



## Preface

**M**any years have passed since I wrote the first edition of *Curriculum Development for the Gifted* (1982a), and much has changed in the world as well as in the field of education for the gifted. What is interesting is that when Shirley and I started to plan the third edition of *Curriculum Development and Teaching Strategies for Gifted Learners*, we examined the principles in Chapters 2 through 5 carefully, and we found that the principles still apply! We could not find an underlying principle that does not continue to be important in our field, and we did not see other important ideas and guidelines that could not be subsumed under the rubric of the principles already identified.

However, we did find that the examples, references, and results of research needed updating to incorporate the fine work of more recent scholars and practitioners in the field. Examination of the teaching models from the previous editions revealed that some retained their relevancy, some have been updated and/or modified, and some new ones are available. We also found that we needed to revisit the two previous versions of the book to see which chapters needed to be retained from both editions. From the first edition, we updated and revised the chapters on developing a curriculum for the gifted, incorporating the requisite modifications. From the second edition, we revised and updated the chapter on developing a scope and sequence for curriculum in a program for the gifted.

Perhaps the most important change in the field of education for the gifted during the past 26 years has been the increased globalization of the world, and this is reflected in the third edition of this book. Many educators have found that the principles underlying a good curriculum for gifted students in the United States can be applied in other countries. These principles have stood the tests of time and cross-cultural appropriateness. To me, this book would not be complete without acknowledging

the innovative ways educators in varied cultures around the globe have adapted and implemented the important principles discussed in the first four chapters of this book. I hope all of you enjoy reading Part III and learning from our international colleagues.

Finally, and most important, this book is different from the other editions because of my coauthor, Shirley Schiever—teacher educator, curriculum specialist at a fine arts magnet school, coordinator of the first DISCOVER research project, coordinator of programs for the gifted, and teacher of the gifted. I am most proud of the fact that Shirley is my first doctoral graduate from the University of Arizona. All others have an incredible model to emulate. Her writing is clear, concise, practical, imminently readable, and *always* grammatically correct!

I would like to take this opportunity to thank Shirley for all she is to me and for all she has done for our field. I am indeed fortunate to know her and even more fortunate to write and discuss important ideas with a teacher who is also an extraordinary writer.

*C. June Maker*

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