A National Assessment

The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development

THE UNIVERSITY OF IOWA
GIFTED EDUCATION IN RURAL SCHOOLS:
A National Assessment

The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development

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THE UNIVERSITY OF IOWA
We find it interesting that many of the hallmarks of rural schooling, including mixed-age classes and a high degree of community-school interaction, are again in vogue. It is time to listen to the wisdom of rural schools.
Introduction

American schools on the brink of the next millennium are obviously different places than their 19th century counterparts. The introduction of computer labs, the racial integration of schools, and the grouping of classrooms by age comprise some of the most radical changes our schools have undergone in the last century. But as every kindergarten teacher or professor of education knows, many facets of our schools have stayed the same and many so-called innovations have come full circle. The common school movement of the mid-1800s, itself a reaction to industrialization, created a model of schooling that continues to be very much in use to this day, with relatively large classes of students working in rows, waiting for a bell to sound, and moving from one distinct subject area to the next.
A first step in this process is to take the current pulse of gifted education in rural schools. That is the aim of this report. While gifted education has made great strides in the latter half of the 20th century, focusing attention on the barriers of race, gender, and poverty in identifying and providing opportunities to gifted students, little attention has been paid to geographical barriers. Today, we have a much better idea of what is happening to serve our most able inner-city students, and we have models of successful programming for these students. Nothing on a similar scale, however, is available for those educators and parents working to improve the schooling experience of gifted rural students. While we know that rural schools are dedicated to helping gifted students, there has been little attempt at providing ample assistance or developing a national network to serve these students.

One important lesson learned from inner-city gifted programs is that the culture of the participants must be taken into consideration in order to achieve success. A curriculum that has worked for suburban children cannot be dropped whole onto an urban school and be expected to flourish. Likewise, a major challenge for identifying and providing for gifted students in rural schools is to respect and maintain the strengths of the rural school and its surrounding community; a fluid integration is our goal. Consolidation efforts, started more than a century ago and ongoing today, have aimed largely at standardizing rural schools and "suburbanizing" out their unique qualities. We do not view such homogeneity as a desirable or appropriate goal. Rather, we find it interesting that many of the hallmarks of rural schooling, including mixed-age classes and a high degree of community-school interaction, are again in vogue. It is time to listen to the wisdom of rural schools.

In addition to this report, which strives to provide a readable, comprehensive documentation of gifted education in rural schools, we will also host the first Wallace Family National Conference on Gifted Education in Rural Schools. This conference, held on May 21-22, 1999, at The University of Iowa, will bring together experts from both rural education and gifted education to articulate the challenges and needs of future work in this field. Together, the conference and report will begin to delineate a map to follow as we work to improve both our understanding of and our services to the ablest students in America's smallest communities.
Rural schools have a complex history. For many small and isolated communities they have been a focal point of activity, serving not only as a place for the education of children, but also as a meeting space for political and social affairs. Townships have traditionally taken pride in and felt a strong ownership of their schools, viewing them as a defining and shared centerpiece. Like many facets of education, rural schools have been victim to cyclical schools of thought. At the end of the 20th century, for example, many of the mainstays of small schools are being heralded by the education establishment; smaller class size, mixed grades, and the community as classroom are all popular methods today. At other times, however, small and rural schools have come under attack, facing accusations of being backwards and insufficiently rigorous. In the name of modernization and industrialization, many rural schools have been closed in favor of larger, consolidated buildings. While critics have sometimes been right about the deficiencies of these schools, they have more often been shortsighted and unconcerned with the best form of education for rural students.
The common school movement ran parallel to and was much influenced by the increasing industrialization of America. Standardization, the hallmark of industry, became a central tenet of education reformers. Because students, especially in large, urban schools, began to be grouped more frequently by age and ability rather than being taught together in multi-age groupings, it became necessary to formalize a set curriculum. By the mid-1800s, for example, Chicago's schools had gone to a graded system (although year-long classes strictly separated by age as we know them today were not the norm until the early part of the 1900s). The city's superintendent created a forerunner to today's scope and sequences, *A Graded Course of Instruction*, anticipating the need to neither repeat nor omit material from year to year.

Eventually, standardization made its way to rural schools as well. *The McGuffey Reader*, a popular standby and one of the most widely owned books throughout the less populated parts of the country (more than 122 million copies were distributed between 1836 and the 1920s), fell into disrepute. As Andrew Galliford notes in *America's Country Schools*, many reformers "criticized country schools as being out of step with the 20th century," even though they excelled at achieving some of the goals that reform heralded, such as the development of teamwork and job skills. Contemporary scholars and historians have criticized the standardization and consolidation movements, arguing that rural students lost connection to their communities as a result. Just as revisionists now view the "Americanization" of immigrants during approximately the same period in history as a forced stripping of their heritage, Galliford and others believe that "the standardization of country schools destroyed local community autonomy and students' understanding of their own indigenous regional backgrounds."

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**17th and 18th centuries**

According to Calvinist doctrine, children are believed to be inherently evil and born into sin. This thought prevails until the teachings of Rousseau (1712-1799) and other Enlightenment thinkers become popular. These latter thinkers view children as blank slates who are shaped by their environments.

**1784**

The Land Ordinance provides a legal framework for education in the Northwest Territory.

**1802-30**

So-called "monitorial schools," popular in urban areas, are the first American schools modeled after factories.
WORK PREPARATION AMONG THE DOUGLAS FIRS:
CAREER CONNECTIONS

Located east of the Cascade mountain range in Washington State, the Tonasket School District, is preparing its 1,248 students for 21st century careers. The town of Tonasket itself has a population of just under 2,000, and more than half of the district’s enrollment is eligible for participation in the federal free and reduced lunch program. It is truly an isolated district, just 20 miles from the Canadian border, with its closest “big” neighbor being the town of Omak (pop. 4,435) more than half an hour away. Still, Tonasket has creatively found ways to challenge its students and to present them with new experiences.

Foremost in this effort is the Career Connections program that exposes academically talented students to career opportunities. Kate Hagen, the program’s coordinator, explains that students shadow a member of the school staff in order to prove their commitment and responsibility before being assigned to a job shadowing internship opportunity in the community. They also work with school staff to assess their abilities and interests, and to identify careers that could be a good match for their skills. For their job shadowing, students have worked in such areas as law enforcement, medicine, and journalism. One student who hopes to enter veterinarian school, says Hagen, has split her time between a vet’s office and a radiology laboratory at the hospital. At the end of a Career Connections experience, students share their portfolios with a panel from the community and participate in mock job interviews.

