



# World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN

VOL. 1, No. 2

SEPTEMBER 1980

## EDUCATING THE GIFTED "DOWN UNDER"

--Henry Collis, Chairman, World Council

In my tour last year Australia was by far the largest country visited. I spoke in each of the States and Territories and was encouraged to be welcomed as a kind of catalyst for ideas just beginning to be implemented. Here I have space only to refer to two points.

There was relief that the World Council approves provision of more educational demands within Government schools and wants as little segregation as possible. It is so misleading to think that gifted education means only private schools. In Australia recognised independent schools are subsidised from Canberra and therefore the fees are within the reach of a wider range of parents. This means that the two systems of education operate very easily side by side, and there is no ban on state provided facilities applying when appropriate to the private sector.

Explaining about the "relatively" gifted child brought a new dimension into our discussions, often caused surprise, and did a great deal to convert the teachers whose one idea was "brainy kids made impossible by being pushed by over-ambitious mums." Even Heads of schools in poor areas had not seemed to realise that they could well have among their aggressive, disruptive, clowning pupils some who had opted out of the system through sheer boredom and frustration because their mental capacity was so far ahead

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## EDITING GATE

World Council extends its thanks to Levcho Zdravchev (Bulgaria) for directing publication and to Prof. A. Polikarov (Bulgaria) for editing the first two issues of Gifted and Talented Education (GATE), Journal of the World Council. Dorothy Sisk (USA) is undertaking editorship of the next two issues with the assistance of the Secretariat. An editorial committee (Jacob Getzels, Warren Lett, Frieda Painter, Philip Vernon, and W. Wiczerkowski) will referee papers submitted.

## MONTREAL CONFERENCE PLANS MOVE AHEAD

The Montreal Organizing Committee is making good progress in preparing for the Fourth World Conference on Gifted and Talented Children. The complete registration package and the call for session proposals will be mailed in late September to all members. Please mail in your brochure stub, however, especially to give us an idea of the demand for the children's program.

The regular fee for the five-day Conference has been set at \$150 Canadian before April 15, 1981 (at present exchange rates, about \$130 US or £55 UK). Full-time student rate will be \$50, and accompanying persons, \$75. These rise to \$180 (regular), \$100 (student), and \$100 (accompanying) after April 15.

To assist you in planning we recommend arrival in Montreal on Thursday, August 20, and depart-

## VOGELSTEIN FOUNDATION AIDS WORLD COUNCIL

The Ludwig Vogelstein Foundation of New York City has made a grant of \$5000 to the World Council. The Vogelstein Foundation aids meritorious individuals and scholarly projects primarily in the humanities and the arts. The World Council is grateful to the Foundation for including its activities within its purview.

ture on Wednesday, August 26. Official Delegates are reminded that there will be a Council of Delegates meeting on Thursday afternoon, August 20. There will be an informal reception and a chance to pick up kits on Thursday evening. Early return of brochures indicates that we will have a full-capacity convention. Please avoid disappointment and register as soon as you get the package this Fall.

If you intend to propose making a presentation at the Conference, the necessary forms will be in the registration package to be mailed in September. Deadline for receipt of proposals is January 31. Planning now will help you

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## WORLD-WIDE GIFTED NOTES

Jock L. Omond spoke on "Providing for the Gifted: International Perspectives" at the First National Conference on the Gifted in South Africa in October, 1979. The Office for the Gifted and Talented announced its transfer to new and spacious quarters ("Rosebank," 30 Bird St., Port Elizabeth 6001). Two papers on the gifted are to be presented at the Ciskei Conference on Education in East London.

The National Association for Gifted Children (USA) will hold its 1980 Conference in Minneapolis, MN, October 28-November 1. Inquiries should be directed to NAGC, 217 Gregory Drive, Hot Springs, Arkansas 71901.

Ruth Banks has edited a Canadian World Council Newsletter which includes a brief account of the Jerusalem 1979 Conference. Address: 3/4 Bledlow Manor Drive, Scarborough Ont., M1E 1B2, Canada.

The Texas School for the Deaf (USA) is conducting a Talented and Gifted Project of special interest to educators of the handicapped. Write: 1102 So. Congress Ave., Austin, TX 78704.

The New Zealand AGC publishes a magazine, Gifted Children: Their Future - Our Challenge. The Association's annual meeting is to be on September 30 at North Shore Teachers College, Northcote. Write Pres. Barbara Gesthuizen, PO Box 3/4-104 Birkenhead, Auckland 10.

The Alabama Assn for Talented and Gifted and the G/C/T Foundation are sponsoring a G/C/T Conference, Nov. 6-9, in Mobile (USA) on Preparing Leaders in Today's Homes and Schools. Write Marvin Gold, PO Box 66654 Mobile, AL 36606.

