeks [1988]	2	73
Hobson, James R. Obituary [Winter 1986]	2	74
An important similarity between biserial $r$ and the brogden-cureton-glass biserial $r$ for ranks [1968]	2	75
In the beginning: The study of mathematically precocious youth [1996]	2	76
In the eyes of the beholder: Table of contents	2	77
Index to unknown work	2	78
Insights from SMPY's greatest former child prodigies [10/2004]	2	79

Interaction of intellectual vacuum with G.I. Bill	2	80
Interview with Julian C. Stanley [1992]	2	81
Interview with Terry Tao and Lenny Ng	2	82
James Mckeen Cattell fellow award [04/28/1994]	2	83
John Hopkins group TOPS science talent search [Fall, 1987]	2	84
Julian Stanley: In search of America's whiz kids [1991]	2	85

**Box 3:** 0200105030478

<b><u>Items</u></b>	<b><u>Box Number</u></b>	<b><u>Folder Number</u></b>
Jane and Johnny Love math: A greatly needed handbook about youths who reason well mathematically	3	1
Letters to the american psychologist [1960-1980]	3	2
Letters to the American statistician [12/1970]	3	3
Letters to the APA monitor [1970]	3	4
Letters to the Atlanta Journal [03/14/1976]	3	5
Letters to the Baltimore Sun [03/15/1977]	3	6
Letter to CSUS academic talent search [Winter, 1993]	3	7
Letter replying to Marion Gross [10/23/2004]	3	8
Letter to the Chronicle of higher education [04/06/1988]	3	9
Letters to the college board review [1967-1968]	3	10
Letters to contemporary psychology [1963]	3	11
Letter to the evening sun [1986] and John Hopkins search for mathematics whizzes	3	12
Letters to gifted child today [1980]	3	13
Letters to the Harvard education review [1967]	3	14

Letters to the John Hopkins Magazine [06/1981]	3	15
Letter to the John Hopkins Newsletter [1969] and open letter on black admissions	3	16
Letter to the journal for research in mathematics education [11/1981]	3	17
Letters to national retired teachers association [1975]	3	18
Letters to the New York Times [06/26/1985-09/03/1985]	3	19
Letters to the Phi Delta Kappan [1968]	3	20
Letters to the Saturday Review [02/19/1966]	3	21
Letters to Science [04/30/1954]	3	22
Letter to science activities [1975]	3	23
Letters to science news [02/14/1981]	3	24
Letter to simulation and games [1971]	3	25
Letter to talents and gifts [05/1977]	3	26
Letter to transaction [11/1969]	3	27
Letters to the Wall Street Journal [09/1969]	3	28
Linear Hypothesis: ANOVA [1968-1978]	3	29
Manipulate important educational variables [1980-1981]	3	30
Matching testees across order in counterbalanced testing	3	31
Matching vs. the analysis of covariance	3	32
Mathematical aptitude in China [1987]	3	33
Maximum possible Kuder-Richardson formula 20 coefficients for test scores from constant, rectangular, and rectangular-normal distributions of difficulties of dichotomously scored zero-chance-success items [1968]	3	34
Measurement in today's school [06/1965]	3	35
Mechanical aptitude: Neglected undergirding of technological expertise [1994]	3	36

Mechanical reasoning aptitude: Neglected undergirding of technological expertise [08/15/1988]	3	37
Methodological problems of conducting research in R and D centers [06/03/1968]	3	38
My life and how it grew	3	39
National research seminar on talent and development [05/1991]	3	40
My many years of working with the gifted: An academic approach I [1990-1991]	3	41
My many years of working with the gifted: An academic approach II [1990-1991]	3	42
Note concerning Brown's "on the constancy of the I.Q" [03/1955]	3	43
Note on the correlation between non-language mental ages and reading test scores [01/1951]	3	44
Norms can be tricky [01/20/1958] and Principal's letter	3	45
Now we are six: The ever-expanding SMPY [ January to February 1978]	3	46
NSF High-level math program [Summer 1979]	3	47
Olkin's new formula for significance of $r_{13}$ vs. $r_{23}$ compared with Hotelling's method [03/23/1970]	3	48
On educating the gifted [1983]	3	49
On improving certain aspects of educational experimentation [1965-1967]	3	50
On mathematically talented youth: A conversation with Julian Stanley [11/1981] and a letter to Professor Stanley [01/05/1980]	3	51
On the adequacy of standardized tests administered to extreme norm groups [1951]	3	52
Opening doors for the gifted [04/1983]	3	53
Opinion constancy after formal role playing [1957]	3	54
OSSM: What a wonderful opportunity [03/1995]	3	55
An overview of educational and psychological measurement in Belgium [1960]	3	56

