CHAPTER 2
SUPPLEMENTAL MATERIALS

History of Gifted Education
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Activities

1. Research gifted education and create an infographic that highlights historical aspects of the field. This can include items such as important figures, influential contextual events inside or outside the field, and groundbreaking research. Infographics can be presented through a visual article, flow chart, numerical infographic, timeline, data visualization, or photo infographic.

2. Select either your local school district or state in order to understand how gifted education has evolved over time. Some questions to explore include: Who were the individuals responsible for introducing gifted education policy? How has policy/service changed over time? Was there a particular impetus for the institution of gifted programs and services?

3. Select a particular topic in gifted education and construct a historical literature review in an attempt to understand how the research for that particular topic has evolved.

This book traces the conceptual history of the field of gifted education. Chapters explore the lives of individuals who made fundamental contributions in the areas of eminence, intelligence, creativity, advocacy, policy, and curriculum. Drawing heavily on archival research and primary source documentation, expert contributors highlight the major philosophical, theoretical, and pedagogical developments in gifted education over the course of a century, providing both lively biography and scholarly analysis.


The release of the Marland Report in 1972 is often described as a watershed moment in the field of gifted education and remains a touchstone for the field today. The report presented the federal government's formal definition of giftedness and outlined the unique learning needs of gifted students and the challenges faced by these students in U.S. schools. This article presents an examination of the goals and outcomes set forth in the Marland Report, the context within which the report evolved, and lessons learned, which can lead to an improved understanding of this legislation and the state of the field today.


The Marland Report was the impetus and structure to provide a more systematic approach to building state and regional gifted programs. One of the strategies used to proliferate the spread of programming for gifted students throughout the states was the National/State Leadership Training Institute on the Gifted and Talented (N/S-LTI-G/T). This article introduces the organization's impact on the growth of gifted education throughout the United States. Despite the many limitations and inadequacies that still exist, the imprint of the N/S-LTI-G/T and those who participated in this work still resonates in many states.


In classic Western movies, the good guy could be frequently identified by his trademark white Stetson hat, whereas the bad guy always wore black. James J. Gallagher wore many hats during his career that spanned over 6 decades; he too would be known as the “man in the white hat”—trusted to do the right thing. This article outlines his federal contributions and their enduring impact on the fields of both special education and gifted education.

This research project employed a historical methodology to analyze and characterize the growth of the knowledge base in gifted education following the U.S. Department of Education’s (1993) report, *National Excellence: A Case for Developing America’s Talent*. Topical priorities and descriptors of inquiry are compared against the recommendations of the National Excellence report. During the period from 1994 to 2003, a disconnect is evidenced between recommendations and actual research priorities and practices.


This chapter reviews the historical interest in giftedness to the 19th century, shares four biographical summaries that illustrate key issues in the 20th-century history of gifted education, offers a review of cognitive and affective variables that have historically been used to study giftedness, and concludes with attention to issues of particular interest to psychologists and mental health professionals.


This article describes critical events that have shaped gifted education, including the deployment of Sputnik, Lewis Terman’s giftedness definition, the Marland Report, Joseph Renzulli’s inclusion of creativity, Talents Unlimited, Howard Gardner’s multiple intelligences theory, student diversity, and advances in technology.


The venerable Abe Tannenbaum outlined the history of gifted education in this chapter for the *International Handbook of Giftedness and Talent*. Beginning with the Ancient Greeks, he follows the trajectory of the field to modern times. His own long career in the field provides a complementary perspective to the literature.
Standard Addressed

NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education

Standard 6: Professional Learning and Ethical Practice

6.2 Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.