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## **\* Foreword \***

Since his early path-finding work in Creativity in which theories of creativity are related to enrichment activities in the classrooms, Dr. Joseph Renzulli has come to distinguish himself as one of the leading teacher educators in gifted education of our time. In the tradition of a philosopher, he has sought out tenets which demonstrate sincere concern for the individual gifted student. In the tradition of a scientist he has operationalised an effective guide for developing educational programs flowing from the gifted student's frame of reference and interest.

Now Dr. Renzulli has summarised his extensive research and consultant work with local, state, national and international educational systems over the last few years in this book, enabling teachers to move gifted students through a defensible awareness, process and product procedure. Education for the gifted student must be qualitatively different, and it is with this statement clearly in mind that Dr. Renzulli has written this text.

It is simple and straightforward, written in such a manner that the teacher, teacher supervisor or administrator can share the concepts, procedures and techniques in order to maximise learning for the gifted student.

Dr. Renzulli has used his own empirical research and observation of gifted students and their teachers to point out directions for enriching educational activities. His approach is that of a teacher trainer, registering concerns about activities for gifted and then presenting an enrichment model that can be used as a guide in developing defensible programs for gifted that are indeed qualitatively different.

This book should make the most difference where it counts, with teachers and gifted students in the classrooms. In summary, Dr. Renzulli's text is a first step toward a much needed technology for developing gifted education.

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## PREFACE

### ※ Curse You, Red Baron ※

I have been working on this book for about three years during which time various parts of the content have been presented at workshops and conferences dealing with education of the gifted and talented. At the conclusion of one such presentation a fierce-looking man charged up to me and shouted, "Curse you, Red Baron, you've just shot down five years of what we thought was a pretty good program!" After I crawled out from behind the podium I tried to explain that the purpose of the model was not to "shoot down" anyone's program, but rather to provide a framework into which many existing innovative practices can be placed. Just as buildings that are constructed without architectural plans are likely to result in wasted space and duplicated facilities, so can educational programs without appropriate models result in wasted time, indefensible practices and a great deal of "ammunition" for people who question both the value and the quality of special services for gifted youngsters. These people have argued that many of the practices that typify programs for the gifted are little more than a random collection of kits, games, puzzles and artsy-craftsy activities, and that what we call differential education is basically a cosmetic reshuffling of many time-honoured curricular practices that are essentially good for all students. Teachers who work with the gifted have been characterised by some critics as people who have accumulated a large bag of educational tricks and that these tricks more nearly fulfil the purpose of entertaining bright youngsters rather than capitalising on the characteristics of truly gifted people.

