
Series Introduction

Sally M. Reis

The accomplishments of the last 50 years in the education of gifted students should not be underestimated: the field of education of the gifted and talented has emerged as strong and visible. In many states, a policy or position statement from the state board of education supports the education of the gifted and talented, and specific legislation generally recognizes the special needs of this group. Growth in our field has not been constant, however, and researchers and scholars have discussed the various high and low points of national interest and commitment to educating the gifted and talented (Gallagher, 1979; Renzulli, 1980; Tannenbaum, 1983). Gallagher described the struggle between support and apathy for special programs for gifted and talented students as having roots in historical tradition—the battle between an aristocratic elite and our concomitant belief in egalitarianism. Tannenbaum suggested the existence of two peak periods of interest in the gifted as the five years following *Sputnik* in 1957 and the last half of the decade of the 1970s, describing a valley of neglect between the peaks in which the public focused its attention on the disadvantaged and the handicapped. “The cyclical nature of interest in the gifted is probably unique in American education. No other special group of children has been alternately embraced and repelled with so much vigor by educators and laypersons alike” (Tannenbaum, 1983, p. 16). Many wonder if the cyclical nature to which Tannenbaum referred is not somewhat prophetic, as it appears that our field may be experiencing another downward spiral in interest as a result of current governmental initiatives and an increasing emphasis on testing and standardization of curriculum. Tannenbaum’s description of a valley of neglect may describe current conditions. During the late 1980s, programming flourished during a peak of interest and a textbook on systems and models for gifted programs included 15 models for elementary and secondary programs (Renzulli, 1986). The Jacob Javits Gifted and Talented Students Education Act

x Differentiation for Gifted and Talented Students

passed by Congress in 1988 resulted in the creation of the National Research Center on the Gifted and Talented, and dozens of model programs were added to the collective knowledge in the field in areas related to underrepresented populations and successful practices. In the 1990s, reduction or elimination of gifted programs occurred, as budget pressures exacerbated by the lingering recession in the late 1990s resulted in the reduction of services mandated by fewer than half of the states in our country.

Even during times in which more activity focused on the needs of gifted and talented students, concerns were still raised about the limited services provided to these students. In the second federal report on the status of education for our nation's most talented students entitled *National Excellence: A Case for Developing America's Talent* (Ross, 1993), "a quiet crisis" was described in the absence of attention paid to this population: "Despite sporadic attention over the years to the needs of bright students, most of them continue to spend time in school working well below their capabilities. The belief espoused in school reform that children from all economic and cultural backgrounds must reach their full potential has not been extended to America's most talented students. They are under-challenged and therefore underachieve" (p. 5). The report further indicates that our nation's gifted and talented students have a less rigorous curriculum, read fewer demanding books, and are less prepared for work or postsecondary education than the most talented students in many other industrialized countries. Talented children who come from economically disadvantaged homes or are members of minority groups are especially neglected, the report also indicates, and many of them will not realize their potential without some type of intervention.

In this anniversary series of volumes celebrating the evolution of our field, noted scholars introduce a collection of the most frequently cited articles from the premiere journal in our field, *Gifted Child Quarterly*. Each volume includes a collection of thoughtful, and in some cases, provocative articles that honor our past, acknowledge the challenges we face in the present, and provide hopeful guidance for the future as we seek the optimal educational experiences for all talented students. These influential articles, published after a rigorous peer review, were selected because they are frequently cited and considered seminal in our field. Considered in their entirety, the articles show that we have learned a great deal from the volume of work represented by this series. Our knowledge has expanded over several decades of work, and progress has been made toward reaching consensus about what is known. As several of the noted scholars who introduce separate areas explain in their introductions, this series helps us to understand that some questions have been answered, while others remain. While we still search for these answers, we are now better prepared to ask questions that continue and evolve. The seminal articles in this series help us to resolve some issues, while they highlight other questions that simply refuse to go away. Finally, the articles help us to identify new challenges that continue to emerge in our field. Carol Tomlinson suggests, for example, that the area of curriculum differentiation in the field of gifted education is, in her words, an issue born in the field of gifted education, and one that continues to experience rebirth.

