

be conducted on gender differences in gifted students regarding life planning. It is hoped that this study will stimulate further research and development in both of these areas.

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The Fulfillment of Promise Revisited: A Discriminant Analysis of Factors Predicting Success in the Terman Study

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Purpose

The most influential research in gifted education is Lewis Madison Terman's (1925-1929) Genetic Studies of Genius. This monumental longitudinal study, which began in 1921, examined the characteristics, accomplishments, and developmental influences of 1528 subjects. The purpose of the current study was to use a multivariate approach to reexamine Oden's (1968) comparison of the 100 most successful men and the 100 least successful men in the Terman Study. Success was defined in terms of "the extent to which each man had made use of his superior intelli-

gence in his life work, both in his choice of vocation and in the attainment of a position of importance and responsibility in an area calling for a high degree of intellectual ability." (Oden, 1968, p. 52). Criteria for judging success included: (a) nature of work, importance of position, and professional output; (b) qualities of leadership, influence, and initiative; (c) recognitions and honors; and (d) earned income. The most successful men were designated as belonging to the A group. The least successful men were designated as belonging to the C group.

Methodology

A data loan was obtained from the Inter-university Consortium for Political and Social Research (ICPSR) at The University of Michigan¹. Using codebooks provided by ICPSR, the following variables were identified and screened for missing data for the A and C groups: intellectual ability (IQ), father's education, mother's education, amount of educational acceleration (some or none), parent ratings of perseverance in 1940,

teacher ratings of perseverance in 1940, and educational attainment as of 1950. These variables were selected for potential inclusion given their significance in Oden's (1968) study. Due to missing data, only three of the variables (IQ, amount of acceleration, and educational attainment) were included in the data analysis. All subjects with complete data sets on the three variables (80 in the A group and 73 in the C group) were included in the statistical analysis.

Data Analysis

A stepwise discriminant analysis was performed using the SPSS-X sub-program DISCRIMINANT (SPSS, 1988) to determine the optimum weighting of the independent variables (IQ, amount of acceleration, and educational attainment) in predicting group membership (A or C). This is accomplished by entering the variables in a stepwise fashion to minimize Wilks' *lambda*, a measure of group discrimination.

1 The data used in this paper were made available by the Inter-university Consortium for Political and Social Research. The data for the Terman Life Cycle Study of Children of High Ability were originally collected by Lewis M. Terman, Robert R. Sears, Lee J. Cronbach, and Pauline S. Sears. Neither the collectors of the original data nor the Consortium bear any responsibility for the analyses and interpretations presented here.

Results

Results indicated that each of the three predictor variables contributed to the discrimination between the two groups. *Lambda* was minimized to .5794. Bartlett's (1947) *Chi Square Test*, which was performed to evaluate the significance of *lambda*, indicated that the A and C groups were significantly separated by the discriminant function (Chi Square = 81.60, df = 3, p < .001). Standardized discriminant function coefficients and structure coefficients (the correlation between the discriminant function and the predictor variables) are shown in Table 1. Examination of both sets of coefficients indicates that educational attainment was the major discriminator among the three predictors. Amount of acceleration and intellectual ability made a small contribution to group discrimination. When discriminant function scores were used to predict group membership, 66 of the 80 members in the A group were correctly classified. Fifty-five of the 73 members in the C group were correctly classified. Overall, 79.08% of the subjects were correctly classified.

Discussion

Results of this study reaffirm the importance of educational attainment as a strong correlate of vocational achieve-

Standardized Discriminant Function and Structure Coefficients

Variable	Standardized Discriminant Function Coefficients	Structure Coefficients
Educational Attainment	.91176	.96296
Acceleration	.21264	.35742
IQ	.13289	.34622

Table 1

ment. Other analyses of the Terman data set (Pyryt, 1989; Tomlinson-Keasey & Little, 1990) using structural equation modeling techniques indicated that the best predictor of the educational attainment of Terman's subjects was the educational attainment of their parents. The challenge for educators is to plan educational experiences for gifted students that will provide the content knowledge and the motivation to enable gifted students to successfully complete post-baccalaureate degrees. The challenge for researchers is to examine the relative effectiveness of various models in gifted education (Renzulli, 1986) in terms of their ability to encourage educational attainment. Results of this study also reaffirm the importance of discriminant analysis as an analytic tool (Pyryt, 1986).

The major limitation of this study is the small set of predictor variables. Results are only generalizable to intellectually gifted men whose vocational success was determined by the extent to which they used their superior intellec-

tually ability in their life work. Other visions of success and other predictor variables may be necessary to predict the vocational achievements of intellectually gifted women and individuals who are gifted in other areas such as the visual and performing arts. Further multivariate analyses of the Terman database and contemporary longitudinal databases are needed to provide additional insight into the multifaceted nature of talent development.

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Conference Announcements

NAGC Professional Development Symposium
February 18-21
Center for Gifted Education
University of Southwestern Louisiana
Lafayette, Louisiana
Contact: Jeanette Park; 318-231-6701

Nebraska Association for the Gifted Annual Conference
February 25-26
Contact: Kay Corell; 402-493-2479

California Association for the Gifted Annual Conference
March 5-7
Contact: CAG office; 818-888-8846

Louisiana Association for Gifted and Talented Students
March 13
Contact: Neil Kestner
Dept. of Chemistry, Louisiana State University,
Baton Rouge 70803; 504-388-3361

North Carolina Association for the Gifted and Talented Annual Conference
March 18-20
Contact: Linda Morris; 919-724-5300

Montana Association for Gifted and Talented Education
Spring Conference
April 1-3
Contact: Florence Diede
535 Johnson Lane, Billings, MT. 59101

Indiana Association for Gifted Annual Conference
April 22-23
Indianapolis Adams Mark Hotel
Contact: Lyn Lavigne, 3010 Rolling Springs Dr.,
Carmel, IN. 46033

Ohio Association for Gifted Children -Spring Conference
April 30 - May 1
Contact: Sylvia Piper
One Courthouse Square, Bowling Green, OH
43402

Michigan Alliance for Gifted Education Annual Conference
May 6-8
Contact: Susan Allen, 313-343-2094

World Congress on Gifted and Talented Education
August 8-14, Toronto Canada
Contact: University of Toronto; School of Continuing Studies
158 St. George St.; Toronto, Ontario Canada M5S
2V8 416-978-2400

Council for Exceptional Children Annual Provincial Conference
October 27-30; Windsor, Ontario Canada
Contact: 519-354-5170

Virginia Association for the Education of the Gifted State Conference
November 19-20
Contact: Nelda Purcell
Stafford Middle School; 101 Spartan Dr.; Stafford,
VA 22554

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