Jessica Anderson, a Tonasket senior, has been working in the local hospital in preparation for studying health care in college. Describing the work she does as a nursing assistant in an email to the authors of this report, she wrote, “I have observed the removal of a cancerous growth, a fibroid biopsy, and an extremely bloody emergency room procedure involving a man with a ruptured artery.” A member of the National Honors Society, Jessica says that the experience has expanded her “narrow visions of a nice little nurse in white to someone who is deep in the middle of all the action.” She has clearly been challenged by the experience and widened the scope of her future goals as a result of this creative, community-centered program.
known breed self-respect, encourage hard work, and allow for special attention.” And those factors count for a lot, especially in the battle to overcome the effects of poverty and other socioeconomic disadvantages. As one small school’s motto proudly proclaims: “What we lack in size, we gain in pride.”

Rural Roadmaps

Rural schools and students rarely attract significant national attention, especially when compared to inner-city education. Think for example of the number of television shows or movies with a rural setting and theme as compared to those with an urban focus. This same phenomenon plays out in research as well, where rural education topics are largely overshadowed by their city counterparts.

In 1994, however, the Office of Educational Research and Improvement issued a major report: The Condition of Education in Rural Schools. This 140-page report details not only who attends these schools, who teaches in them, and who administers them, but it also explores the connections between rural poverty, the “health” of rural communities, and the effect of national reform policy on these schools. Although the report does not focus on gifted education, it is an important tool for those of us trying to gain the fullest sense of what is happening in our nation’s small and rural schools. Another report published two years earlier by the Children’s Defense Fund, Falling by the Wayside: Children in Rural America, is also a significant work. Its focus includes issues other than education (although one chapter is devoted to K-12 education), and it details the poverty in which many rural children live.

Sources for this section


Portland, OR: Northwest Regional Educational Laboratory.


1852 Massachusetts passes the country’s first compulsory school attendance law. By 1928, all states have passed a similar law.

1855 Brown University is one of the first universities in the country to offer education courses.

1855 Henry Barnard, a Progressive, begins to publish the American Journal of Education. It is the most widely circulated, comprehensive, and influential educational journal of its day.
As with rural education, gifted education has experienced a see-saw effect of interest and disinterest on the part of the educational establishment. Whether gifted students are viewed as an invaluable commodity that should be well-funded and nourished, or as an elitist group draining money from other projects, there has often been a strong reaction to gifted education in the United States. Writing in 1976, one expert in the field, T. Ernest Newland, summarized nicely what a number of more recent researchers continue to believe: “Society’s perceptions of the gifted have varied with the ways in which it perceives its needs.”
more rigorous program helped to bolster the efforts of advocates of the gifted. Furthermore, larger high schools with a greater population of top students and well-trained teachers were more able to offer advanced coursework.

What really spurred gifted education in the 1950s, however, was an event that occurred on the other side of the globe: the successful launching in 1957 of the Soviet satellite Sputnik. The United States lagged far behind the Soviets in aeronautical ingenuity at the time, and the launch of Sputnik underlined the shortcomings in American education, especially in math and science. Almost immediately an effort was made to identify and better educate the country’s brightest students. Acceleration and ability grouping became much more prevalent, and college-level courses were more available in high schools. The amount of research on giftedness and creativity also increased dramatically, with the professional literature on the subject as much as tripling.

Unfortunately, much of the progress from the programming initiated during the Sputnik period eroded in the 1960s. The civil rights movement and attempts to alleviate the shortcomings of services to inner-city and minority youth dominated educational funding during this period. Gifted programs, which traditionally had not served many children of color, were condemned as discriminatory and were allowed to languish, as opposed to being expanded to serve a greater diversity of students.

Another backlash against gifted education came in the guise of campus riots. Especially in the case of the University of California-Berkeley in the early 1960s, students protested being viewed as raw material to be mined and shaped by the educational system. As Abraham Tannenbaum wrote in 1972, “Large numbers of gifted students resent being groomed to service the critical requirements of a state they consider guilty of aggression abroad and oppression at home.” This notion of students as human resources, which was promoted in the 1983 Nation At Risk report, is much alive today and seems embedded in the American view of the purpose of education.

**Trailblazers**

Over the years, various research has served to increase the awareness of and interest in gifted education. Looking back to the 19th century, some of the first research into intelligence was carried out by Sir Francis Galton, a younger cousin to Charles Darwin. Galton is most remembered as the founder of the now obsolete science of eugenics. However, his work focusing on the link between heredity and intelligence was a benefit to early research on giftedness and creativity. Especially noteworthy was his 1869 book *Hereditary Genius*.

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<tr>
<th>1869</th>
<th>1870</th>
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<tr>
<td>Sir Francis Galton publishes <em>Hereditary Genius</em>.</td>
<td>St. Louis schools develop the first tracking system in the country.</td>
<td>The kindergarten movement, led largely by Elizabeth Peabody (whose sisters Mary and Sophia were married, respectively, to Horace Mann and Nathaniel Hawthorne) is in its first stages. There are now 12 kindergartens in the United States. Twenty-five years later, there will be 4,363.</td>
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A LEG UP IN OKLAHOMA: PROJECT LEAP

During the 1920s there was an oil drilling bonanza in northeastern Oklahoma. Towns seemingly sprouted and doubled overnight. The town of Shidler boasted a population of more than 10,000 and, along with the surrounding area, was home to 23 schools. Now, some 70 years later, only the Shidler School is left. Its 238 students (K-12) live in a 437 square-mile radius of the school, meaning that there are .5 students per every mile. Relatively nearby (by Oklahoma standards) is the consolidated Woodland School District boasting 572 students. Unlike Shidler, Woodland Hill students do not yet have access to the Internet. Some bizarre quirks of rural living have kept technological progress just outside their reach. Five different phone companies operate in the district, which has two area codes. A call between the middle school and the high school is long distance.

These two districts are joined by some of the difficulties that isolated, rural communities without a booming economy often experience. Along with two other districts, they are learning to overcome such odds while also working to serve and appreciate their communities’ heritage. Project LEAP (Leadership, Excellence, Achievement, and Performance) is a three-year program started through a Jacob K. Javits Gifted & Talented Students Educational Grant in 1996. The four districts have worked together through the Osage County Interlocal Cooperative in order to establish a model program for gifted and talented students, especially those who are economically disadvantaged and Native American. A report written by LEAP’s coordinators notes that the average Native American population for the four districts is 54%. In addition, 62% of all students qualify for free and reduced lunch benefits.

The project’s leadership curriculum is based on six areas of study: research skills, with an emphasis on technology and learning styles; writing skills; motivation/self-esteem, including student-initiated community service projects, such as car seat safety checks and home smoke detector installation; pre-college orientation; career education; and Native American heritage, emphasizing avenues for positive cultural identity. The educators working with the students are all of Native American descent and are familiar with the communities in which they live and work. More than 100 students have been identified and served by Project LEAP, which also has a strong parent-education component.

