Record Attendance at TAGT Fourth Annual Conference in San Antonio

Several different aspects of the TAGT Fourth Annual Conference, November 19-21, 1981, in San Antonio are considered to have been very successful. First, we had a record number of participants, in excess of 850, who actively attended small-group and keynote sessions. Second, we had a record number of exhibitors, a total of twenty. Third, 97 leaders of 52 small-group sessions contributed untold time and effort in sharing their expertise with us.

Our keynote speakers had a tremendous impact on their audiences. Dr. James Gallagher, president of the World Council for Gifted and Talented Children and affiliated with the University of North Carolina, described the need for and methods of providing appropriate programs for the gifted. Dr. Marvin Gold, executive secretary of the World Council for Gifted and Talented Children, an adjunct professor at the University of South Alabama, and editor/publisher of G/T/C Magazine, delivered his marvelous presentation, "In Defense of Wisdom." Finally, we were entertained delightfully by the Mariachi group from the San Antonio School District.

Evaluation summaries only reinforced what we thought we already knew. The average response on the conference evaluation forms was 4.3 on a scale of 5; average responses on small-group sessions were similarly positive.

We were greeted with enthusiasm and efficiency on every side and enjoyed the teamwork. Now we are celebrating the contribution made to gifted education—by exhibitors, by participants, by presenters—and are looking forward to the 1982 conference with "Great Expectations."

Kudos, Kudos, Kudos

There is a special group of people who made larger-than-life contributions to the TAGT conference effort. This group includes the members of the several local arrangements committees, small-group presenters, keynote speakers, and exhibitors. The mariachi group; Marilyn, Inc.; the Edgewood ISD students; and Region XX also made a qualitative difference in the conference. To each and every one, we thank you.

Dr. Charles Patterson, Conference General Chairman

See Convention photos inside.

President Judith Judy with Julie Ray, the recipient of TAGT’s new award for parent service named in her honor, the Julie Ray Award.
New Directions for Gifted Programs
Keynote Address by Dr. James Gallagher, Director, Frank Porter Graham Child Development Center, University of North Carolina and President, World Council for Gifted and Talented Children

In a description of the “changing climate” of gifted education in the United States, Dr. Gallagher began his presentation with a discussion of the conflicting facts that there is a markedly increased interest in the education of gifted and talented youth, but a distinct lack of resources necessary to produce the number and kind of programs that would insure appropriate G/T education. He stressed the fact that as federal support for educational programs is waning, the need for strong advocacy to insure quality programs for the gifted is increasing.

Dr. Gallagher explained that the current revival of interest in the education of gifted and talented students in the United States can be noticed from one end of the country to another. Interest seems clearly to be associated with the pessimistic views of the world and of our country's place in the world. He elaborated upon the idea that in such a potentially hostile environment, the leaders of all countries look to their best and brightest minds to improve upon military might, national resources, and technology. The general public, according to Dr. Gallagher, seems to be experiencing a “hunger for educational excellence” and is seeking educational programs that promise the best education possible for all students. He emphasized the dependency of the long-range welfare of our society upon those who will “give society a sense of quality and a definition to the society itself.”

The audience was inspired with Dr. Gallagher’s account of the accomplishments of some of the gifted students who were considered for the Commission for Presidential Scholars; however, they were very concerned over the comments the students themselves had written about their own school experiences. Dr. Gallagher urged those in state government to assume a leadership role in providing quality education for the gifted and challenged every one to work toward the achievement of two major objectives:

1) To enable gifted students to master the structure of the knowledge disciplines and to understand the basic principles at the heart of their subject matter.
2) To teach systems of knowledge rather than simple facts and associations.

Dr. Gallagher described appropriate content, skills and a learning environment in which this could occur. The address was concluded with a quotation from Thomas Jefferson which represents a dream for gifted education in 1982 as timely as it did when he offered it in his NOTES ON THE STATE OF VIRGINIA:

We hope to avail the state of those talents which nature has sown as liberally among the poor as the rich, but which perish without use, if not sought for and cultivated.

Review written by Dr. Leif Fearn, San Diego State University

For Upcoming TEA Proposals - A Suggestion

Include parents as well as staff members in your request for funds to attend TAGT's Fall Conference in 1982.

Review written by Della Whatley, Region XII ESC
Julie Ray Named Recipient of TAGT's New Award

A unique and important aspect of TAGT is that as a support group, it calls on the combined efforts and talents of educators and parents. This educator-parent partnership needs constant and consistent nurturing. In an effort to encourage parent participation in activities for the gifted throughout the state, recognition of outstanding contributions by parents was instituted at the 1981 Fall Conference.

