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Abstract: Identifies the influential persons in gifted education and their accomplishments. Construction of gifted teaching model by George Betts; Initiation of a scientific study of intelligence and genius by Francis Galton; Development of a comprehensive and theoretical model for gifted learners by Virgil Ward.

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INFLUENTIAL PEOPLE IN GIFTED EDUCATION

The history of gifted education is rich with events and people who have influenced the field for centuries. Plato advocated identifying the gifted and providing specialized education in metaphysics, science, philosophy, and military leadership (Colangelo & Davis, 1997; Davis & Rimm, 1989). During the reign of China's Tang Dynasty (circa 618 B.C.), child prodigies were delivered to the imperial court where their gifts were nurtured and developed (Colangelo & Davis; Davis & Rimm). Throughout the Renaissance, those who exhibited creative talent in art, architecture, and literature were supported by both the government and private patronage (Colangelo & Davis; Davis & Rimm; Hansen & Hoover, 1994).

In the United States, educational options for the gifted and talented had inauspicious beginnings. Although eventually compulsory schooling became available to all children, availability of secondary and postsecondary education was initially based upon not only academic prowess, but also the ability to pay for such services (Colangelo & Davis, 1997; Davis & Rimm, 1989; Newland, 1976). As the 20th century loomed in the distance, more provisions were made for the education of the gifted and talented in the U.S. In 1868, the St. Louis Public Schools established a promotion plan for bright students to complete six years of school in only four years (Piirto, 1999). Other flexible promotion plans were also initiated: Woburn, MA, in 1884; Elizabeth, NJ, in 1886; Cambridge, MA, in 1891 (Colangelo & Davis; Piirto).

The 20th century also had many hallmarks in gifted education. Beginning in 1901, the first private school for the gifted was established for children in grades 7–9 in Worcester, MA, and Baltimore, MD, followed in 1902 (Piirto, 1999). In 1918, the Louisville Public Schools in

Kentucky placed children with intelligence quotients ranging from 120 to 180 into the same classrooms (Piiro). According to Colangelo and Davis (1997), by 1920, approximately two-thirds of all major U.S. cities had some type of educational programming for gifted students.

Professionals and parents formed interest groups, such as the 1947 establishment of the American Association for the Gifted. In 1953, the National Association for the Gifted was founded. The Association for the Gifted began in 1959 under the umbrella of The Council for Exceptional Children.

In 1957, Sputnik gave impetus to the need for more advanced content in mathematics and science and helped fuel the National Defense Education Act in 1958 (Piiro, 1999). In 1972, The Marland Report was issued to Congress noting the deteriorating state of gifted and talented education (Delisle, 1999; Piiro). The report raised public awareness regarding the needs of the gifted and talented.

Johnsen (1999), editor of *Gifted Child Today*, asked members of the editorial board and columnists to submit manuscripts focusing on the identification of significant events in gifted education for the last volume of the 20th century. In the analysis of the articles by the coauthors of this paper there were many common threads. The majority of the authors offered Sputnik and the change of teaching practices as two of the most important events, closely followed by the concept of multifaceted intelligence and the positive effects of advocacy groups. In addition, the studies of genius and creativity, the Civil Rights Movement and its impact on the issue of equality and access, and the publication of the Marland Report (1972) were highlighted as the next most important historic happenings. The next group of events included the measurement of intelligence, school reform, the understanding of brain functioning and learning, and federal legislation. Mentioned less frequently were the growth in technology and media and the publication of the document *National Excellence: A Case for Developing America's Talent* (U.S. Department of Education, 1993). Some mention was given to the Industrial Revolution, establishment of the National Research Center on the Gifted and Talented, and the development of the residential schools for the gifted. The Richardson study, the changing roles of women, closing one room schools, and the World Wars were cited, but by only a few.

As could be expected, many persons in gifted education were noted with specific events, although that was not in the charge given by Johnsen (1999). Many were past and current university professors, psychologists, educators, government officials, and advocates.

