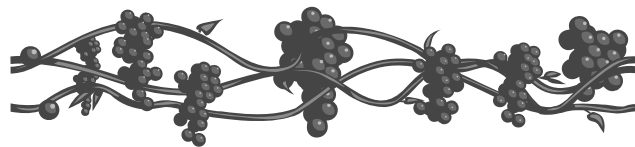




GATCA WA

The Gifted & Talented Children's Association of WA (Inc)

The Grapevine



GATCA

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The Grapevine June 2006

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You are invited to send your experiences, children's stories, work samples or anything else that you want to see in the Grapevine to derrin@thinkingahead.com.au for consideration.

***Please Note:** the views expressed in this publication are those of the authors of the articles, and do not necessarily represent the opinions of GATCA WA.*

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Publication deadlines **September Newsletter**

Advertising and articles must be received no later than
SEPTEMBER 5 2006
for inclusion

Advertising Rates

Current rates for advertising are as follows:
Full page \$100
Half page \$50
Quarter page (wide or tall) \$25
Insert A4 size \$100

All advertising must be received by the publication deadline.

President's Report

The strong voice of parents reflecting their requirements for their sons and daughters to receive appropriate education in their schools is becoming a powerful tool in driving changes both nationally and in Western Australia.

This was recently brought home to me when I attended the inaugural meeting of the South West Association of the Gifted (SWAG) which was attended by at least 40 articulate and passionate parents of gifted children in Bunbury at the PEAC (Department of Education's Primary Extension and Challenge) Centre on Saturday May 6. There was interest at the group becoming a branch of GATCA, a move which I wholeheartedly support!

This group was formed from the strong attendance of eighty parents at the GERRIC (Gifted Education Research, Resource Information Centre) all day country parent workshop on Saturday March 25 at Bunbury Senior High School.

GATCA had a high profile supportive presence at both events, with Derrin Cramer, Michelle Clayton and myself attending and providing information about GATCA and offering to provide further workshops and speakers.

Congratulations to Derrin Cramer and Michelle Clayton for putting forward a successful application for a grant from the Australian Association for the Education of the Gifted and Talented (AAEGT) - our national advocacy gifted group. The grant of \$1000 will enable GATCA to conduct children's workshops and address parents about gifted issues in follow to the workshops in some rural areas. It is planned to attend the next Bunbury SWAG meeting, as well as the Karratha or Broome workshops.

Please consider attending the National Gifted Conference in Perth in September 27-29 to provide further support for the gifted group, forming networks and finding out more information. The Federal Minister of Education, Julie Bishop and the State Minister, Liliana Ravlich have been invited to open and attend the conference. Several members of the GATCA community will also be presenting papers.

Lesley Sutherland

The Annual General Meeting of the Gifted and Talented Children's Association will be held on July 5 at Wesley College. The Information night will commence at 6pm with the AGM at 7pm. Supper will follow.



**NOW LOCATED AT
THE WYVERN CENTRE
Within Wesley College.**

**Enter at Swan St, South
Perth**

Library Update

New Book

Losing Our Minds - Gifted Children Left Behind

By Deborah L Ruf

On the back cover

Wouldn't it be disgraceful if we lost the brightest students now attending our nation's schools?

Dr Ruf establishes that there are far more highly gifted children than previously imagined, yet large numbers of very bright children are "never discovered" by their schools. She illustrates five levels of giftedness using 78 gifted children as examples and parents will be able to estimate which level their child fits into by comparing developmental milestones.

Further Information

This book covers many issues such as information about intelligence testing, early developmental milestones for the gifted, family concerns arising from having a gifted child, choosing a school for the gifted child and concerns that gifted children are not being properly educated so as to assist them to make the most of what they are capable of in public and private school settings.

The first half of the book is largely case studies providing many examples of various gifted behaviours giving parents the ideal opportunity to see other parents strategies over a range of issues. The second half of the book is devoted to the realities of the current educational system in relation to gifted education. Dr. Ruf explains why gifted children are routinely under-challenged in the typical school setting. She also describes the fundamental mismatch of goals between what a gifted child wants and expects from school and what schools are willing and able to provide.