The first recipient of the new Julie Ray Award, named in her honor, was Mrs. Julie Ray of Houston. In 1977, Mrs. Ray wrote and published, at her own expense, the book entitled TURNING ON BRIGHT MINDS. Her descriptive study outlined the programs in the book operation in Texas at that time. A first of its kind, surveyed the field of G/T endeavors on the part of schools in Texas.

She donated a number of copies of her book to TAGT and GSI. These copies were distributed to legislators, state school board members and others to create an awareness of the need for G/T funding.

Julie Ray chaired the original nominating committee for TAGT. She also served the initial Steering Committee whose goal was achieved in the establishment of TAGT.
### Calendar of Activities

**January 18, 1982**  
(9:00 PM, EST) The Olympics of the Mind will be featured on a half-hour segment of the new TV show "Creativity with Bill Moyers" on most PBS Stations.

**January 16, 1982**  
Temple Association for the Gifted will sponsor a Seminar for Parents in Region XII. Keynote speaker, Dr. Charles Patterson, TAGT President. Location will be the Temple High School. There will be other speakers from around the state presenting sessions of particular interest to parents. Fee of $10.00 includes lunch. For further information, contact Mrs. Judy Hundley at (817) 778-5828.

**March 4-5-6, 1982**  
GETOGETHER III. Texas Education Agency. Hilton Inn, Austin.

**March 4-5, 1982**  
TAGT Board Meeting, Austin.

**June 12, 1982**  
TAGT Board Meeting, Austin.

**July 1982**  
The Southwest Gifted and Talented European Discovery Program will take 48 students to Europe for three weeks of study. Open to high school students in Texas, New Mexico, Oklahoma and Arizona, six hours of undergraduate credit will be available. Contact: Don Jckles, Director, SGTEDP, Box 30773, Amarillo, TX 79120 (806) 355-6190. Or, Ms. Pat Leadbeater, Asst. Director, Box 9610, Phoenix, AZ 85068 (602) 997-7144.

**Summer 1982**  
The Gifted Students Institute has announced its 1982 Summer Programs. They include:

- Microcomputer Magic-grades 5-7
- CATS Summerstar-ages 10-15
- Worlds to Explore-grades 6-9
- Microcomputer Adventure/Managing
- Space Ship Earth-grades 6-10
- Aquatic Adventures Through the Texas Hill Country-grades 7-9
- Fish and Chips-grades 7-10
- More Than Words/An Adventure in Media-grades 7-12
- From Curandismo (Folk Medicine) to Computers-grades 8-10
- The Breadth of Intellect grades 9-12
- Learn, Live and Love Spanish (Cuernavaca)-ages 14-18
- Schloss Nienover/Living and Learning in a German Castle ages 14-18
- Vivre en Francais (Jonquiere, Quebec)-ages 14-18
- Microcomputers/Commuter Session grades 6-8
- Explorations/A Journey of Discovery-ages 8-11 (day camp)

For information or brochure, contact: Mrs. Laura Allard, GSI Associate Director, 611 Ryan Plaza Drive, Suite 1119, Arlington, TX 76011 (817) 265-7143.

**November 1918-20 1982**  
TAGT Fifth Annual Fall Conference, Houston, Texas.

**1983**  
G/C/T Directions IV, Mobile, AL. Weekend of Mardi Gras.

### TAGT Conference Site Schedule

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<td>Houston</td>
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<td>1983</td>
<td>Metroplex (Dallas-Fort Worth)</td>
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The TAGT Board urges any organization or district interested in hosting the 1984 conference to submit their invitation to Dr. Charles Patterson or Mrs. Jo Ann Houston.
provided one-half day of G/T programming for students in the areas of leadership, general intellectual ability, creative/productive thinking and specific subject matter aptitude. Effective RISE will continue to operate under the same format during 1981-82. Students, selected on the basis of above average ability, task commitment and creativity, are guided in the selection of a topic of interest as they participate in RSTC activities.

The long-range RISE goal is for each student to generate a new idea or product.

Grapevine's Program for Academically Talented (PAT) meets the needs of 67 elementary students identified as gifted in grades four, five and six. PAT students participate in research, independent projects and activities utilizing higher level thinking skills designed to develop creativity, higher cognitive thinking ability and leadership skills. Projects vary from four to six hours a week and are busied to an elementary school for one day each week. Fifth grade students are given the opportunity to learn business management procedures each year as they form and operate a company which produces and sells an item.

Sixth grade students receive G/T programming during regularly-scheduled reading classes.

Project PEAR (Pupils Excelling in Ability and Knowledge) in Hurst-Euless-Bed-Ford serves 297 students in grades four, five and six who are gifted in the area of general intellectual ability and 190 G/T students in grades seven and eight. At the secondary level, G/T curriculum development is in the specific subject areas of English and social studies.