**Box 4:** 0200105030270

<b><u>Items</u></b>	<b><u>Box Number</u></b>	<b><u>Folder Number</u></b>
Riddle of creativity [09/1956]	4	1
Robinson, Halbert B. [Summer 1981]	4	2
Roland park school algebra classes [1975]	4	3
Role of instruction, discovery, and revision in early learning [04/1949]	4	4
Science courses taken by prospective elementary teachers [1958-1959]	4	5
Science vs. Dogmatism [Summer 1978]	4	6
Search for a "within" mean square [02/21/1962]	4	7
Seeking youths who reason extremely well mathematically [11/1983]	4	8
Selected references concerning the intellectually gifted child [04/10/1957]	4	9
A sequel to cantor's note concerning the Lombard-Gilbert-Donofrio study [1956-1958]	4	10
Sequence in multiple choice item options [02/23/1951]	4	11
Seven generalizations about Europe [12/18/1959]	4	12
Several accelerated SMPY'ers are graduated from JHU [summer 1979]	4	13
Several factors associated with success as an undergraduate chemistry major [1983]	4	14
Sex differences in mathematical reasoning ability [Fall 1981]	4	15
Sex differences in mathematical reasoning ability: Fact or Artifact? [1980]	4	16
Sex differences in mathematical reasoning ability: More facts [12/02/1983]	4	17



A simplified item- Analysis procedure [1951]	4	18
A simplified method for estimating the split-half reliability coefficient for a test [Fall 1951]	4	19
Simplified test analysis statistics [12/1956]	4	20
A slice of advice [11/1992]	4	21
SMPY bids farewell to ITYB [05/15/1979]	4	22
SMPY's DT-PI mentor model [summer 1978]	4	23
SMPY's ever-increasing D4 [1979]	4	24
SMPY'ers win NSF fellowship [04/15/1977]	4	25
SMPY's first decade: Ten years of posing problems and solving them [01/1983]	4	26
SMPY picnic [04/02/1986]	4	27
Social studies conference report of panel chairman	4	28
Some characteristics of SMPY's "700-800 on SAT-M before 13 group" [04/18/1986]	4	29
Some interesting paperbacks [Summer 1979]	4	30
Some remarks about Belgian universities [11/24/1959]	4	31
Special fast-mathematics classes taught by college professors to fourth-through twelfth-graders [1974]	4	32
Special residential schools for intellectually talented adolescents [Winter 1996]	4	33
Standardized tests and educational objectives [01/28/1951]	4	34
State needs school but not North Carolina's [02/24/1988]	4	35
State residential high schools for mathematically talented youth [09/1987]	4	36
Statistical analysis of scores from counterbalanced tests [03/1955]	4	37
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Structure of intelligence in intellectually precocious children and	4	39

in their parents [1983]		
Stuck on 710V [Summer 1979]	4	40
The student gifted in mathematics and science [03/1976]	4	41
The study of facilitation of mathematical talent [09/05/1978]	4	42
Study of mathematically precocious youth [Fall 1979]	4	43
Study of values profiles adjusted for sex and variability differences [1953]	4	44
Studying status vs. manipulating variables [1961]	4	45
Supplementary bibliography to "Research methodology [1957]	4	46
Supplemental teachers of science and mathematics [04/10/1983]	4	47
Survey of analytical and empirical studies of weighting and test items and distracters	4	48
A systematic routine for computing sums of squares in complex repeated-measurements analyses of variance [02/17/1955]	4	49
Table for determining whether or not a given test item discriminates significantly (at the $\frac{1}{2}$ level) between a "high" and "low" group [1951]	4	50
Talented youth need special opportunities [1971]	4	51
Teacher made test as approaches to convergence [1960]	4	52
Teachers are no match for tests [04/1976]	4	53
Teaching of statistics in psychology and education: some personal observations [Winter 1956]	4	54
Terry Tao: Astounding excellent non-verbal reasoner [07/1986]	4	55
Testable Hypothesis [11/1975]	4	56
Test biases of prospective teachers for identifying gifted [04/11/1959]	4	57
Testing and evaluating in the U.S. Colleges and Universities [11/02/1959]	4	58
Testing has a long history [1964]	4	59

