the appearance of coming from a system offering enlightenment but, in fact, does not permit examination of the system itself. The more we think alike the more likely we are not really thinking at all. “Taking difference seriously,” in Foucault’s term, is what marks out our spirituality, related as it is to our values and our sense of identity.

In a sense the argument is as old as education itself and goes back well before Erricker’s starting point of the English Civil War. Socrates was, after all, found guilty of perverting the young by teaching the priority of personal integrity over convention, Shakespeare advocated, “This above all: to thine own self be true,” and Jesus of Nazareth asked what we gained if we won over the whole world but the cost was that of our true selves. In fact, Erricker himself concludes that for all our expansion and modernizing, beneath the surface little has changed despite all proclamations to the contrary. The value of this book, is not in any startling original philosophy but in the opening of our eyes to the current form of the deceptions. It is a short but highly articulate piece of consciousness raising, inviting radical responses without closing off any questions – an ideal stimulus for postgraduate seminar work.

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Gifted Bilingual Students: A Paradox?  
New York: Peter Lang, 154 pages.

A belief that the phrase “gifted bilingual” may be contradictory is premised on definition of these terms. Defining gifted as exceptional academic achievement and bilingual as second language learning associated with immigrants to a country would result in not only a paradoxical condition but also a real contradiction. Equating gifted with extraordinary performance in school would exclude not only immigrant students who lack language proficiency, but also many other students who are native speakers, for example, academic underachievers. Defining bilingual as possessing limited proficiency in a second language ensures that students’ academic achievement in their early school years cannot reach exceptionally high levels. On the other hand,
if giftedness is defined in terms of exceptional intellectual potential, then gifted and bilingual are not contradictory and can coexist. Kogan’s book represents an attempt to convey to readers that bilingual (i.e., immigrant) students may be gifted when giftedness is defined in terms of potential rather than academic performance. On the last page of the text, we are told that her “book indicates that the gifted bilingual paradox is a myth” (p. 134). Paradoxically, virtually all current conceptions of giftedness in gifted education in fact emphasize the notion of potential in their definitions. Identification of gifted students for both research purposes and specialized educational programs is routinely conducted through assessment of intellectual potential or cognitive ability. The contribution that Kogan makes is not in emphasizing giftedness as exceptional potential, it is in raising our awareness of the challenges involved in identifying immigrant gifted children due to their limited language proficiency. Language and cultural differences do not allow for commonly used methods such as intelligence tests. As she accurately points out, use of translated standardized tests is not an adequate solution: Translated tests have serious shortcomings since the original test items are culturally embedded and literal translations are not likely to produce equivalency in all items. More importantly, she highlights the role of negative attitudes held by some educators toward immigrants as an impediment to the entire process of identification and provision of appropriate educational experiences. Educators’ prejudices and stereotyping of immigrants are impenetrable barriers to identification of potentially gifted immigrant children since a typical route to identification of any student with special needs begins with teacher observations and referrals.

Kogan’s work is a multiple case study investigation based on information she gathered on three Hispanic students who participated in Project Synergy, one of many initiatives funded to “provide a foundation of research and practice on the under-identification and under-representation of economically disadvantaged children from ethnic minority groups in programs for gifted students” (p.38). “Gifted and Hispanic in New York City: A Retrospective multiple case study of three children and their mothers” is a title that is more congruent with the content of the book. Her book contains many insights regarding this topic and may prove useful for educators who are confronted with students similar to the children Kogan interviewed. She begins with a comprehensive treatment of bilingual education and gifted bilingual education in the United States. Her treatment of bilingualism in the