John Feldhusen is directing the newly organized Purdue Gifted Education Resource Institute (Bldg. G., South Courts, Purdue Univ. W. Lafayette, IN 47907, USA). It provides consultant services to schools, disseminates information, carries out research, and conducts some programs for gifted students.

Our President, Henry Collis, had a busy tour following the Jerusalem Conference. In a six-month period he gave 83 talks, 32 radio and TV interviews, 23 press interviews, 22 meetings with Directors of Education and their staffs and 20 meetings with Assns for G/T Children in Australia, New Zealand, South Africa, and Rhodesia.

Summer institutes for teachers and administrators continue to attract growing numbers of participants. In the past summer, for example, sessions ranging from one week to four weeks drew more than five hundred persons to the annual programs at Teachers College, Columbia (A. J. Tannenbaum, Director), the Confratute at the University of Connecticut (J. Renzulli, Director), and the program at Purdue University (J. Feldhusen, Director). In general the programs provide a balance between general sessions featuring leading speakers and workshop sessions providing opportunity for exchange in small groups on topics of immediate concern. Another feature of several summer

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### MONTREAL CONFERENCE PLANNING (Continued from page 1)

respond promptly to the call for proposals. Please keep in mind the Conference theme: Many Views of the Gifted for the Advantage of All Children.

The Conference will make extensive use of computers to enter abstracts, authors' names and addresses and to edit entries without complete retyping. Topical and other cross-referenced indices can be prepared in minutes.

We look forward to receiving your proposals for sessions and registration, and to your attendance at another landmark World Conference. If you are a new member or reader and have not received a Conference brochure, please write: Gifted Secretariat, 772 Sherbrooke St. Quebec, Canada H3A 1G1.

--Bruce Shore, Coordinator, Montreal Conference; Secretary, World Council

#### Newsletter of the

WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN

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Editor - Milton J. Gold

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## REPORT FROM WEST GERMANY

--Annette Heinbokel, Secretary, Association  
for the Promotion of Gifted Children

The relationship we Germans have towards giftedness is rather strange, at least as far as intellectual giftedness is concerned. Every child knows that there are particularly gifted people, and Einstein's 100th birthday was appropriately celebrated. A number of institutions organize competitions every year where young musicians, scientists and mathematicians can win prizes and honors. However, all the institutions cater only to children that have already "made it," either on their own or with the help of parents and teachers, and who usually are not younger than eight years. There is no place where parents ask for help when they have problems with gifted children, or that caters to children of kindergarten and primary school age.

The general knowledge about giftedness--and that includes teachers, school administrators, and even psychologists--consists mainly of prejudices: There is the idea that most of the gifted children come from intellectually and/or financially privileged families; that the more intelligent a child is the less problems he has at school; that in the end a really gifted child will pull through against all odds (and if he doesn't, well then he wasn't really gifted); and that the number of gifted children is too small to be worth worrying about. Most educationists and psychologists do not seem to know that children can have problems because they are particularly bright. They cannot be named, though, as giftedness and problems related to it are hardly ever mentioned at German universities; in fact, only two or three books and a number of shorter articles have been printed in German in recent years. There is clearly a great lack of information and, resulting from this a lack of interest (or maybe, vice versa).

In Spring 1978 the Gesellschaft zur Foerderung hochbegabter Kinder was founded in Hamburg. Apart from trying to encourage parents not to wait for the state to do something for them but to organize activities for their children themselves, we also want to make the public aware of the problems connected with giftedness. Our aim is not to promote elite classes or schools, but we want gifted children to be allowed to spend at least some part of their school periods pursuing their own interests and abilities. We also want to get into contact with education authorities, but at the moment most of

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of others. In a low ability area these children would not necessarily score highly on I.Q. tests, but they could still be potentially three years ahead in their rate of learning. I found this confirmed when I visited Komilda College, the school for Aborigines in Darwin. These children were incredibly shy and can decide to go "walk about" just before exams as well as any other time, but some learn so much faster than the others. In of course a quite different degree I met the same problem in many places.

Sydney has recognised that their underprivileged districts contain some poor children of relatively superior intelligence. These may well become anti-social deviants unless motivated, especially during adolescence, by sufficiently challenging and imaginative teaching. To some extent their "Opportunity Classes" have been effective in these cases. Classes of gifted 11- and 12-year olds are taken together for up to two years and then go to their normal secondary schools. The disadvantages are that by being picked out of their primary schools they lose neighborhood friends; and when they rejoin normal schooling they can be unpopular because they have done advanced work. Also, their extraction from the main stream impoverishes classes in their own schools.