A Texas model for Maryland students [12/14/1990]	4	60
A thought on music and mathematical ability [1970]	4	61
Three-hundred eminent personalities [1962]	4	62
Uncritical citation of criticized data [04/22/1955]	4	63
Une tendance nouvelle de l'éducation américaine: la recherche de la qualité [06/1959]	4	64
Use of general and specific aptitude measures in identification: some principles and certain cautions [Fall 1984]	4	65
Use of tests to discover talent [01/1976]	4	66
The use of the white films in the teaching of physics [02/1962]	4	67
Using the SAT to find intellectually talented seventh graders [Winter 1981-1982]	4	68
U.W.'s educational psychology [10/1963]	4	69
Verbal development of culturally disadvantaged children and adolescents [1965-1966]	4	70
V.P Julian Stanley greets division D [01/03/1985]	4	71
Weighing test items and test-item options, an overview of the analytical and empirical literature [03/1970]	4	72
Welcome to the high scores in Iowa! [1993]	4	73
What is the true coefficient of partial correlation? [07/1971]	4	74
"When two strong men (or women) stand face to face..." [09/1992]	4	75
Who's who in America Entry on Stanley [2005]	4	76
Why Wechsler-Bellevue Full-scale IQ's are more variable than averages of verbal and performance IQ's [12/1953]	4	77
Word power [12/1978]	4	78
Young entrants to college: How did they fare? [spring 1985]	4	79
Youths who reason exceptionally well mathematically I [1984-1986]	4	80

Youths who reason exceptionally well mathematically II [1984-1986]	4	81
Z-transformed r's as outcome measures in analysis of variance [02/1967]	4	82

**Box 5:** 0200105030072

<b>Items</b>	<b>Box Number</b>	<b>Folder Number</b>
A paradigm for classroom experimentation [1964]	5	1
Partial reinforcement [05/1950]	5	2
Partially annotated supplemental bibliography of "research methodology: Experimental design" [1958]	5	3
Peer-rated "creativity" of prominent psychometricians [1957]	5	4
Perspectives in educational and psychological measurement [Summer 1973]	5	5
Physics and Chemistry courses taken by prospective elementary teachers [04/16/1958]	5	6
Planning for preschool education [09/1983]	5	7
Planning to go to college? [03/1983]	5	8
Plotting ANOVA interactions for ease of visual interpretation [Winter 1968-1969]	5	9
Precocious mathematical reasoners [1984]	5	10
Predicting college success of the educationally disadvantaged I [09/23/1970- 02/19/1971]	5	11
Predicting college success of the educationally disadvantaged II [09/23/1970- 02/19/1971]	5	12
Prediction of freshman grades from SAT and from level 4 of SCAT in three predominantly negro state colleges [1968]	5	13
Prediction of freshman grades at Southern state colleges	5	14