Have You Read ...

Young Gifted Children - Their search for complexity and Connection

by Dr Cathie Harrison

This book is a comprehensive research based resource for parents and educators that illuminates the intricate nature of giftedness in early childhood - from the first few months through to the first years at school.

This portfolio of research provides invaluable, insightful and practical information on:

- * The experiences of children, parents and educators;
- * Developmental, play and learning of gifted children;
- * Issues of identification and assessment;
- * Characteristics, sensitivities and intensities of gifted children;
- * Implications for families and educators;
- * Educational responses to giftedness;
- * Developing educational partnerships

You can now access the GATCA Library at the Wyvern Centre located within Wesley College, South Perth.

The Library will be open during school hours, Information Nights and at other times by appointment. Please contact Lesley Sutherland on 9368-8102

GATCA acknowledges the support of Wesley College

Interested in an online/distance education course for a child from K to 12?

Go to www.epgy.stanford.edu

The Education Program for Gifted Youth (EPGY) at Stanford University EPGY is a continuing project dedicated to developing and offering multimedia computer-based distance-learning courses. Combining technical and instructional expertise, EPGY provides high-ability students of all ages with an individualized educational experience, optimized in both pace and content.

Through EPGY, students have access to courses in a variety of subjects at levels ranging from kindergarten through advanced-undergraduate. Since its inception over 50,000 students from 35 countries have taken courses from EPGY.

All EPGY courses use the computer as an essential instructional resource. Typically, multimedia lectures with animations provide students with expository content. These lectures capture the informal nature of classroom instruction, while preserving a level of rigor appropriate to the subject matter. Lectures are often supplemented by real-time virtual classroom sessions in which students and instructors interact. Most courses include exercises in which students answer questions and receive immediate feedback from the computer. These exercises depend on the subject matter of the course. In mathematics courses, for example, they range from simple multiple-choice questions to more difficult questions in which students enter mathematical expressions, to more advanced exercises in which students use sophisticated mathematical software to construct proofs that are evaluated by the computer.

In addition to the work that students do within the EPGY course environment, students may also have more traditional assignments that they submit electronically for instructors to evaluate: for example, problem sets for mathematics and physics courses, essay assignments for English courses, and programming assignments for the Computer Science courses.

The Instructors EPGY students are assigned to course instructors who are available for additional instructional support by phone, electronic mail, and virtual classroom. Instructors monitor student progress, review student assignments, and help identify and address particular student difficulties. The EPGY instructors have been chosen for their thorough knowledge of the subject, their dedication to teaching, and their expertise in using technology to provide advanced instruction to gifted students. As with traditional classrooms, it is the instructors who are ultimately responsible for teaching the students.

Coming Events

Information Nights

These events are free to members and are held at the Wyvern Centre at Wesley College in South Perth (enter from Swan St) at 7.30 on the 1st Wednesday of each month. Discussion and coffee follows the information session.

July 5 Information Night and AGM
Donna Wilson

August 3
Speaker to be confirmed

September 6
Speaker to be confirmed

September 28
Karen Rogers (at Esplanade Hotel)

Please phone Kriss on 9385-7962 to let her know if you will be attending

Early Learners Group

Early Learners' Get Togethers will be held between 10am and 12 noon, at the Warehouse Cafe, Onslow Road, Shenton Park on the following dates:

3rd July

11th August

8th September

6th October



For more info please email Nancye at anm-t@it.net.au. Please let her know on 93418036 if you are planning to attend.

Events organised by others



27, 28, 29 September 2006
Esplanade Hotel Fremantle.
Info at www.gifted2006.org.au
A free Parent session will be held Sept 28 7 pm with Prof Karen Rogers.

Rural Workshops run by GERRIC
ALBANY June 24, GERALDTON August 26
For more info visit the GERRIC website
<http://gerric.arts.unsw.edu.au> or call their freecall number
1800 626 824.