However, I did have the chance of satisfying myself on one aspect of what happens when an extremely understanding headmaster has charge of the development of gifted children as a group. A large I.Y.C. event took place in Sydney while I was there and was opened by the Premier. I was included on workshops organised entirely by 16-year olds who had been in Opportunity Classes. Seeing them at work, I realised that properly nurtured children with exceptional natural resources develop not only gifts of the brain but also gifts of the heart. These boys and girls were delightful to meet, helped each other in every way possible, and acquitted themselves quite admirably in front of critical audiences. The Sydney headmaster had also wisdom, commonsense and humour. These children he had influenced are normal people with special talents. They are rounded personalities with their feet firmly on the ground and will embellish life wherever they touch it. May the work of the World Council help to encourage many more of similarly gifted teachers.

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## NEWLY PRINTED

Povey, Robert M. (ed.) *Educating the gifted child*. London: Harper & Row, 1980. \$10.50.

*Educating the gifted child* is a United Kingdom publication presenting seven articles on Research and Practice, five on Techniques and Strategies, and 12 case studies of gifted children. Several of the authors are leading figures in the National Association for Gifted Children in England and World Council members Henry Collis, Felicity Sieghart, Peter Congdon, Joan Freeman and Michal Hambourg are among them. The articles offer fresh insight on the characteristics of the gifted, the role of special schooling, and experimental programs in Essex County and the Campion School in Athens, Greece. Joan Freeman summarizes the findings of her Gulbenkian Project, investigating home environments of gifted children. Peter Congdon reports on research of the National Children's Bureau in his chapter on suggestions to parents.

A reader from the United States is impressed with the number of British references which are rarely cited in the States. The book is a good argument for existence of the World Council if only to make advocates of the gifted in each country aware of the research and practice in others. In addition, those interested in the world scene will appreciate Vernon Mallinson's chapter which includes Western European countries, the USA and USSR in its "comparative view."

National Education Association (USA) Series on education of the gifted, 1980. Order from The Academic Building, West Haven, CT 06516.

Tuttle, Frederick B. Jr., and Becker, Lawrence A. *Characteristics and identification of gifted and talented students*. \$6.75.

\_\_\_\_\_. *Program design and development for gifted and talented students*. \$6.75

Heimberger, Mary J. *Teaching the gifted and talented in the elementary classroom*. \$4.75.

West, William W. *Teaching the gifted and talented in the English classroom*. \$3.50.

Plowman, Paul D. *Teaching the gifted and talented in the social studies classroom*. \$4.00.

Bartkovich, Kevin G., and George, William C. *Teaching the gifted and talented in the mathematics classroom*. \$3.50

This new NEA series is a welcome replacement to an excellent series published 1959-61 and now out of print. The materials are well written and attractively printed. They offer both underlying

theory and helpful suggestions to teachers. The background volumes by Tuttle and Becker follow up a discussion of characteristics and identification with activities teachers can perform in their own classrooms. The first volume (program design) offers chapters on the rationale for a special program for the talented, program design, curricular models, teacher selection, program evaluation, and program initiation. These chapters are followed by sample programs and activities for teachers to conduct. The elementary school volume is replete with suggested activities in language arts, mathematics, social studies and science. The subject-centered volumes pertain to grades 6 or 7 to 12 and include relevant material on identification of giftedness in each area. The authors have succeeded in their effort to be "practical" and "down to earth" while presenting and utilizing current thinking on education of the gifted.

Tannenbaum, Abraham J. *Director, Gifted and Talented Project. Perspectives on gifted and talented education*. 1980. Series \$32.50.

Roedell, W. C., Jackson, N. E., and Robinson, H. B. *Gifted young children*. \$6.50

Morgan, H. J., Tennant, C. G., and Gold, M. J. *Elementary and secondary level programs for the gifted and talented*. \$5.95.

Hagen, E. *Identification of the gifted*. \$5.95.

Lindsay, M. *Training teachers of the gifted and talented*. \$5.50.

Hall, E. G., and Skinner, N. *Somewhere to turn: Strategies for parents of the gifted and talented*. \$5.50.

American Association for Gifted Children. *Reaching out: Advocacy for the gifted and talented*. \$4.95.

As indicated by the titles, this series covers a broad range of concerns held by professionals and parents. The volumes include theoretical foundations and descriptions of actual practice. The authors represent a variety of backgrounds in research and in the operation of programs for gifted students. The volume on young children is probably the most comprehensive review on gifted young children that has appeared to date. Other volumes provide fresh perspectives that will be of interest to all those concerned with education of the gifted.