Because the directive to the authors was to select 10 events and not specific people, the current study was conducted to determine those individuals who have impacted our field. Who are the persons who have influenced the history of gifted education? What are their accomplishments that have shaped our field? This study was conducted to identify the most influential persons in gifted education and their accomplishments.

Methodology

A letter explaining the purpose of the research and a survey form were forwarded to all the directors of graduate degree programs in the United States (Parker, 1999). Each director was queried to determine the five most influential persons in gifted education and their major contributions to the field. The directors were asked to list their five choices in random order. The response mode was open-ended and the directors were given two weeks to respond using a self-addressed, stamped envelope. At the end of the two weeks, a second request letter for participation was forwarded.

There are 92 graduate programs and centers for gifted and talented education in the United States listed in the NAGC 1999-2000 Directory of Graduate Degree Programs and Services in Gifted and Talented Education (Parker, 1999). Ninety-one surveys were mailed excluding one of the authors of this article. One graduate program listed in the directory no longer exists and was excluded. Fifty-seven surveys were returned yielding a 63% response rate. The results from 10 of the remaining 57 surveys were discounted due to incomplete information. The data from the 47 complete responses are presented in alphabetical order in Table 1.

Discussion

The influences listed for each person identified in Table 1 are synthesized from those most frequently offered by the survey respondents. The influences listed are not intended to represent all of their contributions in the field, but those cited by the respondents.

When examining the responses of those surveyed, certain categories emerged. The largest contingency of those cited were noted for their influences in area of curriculum development, followed closely by those who have contributed to a better understanding of the emotional and social needs of these children and youths. Next, the respondents mentioned those who influenced federal initiatives, as well as those who have researched and provided a better understanding of culturally diverse groups within the gifted population. Influencers were also noted in the areas of the study of intelligence; the expansion of information relating to gifted females; and the offering of new definitions for giftedness. Respondents not only offered influential persons who have developed instructional models, but also those who have enhanced the understanding of creativity. The accomplishments of those dedicated to national and international organizations and those who have worked toward identification and programming of underachieving gifted students were also stated. Additionally, several persons were noted who have furthered the concepts of early identification and programming for preschool children; promoted a better understanding of the highly gifted and prodigies; emphasized the importance of leadership training for youth; underscored the necessity of program evaluation; and provided an analysis of the knowledge base of gifted education.

Conclusion

According to directors of graduate degree programs, the field continues to be influenced by persons from the areas of psychology, college and university professors, government officials, and professionals in education. The question now becomes who will influence the field in the future? How can each of us at the local, state, national, and international levels contribute to

maximizing the abilities of gifted youth in this century? GCT

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Table 1 Survey Results Regarding the Most Influential Persons in Gifted Education

Person	Influence(s) on the Field of Gifted Education
George Betts	Constructed a model for teaching gifted and talented students that has as a component the students' affective development
Benjamin Bloom	Devised a taxonomy delineating levels of thinking integral to educational objectives and studied talent development across diversified groups

James Borland Worked with identification and programming for economically disadvantaged gifted students

Bill Bradley Secured the first passage of the Javits Gifted and Talented Education Act as a Senator from New York

Jerome Bruner Developed the concept of a spiral curriculum

Carolyn Callahan Researched gifted curriculum and program evaluation

Barbara Clark Wrote in the field including an introductory textbook and contributed to international and national gifted organizations

Nick Colangelo Advanced the understanding of the affective development of gifted children, developed a center, created an annual rural symposium

M. Csikszentmihalyi Worked on creativity including problem finding and problem solving, researched the finding and acceptance of self

Kazimierz Dabrowski Developed a theory leading to the understanding of the emotional aspects of giftedness including personal intensities and excitabilities

James Delisle Wrote on the social and emotional aspects of giftedness

John Feldhusen Developed program models at both the elementary and secondary levels for teaching gifted students, researched in the domain of leadership, and worked within the area of creativity

David Feldman Researched in childhood prodigies

Donna Ford Extended awareness of cultural diversity in the gifted population

Mary Frasier Organized a movement for the identification of atypical gifted learners