[12/1964]		
The predictive value of the SAT for brilliant seventh- and eighth-graders [10/1981]	5	15
The predictive value of two easy practice tests [1953]	5	16
Preparation of high school psychology teachers by colleges [02/1967]	5	17
Preparing educational research specialists for school systems: A proposal [11/1966]	5	18
Preschool programs for the disadvantaged [Spring 1974]	5	19
Preview of a book entitled "The gifted and the creative"	5	20
Principles of scientific research not pertinent to educational evaluation? [05/1969]	5	21
Problems in equating groups in mental retardation research [Spring 1967]	5	22
Proceedings of the 1966 invitational conference on testing problems [1966-1967]	5	23
Proportionate but unequal subclass frequencies [1964]	5	24
Proportionate subclass frequencies in the analysis of variance [1963]	5	25
Proposals of consultants for the improvement research in handwriting [1963]	5	26
Provide for the intellectually gifted child! [04/10/1957]	5	27
Providing for the gifted by means of enrichment of the curriculum [Spring 1958]	5	28
"Psychological" correction for chance [03/1954]	5	29
Publication Lags [1967]	5	30
Quasi-Experimentation [Autumn 1965]	5	31
Quasi-experimentation in educational settings [Winter 1967]	5	32
Radical acceleration: Educational innovation at John Hopkins University [10/1977]	5	33

Reflections on my life and how it grew [06/1991]	5	34
Regression toward the mean due to errors of measurement [12/1964]	5	35
Reliability [08/1969-1980]	5	36
The reliability of differences [1957]	5	37
Reminiscences about my acceleration [Fall 1992]	5	38
Research methodology [12/1965]	5	39
Research methods: Experimental design [12/1957]	5	40
Resolving differences among methods of establishing confidence limits for test scores [Autumn 1987]	5	41
Restricted generalization, bias, and loss of power that may result from matching groups [1958]	5	42
Restrictions on the possible values of $r_{12}$ , given $r_{13}$ and $r_{23}$ [09/1969]	5	43
Review of the academic promise tests [1965]	5	44
Review of the american educational research journal and journal of educational measurement [03/05/1965]	5	45
Review of Astin's, who goes where to college? [Autumn 1965]	5	46
Review of Berte's dissertation [1962]	5	47
Review of bloom's, Taxonomy of educational objectives [Winter 1957]	5	48
Review of Bonboir, etal [11/1970]	5	49
Review of Bonboir's, La pedagogie corrective [10/01/1970]	5	50
Review of Burt's, The gifted child [1976]	5	51
Review of california short-form test of mental maturity [1965]	5	52
Review of Cornell's, the essentials of educational statistics [Winter 1956]	5	53
Review of Dennis's, The intellectually gifted [04/15/1978]	5	54
Review of Deutsch's conference [Spring 1965]	5	55

Review of Engelhart's improving classroom teaching [Autumn 1965]	5	56
Review of Feldman and Newcombs, The impact of college on students [1970]	5	57
Review of Festinger and Katz, research methods in the behavioral sciences [Autumn 1955]	5	58
Review of Flanagan, et al, The talents of American Youth [02/1963]	5	59
Review of Forrest's, Francis Grafton: the life and works of a Victorian genius [04/15/1977]	5	60
Review of Frankard, Analyse critique de la notion of validit� [Summer 1959]	5	61
Review of Gallagher's, The gifted child in the elementary school [Autumn 1959]	5	62
Review of Garry's, The nature and condition of learning [08/1957]	5	63
Review of Gerberich's specimen objective test items [Summer 1957]	5	64
Review of Guilford's Fundamental statistics in psychology and education [10/1956]	5	65
Review of Guilford's, psychometric methods [12/1957]	5	66
Review of Gruber's, Darwin on man [11/15/1977]	5	67
Review of Hammond and Householder's introduction to the statistical method [10/08/1963]	5	68
Review of Havighurst and Henry's education for the gifted [1959]	5	69
Review of Hay's statistics for psychologists [09/1964]	5	70
Review of Hudson's contrary imaginations [1968]	5	71
Review of Infield's, whom the gods love [1979]	5	72
Review of Jenkin's, The Morgan state colleges program [Spring 1965]	5	73
Review of Jensen's straight talk about mental tests [1981-1986]	5	74
Review of Johnson and Jackson's, Modern statistical methods	5	75

[Winter 19650]		
Review of the journal educational measurement [03/05/1965]	5	76
Review of Kendall's, Peculiar institutions [03/15/1979]	5	77
Review of Koenker's, simplified statistics for students in education and psychology [Spring 1962]	5	78
Review of Krumboltz's, learning and the educational process [01/10/1966]	5	79
Review of Laycock's, gifted children [05/15/1979]	5	80