Some of the earliest questions in our field have been answered and time has enabled those answers to be considered part of our common core of knowledge. For example, it is widely acknowledged that both school and home experiences can help to develop giftedness in persons with high potential and that a continuum of services in and out of school can provide the greatest likelihood that this development will occur. Debates over other “hot” issues such as grouping and acceleration that took place in the gifted education community 30 years ago are now largely unnecessary, as Linda Brody points out in her introduction to a series of articles in this area. General agreement seems to have been reached, for example, that grouping, enrichment and acceleration are all necessary to provide appropriate educational opportunities for gifted and talented learners. These healthy debates of the past helped to strengthen our field but visionary and reflective work remains to be done. In this series, section editors summarize what has been learned and raise provocative questions about the future. The questions alone are some of the most thoughtful in our field, providing enough research opportunities for scholars for the next decade. The brief introductions below provide some highlights about the series.

DEFINITIONS OF GIFTEDNESS (VOLUME 1)

In Volume 1, Robert Sternberg introduces us to seminal articles about definitions of giftedness and the types of talents and gifts exhibited by children and youth. The most widely used definitions of gifts and talents utilized by educators generally follow those proposed in federal reports. For example, the Marland Report (Marland, 1972) commissioned by the Congress included the first federal definition of giftedness, which was widely adopted or adapted by the states.

The selection of a definition of giftedness has been and continues to be the major policy decision made at state and local levels. It is interesting to note that policy decisions are often either unrelated or marginally related to actual procedures or to research findings about a definition of giftedness or identification of the gifted, a fact well documented by the many ineffective, incorrect, and downright ridiculous methods of identification used to find students who meet the criteria in the federal definition. This gap between policy and practice may be caused by many variables. Unfortunately, although the federal definition was written to be inclusive, it is, instead, rather vague, and problems caused by this definition have been recognized by experts in the field (Renzulli, 1978). In the most recent federal report on the status of gifted and talented programs entitled *National Excellence* (Ross, 1993), a newer federal definition is proposed based on new insights provided by neuroscience and cognitive psychology. Arguing that the term *gifted* connotes a mature power rather than a developing ability and, therefore, is antithetic to recent research findings about children, the new definition “reflects today’s knowledge and thinking” (p. 26) by emphasizing talent development, stating that gifted and talented children are

xii Differentiation for Gifted and Talented Students

children and youth with outstanding talent performance or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor. (p. 26)

Fair identification systems use a variety of multiple assessment measures that respect diversity, accommodate students who develop at different rates, and identify potential as well as demonstrated talent. In the introduction to the volume, Sternberg admits, that just as people have bad habits, so do academic fields, explaining, "a bad habit of much of the gifted field is to do research on giftedness, or worse, identify children as gifted or not gifted, without having a clear conception of what it means to be gifted." Sternberg summarizes major themes from the seminal articles about definitions by asking key questions about the nature of giftedness and talent, the ways in which we should study giftedness, whether we should expand conventional notions of giftedness, and if so, how that can be accomplished; whether differences exist between giftedness and talent; the validity of available assessments; and perhaps most importantly, how do we and can we develop giftedness and talent. Sternberg succinctly summarizes points of broad agreement from the many scholars who have contributed to this section, concluding that giftedness involves more than just high IQ, that it has noncognitive and cognitive components, that the environment is crucial in terms of whether potentials for gifted performance will be realized, and that giftedness is not a single thing. He further cautions that the ways we conceptualize giftedness greatly influences who will have opportunities to develop their gifts and reminds readers of our responsibilities as educators. He also asks one of the most critical questions in our field: whether gifted and talented individuals will use their knowledge to benefit or harm our world.