James Gallagher Wrote extensively in the field including works on political advocacy and policy development regarding gifted education

Francis Galton Initiated scientific study of intelligence and genius

Howard Gardner Developed a model expanding the concept of intelligence into several domains

Gae Golembiewski Trained minority graduate students in gifted

education to become mentors and role models in the community

John Gowan Was an early pioneer in the field of gifted education and strong influence in NAGC

J. P. Guilford Employed factor analysis to help explain the multidimensional nature of intelligence

Leta

Hollingworth Was an early influence on the research pertaining to the highly gifted, social/emotional aspects of giftedness, and gifted females

Sandra Kaplan Developed a model for curriculum differentiation; member of the National State Leadership Training Institute on the Gifted

Barbara Kerr Wrote and researched issues concerning gifted females

Barb MacGonagil Was catalyst for state curriculum revisions

C. June Maker Worked with program and teaching models in gifted education effectively synthesizing previous work in the field and developed a schema for applying curriculum models in gifted education

Sidney Marland Authored the Marland Report presented to the US Congress which expanded the definition of giftedness to include six specific dimensions

Ruth Martinson Was an early pioneer and assisted with the formulation of the Marland Report

Mary Meeker Operationalized and gave practical classroom applications for J. P. Guilford's work

Sidney Parnes Developed a model for creative problem solving with application to many fields of human endeavor

Harry Passow Promoted and articulated the needs of gifted individuals; curriculum development; and early work with talent development with disadvantaged populations

Sally Reis Advocated for gifted females; extended enrichment practices

Joseph Renzulli Conceptualized a definition, designed informal assessment instruments and alternate forms of enrichment programming in gifted education, and expanded the research base in the field

Sylvia Rimm Researched the area of the gifted underachievement and social/emotional aspects of giftedness

Halbert Robinson Pioneered work with preschool aged gifted children; implemented a university early entrance program in the United States

Nancy Robinson Researched the areas of radical acceleration and social/emotional issues of the gifted

Anna Marie

Roeper Founded a school for gifted students; advocated for affective education to address the social/emotional needs of the gifted

Bruce Shore Initiated a comprehensive critical analysis of the knowledge base on the gifted

Linda Silverman Advocated for the social/emotional needs of the gifted; advanced the contributions of Leta Stetter Hollingworth; researched the areas of the highly gifted and asynchronous development

Dorothy Sisk Directed federal Office of Gifted and Talented; worked with the World Council for the Gifted and Talented

Joan Smutny Author of several books focusing on disadvantaged and underserved populations of gifted

Julian Stanley Designed, implemented, and evaluated a model for student talent identification programs; implemented the diagnostic-prescriptive approach for teaching through radical acceleration

Robert Sternberg Developed a definition of intelligence incorporating a component of practical knowledge

Rena Subotnik Researched and wrote in the areas of talent development and female achievement

Abraham

Tannenbaum Explored the theoretical foundations of giftedness; developed a model of psychosocial giftedness

Lewis Terman Conducted influential longitudinal study of the gifted; pioneered work on the standardization of an intelligence test in the United States

Carol Ann

Tomlinson Developed strategies for the gifted student in mixed ability settings in the regular classroom

E. Paul Torrance Developed instrumentation and studied creativity and its processes; developed the basis for a future problem solving program

Joyce Van

Tassel-Baska Developed, implemented, and evaluated appropriate differentiated curricula for gifted students

Virgil Ward Developed a comprehensive, theoretical model for qualitatively differentiating curriculum for gifted learners

James Webb Wrote on the topic of social/emotional aspects of giftedness

Joanne Whitmore Researched the characteristics, causes, and interventions specific to gifted underachievers

Paul Witty Developed a definition of giftedness

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End Notes

The specific responsibilities of the enrichment specialist in SEM programs have been described in Schools for Talent Development (Renzulli, 1994).

Covering more material faster is a quantitative rather than qualitative difference in learning. Rapid coverage of larger amounts of material certainly has value and should be an option in special programs, but the pedagogy and the role of the learner generally are the same as in regular education.

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