The most powerful model is the Talent Search Model which has effectively identified hundreds of thousands of students each year and has allowed for programming for these students. Founded by Julian Stanley in the early 1970s, this model has been the basis of university-based programs focusing on the development of specific academic talents. The identification of students via the Talent Search Model is based on the use of standardized tests. Typically, participants are given above-level tests (a method established

1888

Jane Addams (1860-1935) founds Hull House, a settlement house in Chicago providing welfare services for the poor and recent immigrants.

1889

Columbia Teachers College is established.

1891

Cambridge, Massachusetts implements the Double Track Plan in which classes could cover six years of work in four years.

1894

John Dewey (1859-1952) opens the Lab School at the University of Chicago. The school's motto is "learning by doing." He is responsible for a shift to student-centered education.
Setting a Course

In the latter half of the 20th century, a series of national reports impacted views about and support for gifted education. In 1972, in response to a Congressional mandate, the U.S. Commissioner of Education, S.P. Marland, issued *Education of the Gifted and Talented*. Commonly referred to as the Marland Report, its most lasting contribution to gifted education has been to establish a national definition of giftedness that is still used today (A modified and extended definition offered by Joseph Renzulli in 1978, however, has eclipsed it.) The effects of the Marland Report were nearly immediate and are ongoing today. Not only was funding and programming increased soon after publication of the Marland Report, but a federal office for gifted education was established. Many states have turned to the Marland definition for guidance in establishing standards and benchmarks for gifted education.

In 1983, the watershed *A Nation At Risk* report served as a wake-up call to American education. Although its focus was not specifically on the gifted, its effect was similar to that of Sputnik a generation earlier. The overall message was that American education was woefully inadequate and was quickly being overshadowed by superior educational systems in other countries. "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today," stated the report, "we might well have viewed it as an act of war." It went on to call for more rigorous standards and improved teacher training, among other remedies.

Despite the widespread attention drawn by the report, the Reagan administration, which had been responsible for its publication, was simultaneously engaged in withdrawing funding for many educational programs, including those for the gifted. In 1981, for example, the newly established federal office for gifted education was dismantled.

Appearing a decade later was *National Excellence: A Case for Developing America's Talent*. Produced by the Office of Educational Research and Improvement in 1993, the report called attention not only to the lack of challenge faced by many American students, but especially to the lack of educational opportunities available to "economically
Two current trends also contribute to a more “balanced” view of gifted students. One is the number of voices clamoring for increased rigor in the K-12 curriculum, a curriculum that has been deemed underchallenging by a wide range of experts. The recognition of these deficiencies makes it intuitively obvious that students of high ability must be “losing out” if the curriculum is not even sufficiently rigorous for the general population. The other trend has involved a number of international comparisons (e.g., TIMSS) resulting in sobering reports that America’s students do not match well with students in other countries. This has led to the perception that we may have short-changed some of our top students.

As we enter the new millennium, the public is beginning to realize that there is nothing to be gained by ignoring the needs of gifted students. There is greater acceptance that many of these needs can be met in school settings without jeopardizing the education of other students. In addition, it is being recognized that efforts on behalf of gifted students can actually improve the curriculum as a whole, which contradicts the notion that by fostering the needs of gifted students we abandon general students to a “lower-track” curriculum. With regard to gifted students in rural schools, there is more awareness and a greater commitment to not let the “luck” of geography dictate the opportunities to identify and enhance talent.

Historically, gifted education has been sabotaged by myths and stereotypes, e.g., gifted kids are generally social isolates. Many of these myths have been dispelled; however, two new general myths are emerging:

1. **Raising the general level of the curriculum will address the needs of the gifted, and, therefore, there will not be a need for special programs.** Whereas it is true that improving the curriculum for all students will improve the plight of the gifted student, general improvements will not by any means address the specific individual cognitive and affective learning needs of gifted students. These needs have now been well documented.

2. **Technology will “equalize” opportunities for the gifted, especially those in rural schools.** Technology will play an ever-increasingly large role in the lives of all people. It will clearly enhance quantitative and qualitative opportunities for gifted students, and gifted students in rural schools may especially benefit from its impact. However, technology cannot serve as a substitute for peer interaction and collective work. Rather, it can play only a limited role in providing for the affective needs of gifted students in rural areas.

It will be important to be vigilant in our thinking and not be convinced that general improvements are equivalent to comprehensive programs.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1920</td>
<td>Progressive Education Movement takes hold and developmental concerns become a focus.</td>
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<tr>
<td>1920</td>
<td>U.S. population = 106.5 million  Children in public schools = 21.6 million.</td>
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<td>1922</td>
<td>Leta Hollingworth establishes a school for gifted students in New York City that will eventually be known as the Speyer School project.</td>
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<td>1925</td>
<td>Lewis Terman publishes the first of four volumes of Genetic Studies of Genius, the first longitudinal study of giftedness.</td>
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Gifted Education in Rural Areas

Unlike the comprehensive reports and histories that have been written about both gifted and rural education, respectively, there are no such roadmaps for us to follow on the topic of how our most academically able and talented students are being served by America's small and rural schools. Relatively little has been written on the combined topics. In 1976, T. Ernest Newland wrote that the condition of the gifted in rural areas "seems to have been little studied." He proceeded to allot one chapter to the obstacles in providing challenge to gifted students in rural areas and outlined some alternatives. Almost two decades later, Jane Piirto also briefly addressed the needs of rural and gifted youth, very much echoing the observations of Newland, her earlier colleague; the only significant difference between the two is the increased attention by the latter author given to technology as a potential delivery system.
Likewise, an article published in the Winter 1989-90 issue of *Rural Educator*, "Planning a Gifted Program," does not take into consideration any possible differences between urban and rural gifted students. Rather, it provides an introduction to gifted education practices to a readership first and foremost interested in rural education. And, similar to the previous article, it offers no new knowledge to anyone with a basic exposure to gifted issues and methodologies.

The result of this phenomenon is that very little information of any depth is published regarding rural and gifted education. The book *Recommended Practices in Gifted Education* makes the following recommendations for further research into gifted education in rural areas: program evaluations highlighting those components that are more effective for rural programs; investigation of the availability of and access to resources by these students; evaluation of student outcome variables, "especially with regard to an important consideration: Does gifted education serve rural communities or create a ‘brain drain’?"

We concur with all of these recommendations. The Belin-Blank Center intends to become a clearinghouse for such studies and statistics regarding the status of rural gifted youth. As our review of the literature proves, there has been a need for such a service for some time.

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**MAKING DISCOVERIES IN NORTH CAROLINA: CLARKTON SCHOOL OF DISCOVERY**

"I’ve been in education for 49 years," says Jim Coleman, "and my time with the Clarkton School of Discovery has been by far the most exciting." Coleman is the principal of a unique magnet school that serves rural Bladen County in North Carolina. The middle school is open to all students in the county but has a special program within the school called Project Challenge that is especially for gifted and talented students.