IDENTIFICATION OF HIGH-ABILITY STUDENTS (VOLUME 2)

In Volume 2, Joseph Renzulli introduces what is perhaps the most critical question still facing practitioners and researchers in our field, that is how, when, and why should we identify gifted and talented students. Renzulli believes that conceptions of giftedness exist along a continuum ranging from a very conservative or restricted view of giftedness to a more flexible or multidimensional approach. What many seem not to understand is that the first step in identification should always be to ask: identification for what? For what type of program

or experience is the youngster being identified? If, for example, an arts program is being developed for talented artists, the resulting identification system must be structured to identify youngsters with either demonstrated or potential talent in art.

Renzulli's introductory chapter summarizes seminal articles about identification, and summarizes emerging consensus. For example, most suggest, that while intelligence tests and other cognitive ability tests provide one very important form of information about one dimension of a young person's potential, mainly in the areas of verbal and analytic skills, they do not tell us all that we need to know about who should be identified. These authors do not argue that cognitive ability tests should be dropped from the identification process. Rather, most believe that (a) other indicators of potential should be used for identification, (b) these indicators should be given equal consideration when it comes to making final decisions about which students will be candidates for special services, and (c) in the final analysis, it is the thoughtful judgment of knowledgeable professionals rather than instruments and cutoff scores that should guide selection decisions.

Another issue addressed by the authors of the seminal articles about identification is what has been referred to as the distinction between (a) convergent and divergent thinking (Guilford, 1967; Torrance, 1984), (b) entrenchment and non-entrenchment (Sternberg, 1982), and (c) schoolhouse giftedness versus creative/productive giftedness (Renzulli, 1982; Renzulli & Delcourt, 1986). It is easier to identify schoolhouse giftedness than it is to identify students with the potential for creative productive giftedness. Renzulli believes that progress has been made in the identification of gifted students, especially during the past quarter century, and that new approaches address the equity issue, policies, and practices that respect new theories about human potential and conceptions of giftedness. He also believes, however, that continuous commitment to research-based identification practices is still needed, for "it is important to keep in mind that some of the characteristics that have led to the recognition of history's most gifted contributors are not always as measurable as others. We need to continue our search for those elusive things that are left over after everything explainable has been explained, to realize that giftedness is culturally and contextually imbedded in all human activity, and most of all, to value the value of even those things that we cannot yet explain."

ACCELERATION AND GROUPING, CURRICULUM, AND CURRICULUM DIFFERENTIATION (VOLUMES 3, 4, 5)

Three volumes in this series address curricular and grouping issues in gifted programs, and it is in this area, perhaps, that some of the most promising

xiv Differentiation for Gifted and Talented Students

practices have been implemented for gifted and talented students. Grouping and curriculum interact with each other, as various forms of grouping patterns have enabled students to work on advanced curricular opportunities with other talented students. And, as is commonly known now about instructional and ability grouping, it is not the way students are grouped that matters most, but rather, it is what happens within the groups that makes the most difference.

In too many school settings, little differentiation of curriculum and instruction for gifted students is provided during the school day, and minimal opportunities are offered. Occasionally, after-school enrichment programs or Saturday programs offered by museums, science centers, or local universities take the place of comprehensive school programs, and too many academically talented students attend school in classrooms across the country in which they are bored, unmotivated, and unchallenged. Acceleration, once a frequently used educational practice in our country, is often dismissed by teachers and administrators as an inappropriate practice for a variety of reasons, including scheduling problems, concerns about the social effects of grade skipping, and others. Various forms of acceleration, including enabling precocious students to enter kindergarten or first grade early, grade skipping, and early entrance to college are not commonly used by most school districts.

Unfortunately, major alternative grouping strategies involve the reorganization of school structures, and these have been too slow in coming, perhaps due to the difficulty of making major educational changes, because of scheduling, finances, and other issues that have caused schools to substantially delay major change patterns. Because of this delay, gifted students too often fail to receive classroom instruction based on their unique needs that place them far ahead of their chronological peers in basic skills and verbal abilities and enable them to learn much more rapidly and tackle much more complex materials than their peers. Our most able students need appropriately paced, rich and challenging instruction, and curriculum that varies significantly from what is being taught in regular classrooms across America. Too often, academically talented students are "left behind" in school.