Psych Assessments

Fiona Smith will be returning to Perth during 2006. Please contact Kriss Muskett on 9385-7962 to discuss testing for your child.

Physics, Chemistry and Maths Prep and Primer Classes

See flier later in the newsletter for details
All workshops are at Murdoch University South Street Campus. Contact Jeniffer Searcy at j.searcy@murdoch.edu.au or 9360 6015 or 9386 4783

G&T Teachers Network Meeting

AISWA / CEO Network meeting for teachers interested in gifted education is held each term

Please contact Wayne Revitt for more details on 9244-2788

How to be a Pushy Parent

Linda Silverman, Ph.D.

One of the greatest fears I have encountered in parents of gifted children is being perceived as “pushy.” There are overly cautious about providing appropriate home stimulation, for fear that friends, neighbours and relatives will perceive their child’s advancement as the result of their pressuring and overinvestment. Many parents who are also trained as teachers have tried to defend themselves from attack by offering, “I didn’t teach her to read. Honest. She did it on her own when I wasn’t looking.”

Why should parents be afraid of teaching their children anything they want to teach them? It is abundantly clear from the literature that prodigies, MacArthur Fellows and individuals who achieved fame by the age of 35, all had the benefit of rich home stimulation before they were of school age (Bloom, 1985; Feldman, 1986). We know that parents are their children’s first teachers, so why aren’t they prized for exercising that role effectively? For that matter, why aren’t parents prized just for being good parents? As a society, we are quick to blame parents but we are not as good at recognizing and acknowledging good parenting.

Parents of gifted children have been placed in a no-win situation. If they try to develop their children’s abilities to their fullest, they often find themselves in an adversarial position with the schools. Schools have a different agenda. The child needs to fit in with the system, to learn to get along with agemates, to learn to do boring work even if nothing is learned by it, because that’s the only way she will learn to live in the “real world.” And the purpose of school is to prepare the child for that “real world.” If the parents assume that the school is right and that their child needs to adjust to the norms of the group, then the child often feels that her individuality is not

cherished, that the parents have abandoned her to the needs of the system.

Until there are federal laws protecting gifted children and assuring that they get an education commensurate with their needs, parents will have to bear the burden of being their children’s advocates – even when it means being branded “a pushy parent.” It is the squeaky wheel that gets oiled. These children are too young to advocate for themselves. In as polite and cooperative a manner as possible, parents need to continue to inform the schools of the needs of their children and to monitor to make sure those needs are being met. They need to get together with other parents so that they don’t feel as vulnerable. Strong parent advocacy groups can often accomplish more than a single family.

Perhaps “pushy parent” needs to be perceived as a compliment. *Yes, I am a parent who cares deeply about my child. I care more about my child than about my reputation. I am willing to push the school system to respond to the unique needs of my child.*

Being “pushy” only becomes problematic under the following circumstances: (1) if the child feels pressured to perform for the parents; (2) if the parents look upon their child’s education as a means of giving their child an edge in the competition in life; or (3) if the parents do not take into account the self esteem of those from whom greater responsiveness is sought. Only the parents can determine if any of these charges are accurate and need to be corrected. If, upon soul searching, none of these apply, then the false accusations will have to be ignored in favour of the more important goal of making sure their child’s needs are being met.

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- Bloom, B. S. (Ed.). *Developing talent in young people*. New York: Ballantine.
Feldman, D.H., with L. T. Goldsmith. (1986). *Nature’s gambit: Child prodigies and the development of human potential*. New York: Basic Books.

Linda Silverman, Ph.D., is a licensed psychologist and Director of the *Gifted Development Center* in Denver, Colorado.

The Grapevine April 2006

Home Schooling article

Janelle MacDonald is a Past President of GATCA WA now living in NSW where she home-schools her two daughters



“What about University”? is one of the many questions I am asked when people find out we are home schooling. There is a belief that the only way to university is through the year 12 certificate – be it the HSC, TEE or the new

With my daughter turning 15 next year, and therefore no longer a home school student according to the Board of Studies, this question has been on my mind. On my last inspection the home school supervisor assured me that I needed to send my daughter to high school if she has any hope of getting into university. I have been talking to home schoolers who have gone to tertiary education, universities and TAFE and doing a fair bit of research into the area.