Like all students at Clarkton School of Discovery, the gifted and talented students spend their mornings working on core courses. (They work entirely with teachers certified in gifted education.) Afternoons are reserved for elective classes in which Project Challenge students participate side by side with other Clarkton classmates. Every quarter, students sign up for new electives, some of which are deemed "core-related" and others of which are "enrichment/exploratory." Class subjects range from regional ghost stories to environmental science to mime.

The school, which opened its doors in 1994, is built on the theory that practices commonly applied to gifted and talented students can benefit all children. In 1997-98, the school had about 350 students, nearly 20% of whom were part of Project Challenge. The school has been so popular that some students travel by school bus for nearly two hours in order to attend.
Establishing a definition of *rural* sounds simple enough. We have found it, however, to be the most complicated task of this report. Most reports on rural subjects contain an explanation of how the authors have grappled with this definition. Even the federal government and its myriad of offices—to which we turned for precedence—does not use a single definition. Rather, respective federal offices use multiple meanings and often eschew the term altogether in favor of the less precise *nonmetropolitan*. Instead of defining what rural is, this all-too-convenient latter term lumps together everything it is *not*. Thus, our frustration over the elusive nature of this word puts us in good company.
RURAL: A CONCEPT IN TRANSITION

It may be the Southwest ear or some remnant of a speech impairment I carry, but I find that not many people hear and understand me when I say “rural.” “World?” they ask, “Whirl?” No, I explain, rural—as in “out in the country.”

I have learned that many people from out in the country have a shortage of rural pride and rural self-awareness; they simply see themselves as “not urban,” “not suburban.” Little communities are “out there”—say, 200 miles west of San Antonio. Defining yourself by what you are not creates a vacuum in a community. But beyond that, and for many reasons, I sense a growing feeling that “rural” may be too pure a word for many people’s experience of the part of the country where they find themselves. Some rural areas are changing quickly. I ask myself every day, is this rural?

In Oklahoma, for example, I visited a district perched on a busy two-lane highway. Everybody seemed to be going somewhere else in a hurry. In honor of my visit the superintendent went down to the little grocery at the side of the road and asked if anyone knew how the settlement got its name. Someone thought it was named after a woman, but no one was quite sure. Everyone I met at the community meeting had moved there from somewhere else, most often to retire.

In Texas I visited a district where almost all the parents commute at least 45 minutes to jobs in a plastics factory in a small city on the Interstate. People thought long and hard before they could name a family that still earns a living from agriculture. Just 10 years ago, they told me, most families farmed at least enough to contribute substantially to the family’s income. Only a few of the teachers live in this district.

Shifts in the economic base have eaten away at the identity and cohesiveness of many rural areas. In one central Texas county all five school districts were staying open, if not thriving, due to a boom in the foster care business. Unable to support themselves, former ranch families were now selling home care in a safer white middle-class environment for hundreds of foster children sent from Dallas and Houston. Foster children made up more than 25% of one district’s enrollment.

For such places “rural” is less reality than it is heritage, in the sense that Navajo speak of their language as a heritage language—ignored, forgotten, and not handed down through generations. Rural means something slightly different when the children attending the schools are not from the surrounding country, or when their parents are recent ex-urbanites who work and shop in cities. Or when none of the teachers or administrators grew up there or live there.

Where do you start when no one seems to know much about the place—its history, ecology, culture? I have come to believe that you start from where you are with people who have the capacity and desire to learn. You have to reclaim the knowledge of the place.

This is excerpted from an article by Belle Zars that appeared in the Rural Challenge newsletter, ruralmatters, Winter 1998. It is reprinted with permission of both the author and the Rural Challenge. Zars wrote this while working as a Rural Challenge steward in several southern states.
BREATHE EASY IN IOWA:
THE ENVIRONMENTAL HEALTH SCIENCES INSTITUTE FOR RURAL YOUTH

Come see the Inhalation Toxicology Facility! Learn about Pulmonary Biology! Discover Immunogenetics! These are just some of the topics that students in the Environmental Health Sciences Institute for Rural Youth will encounter during their one-week of study on The University of Iowa campus. This program, a partnership between the Belin-Blank Center and the University's Environmental Health Sciences Research Center is designed for gifted youth from Iowa communities of 2,500 or less. The residential program exposes students to issues, research, and problem-solving approaches dealing with the environment, agricultural occupations, and human health in rural areas of the state.

One of the program’s originators, Dr. James Merchant, says, “The fact that these high school students are from rural communities is particularly important because they have a special stake in agricultural and rural environmental issues.” The students, all of whom are between their freshmen and sophomore years in high school, develop presentations about some aspect of environmental health to present to both a community group and a school group when they return home. Project coordinators say that the growth they’ve witnessed in students during the week of on-campus study and during their hometown presentations has been impressive.

One complication in using a district-based definition is that districts are not determined nationally but rather state-by-state, with many different systems. The Condition of Education in Rural Schools notes that, “While nearly all rural districts have fewer than 2,500 students, the pattern is divided geographically. In New England and the Mountain states, nearly 70% of the rural districts have fewer than 300 students. In the Mid-Atlantic and Midwest, about 20% of the districts are that small; most have enrollments between 300 and 2,500. In the southern regions, where many states organize school districts along county boundaries, districts with under 300 students are rare. There, districts with 300 to 2,500 students are most common, and about one of three rural districts have enrollments exceeding 2,500 students.”

This difference is well illustrated by comparing Florida and Oklahoma. Although Florida has nearly twice as many students as Oklahoma, it has just 67 school districts, with only four of them falling under the 2,000 mark. By contrast, Oklahoma has a total of 548 districts, and 495 of those have fewer than 2,000 students.

Despite the fact that not every state nearly fits the less-than-2000 rule as it corresponds to rurality, we believe that we’ve captured the essence of rural for the purpose of this report. Specifically, we want to describe the educational topography, emphasizing how giftedness is served in rural areas.