**Box 6:** 0200105030486

<b><u>Items</u></b>	<b><u>Box Number</u></b>	<b><u>Folder Number</u></b>
Finding and helping young people with exceptional mathematical reasoning ability [1988]	6	1
SMPY's identification and educational facilitation model [09/19/1988]	6	2
The history of psychology at Vanderbilt University [06/08/1990]	6	3
Memorial Conference [10/19/1989]	6	4
Talented Youth [1990]	6	5
Response to "Socioemotional adjustment of adolescent girls enrolled in a residential acceleration program [1990]	6	6
Cyclic Faddism [01/1990]	6	7
Guest Forward [10/1990]	6	8
Tribute to Halbert Robinson [10/03/1990]	6	9
Mechanical aptitude [08/15/1988]	6	10
The meaning to difference [10/1989]	6	11
Statistical methodism in education and psychology [04/1971]	6	12



Contribute work [1987]	6	13
High-Law-Group statistics for tests composed of items saved trichotomously [1958]	6	14
Historical note about cross-sectional vs. longitudinal studies [1985]	6	15
Special issue of gifted child quarterly [03/18/1985]	6	16
How differences in achievement relate to school integration [10/27/1957]	6	17
How to use a fast-pacing math mentor [02/15/1979]	6	18
Identification of intellectual talent [03/1982]	6	19
Hopkins's youngest graduates [Summer 1979]	6	20
Identification of superior learners in grades 10 through 14 [12/1954]	6	21
Identifying and nurturing the intellectually gifted [11/1976]	6	22
Improper t-Tests [10/1953]	6	23
Index of means vs. mean of indices [09/1957]	6	24
Induction and early learning [1949]	6	25
The influence of Fisher's "The design of experiments" on educational research 30 years later [1966]	6	26
Informal notes on the statistics of grade-point average vs. unweighted average grades [07/16/1961]	6	27
Insight into one's own values [11/1951]	6	28
Intellectually talented Boys and Girls: Educational profiles [Spring 1982]	6	29
Intellectually talented students: family profiles [1980]	6	30
Intellectual talent: Find it early and develop it fully [Summer 1979]	6	31
Intellectually Talented Students: the key is curricular flexibility [1979-1984]	6	32
Intellectual precocity [01/1975]	6	33

Interaction of intellectual vacuum with G.I. Bill [12/1969]	6	34
Interaction of major field of study with kind of test [1956]	6	35
Interaction of organism with experimental variables as a key to the integration of organismic and variable-manipulating research [1960]	6	36
Intercorrelations of study of values and Kuder preference record scores [11/1984]	6	37
The interdependent roles of research and evaluation in teaching [04/1956]	6	38
Intraclass r as related to product-moment r in multiple-classification designs [Circa 1954-1955]	6	39
Introduction- Mathematical talent [12/28/1972]	6	40
Is the fast learner getting a fair deal in your school? [09/1954]	6	41
It is never too early to start thinking about AP [07/15/1978]	6	42
Kimmel's "General case" for the relationship between Chi square and size of sample [09/1957]	6	43
K-R 20 as the stepped-up mean item intercorrelation [1957]	6	44
Rationale of the study of mathematically precocious youth during its first five years of promoting educational acceleration [1977]	6	45
Retirement Colloquium [12/05/1984]	6	46
How a simple article evolved [11/20/1984]	6	47
Honoring the Wisconsin center for educational research [12/1989]	6	48
How greatly do chinese students eclipse ours? [1989]	6	49
Comment about Ebmeier and Schumulbach's "An examination of the selected practices used in the talent search program" [Fall 1989]	6	50
One's reach should exceed one's grasp, or what's heaven for? [09/10/1989]	6	51

