WHAT IS SHE KNOWN FOR?

• FOUNDED THE FIELD OF GIFTED CHILDREN
• FIRST PUBLIC SCHOOL FOR GIFTED CHILDREN IN NYC
• LONGITUDINAL STUDY OF CHILDREN ABOVE 180 IQ
CHILDHOOD

- MOTHER AND FATHER ARE OPPOSITES
  - MOTHER WAS UNUSUALLY LITERATE FOR THIS TIME PERIOD
  - FATHER SEEN AS AN ALCOHOLIC

- FATHER NOT PRESENT AT LETA’S BIRTH

- MOTHER HAD A MIDWIFE, FANNIE O’LINN, WHO BECAME CENTRAL FIGURE
DEVELOPED EARLIER THAN MOST CHILDREN

• 1888—RUTH WAS BORN
• 1890—MARGARET WAS BORN
  • MOTHER DIED ONE DAY LATER
IMPACT OF MOTHER’S DEATH

“MOTHERLESS DAUGHTER DEVELOPS AN ADULT INSIGHT WHILE STILL A CHILD BUT HAS ONLY JUVENILE RESOURCES TO HELP HER COPE”

• HOPE EDELMEN MOTHERLESS DAUGHTERS: THE LEGACY OF LOSS
YEAR OF CHANGES—1896

• GRANDFATHER FORECLOSED HOMESTEAD TO PAY THEIR DEBTS
• FATHER REMARRIED TO FANNIE BERLING
• LETA’S UNCLE AND 2 COUSINS DIED IN A HOUSE FIRE
• FATHER INSISTED HIS DAUGHTERS MOVE IN WITH HIM AND HIS NEW WIFE
• GRANDFATHER DIED—GRANDMOTHER MOVED CLOSER TO THE GIRLS
HIGH SCHOOL

• ASPIRED TO BECOME A WRITER
• WEEKLY COLUMN IN THE TOWN NEWSPAPER
  • EDUCATION DEPARTMENT
• STANDARD COLLEGE PREPARATION STUDY CURRICULUM:
  • 4 YEARS OF LATIN AND ENGLISH
  • 3 YEARS OF MATH AND SCIENCE
  • SOME STUDY OF GERMAN AND HISTORY
COLLEGE YEARS

• UNIVERSITY OF NEBRASKA
  • MAJORED IN ENGLISH LITERATURE AND WRITING

• SOPHOMORE: THEME READER

• JUNIOR: LITERARY EDITOR OF THE DAILY NEBRASKAN AND ELECTED TO THE ENGLISH CLUB

• MEMBER OF PHI BETA KAPPA
HARRY HOLLINGWORTH (HOLLY)

- MET LETA’S SOPHOMORE YEAR
  - MANY COMMONALITIES
- LETA WOULD PEER READ HOLLY’S PAPERS BEFORE THEY KNEW EACH OTHER
- BOTH GRADUATED WITH A BACHELOR OF ARTS FROM UNIVERSITY OF NEBRASKA IN MAY 1906
POST COLLEGE

• 1906: TEACHER AND ASSISTANT PRINCIPAL IN DEWITT, NEBRASKA
  • MANY DOWNFALLS
  • HOLLY RECEIVED A GRADUATE ASSISTANTSHP IN PSYCHOLOGY AT COLUMBIA UNIVERSITY IN NYC

• 1907: MCCOOK HIGH SCHOOL

• MOVED TO NYC FOR HOLLY AND GOT MARRIED

• BECAME INVOLVED IN FEMINIST ORGANIZATIONS
UNABLE TO SECURE TEACHING JOBS

• WHY??

• DEPRESSION OVERCAME HER BECAUSE SHE COULD NOT FIND A MEANINGFUL LIFE-ROLE FOR HERSELF
RESEARCH
COCA-COLA

• Barrels and kegs seized shipment
  • Illegal to market a product containing additive that is harmful to human health

• Hired a psychologist to conduct formal study on behavioral effects of caffeine
  • Holly received the grant
  • Hired Leta as assistant director and full command of the lab
LETA’S EXPERIMENT

• BLIND AND DOUBLE-BLIND EXPERIMENTS
• TASTE WAS ELIMINATED
• WELL-LIT, WELL-VENTILATED SIX ROOM APARTMENT
• 16 SUBJECTS – 10 MEN AND 6 WOMEN
• 40 DAYS
• PAID FOR PARTICIPATION
FIRST STUDY

• FEBRUARY 5—MARCH 3

• TESTED ON SIMPLE ASSOCIATION, DISCRIMINATION AND JUDGMENT, MOTOR SPEED AND COORDINATION, SUSCEPTIBILITY TO ILLUSION, AND TYPEWRITING