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**Sources for this section:**


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<tr>
<td>U.S. population = 152.3 million</td>
<td>The American Association for Gifted Children publishes The Gifted Child by Paul Witty</td>
<td>Brown v. Board of Education begins the process of desegregation in American schools.</td>
<td>The National Association for Gifted children is established.</td>
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Many analysts have commented on how the cultural gap between rural and metropolitan areas has diminished as a result of such factors as commuting, cable television, and regional shopping malls. Still, schools in rural areas possess some unique qualities. For example, they are relatively isolated, situated geographically far apart from resources such as cultural centers, universities, large libraries, and even other schools. Teachers in these areas don't have ready access to institutions that would allow them to augment their training, nor are materials near at hand to research or expand curriculum. Students have less exposure to a range of professions than their suburban peers. Being part of small classes also limits the chance that a student with special needs will have a classmate with similar aptitude or interests.
LIFELONG FRIENDS IN WILLA CATHER COUNTRY: THE SUMMER HONORS PROGRAM

"Certainly my longest lasting friendships came about from the Summer Honors Program," recalls Marc Loy in an email to the authors of this report. "Here was a collection of 60 students interested in learning. That was a tremendous boost to my self-esteem." Loy, who now owns a computer training company, says that he was often bored in regular school and tried to help other students as often as possible in order to give himself something to do. The Summer Honors Program (SHP), however, allowed him to see a world outside his hometown of Alma, Nebraska (pop. 1,300).

Started in 1978 by the Educational Service Unit #11 in Holdrege, Nebraska, SHP was triggered by research indicating that rural students were at a disadvantage when entering college as compared to their suburban and urban peers. Since all of the districts served by the Service Unit are small and rural, with the largest district having 1,400 students today, the program made sense. SHP brings master teachers from across the country to Holdrege, says the program's director Tim Burke, so that students are exposed to as many expert teachers and geographic backgrounds as possible. Students are selected for the program after being nominated by their high school teachers. Once in Holdrege, they cover about a semester's worth of work in two weeks.

While providing gifted students from rural communities with opportunities for advanced study is one of SHP's primary goals, another one is equally as important: To bring together students with similar interests and concerns. The peer group established among SHP participants and graduates is significant. It is bolstered by the fact that many students enroll in the program for several years during their high school career and try to maintain contact during the academic year (a task made easier by email). Mike Lewis, who grew up in Beaver City, a town of 700, and who now works for the Nebraska Legislature, says, "Most of my best friends today are people I met at SHP. There was an atmosphere in which your social status was determined by how interested you were in learning and how creative you were." While Lewis greatly values his small school/small town experience, he does so with a caveat: "Of course I was lucky to have SHP. Most rural kids in this country don't have such an opportunity."

Although poverty's hold on rural America has gradually loosened during the last century, rural children continue to bear the brunt of existing economic difficulties. And every farm crisis or timber cutback is especially hard on this segment of the population. In 1993, for example, more than one-third of the rural Americans who were in poverty were children under the age of 18.

This poverty in rural areas is due in part to the instability of employment in these areas, a situation that is not significantly better than that found in many inner-cities. Although overall unemployment is lower in rural areas than in inner-cities, jobs are often short-term, seasonal, and part-time in nature. Such work not only undermines stability, it also limits a family's benefits, including health insurance for children, access to

James Conant's pro-consolidation study The American High School Today is published. Little focus is given to gifted education during periods of civil rights expansion and the Viet Nam war. U.S. population = 180.7 million Children in public schools = 36.1 million Project Talent is established at Columbia University under the direction of Harry Fassow.
service. Indeed, urban schools are now copying some of the most successful elements of their rural counterparts. Ironically, many of these positive features have been diminished by consolidation, a process that has forced rural schools to grow bigger and to lose their ties to local communities.

From our survey sent to rural educators, we received many responses demonstrating the benefits of small schools. Teachers, superintendents, parents, students, and association presidents all stressed the following benefits of small schools:

- a higher level of child-adult contact,
- more individualized learning,
- learning through community involvement,
- participation in multiple school events.

These benefits are the norm, not the exception. As Kathleen Cotton reports, "...in small schools, everyone is needed to populate teams, offices, and clubs; thus, even shy and less able students are encouraged to participate and made to feel they belong. As schools grow larger, opportunities for participation also grow—but not proportionately: a twenty-fold increase in population produces only a five-fold increase in participation opportunities.

Students in smaller schools also have an increased sense of belonging. Among the teachers and administrators we interviewed, many of them commented on the ease they had in discussing a particular student’s progress with other faculty, sometimes creating individualized plans for students with special needs and interests. Such spontaneous and flexible planning isn’t as possible in a larger school where the bureaucracy is usually more rigid and the larger enrollment simply means less time per student.

Many of the gifted students we talked to commented on the benefits of both a small school and a small town. Will Naved, from Garner, Iowa, said that his senior year independent study project on opera was possible because all of the teachers in the building knew and trusted him. "I set up a plan for my project and presented it to my teachers," said Will. "Because they knew I could work well on my own, they didn’t hesitate to let me go for it. It was the most exciting, challenging thing I did in high school." Naved eventually won a $5,000 Scholastic Art and Writing Award and was invited to Washington, D.C. to present his opera. Likewise, Tom Skuzinski, a National Merit Finalist from Reed City, Michigan, said that he really appreciated the support and security offered by his small community: "I sometimes received congratulatory notes from people in town who I didn’t even know," he recalled fondly. While these students may have profited from a wider range of peers and greater academic offerings in a larger school, they clearly enjoyed the advantages of their small schools.

Sources for this section:


The Study of Mathematically Precocious Youth (SMPY) is established by Julian Stanley at Johns Hopkins University; this represents the start of the Talent Search Model of Identification and Programming.

A report by Commissioner of Education, S.P. Marland, on the state of gifted education is published.

The Federal Office of Gifted and Talented is established.
Survey of State Departments of Education: The Top-Twenty Rural States

In order to learn more about the state of gifted education in rural schools, we surveyed two groups. First, we surveyed those people responsible for gifted education in state departments of education. Second, we surveyed rural educators. (Copies of both surveys can be found in Appendix A.) We will discuss the findings of the second survey in Section VIII.
We focused our survey retrieval efforts on these 20 states, calling all of those who had not responded. Eventually, we received data from every state except Montana. Some of the responses we received, such as those in regards to items “C” and “E,” did not always correspond with the numbers available from NCES. Thus, whenever federally procured statistics were available, we used those numbers in lieu of those from our survey. Unfortunately, many questions, especially those pertaining to AP classes and the allocation of funding to gifted students in various sized districts, could not be answered with the available data.

We were, however, able to obtain data from 19 of the 20 states with regard to the number of school districts and students in each of the three district size categories.
students, while South Carolina has 77% of its students in districts of this size. The numbers flip, of course, in the third category (districts greater than 5,000 students) with Alaska counting in at 71% and South Carolina at just 4%. As with other discrepancies between states, this one has a sensible explanation: Alaska has a few major population centers in which they’ve organized large districts, whereas South Carolina is without many sizable metropolitan areas and has organized smaller districts. This example harks back to our description earlier in this report of school districts in Florida and Oklahoma and reminds us of the results of an educational system that is state directed as opposed to federally mandated.