Linda Brody introduces the question of how to group students optimally for instructional purposes and pays particular concern to the degree to which the typical age-in-grade instructional program can meet the needs of gifted students—those students with advanced cognitive abilities and achievement that may already have mastered the curriculum designed for their age peers. The articles about grouping emphasize the importance of responding to the learning needs of individual students with curricular flexibility, the need for educators to be flexible when assigning students to instructional groups, and the need to modify those groups when necessary. Brody's introduction points out that the debate about grouping gifted and talented learners together was one area that brought the field together, as every researcher in the field supports some type of grouping option, and few would disagree with the need to use grouping

and accelerated learning as tools that allow us to differentiate content for students with different learning needs. When utilized as a way to offer a more advanced educational program to students with advanced cognitive abilities and achievement levels, these practices can help achieve the goal of an appropriate education for all students.

Joyce VanTassel-Baska introduces the seminal articles in curriculum, by explaining that they represent several big ideas that emphasize the values and relevant factors of a curriculum for the gifted, the technology of curriculum development, aspects of differentiation of a curriculum for the gifted within core subject areas and without, and the research-based efficacy of such curriculum and related instructional pedagogy in use. She also reminds readers of Harry Passow's concerns about curriculum balance, suggesting that an imbalance exists, as little evidence suggests that the affective development of gifted students is occurring through special curricula for the gifted. Moreover, interdisciplinary efforts at curriculum frequently exclude the arts and foreign language. Only through acknowledging and applying curriculum balance in these areas are we likely to be producing the type of humane individual Passow envisioned. To achieve balance, VanTassel-Baska recommends a full set of curriculum options across domains, as well as the need to nurture the social-emotional needs of diverse gifted and talented learners.

Carol Tomlinson introduces the critical area of differentiation in the field of gifted education that has only emerged in the last 13 years. She believes the diverse nature of the articles and their relatively recent publication suggests that this area is indeed, in her words, "an issue born in the field of gifted education, and one that continues to experience rebirth." She suggests that one helpful way of thinking about the articles in this volume is that their approach varies, as some approach the topic of differentiation of curriculum with a greater emphasis on the distinctive mission of gifted education. Others look at differentiation with a greater emphasis on the goals, issues, and missions shared between general education and gifted education. Drawing from an analogy with anthropology, Tomlinson suggests that "splitters" in that field focus on differences among cultures while "lumpers" have a greater interest in what cultures share in common. Splitters ask the question of what happens for high-ability students in mixed-ability settings, while lumpers question what common issues and solutions exist for multiple populations in mixed-ability settings.

Tomlinson suggests that the most compelling feature of the collection of articles in this section—and certainly its key unifying feature—is the linkage between the two areas of educational practice in attempting to address an issue likely to be seminal to the success of both over the coming quarter century and beyond, and this collection may serve as a catalyst for next steps in those directions for the field of gifted education as it continues collaboration with general education and other educational specialties while simultaneously addressing those missions uniquely its own.

UNDERREPRESENTED AND TWICE-EXCEPTIONAL POPULATIONS AND SOCIAL AND EMOTIONAL ISSUES (VOLUMES 6, 7, 8)

The majority of young people participating in gifted and talented programs across the country continue to represent the majority culture in our society. Few doubts exist regarding the reasons that economically disadvantaged, twice-exceptional, and culturally diverse students are underrepresented in gifted programs. One reason may be the ineffective and inappropriate identification and selection procedures used for the identification of these young people that limits referrals and nominations and eventual placement. Research summarized in this series indicates that groups that have been traditionally underrepresented in gifted programs could be better served if some of the following elements are considered: new constructs of giftedness, attention to cultural and contextual variability, the use of more varied and authentic assessments, performance-based identification, and identification opportunities through rich and varied learning opportunities.