**Box 7:** 0200105030288

<b><u>Items</u></b>	<b><u>Box Number</u></b>	<b><u>Folder Number</u></b>
Fostering use of mathematical talent: SMPY's rationale I [1985-1988]	7	1
Fostering use of mathematical talent: SMPY's rationale II [1985-1988]	7	2
Critiques of "reliability" [1969]	7	3
AERA Symposium [1971]	7	4
General discussion immediately after the terman memorial symposium [1977]	7	5
Opening remarks - Terman Memorial symposium	7	6
Gowan, Sears, Burke, Fox, and Michael discussions	7	7
State Residential high schools for mathematically talented youths [1987]	7	8
Creatively gifted and disadvantaged gifted youth [1977]	7	9
Cognitive and affective components of creativity in mathematics [1977]	7	10
Career and life satisfactions among terman's gifted women [1977]	7	11
Rationale of SMPY during its first 5 years of promoting acceleration [1977]	7	12
A musically and artistically talented family nearly half a century later [1977]	7	13
Review of Lindquist's, design and analysis of experiments in psychology and education [11/1954]	7	14
Review of Marchal's, Les Mensuration psychopédagogiques [Autumn 1957]	7	15
Review of McClelland et al, Talent and society [Summer 1959]	7	16
Review of McDill et al, Strategies for success in compensatory education [01/05/1970]	7	17

Review of McNemar's Psychological statistics [Autumn 1955]	7	18
Review of Messick's, mathematica; thinking 8in behavioral sciences [Summer 1969]	7	19
Review of Ong's, the opposite form procedure in inventory [Autumn 1965]	7	20
Review of Pinard et al, test differentiels d'intelligence [Winter 1957]	7	21
Review of Ray's., an introduction to experimental design [Spring 1963]	7	22
Review of Sagan's, The Dragon's of Eden	7	23
Review of Sarason et al, Anxiety in Elementary school children [Summer 1963]	7	24
Review of the school and college ability tests [1959]	7	25
Review of Seago's, Terman and the gifted [1975]	7	26
Review of the sequential tests of educational progress [1959]	7	27
Review of the Stanford-Binet intelligence scale [1960]	7	28
Review of Stephen's, The process of schooling [09/25/1968]	7	29
Review of Stanley's, Improving experimental design and statistical analysis [1967]	7	30
Review on Stromberg dexterity test [1953]	7	31
Review of Stanley's, The gifted and the creative [06/28/1979]	7	32
Review of Thomdike's , The concepts of over- and underachievement [12/1964]	7	33
Review of Ulam's, Adventures of a mathematician [12/15/1977]	7	34
Review of Van Dalen and Meyer's, Understanding educational research [1962]	7	35
Review of Vernon's, Intelligence and attainment tests [10/1960]	7	36
Review of vocational interest analysis [1953]	7	37
Review of Webb's, Sleep:The gentle tyrant [10/15/1978]	7	38

Rice Symposium [Summer 1966]	7	39
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**Box 8:** 0200105030296

<b><u>Items</u></b>	<b><u>Box Number</u></b>	<b><u>Folder Number</u></b>
The advanced academy of georgia: A unique collaboration of high school with college and other SMPY related materials [1988]	8	1
ITYB: Intellectually Talented Youth Bulletin [09/15/1974]	8	2
The John Hopkins University Newsletter	8	3
The gifted and the creative [1976-1977]	8	4
The gifted and the creative [1976-1977]	8	5
Sex differences: implications for program planning for the academically gifted [1977]	8	6
Background and history of the gifted-child movement	8	7
Educating gifted children in California	8	8
South Georgia Teachers College certificates	8	<i>Loose</i>
Educational programs and intellectual prodigies [1978]	8	<i>Loose</i>
Selected readings for "The Block", Volume II [1976]	8	<i>Loose</i>
Selected readings for "The Block", Volume I [1976]	8	<i>Loose</i>
Selected readings for "The Block", Volume I [1977]	8	<i>Loose</i>
Selected readings for "The Block", Volume II [1977]	8	<i>Loose</i>
Chapter exercises and tests to accompany measurements in today's schools by C.C. Ross, Second Edition [01/1953]	8	<i>Loose</i>
Workbook to accompany measurement in today's schools by C.C. Ross, Third Edition [02/02/1955]	8	<i>Loose</i>
Ministerio de education memoria del primer seminario nacional sobre (Talento Y Creatividad) [07/31/1987]	8	<i>Loose</i>