Table 4 shows us that rural areas are less diverse than their metropolitan counterparts. According to the 1993-94 SASS, just 18.8% of small towns/rural areas public school students are minorities. But to stereotype rural areas as being predominantly white misses some very important patterns. Indeed, the rural areas of New England, the Midwest, and mountain states are predominantly white. However, the South, Southwest, and Alaska look very different. Mississippi and South Carolina, for example, have two of the highest national averages of minority public school students, students who are almost entirely African Americans. But in Alaska, which also tops the national average, nearly one quarter of the students are Alaskan Native. And in New Mexico (which only misses our 20-state list by a single place) nearly half of the students are Hispanic and another 10th are American Indian; at 65.1%, the state has the second highest percentage of minority public school students in small towns/rural areas. As in other community types, people of color tend to be poorer than their white neighbors: “The prevalence in rural areas of low incomes and poverty, as well as less educational attainment, is even greater among [minority] population groups.” (Stern, *The Condition of Education in Rural Schools*).

<table>
<thead>
<tr>
<th>State</th>
<th>United States</th>
<th>Alabama</th>
<th>Alaska</th>
<th>Arizona</th>
<th>Arkansas</th>
<th>California</th>
<th>Colorado</th>
<th>Connecticut</th>
<th>Delaware</th>
<th>District of Columbia</th>
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<td>Percentage</td>
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<td>25.1</td>
<td>38.3</td>
<td>56.9</td>
<td>22.3</td>
<td>37.7</td>
<td>21.5</td>
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<td>62.1</td>
<td>63.7</td>
<td>66.9</td>
<td>73.4</td>
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<td>0.5</td>
<td>2.7</td>
<td>30.0</td>
<td>1.5</td>
<td>37.8</td>
<td>18.4</td>
<td>31.1</td>
<td>4.0</td>
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<td>1.7</td>
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<td>2.4</td>
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<tr>
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<td>2.5</td>
<td>7.2</td>
<td>4.0</td>
<td>9.2</td>
<td>5.5</td>
<td>0.3</td>
<td>0.7</td>
<td>0.0</td>
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<tr>
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<td>4.4</td>
<td>0.1</td>
<td>0.2</td>
<td>1.2</td>
<td>1.5</td>
<td>0.0</td>
<td>0.2</td>
<td>0.0</td>
</tr>
<tr>
<td>Native</td>
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Table 4: Percentage of public school students who are minority

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<th>Indian/Alaskan</th>
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</thead>
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<td>White</td>
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</tr>
<tr>
<td>Black</td>
<td>16.8</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
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<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>0.7</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Pacific</td>
<td>1.1</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Islander</td>
<td>2.5</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Native</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

Percentages in bold are the top-20 rural states.


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1981
The Federal Office of Gifted and Talented is dissolved.

1983
Nation At Risk, a report decrying the state of American education, is published.

1984
Howard Gardner's Frames of Mind is published introducing the theory of multiple intelligences.

About 4.3 million out of school houses are still in operation.
Survey of Rural Educators

One of the best indications we received of the quality of life in rural schools, as it pertains to giftedness, came from a six-question survey of rural educators. In March 1998, we mailed 55 surveys to members of rural associations, rural-related advisory boards of national committees, and rural experts at the 10 regional educational laboratories. Additional copies were made and dispersed by some of the original recipients. By July, we had received 28 returned and completed surveys. [See Appendix A for more information.] Here is a summary of the responses.
Question 3:
What are the two to three most important needs of teachers of gifted and talented students in small/rural districts?

Reflecting some of the previous responses, three themes surfaced in this set of responses: training, time, and administrative support. The overwhelming percentage of rural educators surveyed said that teachers need training to help them develop curricula for gifted and talented students, as well as to be able to better understand these students’ needs.

Some respondents, echoing the belief of the Belin-Blank Center, furthered this point by saying that the first step should be to better challenge all students. (“A more challenging curriculum in the regular classroom is needed.”) After raising the bar for everyone, then educators can focus on the needs of specific groups of students, including the gifted.

In order to prepare materials for gifted and talented students, about one-third of respondents believed that more time was necessary for planning and for meetings between faculty members. As one director of a rural research center said, “Time is of the essence! Time to prepare and time with the students.” The overwhelming message was that teachers are already painfully short of time to plan, so being expected to create special lessons for a small segment of a class is an additional burden that needed to be considered.

Respondents also said that teachers need the support of building administrators to first understand the needs of gifted and talented students and to serve as leaders to their teachers in this area, and secondly to support gifted and talented programming by allowing for training, preparation time, and financial support of materials and other student services (e.g., field trips, programming outside the building). Although financial support was a common theme, one regional coordinator said that this took a backseat to the necessity of well-trained teachers and dedicated administrators: “Because if [these things] are in place then lack of resources and funds becomes merely an inconvenience.”

We received very enthusiastic responses to this question. The most common comments stressed the advantages of a small enrollment. A small enrollment translates to greater opportunity for students and adults—be they teachers, custodians, coaches, or librarians—to interact. A smaller enrollment also means less bureaucracy and improved communication. This is somewhat akin to the difference of, say, a locally owned computer store with 10 employees and a giant corporation like Microsoft. Teachers see each other more often in a smaller building and have more time for discussion because they are responsible for fewer total students, as opposed to larger buildings where teachers may interact only by grade level or subject matter. Teachers in rural districts are more apt to compare notes about specific students, sometimes even developing individualized learning plans.

Small enrollments also allow students to participate more easily and actively in school clubs and events. Students have a higher degree of interaction with children in...
The Road Ahead

Much more needs to be learned about the best ways of identifying and serving gifted youth in rural schools. Currently, there is an inadequate conglomeration of mismatched research and data that does little to help those on the educational frontlines who are trying to provide effective programming for these students. The Belin-Blank Center proposes several steps to take as we work toward improving education for the gifted in rural schools.
We need to learn from both our successes and our failures. Assessing gifted programs in rural schools nationwide would help us with the previous two goals by 1) providing best practice examples for other educators, and 2) serving as data collection sites. Furthermore, schools and districts that are planning gifted programs could have their designs reviewed in advance.