Obviously admission requirements change from state to state, and indeed from institution to institution. In sharing the information I have collected I have based my knowledge on NSW. If you are interested in alternative pathways in Western Australia make sure you do your own research into what is required.

Some of the ways for alternative entry into university are traditional and involve achieving the HSC (the year 12 leaving certificate). In most states it is possible to do the HSC, or the state equivalent, through TAFE courses. Officially to enrol in the HSC is that you need to have a Certificate in General and Vocational Education or equivalent. It is the word ‘equivalent’ that leaves room for negotiation for using the home school curriculum. This has been used successfully in some institutions, although there does not seem to be a consistent standard.

It is also possible to do the HSC through the Open Training & Education Network (OTEN). (www.oten.edu.au/). Whilst OTEN is run by the NSW TAFE, the HSC is available for students in all states of Australia.

There are Distance Education facilities that allow students to complete a year 12 certificate of education through them. The Western Australian Education Department has strict eligibility guidelines on distance education. Home schooling does not fit into those guidelines, although it would be worth discussing the possibility with them.

Places like the Australian Christian Academy (<http://www.australianchristianacademy.org/>) and Riverside Christian College (<http://www.riverside.qld.edu.au/>) support home schoolers in gaining a year 12 certificate by distance education.

Unilearn, is another option. It is a self-paced distance education course that is recognised by many Australian universities as pre-requisites for entry. Although based in Queensland the courses they offer give an alternative pathway to university, and they have several home schoolers currently enrolled. (<http://www.unilearn.net.au>)

Other alternate entries include sitting for the Special Tertiary Admissions Test (STAT). Many tertiary institutions in Australia use STAT as part of their admissions procedure for certain categories of applicants. The more I look into this one the less I like it as an option, as many institutions prefer the candidate to be 20 years before using the test as part of admissions procedure. In Western Australia that the minimum age to sit the test is 20. The test is administered by the Tertiary Institutions Service Centre (TISC) in Western Australia. (<http://www.tisc.edu.au/>)

Another test administered by TISC, which appears to have more options is the Scholastic Aptitude Test (SAT). SAT is the admission test that students are required to sit if they wish to gain entry into universities in the USA. From the information I have found it is used for admission into university in over 100 countries around the world, Australia included. The TISC website has information on the SAT, which does not appear to have a minimum age.

There are still more options for alternative entry, some of which are more 'out of the box'. Many universities will credit TAFE courses at Level IV and above on the Australian Qualifications Framework (AQF). Another option, which is more expensive but a distinct possibility is Open Universities (formerly Open Learning) (<http://www.open.edu.au/>). Many universities include Open Universities as one of their alternative admission requirements. It is possible to do some complete degrees through Open Universities, as well as doing individual topics. Many home schoolers have gained entry into their university of choice by doing going this path.

Still another option is the Portfolio. Used separately or combined with one of the above options, a well-written and presented portfolio will often be the deciding factor with students receiving entry into university. I am a big believer in qualifications outside of the 'system' – things like Guiding Awards, Music, Speech & Drama exams – anything that shows the students proficiency. The universities I have spoken to are very positive about using a portfolio as part of the admissions process. From my research I believe it also helps to have the student involved in an area that she is trying to get into at university. I have heard of one student involved in community radio receiving a position in a degree in communications.

Some universities in Australia also have option for early entry for academically talented students. Visit Career Expos and University Open Days. Talk to the academics involved and get a feel of what each university requires for the area your student is interested in. Approach university admissions offices and discuss the individual requirements for your student, as well as that universities alternative entry requirement.

There are a myriad of alternative entries into tertiary education. Now when people ask me 'what about university?' I have a number of options to discuss with them. The only way to university is NOT through year 12. It will require creativity and work to source the correct alternative entry for my daughter, as each individual will be different, but I am confident she, like other home schoolers, will achieve her dream of going to university.