At the elementary level, six itinerant teachers meet with G/T students twice each week at each of the 16 elementary schools. During the two hour morning and two hour afternoon sessions, students receive instruction in higher level critical and problem solving skills. They participate in locally developed mini-studies and independent projects. They also receive computer assisted instruction (CAI) designed to facilitate the development of computer programming and problem solving skills.

Special instructors, selected and trained in G/T teaching strategies, meet daily with gifted seventh and eighth grade students in an English social studies block. These students complete units of study which emphasize critical thinking and Bloom's Taxonomy. Through these activities the district endeavors to provide a qualitatively differentiated program for students at the upper end of the educational continuum.

Mansfield's Project GATE (Gifted and Talented Education) is in its first year of operation. Sixty identified gifted students, four in each of fifteen classes on one elementary campus. Classroom instruction emphasizes higher level thinking skills in the area of general intellectual ability.

Birdville initiated Project LAMP (Learning Activities for Mentally Gifted) in 1980-81. Currently 192 students identified as gifted in general intellectual ability and creativity attend a special class one day each week where they receive classroom instruction in strategies designed to enrich and supplement the regular curriculum.

PARENTS

From PARENTING THE GIFTED: AN INSERVICE MODEL by Ella Mac Gogel & Janet McCunsey, Arc Education Agency, 7277 Cedar Height Drive, Cedar Falls, IA 50613-2216.

"There is a need for parents to be very self aware regarding their own potential in the child and also to maintain an accurate and balancing perception of the child as a total and growing person. It is not effective for parents to rely on parental 'contract' with their child" (Finch, Gifted Child Quarterly, 1971, p. 49).

This inservice model was developed through a Title IV-C G/T Grant Program. Currently within the districts were cluster groups for the exchange of parent ideas. All parents heard the first three topics listed below. A fourth presentation was selected from the other titles or were given by guest speakers.

3. "The Emotional Consequences of Giftedness-
4. "Ideas For the Gifted Child at Home"
5. "How to Live With the Gifted Child"
6. "Local School District Program"
7. "Becoming an Advocate for the Gifted"
8. "The above sounds interesting to you, as a parent, and you think it would benefit to others in your district." (Finch, Gifted Child Quarterly, 1971, p. 49)

The Lubbock Association for the Gifted and Talented initially began in January, 1981, as a group of parents and teachers of ten children enrolled in an experimental preschool program for gifted children at the Child Development Center, Texas Tech University, Department of Home and Family Life. Because some concern arose about what was to become of these children when they had "graduated" from the preschool program, both the local school district and the Lubbock Independent School District. A list of questions was presented to each guest to be answered. These questions ranged from "What is your philosophy about educating gifted and talented children?" to "What are your suggestions for parents of gifted and talented children? How might a parent group help the Lubbock Independent School District in developing and implementing a gifted and talented program?"

Based upon this beginning, it was decided that a combined parent and educator association was needed to further the goals of developing and implementing a program in Lubbock for gifted children. It was felt that the association should be educational in nature with the goal of being one of many community resources to be described in the bylaws subsequently developed.

While the first meeting was attended by approximately 50 individuals, a second meeting, more effectively publicized was attended by more than 100 persons. The second meeting held in May, encouraged small-group discussions of concerns about education and gifted children. Two consultants, Dr. L. K. Belling, and Sue Gladden, were guest speakers, addressing "The Needs and Myths of the Gifted" and "The Development of a Program for the Gifted and Talented," respectively.

Other meetings held since then in June and October have provided opportunities for learning about national and state resources available to parents and teachers and about screening/identification/placement. Both of these presentations were provided by Sonia Crosby, consultant on gifted and talented education and formerly associated with the U.S. Department of Education, Office for the Gifted and Talented.

The Lubbock Area Project (for the Gifted & Talented) (LAGT) incorporated and adopted its bylaws as a non-profit organization in October, 1981. It has been instrumental in the establishment of the Lubbock Independent School District Board of Trustees Task Force on Gifted Education. The Board Task Force is charged with the responsibility for establishing the need for gifted education in Lubbock, evaluating programmatic models, and developing a plan for implementing a gifted and talented program, targeting the Fall, 1982.

While yet in its infancy, LAGT has grown very rapidly, has taken the necessary steps to become an effective and visible organization, and has become an affiliate of the Texas Association for Gifted and Talented.

Persons wishing additional information about the Association or its activities may contact Wm. Thomas McCutcheon, (806) 747-0318.

The Ysleta Independent School District, El Paso entered its third year with its gifted program in 1981-82. According to Bonnie Lesley, high school G/T coordinator, approximately 800 students are involved in five schools. The elementary gifted are pulled out of their regular classrooms for two hours two days per week in each of six schools. They work in a creative and academic oriented curriculum in a multi-disciplinary environment. At the secondary level, in five schools students in grades 7-9 are involved in honors classes which this year include math.