These are among the most important next steps the Belin-Blank Center hopes to achieve as we turn our full attention to the challenge of improving gifted education in rural schools. The bottom line is that both gifted education and rural education have something to gain from the other. Countless students who were schooled in small towns across this country recall their educational experience fondly, as much for the experiences offered by their communities as by the actual school work. Others, of course, have yearned to be more challenged, to have access to greater resources, and to be a part of a larger peer group; all of these are shortcomings that gifted education seeks to overcome. Merging these two—the strong and clear benefits of rural education and the assets of gifted education—could create a new roadmap, a plan by which gifted students in rural areas could be educated both today and into the future.
**SURVEY I**

**Directions:**
- Please answer all of the questions (front and back) as they pertain to K-12 public schools in your state.
- In the following questions, "GT" refers to gifted and talented.
- Please indicate "not available" when you are unable to answer a question. If you have any information, however, that seems related to a given question, do not hesitate to include it. If for any of these responses it is easier to include a photocopy or some other document, please do so.
- Please provide numbers for each of the three size categories for every question unless we indicate that a breakdown is unnecessary.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>K - 12</th>
<th>PUBLIC SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Districts with less than 2,000 students</td>
<td>Districts with between 2,001 - 5,000 students</td>
</tr>
<tr>
<td>A. How many districts are there by size category?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. How many students are there by size category?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. How many students are eligible for free and reduced lunch?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. How many teachers are there by size category?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. How many students are there from each of these racial/ethnic groups?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- African-American/Black</td>
<td></td>
<td></td>
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<tr>
<td>- American Indian, Alaska Native</td>
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<tr>
<td>- Caucasian-American/White</td>
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<tr>
<td>- Mexican-American/Chicano</td>
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<tr>
<td>- Asian-American, Pacific Islander</td>
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<tr>
<td>- Puerto Rican, Cuban, other Hispanic Origin</td>
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<td></td>
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<tr>
<td>- Other</td>
<td></td>
<td></td>
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<tr>
<td>F. How many GT students are identified?</td>
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<td></td>
</tr>
<tr>
<td>G. How many approved GT programs are there?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. What percentage of your state education budget is allocated to GT?</td>
<td></td>
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</tr>
<tr>
<td>I. How much money is allocated per GT student?</td>
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<tr>
<td>J. How many districts offer honors or AP calculus?</td>
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<tr>
<td>K. How many districts offer two or more honors courses of AP</td>
<td></td>
<td></td>
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<tr>
<td>- science?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. How many districts offer two or more honors courses of AP in Language</td>
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<td></td>
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<tr>
<td>- Arts and/or Social Studies?</td>
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<tr>
<td>M. How many districts offer two or more foreign languages?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N. Is there a GT teaching endorsement in your state?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If yes, how many teachers have this endorsement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O. How many GT-endorsed teachers are there by size category?</td>
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</tr>
<tr>
<td>P. Mark the GT definition that best describes the one used by your state:</td>
<td></td>
<td></td>
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<tr>
<td>- Federal definition (Marland, 1972)</td>
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<tr>
<td>- Renzulli Triad Learner</td>
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<tr>
<td>- Multiple Talents/Gardner</td>
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<tr>
<td>- Structure of Intellect (SOI)</td>
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<tr>
<td>- Javits (1993)</td>
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<td></td>
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<tr>
<td>- Talent Search/Above-level Testing</td>
<td></td>
<td></td>
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<tr>
<td>- Other: (please specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q. Does your state provide guidelines for evaluation of GT programs?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>(Please indicate the breakdown here or enclose the numbers.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R. What size categories does your state use to segment school districts?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please indicate the breakdown here or enclose</td>
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</tr>
</tbody>
</table>
## Survey I
The following table indicates the responses received for Survey I. Yes indicates a complete response. No indicates no response. And part indicates partial response. The top-20 rural states are in bold.

<table>
<thead>
<tr>
<th>State</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
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### Table 2
**Direct general expenditures per capita of state and local governments by level and state: 1992-93**

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Top-20 rural states are in bold.


### Table 3
**Poverty status of 5-17-year-olds, 1995:**

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</table>

Top-20 rural states are in bold.

Appendix C: Resources

Gifted and Talented Organizations and Periodicals
The Association for the Gifted (TAG)
Council for Exceptional Children
1920 Association Drive
Rexton, VA 22091
(800) 336-3278

The Connie Behn & Jacqueline N. Blank International Center for Gifted Education & Talent Development
Dr. Nicholas Colangelo, director
Dr. Susan Assouline, associate director
210 Lindquist Center
The University of Iowa
Iowa City, IA 52242-1529
(319) 335-6465
http://www.uiowa.edu/~belincetr

Gifted Child Quarterly
1135 15th Street, N.W.
Suite 1002
Washington, DC 20005
(202) 785-9268

Jacob K. Javits Gifted & Talented Students Education Program
Liz Barnes and Patricia O’Connell Ross, team leaders
U.S. Department of Education
Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, DC 20208-5645
(202) 219-2116
http://www2.ed.gov/program_info/javits/

Journal of Creative Behavior
Creative Educational Foundation, Inc.
1050 Union Road
Buffalo, NY 14214

Journal for the Education of the Gifted
University of North Carolina Press
P.O. Box 2288
Chapel Hill, NC 27515-2288

The Journal of Secondary Gifted Education
Prufrock Press
P.O. Box 8813
Waco, TX 76714-8813

National Association for Gifted Children
Peter Rosenstein, executive director
1155 15th Street, N.W.
Suite 1002
Washington, DC 20005
(202) 785-4208
http://www.nagc.org/

National Research Center on the Gifted and Talented
Dr. Joseph S. Renzulli, director
The University of Connecticut
162 Fairfield Road, U-7
Storrs, CT 06269-2007
(860) 486-4926
http://www.gifted.uen.org

Roeper Review
Roeper City and County Schools
P.O. Box 329
Bloomfield Hills, MI 48302-0329
(313) 642-1500

Rural Education Organizations and Periodicals
American Council on Rural Special Education
Kansas State University
2323 Anderson Ave., Ste. 226
Manhattan, KS 66502
http://www.ksu.edu/acer/

ERIC Clearinghouse on Rural Education and Small Schools
Timothy Collins, director
Appalachian Educational Laboratory
P.O. Box 1148
Charleston, WV 25325-1148
(304) 624-9120
http://www.ael.org/eric/

Journal of Research in Rural Education
Theodore Coladarci, editor
College of Education
University of Maine
5766 Shibles Hall
Orono, ME 04469-5766

National Rural Education Association
Joseph T. Newlin, executive director
240 Education Building
Colorado State University
Fort Collins, CO 80523-1588
(970) 491-7022
http://www.colostate.edu/organizations/NREA/

The Rural Challenge
Paul Nachtigal and Toni Haas, co-directors
P.O. Box 1569
Granby, CO 80446
(970) 887-1004
http://www.ruralchallenge.org/

Directors of Gifted and Talented Education in State Departments of Education
Dr. Ann Brown, Program Manager
Gifted and Talented Education
Alaska Office of Special Services
Alaska Department of Education
801 West 10th Street, Suite 200
Juneau, AK 99801-1804
(907) 465-2972

Linda Grill, Education Specialist
Special Education Service
Alabama Department of Education
Gordon Persons Bldg., Box 302101
Montgomery, AL 36103-2101
(334) 242-8114

Ann Biggers, Administrator
Office of Gifted and Talented
Arkansas Department of Education
Education Bldg., Room 203-B
230 Capitol Mall
Little Rock, AR 72201
(501) 682-4224