## 1980 OLYMPICS OF THE MIND

On May 30 approximately 400 students in grades K-12 from nine states converged on Glassboro, NJ (USA), for the fourth annual Olympics of the Mind. For the first time students in secondary schools were included. The program, a brainchild of the undersigned and Dr. C. Samuel Micklus of Glassboro State College, challenges students to "invent" solutions to unique problems. Sample problems required students to create a vehicle which is powered by five pounds of sand, and to create a structure from  $\frac{1}{2}$  ounce of balsawood which will support as much weight as possible.

When student teams come to a competition, they bring their solutions and test them out to see which is the best. Sometimes, the solutions exceed the expectations of the competition. For example, the winning sand-powered vehicle traveled further than the "track" set up for the event.

For more information, write to:

Dr. Theodore Gourley, Director of Gifted and Talented Education, New Jersey Dept. of Education, Trenton, NJ 08625.

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### A REPORT FROM WEST GERMANY (Continued from page 3)

they are not yet willing to listen. Things are changing slowly, though: a private school in Brunswick (Braunschweig) is planning to open two classes for gifted 11- and 17-year olds in summer 1980, and at Hamburg University a small symposium on giftedness will take place in Autumn 1980. However, it will be some time before we can make people accept the idea that all children must have the right to realize their potential.

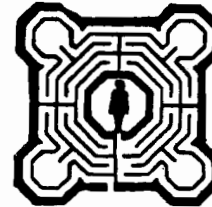
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### *Funding Concerns and Efforts*

Henry Collis and Harry Passow are making arduous efforts to raise funds to finance the World Council and extend its activities. Leads from members as to possible sources for funding are solicited; they will be followed up assiduously!

### WORLD-WIDE GIFTED NOTES (Continued from page 2)

programs in the United States is the summer classes offered on university campuses for gifted students. These provide special learning opportunities for the youngsters and also a practicum experience for teachers trying out their wings in working with gifted students.



### A REPORT FROM THE SECRETARIAT

Operations of the Secretariat took form following the meeting of the Executive Committee March 7-9, 1980. Prior to that time, Chairman Collis and Honorary Director Passow exerted vigorous efforts to secure funding which to date has netted a grant from the Vogelstein Foundation (see page 1).

Organization of the office included the development of mailing lists and a host of forms and announcements, limited in the professionalism of their appearance by our limited funds. Publication of our first newsletter (World Gifted) resulted in a flow of membership dues and a number of orders for publications; May their flow increase!

A proposal for funding of research has been submitted to a U.S. government agency.

Your office succeeded in resolving a number of problems in order to receive from Jerusalem Proceedings II and GATE I which were distributed to members at the Conference in Israel, and then to put them in the mail to persons entitled to them.

Financial records are being regularized, including negotiation with the US Internal Revenue Service in order to retain a tax-exempt status.

Finally, and more pleasurably, the office has engaged in correspondence with various members. "Housekeeping" chores are now under control, and the Secretariat looks forward to matters of more substantive nature in the near future!

PUBLICATIONS IN MAIL

After a series of ludicrous contretemps with banks, shippers, truckers, customs offices, and the mails, Proceedings II has been mailed to participants in the San Francisco Conference and GATE I to World Council members. Since both volumes were available at the Jerusalem Conference, copies have not been sent to persons who attended that meeting. Persons who have not received copies to which they are n-titled should write to the Secretariat.

GATE II is now in print and will be mailed from Bulgaria to members. Non-members may order copies from the Secretariat at \$6 US.

Unfortunately, after exhaustion of two printings of Looking to Their Future, Proceedings of the First World Conference in

London, copies are no longer available.

Copies of Proceedings II, Reaching Their Potential (San Francisco Conference, 1977), are now available for immediate shipment. Edited by James Gallagher, this volume of 440 pages contains 26 presentations, and may be ordered from the Secretariat for \$14 US, including postage.

Volume I of GATE is also immediately available from the Secretariat at \$6 US, and orders for Volume II at the same price may be ordered from the Secretariat in New York for shipment from Bulgaria.

Members are urged to order available copies while they last for libraries in their schools, universities and associations.

APPLICATION FOR MEMBERSHIP

To: Milton J. Gold, Executive Secretary, World Council for Gifted and Talented Children, Box 218, Teachers College, New York, NY 10027

I enclose a check for 15 US dollars to cover my subscription to the World Council up to, but not including, the World Conference in August 1981. Fee includes issues of GATE (Journal of the Council) and World Gifted.

Name (printed or typed) \_\_\_\_\_ Occupation and title: \_\_\_\_\_

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