Alexinia Baldwin discusses the lower participation of culturally diverse and underserved populations in programs for the gifted as a major concern that has forged dialogues and discussion in *Gifted Child Quarterly* over the past five decades. She classifies these concerns in three major themes: *identification/selection*, *programming*, and *staff assignment and development*. Calling the first theme **Identification/Selection**, she indicates that it has always been the Achilles' heel of educators' efforts to ensure that giftedness can be expressed in many ways through broad identification techniques. Citing favorable early work by Renzulli and Hartman (1971) and Baldwin (1977) that expanded options for identification, Baldwin cautions that much remains to be done. The second theme, **Programming**, recognizes the abilities of students who are culturally diverse but often forces them to exist in programs designed "for one size fits all." Her third theme relates to **Staffing and Research**, as she voices concerns about the diversity of teachers in these programs as well as the attitudes or mindsets of researchers who develop theories and conduct the research that addresses these concerns.

Susan Baum traces the historical roots of gifted and talented individuals with special needs, summarizing Terman's early work that suggested the gifted were healthier, more popular, and better adjusted than their less able peers. More importantly, gifted individuals were regarded as those who could perform at high levels in all areas with little or no support. Baum suggests that acceptance of these stereotypical characteristics diminished the possibility that there could be special populations of gifted students with special needs. Baum believes that the seminal articles in this collection address one or more of the critical issues that face gifted students at risk and suggest strategies for overcoming the barriers that prevent them from realizing their promise. The articles focus on three populations of students: twice-exceptional students—gifted students who are at risk for poor development due to difficulties in learning and attention;

gifted students who face gender issues that inhibit their ability to achieve or develop socially and emotionally, and students who are economically disadvantaged and at risk for dropping out of school. Baum summarizes research indicating that each of these groups of youngsters is affected by one or more barriers to development, and the most poignant of these barriers are identification strategies, lack of awareness of consequences of co-morbidity, deficit thinking in program design, and lack of appropriate social and emotional support. She ends her introduction with a series of thoughtful questions focusing on future directions in this critical area.

Sidney Moon introduces the seminal articles on the social and emotional development of and counseling for gifted children by acknowledging the contributions of the National Association for Gifted Children's task forces that have examined social/emotional issues. The first task force, formed in 2000 and called the Social and Emotional Issues Task Force, completed its work in 2002 by publishing an edited book, *The Social and Emotional Development of Gifted Children: What Do We Know?* This volume provides an extensive review of the literature on the social and emotional development of gifted children (Neihart, Reis, Robinson, & Moon, 2002). Moon believes that the seminal studies in the area of the social and emotional development and counseling illustrate both the strengths and the weaknesses of the current literature on social and emotional issues in the field of gifted education. These articles bring increased attention to the affective needs of special populations of gifted students, such as under-achievers, who are at risk for failure to achieve their potential, but also point to the need for more empirical studies on "what works" with these students, both in terms of preventative strategies and more intensive interventions. She acknowledges that although good counseling models have been developed, they need to be rigorously evaluated to determine their effectiveness under disparate conditions, and calls for additional research on the affective and counseling interventions with specific subtypes of gifted students such as Asian Americans, African Americans, and twice-exceptional students. Moon also strongly encourages researchers in the field of gifted education to collaborate with researchers from affective fields such as personal and social psychology, counseling psychology, family therapy, and psychiatry to learn to intervene most effectively with gifted individuals with problems and to learn better how to help all gifted persons achieve optimal social, emotional, and personal development.

ARTISTICALLY AND CREATIVELY TALENTED STUDENTS (VOLUMES 9, 10)

Enid Zimmerman introduces the volume on talent development in the visual and performing arts with a summary of articles about students who are talented in music, dance, visual arts, and spatial, kinesthetic, and expressive areas. Major themes that appear in the articles include perceptions by parents, students, and teachers that often focus on concerns related to nature versus

xviii Differentiation for Gifted and Talented Students

nurture in arts talent development; research about the crystallizing experiences of artistically talented students; collaboration between school and community members about identification of talented art students from diverse backgrounds; and leadership issues related to empowering teachers of talented arts students. They all are concerned to some extent with teacher, parent, and student views about educating artistically talented students. Included also are discussions about identification of talented students from urban, suburban, and rural environments. Zimmerman believes that in this particular area, a critical need exists for research about the impact of educational opportunities, educational settings, and the role of art teachers on the development of artistically talented students. The impact of the standards and testing movement and its relationship to the education of talented students in the visual and performing arts is an area greatly in need of investigation. Research also is needed about students' backgrounds, personalities, gender orientations, skill development, and cognitive and affective abilities as well as cross-cultural contexts and the impact of global and popular culture on the education of artistically talented students. The compelling case study with which she introduces this volume sets the stage for the need for this research.

