

From the Editor's Desk

Welcome to Volume 30, Number 1 of the *Journal for the Education of the Gifted*. For 30 years, this journal has offered its readership thought-provoking theoretical, philosophical, and empirical ideas from some of the finest minds worldwide who work in the area of gifted studies. Carrying on that tradition, we have four very interesting articles in this issue. In the first article, "Code Switching Among Bilingual and Limited English Proficient Students: Possible Indicators of Giftedness," Claire E. Hughes, Elizabeth S. Shaunessy, Alejandro R. Brice, Mary Anne Ratliff, and Patricia Alvarez McHatton explore aspects of code switching and possible resultant behaviors of bilingual children with gifts and talents. In their article, they offer a nontraditional view of these children who "possess a high level of understanding of the two cultures, as well as a deep understanding of the underlying structures and purposes of two language systems" rather than the common thinking that they are disadvantaged and semiliterate.

Seon-Young Lee and Paula Olszewski-Kubilius provide the second article, entitled "The Emotional Intelligence, Moral Judgment, and Leadership of Academically Gifted Adolescents." This study investigated the level of emotional intelligence, moral judgment, and leadership of gifted high school students attending an accelerative academic program or an enrichment leadership program. Their results were supportive of some current thinking but also were quite provocative concerning other topics in this domain. In the Discussion section of their article, the authors shed new light on issues of the emotional development of students with gifts and talents.

Sal Mendaglio and William Tillier offer their analysis of the usefulness of Dabrowski's theory of positive disintegration as it applies to the study of gifted individuals in the third reading. The article, "Dabrowski's Theory of Positive Disintegration and Giftedness: Overexcitability Research Findings," reviews overexcitability research, "contrasts it with Dabrowski's approach to research with gifted individuals, and argues that researchers should emulate Dabrowski's approach in future investigations." This article will likely

spawn important dialogues among Dabrowskian scholars and others interested in his theory.

In the final piece in this issue, "Gifted Asian American Adolescent Males: Portraits of Cultural Dilemmas," Chen-yao Kao and Thomas P. Hébert present the results of the qualitative analysis of the cultural dilemmas experienced by two gifted Asian American young men. Cultural conflicts that are intergenerational in nature within the families of the young men are examined. The implications for supporting Asian parents in nurturing their sons' development are discussed.

Please note that Dr. Amy Howley is preparing a guest-edited special issue of *JEG* dealing with gifted students in rural settings. Should you wish to contribute to that issue, or have questions about it, please contact her at ahowley@uohio.edu.

I hope you find these articles as interesting as I have, and should you have any questions, concerns, or comments about this, or any other issue of *JEG*, please feel free to contact me.

Dr. Tracy L. Cross, Editor
Journal for the Education of the Gifted
Dean's Office
Teachers College
Ball State University
tcross@bsu.edu