• FOUR GROUPS
  • SQUAD 1: CONTROL GROUP
  • SQUAD 2: CAFFEINE 3 DAYS AND PLACEBO THE FOLLOWING 3 DAYS AT 10:30AM
  • SQUAD 3: ALTERNATE DAYS FOR CAFFEINE AT LUNCH
  • SQUAD 4: TOOK CAFFEINE AND PLACEBOS ALTERNATELY 2 ½-3 HOURS AFTER LUNCH
SECOND STUDY

- Determine if ingestion of caffeine impaired sleep
- Tested across a range of post-drug intervals
- Four squads given either Coca-Cola or placebo at lunch and dinner
THIRD STUDY

• COMPARED EFFECTS OF CAFFEINATED COCA-COLA WITH DE-CAFFEINATED COCA-COLA WHEN EACH WAS TAKEN WITH FOOD
The trial of U.S. v. Forty Barrels and Twenty Kegs of Coca-Cola began. This famous federal lawsuit filed against the Coca-Cola Company of Atlanta, Georgia under the 1906 food and drugs act alleged that Coca-Cola "contained an added poisonous or added deleterious ingredient, caffeine which might render the product injurious to health."

Prior to the trial the Coca-Cola Company called upon psychologist Harry Hollingworth for an opinion as to the influence of caffeine on mental and motor processes. In the absence of any reliable data on the subject, Hollingworth conducted a series of experiments to test the influence of caffeine on such things as perception and association, attention and judgment, steadiness, speed and coordination.

Hollingworth testified that "If the constant use of caffeine in moderate amounts would prove deleterious, some indication of such effect would have shown itself in the careful study of performance in tests covering a wide range of mental and motor processes."

In the fourth week of the trial the case was dismissed, and for Coca-Cola, the rest, as they say, is history. By providing psychological information for the purpose of facilitating a legal decision, Hollingworth’s testimony represents a landmark case in the history of forensic psychology. Hollingworth went on to become a renowned applied psychologist, conducting pioneering research within the field of industrial/organizational psychology and advertising. He was elected President of the American Psychological Association in 1927.

www.all-about-psychology.com
RESULTS

• VERY THOROUGH
• MILD STIMULANT PARTICULARLY WHEN FATIGUED
• LESSENYED ON FULL STOMACH
• MOTOR PROCESSES WERE RAPID AND TEMPORARY
• MENTAL PROCESSES WERE PROLONGED
• 1-4 DOSES DID NOT IMPAIR SLEEP
  • 6+ DID EFFECTS SLEEP PATTERNS
TRIAL

• 1911: HOLLY PRESENTED QUANTITATIVE DATA CONCLUDING CAFFEINE IS NOT HARMFUL TO HUMAN MENTAL OR MOTOR PERFORMANCE

• COCA-COLA INTRODUCED DISMISSAL MOTION ON GROUNDS THAT THE CAFFEINE IN THE BEVERAGE WAS INHERENT NOT ADDED

• JUDGE WAS IN FAVOR OF COCA-COLA

• 1916: REACHED SUPREME COURT AND RULED CAFFEINE WAS ADDED
FIRST SCIENTIFIC STUDY TO APPLY PSYCHOLOGY RESEARCH TO A SOCIAL OR INDUSTRIAL CONCERN

- HELPED LETA AND HOLLY FINANCIALLY
GRADUATE SCHOOL

• “WHAT MAN CAN DO IS PRESCRIBED BY HEREDITY; WHAT HE DOES IS DETERMINED BY CIRCUMSTANCE...CHANCE IS THE GUIDE THAT LEADS US ALL.”
  • PROFESSOR JAMES MCKEEN CATTELL
  • LETA’S PHILOSOPHY ABOUT GIFTED CHILDREN

• 1913: RECEIVED HER MASTER’S DEGREE
  • RECEIVED A TEMPORARY POSITION AS A PART-TIME CLINICAL PSYCHOLOGIST AT THE CLEARING HOUSE FOR MENTAL DEFECTIVES
SEX DIFFERENCE STUDY

• DISPROVING MAJOR THEORIES

• HYPOTHESIS WAS ACCEPTED THAT HUMAN FEMALES ARE, BY ORIGINAL NATURE, DIFFERENT FROM AND INFERIOR TO HUMAN MALES, INTELLECTUALLY

• ADDRESSED THE QUESTION: ARE MALE HUMAN BEINGS INHERENTLY MORE VARIABLE IN ANATOMICAL TRAITS THAN FEMALE HUMAN BEINGS?
  • RESULTS...
LONG-HELD BELIEF THAT WOMEN WERE INCAPACITATED WHEN THEY MENSTRUATED