Students are identified for the program in a two stage process. The goal is to find the top five percent of each student body in terms of creative and productive thinking ability and specific aptitude in language arts and math.

Procedures provided for nomination by self, peers, teachers, parents or community persons. Each nominee is carefully screened utilizing all available data. A committee makes the final selection. Entry and exit policies are kept open throughout the year.

"Students are not offered more acceleration," says Harry Cantrell, assistant superintendent for Special Programs and Populations. "Rather we provide an emphasis on creative and critical thinking, independent study, research skills and in-depth exploration of topics. In other words, we offer a curriculum differing in content, context, process, and products from that generally available."


Highlights from NAGC Convention

The National Association for Gifted Children held its 29th annual convention in Portland, November, 1981 with an attendance of approximately 3000. Presenters included Barbara Clark, John Feldhusen, James Gallagher, Sandra Kaplan, Mary Meeker, Joseph Renzulli, Irving Sato, Dorothy Sisk and Don Trefl anger as well as a host of others from over the nation.

The quality of the sessions was outstanding The impact of the conference was overwhelming! There were some obvious implications that surfaced repeatedly throughout the conference. The following statements summarize one person's viewing of the conference:

1. Counseling the gifted student is a major concern of educators of the gifted.
2. Many educators and parents emphasized the need to integrate more content into gifted programs.
3. The need to involve and inform the regular classroom teacher in the differentiation of curriculum for gifted students was stressed.
4. Preschool and secondary programs for gifted students are increasing nationwide.
5. Texas has come a long way in gifted education! If my calculations of presentations and cancellations are correct, Oregon and Texas tied for the largest number of presentations at the convention. California had the greatest number in attendance.
6. The development of a federal level of creativity is a major threat in gifted programs nationwide.
7. Funding for gifted education is a matter of national concern.
8. An analysis of the kinds of programs presented gives an idea of the current emphasis nationwide in gifted education. The top five topics presented (in order of number of presentations) were:

(1) Curriculum Development, (2) Research and Management, (3) The Emotional needs of gifted-counseling, (4) Secondary Programs, and (5) Creativity Training.

Jean Stanley, G/T Facilitator Cerro Hannes Research Branch.

December 1981

TAGETempo 9
Richardson Association for Gifted & Talented

RISD held a workshop in September for teachers interested in sponsoring teams of students for the national Future Problem Solving Program. This nationwide project involves teams of four students who go through a specific problem-solving process to investigate and find solutions to three problems. The solutions are evaluated on the state level and returned to the teams with a rating. Teams may be invited to participate in state and eventually national competition.

This year's topics:

First practice problem: Child Abuse
Second practice problem: ESP
Third practice problem: Drug Use
State Bowls: Wildlife Extinction
National Bowl: Space Colonization

Teams are divided into three categories: Junior, Grades 4 through 6; Intermediate, Grades 7 through 9; and Senior, Grades 10 through 12.

Information regarding the Texas Future Problem Solving Program is available from Judye Stewart, 1607 Pennsylvania, Austin, TX 78702

There was an attendance of 130 at the RAGT Fourth Discovery Sunday held in November where 20 classes were offered by area volunteers. Typical classes included: How to's on getting along with parents and friends, an introduction to the stock market, introduction to first aid, and astronomy. A spring Discovery Sunday is also planned.

TAGT Festival '82, coordinated by Richland College and cosponsored by various area organizations including RAGT, has been scheduled for April 23-24, 1982.

San Antonio Association for Gifted and Talented Children

"If You Have A Visually Creative Child..."

Dr. Ron Binks, Director of the Division of Art Design at UTSA, offers the following suggestions to parents and teachers of visually creative children:

1. Encourage the child to talk about what he creates. Allow him to use his own words. He suggests saying, "I see what you just drew...tell me more about it," rather than, "That's a very nice dog.

2. If the child is a non-conformist beyond his school age, there will generally be a lot of pressure for him to change. For example, he may feel that he is doing something wrong by painting purple grass instead of green. It's important to reassure the child that not everyone sees things the same way, and that it's okay.

3. Don't dictate how things ought to look. Most adults are intent on a finished product. Let the child experiment along the way, rather than always feel she must strive for a professional looking end result.

4. Reassure your child that it's okay to fantasize. Share with her some of your own fantasies. Life doesn't always have to be real and earnest.

5. Make sure your child has access to different kinds of materials. Creating with clay can be as much fun for an older child as for a preschooler.

6. Expose your child to a variety of artistic creations. His environment should allow him to see different styles of art, rather than just styles in which objects resemble reality.

7. Finally, Dr. Binks emphasizes that the truly visually creative child will usually persist in trying to express the images which are in his head. The child has a compulsion to create which cannot be easily dampened. If the child's interest should change, don't be concerned that all of his ability has gone. It may well reappear again when the child is ready.