

The purpose of this study was to investigate the need, usage and provision of community resources in Taipei City for gifted students and elementary gifted-class teachers nowadays. The methodology of this study incorporated questionnaire and interview. The sample was drawn from 97 elementary teachers who teach gifted students and 297 gifted higher graders. Instruments were self-designed "The need of community resources for elementary gifted education questionnaire" and "The situation of applying community resources in elementary gifted education". The obtained data were analyzed by frequency distribution, one-way ANOVA, Kendall coefficient of concordance and Cochran Q test. The interviewees were selected by the result of questionnaire investigation, including staff of Taipei Municipal Teachers College Special Education Center, Taipei Municipal Library and Yangmingshan National Park. The main findings were as follows: 1. Teachers and students were in agreement in the needs for community resources including human power, institutions, books, media and activities. 2. In terms of using institution as community resources, ninety percent of teachers felt OK about the procedure, whereas 60% of teachers felt satisfied about this service, for the purposes of self-improvement, searching for the educational information, increasing students' knowledge. 3. In terms of using human resources, most teachers said the procedure is difficult, whereas 70% felt satisfied about this service, for the purposes of self-improvement, looking for educational information, giving speech or lecture, increasing students' knowledge. 4. Analysis of applying community resources indicated the reasons to use institutions by gifted students included collecting information, increasing knowledge, finishing homework and leisure-time activity. Thirty percent of students expressed difficulty in the procedure, whereas 50% of the above institutions did not offer consultation. 5. In terms of using human resources by gifted students 90% of users expressed no difficulty in the procedure, whereas 60% were satisfied. 6. The suggestions from those three community resources centers

were as follows: (1) establishing the resource network; (2) enhancing students' manners in the public places; (3) cooperating with the institution to design educational program; and (4) educating the public to use community resources.

findings were as follows: 1. Teachers and students were in agreement in the needs for community resources including human power, institutions, books, media and activities. 2. In terms of using institution as community resources, ninety percent of teachers felt OK about the procedure, whereas 60% of teachers felt satisfied about this service, for the purposes of self-improvement, searching for the educational information, increasing students' knowledge. 3. In terms of using human resources, most teachers said the procedure is difficult, whereas 70% felt satisfied about this service, for the purposes of self-improvement, looking for educational information, giving speech or lecture, increasing students' knowledge. 4. Analysis of applying community resources indicated the reasons to use institutions by gifted students included collecting information, increasing knowledge, finishing homework and leisure-time activity. Thirty percent of students expressed difficulty in the procedure, whereas 50% of the above institutions did not offer consultation. 5. In terms of using human resources by gifted students 90% of users expressed no difficulty in the procedure, whereas 60% were satisfied. 6. The suggestions from those three community resources centers were as follows: (1) establishing the resource network; (2) enhancing students' manners in the public places; (3) cooperating with the institution to design educational program; and (4) educating the public to use community resources.