International Perspectives

Eighth Biennial

Henry B. & Jocelyn **Wallace National Research Symposium on Talent Development**

May 21- 23 2006 The University of Iowa, Iowa City, Iowa

During May I traveled overseas to attend the Wallace Symposium. About a dozen Australians were amongst the crowd of several hundred who attended. One Australian described the gathering as 'a walking bibliography' which it truly was. The days are long and intense but immensely interesting with sessions presenting current research findings across many areas and from overseas as well as USA.

A review of the *A Nation Deceived* report and what has happened since indicated that while there has been an increase in awareness, more remains to be done. If you do not have a copy of this report, it can once again be downloaded for free, or a hard copy ordered at no cost from www.nationdeceived.org

The use of media in promoting gifted issues was well covered with a panel discussion alerting us to issues in the use of media, as well as a comprehensive explanation from the Davidson Institute as to the reasons behind and pathway through the production the *Genius Denied*, a very readable book outlining the stories of real gifted children and what teachers and parents can do for them (copy available in the GATCA library).

Sessions by presenters such as Nicholas Colangelo, Joseph Renzulli, Joyce Van Tassel-Baska, Susan Assouline, Camilla Benbow amongst others was balanced by concurrent sessions and round table opportunities. Topics as diverse as 'New Developments in Gifted Education' (you will hear more on this at the conference in Fremantle from Mark Oliver), dual exceptionalities, social and emotional issues, research on curriculum effectiveness and the implications for instruction, long term studies of math and science talent and neurobiology of giftedness were presented. Issues of under-representation of minority groups is the focus of a number of presentations.

It is clear that Australia has a long way to go still and WA is no exception to that. However with teachers committed to seeking the latest information and training and operating from a sound research base, then opportunities for adequate provision for Australia's brightest young minds will follow.

This symposium is held every 2 years – the next is scheduled for May 18 – 20 2008.

While traveling I also visited the **Centre for Talented Youth Ireland at Dublin City University**. Their programs, which are a satellite of those at Johns Hopkins University, are comprehensive. Programs are offered during the holidays for children from 6 to 16 years. Programs also operate during the term and on weekends. Two 3 week long residential camps are held for gifted high school students during the summer, taught by university professors and post graduate students with students working at university entry level. Some international students are also taken into these programs.

The benefits of larger populations are clear, but can also provide inspiration for us in considering different ways to provide for the gifted young people in our care.

Derrin Cramer

The Grapevine June 2006



AAEGT Report

The AAEGT Biennial Conference will be held in Fremantle in September 2006. This a wonderful opportunity for WA people to access international and Australian speakers on their doorstep. This conference is being organised jointly by GATCA and ProAPT for the AAEGT Ltd. Check the website below regularly for updates

Gifted: Concepts Challenges, Realities

will be held September 27, 28 29 2006 at the Esplanade Hotel Fremantle WA. Sessions for parents and teachers will be offered.



The conference website at www.gifted2006.org.au has recently been updated with keynote and invited speakers information. Registrations are now welcome. You can download a copy of the flier and registration form from the website.

Your GATCA membership includes membership to AAEGT as GATCA is an affiliated association. This means you can attend and vote at the AGM which will be held on the Thursday afternoon during the conference.

AAEGT also continues to lobby at the Federal level and are currently attempting to influence budgetary decisions to include further funding for gifted education and to meet some of the recommendations of the Senate Report of 2001.

GATCA also recently was successful in it's application for a \$1000 grant from AAEGT to assist them in providing follow up to parents and teachers in regional areas following the Rural parent workshops

Derrin Cramer

Gifted WA Steering Committee

The time is fast approaching for a combined approach to gifted education in Western Australia.

