

What is Giftedness?

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Every gift contains a danger. Whatever gift we have we are compelled to express. And if the expression of that gift is blocked, distorted, or merely allowed to languish, then the gift turns against us, and we suffer. (Johnson, 1993, p. 15)

What is giftedness all about? It certainly is a term that makes people uncomfortable. I remember going to a back-to-school night in 1976 and offering to find a mentor for any child who wanted to learn something he or she wasn't learning in school. There was no cost for the mentor. All the parents had to do was join the Boulder Association for the Gifted for \$5 per year. I had no takers. One parent stopped me afterwards and said that his daughter was reading several years above grade level, and had a chemistry lab in the basement, etc., but he was "sure" she wasn't gifted!

Since those days, I have endeavored to learn what *gifted* means to different people. Most of my work has been with parents, and I began to notice that mothers usually contacted the Gifted Development Center to inquire about testing, while fathers often viewed the assessment with skepticism. One father came up to me after a presentation and told me about his son who had won awards as a scholar at Stanford University, but he, too, was certain his son wasn't gifted. I asked him, "What would he have to do to be gifted in your eyes?" The father retorted, "Well, he's no Einstein."

Then I came across a study in which the researcher thought mothers labeled one child in the family as gifted for their own "narcissistic needs." When the school labeled the child *gifted*, the mothers believed the label and the fathers denied it, which led to marital conflict (Cornell, 1984). That was when the light bulb went on for me. I realized that mothers and fathers were defining giftedness differently. The more I thought about it, the clearer it seemed that the male writers in the field tended to view giftedness very much like the fathers I had run across, and most female writers seemed to share the perspective of the mothers.

Men equate giftedness with achievement. After we tested his son, one Dad said to us, "He's only five. What could he have **done** in five years to be gifted?" Women, on the other hand, perceive giftedness as *developmental advancement*. If Mom sees that her daughter is asking

the names of objects at 11 months, and memorizing books at 17 months, and asking complex questions before she's two years old, she gets very anxious. "How will she **fit in** with the other children?" "What will teacher do with her if she's already reading in Kindergarten?" "Should I hide the books? I don't want them to think I'm another 'pushy parent.'" Developing faster than other children makes a child vulnerable, and mothers are keenly aware of this vulnerability. When they can ignore it no longer, when the fear of "What will happen to my child?" rises in their throats, they gulp twice and contact a specialist for guidance on their child's unique developmental progress [with one part of them screaming in their heads, "Do you realize how foolish you're going to look if you're wrong and this is all in your head?"]. Despite the myth that "All parents think their children are gifted," 9 out of 10 of the parents who decide to get confirmation of their child's giftedness are right.

The achievement view of giftedness has been with us from the very beginning, with Sir Francis Galton's (1869) study of eminent men. Today, educators are still looking for children who have the potential to be *eminent men*. The eminent child in school is the winner of the competition for grades and awards. All the emphasis is placed on products, performance, portfolios—the external trappings. And the child is expected to keep up the hard work throughout life, performing, producing, achieving. So *gifted* has become the label bestowed by schools on "task committed," hard working students who get good grades. Clearly, these are the students with the greatest potential for achievement in our competitive society. Is that what giftedness is all about?

It cannot be. Equating giftedness with achievement has led to enormous backlash. All children have the right to be successful. Once again, there is a strong movement to abolish all provisions for the gifted in the name of egalitarianism. Gifted education managed to survive the same unbridled attack in the 1990s. The titles of some of the books in that era are revealing: *Goodness Personified: The Emergence of Gifted Children* (Margolin, 1994), and *Playing Favorites: Gifted Education and the Disruption of Community* (Sapon-Shevin, 1994). One book published by the most influential organization of school administrators stated that "no school should tolerate organizational arrangements that build on or contribute to the belief that

some students are better than others” and “all students [should be] deemed worthy and capable of learning everything the school has to offer” (George, 1992, pp. v, 4). Allowing a student to study calculus deems those who are not ready as “unworthy”? Should schools no longer offer calculus unless **every** student can grasp it?

The truth is that giftedness is **not** a function of class, but achievement is. Giftedness is distributed across all socio-economic levels. While the percentage of gifted students among the upper classes may be higher, the vast majority of gifted children come from the lower classes (Zigler & Farber, 1985). All who insist on abolishing classes for the gifted in the public schools are penalizing the gifted poor, because the rich can afford private education. Joy Lawson Davis (2022) writes, “wide scale attacks on gifted programs have led to a movement to ‘eliminate’ programs for the sake of equity. ... These practices suggest that underrepresented populations, like Black students, cannot be gifted” (pp. 1-2). Many families are choosing to homeschool their children rather than force them to relearn what they already know day after day after day endlessly. Absolutely nothing is gained in the name of democracy by making a third grader who reads at the eighth-grade level reread the third-grade reader. You don't pull the bottom up by pushing the top down. You simply create mediocrity and destroy children's love of learning.

So what is giftedness? The Moms are right. It is developmental difference that can be observed in early childhood. But the problem is that the child doesn't advance equally in all areas. We call this **asynchrony**. As the child asks what happens after you die and “How do we know we aren't part of someone else's dream?” she still can't tie her shoes! An eleven-year-old highly gifted boy got off the plane with his calculus book in one hand and his well-worn Curious George in the other. The higher the child's IQ, the more difficulty he or she has finding playmates or conforming to the lock-step school curriculum. The greater the discrepancy between children's strengths and weaknesses, as with twice exceptional children, the harder it is for them to fit in anywhere. “Am I smart or stupid?” According to a study in the Denver Public Schools, conducted by Dr. Rita Dickinson (1970), who founded gifted education in Colorado, at least half of the parents of gifted children had no idea their children were gifted, and when the parents didn't recognize it, the school didn't either.

And Moms, a word about you. I would like a dollar for every mother who has sat in my office and said, “He gets it from his **father**.” Our society has such an achievement orientation toward giftedness that most women can't relate the concept to themselves at all. “I'm **only** a mother. I haven't **done** anything gifted.” When I write

my book about gifted women, I'm going to call it, “***I'm Not Gifted, I'm Just Busy!***”

Gifted children and adults see the world differently because of the complexity of their thought processes and their emotional intensity. People often say to them, “Why do you make everything so complicated?” “Why do you take everything so seriously?” “Why is everything so important to you?” The gifted are “too” everything: too sensitive, too intense, too driven, too honest, too idealistic, too moral, too perfectionistic, too much for other people! Even if they try their entire lives to fit in, they still feel like misfits. The damage we do to gifted children and adults by ignoring this phenomenon is far greater than the damage we do by labeling it. Without the label for their differences, the gifted come up with their own label: “I must be **crazy**. No one else is upset by this injustice but me.”

It's time we took giftedness out of the closet and separated it entirely from the concept of achievement. It's time we recognized it, valued it and nurtured it in our schools and in our families.

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