Donald Treffinger introduces reflections on articles about creativity by discussing the following five core themes that express the collective efforts of researchers to grasp common conceptual and theoretical challenges associated with creativity. The themes include **Definitions** (how we define giftedness, talent, or creativity), **Characteristics** (the indicators of giftedness and creativity in people), **Justification** (Why is creativity important in education?), **Assessment** of creativity, and the ways we **Nurture** creativity. Treffinger also discusses the expansion of knowledge, the changes that have occurred, the search for answers, and the questions that still remain. In the early years of interest of creativity research, Treffinger believed that considerable discussion existed about whether it was possible to foster creativity through training or instruction. He reports that over the last 50 years, educators have learned that deliberate efforts to nurture creativity are possible (e.g., Torrance, 1987), and further extends this line of inquiry by asking the key question, "What works best, for whom, and under what conditions?" Treffinger summarizes the challenges faced by educators who try to nurture the development of creativity through effective teaching and to ask which experiences will have the greatest impact, as these will help to determine our ongoing lines of research, development, and training initiatives.

EVALUATION AND PUBLIC POLICY (VOLUMES 11, 12)

Carolyn Callahan introduces the seminal articles on evaluation and suggests that this important component neglected by experts in the field of gifted education for at least the last three decades can be a plea for important work by both evaluators and practitioners. She divides the seminal literature on evaluation, and in particular the literature on the evaluation of gifted programs

into four categories, those which (a) provide theory and/or practical guidelines, (b) describe or report on specific program evaluations, (c) provide stimuli for the discussion of issues surrounding the evaluation process, and (d) suggest new research on the evaluation process. Callahan concludes with a challenge indicating work to be done and the opportunity for experts to make valuable contributions to increased effectiveness and efficiency of programs for the gifted.

James Gallagher provides a call-to-arms in the seminal articles he introduces on public policy by raising some of the most challenging questions in the field. Gallagher suggests that as a field, we need to come to some consensus about stronger interventions and consider how we react to accusations of elitism. He believes that our field could be doing a great deal more with additional targeted resources supporting the general education teacher and the development of specialists in gifted education, and summarizes that our failure to fight in the public arena for scarce resources may raise again the question posed two decades ago by Renzulli (1980), looking toward 1990: "Will the gifted child movement be alive and well in 2010?"

CONCLUSION

What can we learn from an examination of our field and the seminal articles that have emerged over the last few decades? First, we must **respect the past** by acknowledging the times in which articles were written and the shoulders of those persons upon whom we stand as we continue to create and develop our field. An old proverb tells us that when we drink from the well, we must remember to acknowledge those who dug the well, and in our field the early articles represent the seeds that grew our field. Next, we must **celebrate the present** and the exciting work and new directions in our field and the knowledge that is now accepted as a common core. Last, we must **embrace the future** by understanding that there is no finished product when it comes to research on gifted and talented children and how we are best able to meet their unique needs. Opportunities abound in the work reported in this series, but many questions remain. A few things seem clear. Action in the future should be based on both qualitative and quantitative research as well as longitudinal studies, and what we have completed only scratches the surface regarding the many variables and issues that still need to be explored. Research is needed that suggests positive changes that will lead to more inclusive programs that recognize the talents and gifts of diverse students in our country. When this occurs, future teachers and researchers in gifted education will find answers that can be embraced by educators, communities, and families, and the needs of all talented and gifted students will be more effectively met in their classrooms by teachers who have been trained to develop their students' gifts and talents.

