Males have traditionally dominated the upper levels of achievement. Why this gender difference? There are two main schools of thought on this topic. One view takes the evolutionary perspective that men dominate the higher achievement levels because of innate differences in ability or characteristics such as competitiveness. The other view is that the disproportionate number of males at high achievement levels is not due to ability differences between the sexes but rather to differences in social factors affecting men and women. Recently the role of women and the social factors impacting them have changed dramatically. If there are no innate differences in ability between men and women then there should be growing numbers of women in higher levels of achievement. This study seeks to discover if this is the case, using a data set of individuals participating in international chess. The data is used to address the question of whether gender differences do exist in the domain of international chess and if the number of highly ranked women in international chess is growing over the years. Results indicate that for the domain of international chess, males have always been and still are more prevalent than females in the upper levels of achievement despite the societal changes experienced. Possible explanations for the gender difference in achievement are offered.


This literature review explores the roles and relative importance of different groups of individuals to employee creativity in an organization. There is evidence to suggest that employee creativity contributes greatly to organizational innovation, effectiveness, and survival, thus information on the best ways to facilitate creativity in employees is vital. This article explores previous research on the contributions of three different groups of individuals to employee creativity: coworkers and supervisors; customers, clients, and coworkers outside of the employee’s unit; and friends, family, and other non-work-related individuals. Creativity facilitated by encouragement and support versus creativity facilitated by novel information is discussed, as well as the hypothesized mechanisms through which these types of facilitation are thought to work.


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Doubly exceptional students are students with concurrent exceptional academic or intellectual strengths and one or more learning disabilities. Underachievement for these students is not due to motivational, emotional, or environmental problems but is due, rather, to differences in the processing of information causing exceptional performance in certain subjects as well as severe difficulty in others. This short article discusses issues associated with doubly exceptional students from the perspective of a school principal. What can you do for a student with ADHD who can’t concentrate long enough to write a coherent paper in spite of having exceptional verbal abilities? Discussed in this article are different categories of doubly exceptional students, clues to recognizing these students, and suggestions for principals for ways of helping these students reach their potential.

This article focuses on the debate of whether or not creativity and genius are inherited. It begins by summarizing the methods and findings of several prominent 19th century psychologists (including Galton, Cattell, and Terman), concluding that from this data the belief that genius is inherited could not be definitively supported or refuted. The article then presents data tracing the family backgrounds of a group of eminent 20th century individuals. Data is analyzed in terms of direct occupational inheritance, applied vs. performance occupational inheritance, and parental unfulfilled creative wishes with the intention of providing a more definitive answer to the question of the heritability of genius and creativity. Results show a lack of direct inheritance of creativity and genius, although there do appear to be relationships between eminent individuals and unfulfilled creative wishes of their immediate family members. Thus, this article provides support for the idea that creativity and genius are not completely inherited traits.

To date, several studies have been done looking at individual differences in cognitive processing for elementary students with mathematical disabilities but very little has been done looking at the cognitive processing in elementary students with advanced mathematical ability. This study aims to determine which components of working memory are involved in mathematical precociousness in children aged 6-8. Particularly, the study looks at two different models of the relationship between mathematical precociousness and working memory: one model saying that the relationship between working memory and problem solving is mediated by the phonological system, the other saying that executive tasks are independent of the phonological system. Results found mathematically precocious children to perform better than their average achieving peers on measures of executive processing, inhibition and naming speed, and found the groups to perform equally well on measures of the phonological loop and visual spatial sketchpad. These results support the notion that the phonological loop operates independently from the other executive functions in working memory, and that executive functioning is an important predictor of mathematical precociousness in young children.