The second meeting of the Gifted WA Steering Committee held at the AISWA office in May addressed issues of teacher training with the development of a survey to canvas support from teachers for gifted units in teacher training courses at our Universities here in Western Australia. Representatives from Curtin University, Murdoch, Notre Dame and Edith Cowan University supported the principle of offering units to have a combined gifted education certificate. The new gifted wa association should incorporate all advocates and offer special support for all groups as is currently being offered through teacher and parent groups but will also broaden out to include psychologists and university personnel. This would strengthen the advocacy role of the groups as well as gain further appreciation of different perspectives and work together to make changes.

The Grapevine June 2006

Brain Scan Research

Remember how the early childhood field responded to the children's brain development research at the end of the 20th century? Now, almost 10 years later, new findings provide exciting information about how children's brains vary according to IQ levels and physical development. No doubt, these findings will prompt more research on human intellectual growth.

The National Institute of Mental Health (NIMH) reported findings in the journal *Nature* on March 30, 2006, on data collected from a 17-year study of 307 children, ages 5-19 years. The results indicate that the brains of highly intelligent children develop in a different pattern from those with more average abilities.

NIMH researchers and faculty from McGill University in Montreal compared children's multiple magnetic resonance imaging (MRI) scans to their IQ scores. The children were divided into three groups: highly intelligent children had IQ scores of 121-149; moderately intelligent children had scores of 109-120; and average children had scores of 83-108. The study suggests that performance in IQ tests is associated with changes in the brain in adolescence.

NIMH lead researcher Philip Shaw states: "It's not that brainy children have more gray matter. The story of intelligence is in the trajectory of brain development. The most unusual changes were in the thickness of the cerebral cortex, the thin sheet of neurons that covers the outer surface of the brain and the location of many higher mental processes, including planning and abstract reasoning."

Youth with superior IQs are distinguished by how fast the thinking part of their brains thickens and thins as they grow up. The scans showed that their brain's outer mantle, or cortex, thickens more rapidly during childhood, reaching its peak later than in [children in the lower IQ groups]. The finding suggests that the smarter children have a longer developmental window for high-level thinking circuitry. Wade writes in *The New York Times*: "... Basically the brain seems to be rewiring itself as it matures, with the thinning of the cortex reflecting a pruning of redundant connections."

For example, the smartest 7-year-olds tended to start out with a relatively thinner cortex that thickened rapidly, peaking by age 11 or 12 before thinning. In their peers with average IQ, an initially thicker cortex peaked at age 8," with gradual thinning thereafter. In summary, IQ is related to the dynamics of cortex maturation. A final statement from NIMH points to a future search for gene variants that might be linked to the newly discovered trajectories. Shaw points out that mounting evidence suggest[s] that the effects of genes often depends on interactions with environmental events, so the determinants of intelligence will likely prove to be a very complex mix of nature and nurture. Yes, early childhood educators, children need both nature and nurture!

Sources

Giles, J. "Scans suggest IQ scores reflect brain structure: Research results reignite intelligence controversy." *Nature*, vol. 440, no. 7084, 30 March 2006, pp. 588-589. Published online: 29 March 2006: www.nature.com

"NIMH: Cortex Matures Faster in Youth with Highest IQ," March 29, 2006.

<http://www.nimh.nih.gov/press/youthcortexiq.cfm> This press release features a colour graphic of the variations among the three groups of IQ measures.

Shaw, P., D. Greenstein, J. Lerch, L. Clasen, R. Lenroot, N. Gogtay, A. Evans, J. Rappaport, & J. Giedd. (30 March 2006). "Intellectual ability and cortical development in children and adolescents." *Nature*, vol. 440, 30 March 2006, pp. 676-679. [Note: Lerch & Evans are with the Montreal Neurological Institute, McGill University, Montreal, Quebec, Canada; the remaining authors are with the Child Psychiatry Branch, National Institute of Mental Health, Bethesda, Maryland, USA.]

Wade, N. (March 30, 2006). "Scans show different growth for intelligent brains." *The New York Times*. www.nytimes.com

exchangeeveryday@ccie.com 25/04/2006

GATCA Information Night and AGM

Wednesday 5 July, from 6pm

Early childhood programs for Gifted Children

Donna Wilson is an inspirational teacher. For the past seven years she has been the JETS (Junior Extension and Challenge) teacher in the Swan Education District, based at Lockridge Primary School.