- 2 SEPARATE EXPERIMENTS
  - 6 WOMEN AND 2 MEN TESTED DAILY AT SAME TIME, SAME TEST, SAME ORDER FOR FOUR MONTHS
  - 17 WOMEN MONITORED EVERY THIRD DAY FOR 30 DAYS
- CONCLUDED THAT WOMEN ARE NOT ADVERSELY AFFECTED DURING MENSTRUATION
1912: FOUNDED HETERODOXY CLUB

• MOST RADICAL AND BOLDLY INTELLECTUAL WOMEN OF ALL TIME WERE A PART OF THIS CLUB – SCHOLARS, EDUCATORS, AND WRITERS

• VALUED INDEPENDENCE WHICH MADE FOR A DIVERSE GROUP
1914: Made Chair of the Committee on the Biologic Status of Women of the Feminist Alliance

- Fought to repeal a Board of Education ruling that do not allow teachers the right to return to their jobs after having children

- Birth control
  - Social expectation of women reproducing then raising the children
  - Concerned only middle and upper class could practice
  - Leta supported the eugenics movement
CAREER PATH

• 1916-1919: INSTRUCTOR
• 1919-1922: ASSISTANT PROFESSOR
• 1922-1928: ASSOCIATE PROFESSOR
• 1928-1939: FULL PROFESSOR
• 1916: RECEIVED TWO JOB OFFERS
  • BELLVUE HOSPITAL AS A FULL-TIME PSYCHOLOGIST
  • TEACHERS COLLEGE TO SERVE AS A PRINCIPAL OF A NEW SCHOOL FOR EXCEPTIONAL CHILDREN AND JOIN FACULTY AS AN INSTRUCTOR IN PSYCHOLOGY
• ACCEPTED THE TEACHERS COLLEGE OFFER AND CONTINUED TO WORK PART-TIME AT BELLVUE HOSPITAL
TEACHERS COLLEGE

- DEVELOPED THE COURSE “SUBNORMAL CHILDREN”
  - SPECIAL EDUCATION
  - GOALS: OBSERVE HOW CHILDREN LEARNED OVER A 3-YEAR PERIOD
    AND TO DEVELOP PERFORMANCE-ENHANCING REMEDIATION MEASURES
PERSONAL BELIEFS

• LETA BELIEVED THAT EACH CHILD SHOULD BE TAUGHT AS FAR AS POSSIBLE WITHIN THE REGULAR CLASSROOM SETTING AND ALLOWED TO PROCEED AT HIS/HER OWN PACE

• THOUGHT NEITHER POPULATIONS COULD ATTAIN ITS POTENTIAL IN REGULAR CLASSROOM SETTING
DISCUSSION QUESTION:

IS THE EDUCATION SYSTEM PUTTING TOO MUCH PRESSURE ON CHILDREN TO KEEP UP THE CONSTANTLY CHANGING CURRICULUM?

SUPPORT YOUR ANSWER.
HOW GIFTED CHILDREN BECAME AN INTEREST

• 1916: SAW A CHILD TESTING ABOVE 190 IQ (S-B)
• TEACHING A COURSE IN THE PSYCHOLOGY OF MENTALLY DEFICIENT CHILDREN
• THE CHILD WHO IS CALLED E
  • AMOUNT OF TIME
  • IQ SCORE
  • AGE OF CHILD E
NO KNOWLEDGE

• REFORMATORIES, PRISONS, AND INSTITUTIONS FOR MENTAL DEFECTIVES

• AWARE OF THE ABSENCE OF THE RESEARCH ON PROFOUNDLY GIFTED CHILDREN

• CHILD E MODIFYING HER RESEARCH FOCUS
WHAT IS “GIFTEDNESS”? 

- THE COLUMBUS GROUP
- CHARACTERIZED BY UNEVEN—OR ASYNCHRONOUS—COGNITIVE DEVELOPMENT, COUPLED WITH HEIGHTENED EMOTIONAL SENSITIVITIES AND INTENSITIES
1918-1919: IDENTIFIED INTERRELATED QUESTIONS THAT SHE THOUGHT WERE MOST CRUCIAL TO THE EDUCATION OF GIFTED CHILDREN:

- CAN AMERICAN PUBLIC SCHOOLS IDENTIFY AND RECOGNIZE GIFTED CHILDREN AND MAKE PROVISIONS FOR THEIR CHILDREN?
- SHOULD THE PROBLEM OF APPROPRIATE WORK BE SOLVED BY ACCELERATION AT A RAPID RATE THROUGH SCHOOL GRADES?
- SHOULD THE PROBLEM BE SOLVED BY ENRICHMENT OF THE PRESCRIBED CURRICULUM WITHOUT ACCELERATION AND WITHOUT SEGREGATION?
- SHOULD GIFTED CHILDREN BE SEGREGATED IN SPECIAL SCHOOLS OR CLASSES AND BE EDUCATED BY COMBINING ENRICHMENT WITH A MODERATE DEGREE OF ACCELERATION?
• 1920: 2/3 OF AMERICAN CITIES HAD SOME TYPE OF PROGRAM FOR GIFTED CHILDREN

