

**The Terman Longitudinal Study: A Century of Findings, Questions, and Controversy**

*Gifted Child Quarterly* is seeking manuscripts for a planned special issue related to the commencement of Lewis M. Terman’s longitudinal study of 1,528 gifted children in 1921. This special issue allows the opportunity for scholars both in the field of gifted education and beyond to interrogate a number of issues and topics in relation to the longitudinal study over the past century and to interpret Terman’s complicated legacy. Possible topics for manuscripts include but are not limited to:

- Historical analyses of competing theories, ideas, and research findings of Terman’s contemporaries (e.g., Bagley, Boas, Witty & Jenkins).
- Re-analyses of the longitudinal study’s data (available from the Harvard Dataverse, the Inter-university Consortium for Political and Social Research, or from Dr. Russell T. Warne)
- Historical analyses, including educational, sociological, scientific, and/or personal contexts
- Case studies of longitudinal study participants
- Replications of selected findings of Terman’s longitudinal study
- Influence of the longitudinal study on contemporaries and/or later generations of researchers and their research agendas in the fields of gifted education, developmental psychology, and cognitive ability research
- Biographical investigations focused on Terman’s research associates and contemporaries
- The historical development of scholarly perspectives on Terman’s longitudinal study
- Analysis of Terman’s work outside of the longitudinal study and its implications for gifted education
- Methodological considerations (e.g., handling missing data, measurement invariance across time, maintaining contact with research subjects, compensating for attrition, ethics) of longitudinal research, using the Terman longitudinal study and/or dataset as an example
- Archival research in the Stanford University archives on the longitudinal study or archival research of those persons related to the study not located at Stanford

All manuscript submissions must use systematic methods of inquiry. Proposals should include a manuscript title and a 200–250 word abstract. The deadline for proposals is May 15, 2019. Authors of proposals that fit within the scope of the special issue and which could contribute to scholarly knowledge in gifted education will be invited to submit a full manuscript. **An invitation to submit a manuscript does not guarantee acceptance as all manuscripts will undergo masked peer review.** Prospective authors should consult the journal’s submission guidelines at [https://us.sagepub.com/en-us/nam/journal/gifted-child-quarterly#submission-guidelines](https://us.sagepub.com/en-us/nam/journal/gifted-child-quarterly#submission-guidelines). This issue will be guest edited by Dr. Jennifer L. Jolly, University of Alabama, and Dr. Russell T. Warne, Utah Valley University.

The timeline for this special issue is as follows:

- Proposals due May 15, 2019.
- Authors notified of invitation to submit a manuscript for peer review no later than June 15, 2019.
- Manuscripts due no later than September 15, 2019.
- Reviews and action letters due to authors by November 30, 2019.
- Revisions due back from authors by January 1, 2020.
- Review and revision process continues through July, 2020. Authors are encouraged to make timely revisions, taking no more than 1 month, with each round of feedback.
- Final accepted manuscripts completed and returned by August, 2020.

Submit proposals through an attached Word document by e-mail to the *GCQ* guest editors, Dr. Jennifer L. Jolly (ljolly1@ua.edu) and Dr. Russell T. Warne (rwarne@uvu.edu) (please be sure to include both editors in your email containing your proposal). Authors invited to submit manuscripts will do so electronically at [https://mc.manuscriptcentral.com/gcq](https://mc.manuscriptcentral.com/gcq).

If you have questions or need additional information, please contact the guest editors at ljolly1@ua.edu and rwarne@uvu.edu, including both guest editors in your email.