She will describe how gifted students from Year 1 to 4 are identified and selected to join the withdrawal enrichment programs so vital to their motivation in learning. How the program was set up and is maintained can assist other groups to develop their own provisions for young gifted children.

The AGM will commence at 7 pm

Interesting Facts

The average human body contains enough sulphur to kill all fleas on an average dog, carbon to make 900 pencils, potassium to fire a toy cannon, fat to make 7 bars of soap, phosphorus to make 2,200 match heads, and water to fill a ten gallon tank.

Oh, and a brain which, for an average adult male weighs 1375 gram (49oz). An elephant's brain weighs 5000g (176oz or 11 lb), a whale's 10000g (352oz or 22lb). In proportion to the body, the whale has a much smaller brain than man. This seem to give man the edge, until it was discovered that the dwarf monkey has 1g of brain per 27g (0.95oz) of body, and the capuchin monkey has 1g of brain per 17,5g body, whereas man has 1 gram of brain to 44g of body.

The Certificate of Gifted Education GERRIC UNSW

This year an additional 5 WA teachers are undertaking the COGE course in NSW, bringing the total to more than 20 WA teachers who will have traveled east to complete the course.

A scholarship for teachers to the value of \$300 will be available again for teachers studying in 2007. More details can be obtained from Kriss Muskett. Application will close in November.

In a time of Football Fever.....The History of Football (Soccer)

A sport similar to football was played 3000 years ago in Japan. Chinese text from 50 BC mentions football-type games between teams from Japan and China. A text dating from 611 AD confirms that football was played in Kyoto, the ancient capital of Japan.

Ancient Greeks and Romans also played a game that resembled football - although the Greeks permitted carrying of the ball. Olympic games in ancient Rome featured a 50-minute football game with twenty-seven men on a side.

The early days

How the sport spread from the East to Europe is not clear but England became the home of modern football. At first the game had a bad reputation among English royalty - possibly because of the noise the fans made - by whose insistence the government passed laws against it. King Edward (1307-1327) proclaimed, "For as much as there is a great noise in the city caused by hustling over large balls, from which many evils may arise, which God forbid, we forbid on behalf of the King, on pain of imprisonment, such game to be used in the city."

In 1365 King Edward III banned football because of its excessive violence and for military reasons playing took time away from archery practice the game had become too popular to be curtailed. King Henry IV and Henry VIII passed laws against the sport, and Queen Elizabeth I "had football players jailed for a week, with follow-up church penance"

Laws failed to slow the popularity of football and by 1681 it received official sanction in England. The games were still ruff and noisy, with players hardly ever leaving the field without broken bones or even being spiked. There was no standard set for the size of teams or the field; the earliest organised games, usually bitter confrontations between teams from two or three parishes, had goals as far as 5 km (3 miles) apart. It was only by 1801 that it was (somewhat) agreed that teams should have an equal number of players and that the playing area should be about 91 metres (100 yards). Records show that Eton College drew up the first written rules of football in 1815. (The modern standardised rules are known as the Cambridge rules.)

Until the mid-1800s football rules still varied across regions. Team sizes ranged from 15 to 21. The 11-player team was standardised in 1870. The crossbar between two goalposts became mandatory in 1875. The goalkeeper was formally distinguished in the 1880s.

F I F A The first football club was formed in Sheffield, England in 1857. The Football Association was founded on 26 October 1863 by 11 clubs meeting in London. (The word association was abbreviated to assoc., which became "soccer.")

Where does the word "soccer" come from?

In the 1880s students of Oxford university abbreviated words by adding "er" to the end; for instance, breakfast became "brekkers" and "rugby rules" was referred to as "rugger." When one student, Charles Wreford Brown, was asked if he'd like to play rugger, he was the first to abbreviate "association rules" (Football Association rules) by answering, "No, soccer." Brown later became an England international and Football Association vice-president.