We also need to consider carefully how we work with the field of education in general. As technology emerges and improves, new opportunities will become available to us. Soon, all students should be able to have their curricular

xx Differentiation for Gifted and Talented Students

needs preassessed before they begin any new curriculum unit. Soon, the issue of keeping students on grade-level material when they are many grades ahead should disappear as technology enables us to pinpoint students' strengths. Will chronological grades be eliminated? The choices we have when technology enables us to learn better what students already know presents exciting scenarios for the future, and it is imperative that we advocate carefully for multiple opportunities for these students, based on their strengths and interests, as well as a challenging core curriculum. Parents, educators, and professionals who care about these special populations need to become politically active to draw attention to the unique needs of these students, and researchers need to conduct the experimental studies that can prove the efficacy of providing talent development options as well as opportunities for healthy social and emotional growth.

For any field to continue to be vibrant and to grow, new voices must be heard, and new players sought. A great opportunity is available in our field; for as we continue to advocate for gifted and talented students, we can also play important roles in the changing educational reform movement. We can continue to work to achieve more challenging opportunities for all students while we fight to maintain gifted, talented, and enrichment programs. We can continue our advocacy for differentiation through acceleration, individual curriculum opportunities, and a continuum of advanced curriculum and personal support opportunities. The questions answered and those raised in this volume of seminal articles can help us to move forward as a field. We hope those who read the series will join us in this exciting journey.

REFERENCES

- Baldwin, A.Y. (1977). Tests do underpredict: A case study. *Phi Delta Kappan*, 58, 620-621.
- Gallagher, J. J. (1979). Issues in education for the gifted. In A. H. Passow (Ed.), *The gifted and the talented: Their education and development* (pp. 28-44). Chicago: University of Chicago Press.
- Guilford, J. E. (1967). *The nature of human intelligence*. New York: McGraw-Hill.
- Marland, S. P., Jr. (1972). *Education of the gifted and talented: Vol. 1. Report to the Congress of the United States by the U.S. Commissioner of Education*. Washington, DC: U.S. Government Printing Office.
- Neihart, M., Reis, S., Robinson, N., & Moon, S. M. (Eds.). (2002). *The social and emotional development of gifted children: What do we know?* Waco, TX: Prufrock.
- Renzulli, J. S. (1978). What makes giftedness? Reexamining a definition. *Phi Delta Kappan*, 60(5), 180-184.
- Renzulli, J. S. (1980). Will the gifted child movement be alive and well in 1990? *Gifted Child Quarterly*, 24(1), 3-9. [See Vol. 12.]
- Renzulli, J. (1982). Dear Mr. and Mrs. Copernicus: We regret to inform you . . . *Gifted Child Quarterly*, 26(1), 11-14. [See Vol. 2.]
- Renzulli, J. S. (Ed.). (1986). *Systems and models for developing programs for the gifted and talented*. Mansfield Center, CT: Creative Learning Press.

- Renzulli, J. S., & Delcourt, M. A. B. (1986). The legacy and logic of research on the identification of gifted persons. *Gifted Child Quarterly*, 30(1), 20-23. [See Vol. 2.]
- Renzulli J., & Hartman, R. (1971). Scale for rating behavioral characteristics of superior students. *Exceptional Children*, 38, 243-248.
- Ross, P. (1993). *National excellence: A case for developing America's talent*. Washington, DC: U.S. Department of Education, Government Printing Office.
- Sternberg, R. J. (1982). Nonentrenchment in the assessment of intellectual giftedness. *Gifted Child Quarterly*, 26(2), 63-67. [See Vol. 2.]
- Tannenbaum, A. J. (1983). *Gifted children: Psychological and educational perspectives*. New York: Macmillan.
- Torrance, E. P. (1984). The role of creativity in identification of the gifted and talented. *Gifted Child Quarterly*, 28(4), 153-156. [See Vols. 2 and 10.]
- Torrance, E. P. (1987). Recent trends in teaching children and adults to think creatively. In S. G. Isaksen (Ed.), *Frontiers of creativity research: Beyond the basics* (pp. 204-215). Buffalo, NY: Bearly Limited.