Dr. Nancy Stahl, Gifted Education Manager
Arizona Department of Education
1335 West Jefferson Street, Bldg 24
Phoenix, AZ 85007
(602) 542-3859

Ruth Whitartz
Gifted Education Consultant
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720

Frank Rainey, State Consultant
Gifted and Talented Education
Colorado Department of Education
201 East Colfax, Rm. 402
Denver, CO 80203-1799
(303) 866-6849

Consultant of Gifted and Talented Program
Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
(203) 635-4247
Michele Munson, Consultant
Office of Gifted Education
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
(603) 271-3769

Robert Carol, Coordinator
Gifted and Talented Education
New Jersey Department of Education
100 Riverview, CN 500
Trenton, NJ 08605
(609) 984-6308

Diego Gallegos, Director
Special Education Department
New Mexico Department of Education
Education Bldg., Room 123
300 Don Gaspar
Santa Fe, NM 87501-3786
(505) 827-5802

Doris B. Berts
Gifted and Talented Education
Nevada Department of Education
700 E. Fifth St., Capitol Complex
Carson City, NV 89701
(702) 687-9141

Mary Daley, Executive Director
New York State Summer Institutes
NY State Education Department
Room 981, EBA
Albany, NY 12234
(518) 474-8773

Dan Tussey, Gifted Education Consultant
Division of Special Education
Ohio Department of Education
533 High Street
Worthington, OH 43085-4087
(614) 466-2630

Janet Schultz, Gifted Education Consultant
Division of Special Education
Ohio Department of Education
533 High Street
Worthington, OH 43085-4087
(614) 466-2630

Anita Boone, Coordinator
Krisy Ehlers, Director
Gifted and Talented Section
Oklahoma Department of Education
2500 N. Lincoln Boulevard
Oklahoma City, OK 73105-3599
(405) 333-2079

Nancy Anderson, Education Specialist
Gifted and Talented Programs
Oregon Department of Education
255 Capitol St., N.E.
Salem, OR 97310-0295
(503) 378-3598

T. Norcette Bingaman, Director
Gifted Technical Assistance Program
Pennsylvania Department of Education
Bureau of Special Education, 4th Floor
333 Market Street
Harrisburg, PA 17126-0133
(717) 781-6093 / 772-0635

Ivonne Quinones
Gifted and Talented Education
Puerto Rico Department of Education
P.O. Box 190759
San Juan, PR 00919-0759
(809) 274-1059

Ina S. Woolman, Coordinator
Gifted and Talented Programs
R.1. Dept of Elem & Secondary Education
255 Westminster St., Room 400
Providence, RI 02903-1400
(401) 222-4560, ext. 2318

Cindy Solar, Gifted and Talented Education
Contact
South Carolina Department of Education
801-A Rutledge Building
1229 Senate Street
Columbia, SC 29201
(803) 734-8391

Shirley Hoag
Gifted Education
South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501-2291
(605) 773-6480

Ann Sanders, Consultant
Gifted and Talented Programs & Services
Tennessee Department of Education
Division of Special Education
710 James Robertson Pkwy, 8th Floor
Nashville, TN 37243-0389
(615) 741-2881 / 741-7811

Evelyn L. Hiatt, Director
Gifted and Talented Education
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701
(512) 463-9435

Connie Love, Specialist
Gifted and Talented Education
Utah Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 538-7743

Joy L. Haytops, Specialist
Programs for the Gifted
Virginia Department of Education
Office of Elementary & Middle School
P.O. Box 2120
Richmond, VA 23218-2120
(804) 371-7419

Mary Harley, Coordinator
Gifted and Talented Education
St. Thomas / St. John School District
44-46 Kongens Gade
St. Thomas, VI 00802 Virgin Islands
(809) 775-2250

Gifted and Talented Education
Vermont Department of Education
120 State Street
Montpelier, VT 05620
(802) 828-3111

Gayle Pailey, Program Supervisor
Gifted and Talented Education
Washington Office of Public Instruction
Old Capitol Bldg., Box 47200
Olympia, WA 98504-7200
(360) 753-2838

Gifted and Talented Education
Wisconsin Department of Public Instruction
125 S. Webster Street
P.O. Box 7841
Madison, WI 53707
(608) 266-3360

Dr. Virginia Zimmer, Coordinator of Gifted Programs
Office of Special Education
West Virginia Department of Education
Capitol Complex
Building 6, Room 362
Charleston, WV 25305
(304) 555-0260

Ken Huhlebender, Consultant
Gifted and Talented Education
Wyoming Department of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002
(307) 777-3514


Regional Laboratory for Educational Improvement of the Northeast and Islands. (1986). Ideas that work in small schools: Grades K-6. Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands. (ERIC Document Reproduction Service No. ED 319 909)

Regional Laboratory for Educational Improvement of the Northeast and Islands. (1986). Ideas that work in small schools: Grades 7-12. Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands. (ERIC Document Reproduction Service No. ED 319 909)


Development

Connie Belin Fellowship Programs

Precollege Faculty Training Program

AP Teacher Training Institute

Pre-service and Summer Workshops

Practicum in Teaching and Curriculum Development

Endorsement in Gifted and Talented Education

Iowa Leadership Institute

Talent Searches

Belin Elementary Student Talent Search

Middle School Talent Search

National Recognition Program for High School Scholars

International Talent Searches

Challenges for Elementary School Students

Junior Scholars Academy

Iowa Governor's Summer Institute for Gifted and Talented Students

Iowa Summer Institute for the Arts and Sciences

Environmental Health Sciences Institute for Rural Youth

Iowa Talent Project

Summer Institute for Creative Engineering and Inventiveness

Project ACHIEVE

National Scholars Academy

Weekend Institute for Gifted Students

Research

Precollege Students

College Students

Inventors

Families

ACT National Data Bases

Talent Search Data Base

Iowa Distinguished Teachers

Assessment Services

Psychological Educational Assessment

Family Counseling Program

Counseling Laboratory for Talent Development

Practicum in Counseling and Psychological Services

Special Events

Wallace Research Symposium on Talent Development

Wallace National Policy Conference

Wallace Rural Schools Conference

Belin-Blank Recognition Ceremony

Invent, Iowa! State Convention

American Regions Mathematics League

Out-Reach

Invent, Iowa! In-services

Weekend/Distance Learning Programs

Staff Development

School Consultations

Program Evaluations

University Programs

College of Education Honors Opportunity Program

National Academy of Arts, Sciences and Engineering

University ACHIEVE

Iowa Talent Project

Development and Public Relations

Federal Grants

State Grants

The University of Iowa

Private Foundations

Individual Benefactors

Fund Raising

Media Relations