• BY 1922 LETA CONDUCTED A STUDY TO COMPARE GIFTED WITH HIGHLY GIFTED CHILDREN OVER A 3 YEAR PERIOD
  • ENRICHMENT, NOT ACCELERATION, WAS AT THE HEART OF RAPID LEARNERS CURRICULUM
  • ONE OF THE FIRST PSYCHOLOGISTS TO ASSERT THAT ONE COULD BE GIFTED IN WAYS OTHER THAN ACADEMICALLY
  • WROTE THE FIRST TEXTBOOK IN GIFTED CHILDREN: GIFTED CHILDREN: THEIR NATURE AND NURTURE
HER BOOK HAD 5 THEMES:

- PUBLIC SCHOOLS FAILING TO SERVE THEIR EXCEPTIONAL STUDENTS
- GIFTED CHILDREN ARE THOSE WHO TEST ABOVE 130 IQ – BUT GIFTED CHILDREN ARE NOT NECESSARILY ALL ALIKE
- ASYNCHRONY IS INHERENT WITHIN GIFTEDNESS
- ALTHOUGH HEREDITY PLAYS A DOMINANT ROLE, THE ENVIRONMENT DETERMINES FUTURE ATTAINMENTS
- GIFTED CHILDREN HAVE SPECIAL PROBLEMS WITH SOCIAL ADJUSTMENT AND THE HIGHER THE GIFTED CHILD’S IQ, THE MORE LIKELY THE PROBLEMS WILL BECOME APPARENT
SPEYER SCHOOL

• DIRECTOR OF TEACHERS COLLEGE, PAUL MORT, GAVE FORMAL PERMISSION TO OUTLINE A PLAN FOR USING A VACANT SCHOOL BUILDING AS A SCHOOL FOR EXCEPTIONAL CHILDREN

• DEDICATED TO KEEPING IT DIVERSE

• OPENED FEBRUARY 3, 1936
  • 225 CHILDREN
  • 9 CLASSES OF 25 CHILDREN EACH
AGENT FOR POSITIVE SOCIAL CHANGE

- APPROPRIATE EDUCATION INVOLVED MORE THAN JUST INTELLECT—EMOTIONAL EDUCATION MAY BE MORE IMPORTANT

- PART OF EACH DAY WAS DEVOTED TO TRADITIONAL ELEMENTARY SCHOOL CURRICULUM BUT TEACHERS HAD THE FLEXIBILITY TO SELECT, REARRANGE, AND ADAPT THE CONTENT OF THESE FUNCTIONAL SUBJECTS TO THE MENTAL CALIBER OF THE CHILDREN THEY WERE TEACHING
INTENTIONS

• LETA INTENDED TO CONDUCT A LONGITUDINAL STUDY OF HER PUBLIC SCHOOL AND SPEYER SCHOOL STUDENTS AS THEY PROGRESSED THROUGH ADULTHOOD
  • DID NOT LIVE LONG ENOUGH TO DO SO
LETA’S DEATH—1939

- 1929-1930: DIAGNOSED WITH AN ABDOMINAL TUMOR
  - REFUSED MEDICAL EXAMINATION FOR THOSE REMAINING 10 YEARS OF HER LIFE
  - KEPT THIS A SECRET
POST LETA’S DEATH
HER LONGITUDINAL STUDY

• HER STUDY WAS CONDUCTED
  • THE SCHOOLS FOR EXCEPTIONAL CHILDREN MADE SIGNIFICANTLY
    POSITIVE DIFFERENCE IN GIFTED CHILDREN’S LIVES
IN LETA’S HONOR

• 1940: TEACHERS COLLEGE HELD A CONFERENCE ON GIFTED EDUCATION IN LETA’S HONOR
  • SEARCHING FOR SOLUTIONS TO THE PROBLEMS THAT LETA WAS MOST CONCERNED ABOUT
    • PROMOTING A WIDER UNDERSTANDING OF THE IMPORTANCE OF IMPROVING WAYS OF DISCOVERING LEADERSHIP
    • APPRAISING PRESENT ACCOMPLISHMENTS IN THE DISCOVERY AND EDUCATION OF GIFTED CHILDREN
    • IDENTIFYING ISSUES INVOLVED IN GIFTED CHILDREN’S EDUCATION
    • FURTHERING NEXT STEPS IN RESEARCH, INSTRUCTION, GUIDANCE, AND OTHER PROCEDURES THAT WOULD LEAD TO BETTER METHODS OF FINDING AND MAKING USE OF THE ABILITIES OF THE GIFTED