



# World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN

VOL. 3, No. 1

MARCH, 1982

## President's Corner

### GALLAGHER REPORTS ON U.S. SURVEY

Recently gathered data on programs for the gifted in the United States may be significant to readers in other parts of the globe as well as in the United States. World Council President James J. Gallagher has completed a survey with responses from 1200 persons, yielding information on identification of local programs, the number of children being served by them, the cost and impact of the programs.

While Federal support in 1979 did not reach \$6,000,000, total State expenditures approached \$135,000,000. Additional cost of the programs per student did not exceed 20 to 30 percent; yet only one quarter of students recognized as gifted were receiving any kind of special service, without reference to the extent of such service. More women than men are serving gifted children with 65 percent in the field 5 years or less.

Local and State agencies regarded the Federal role as that of a catalyst, but they sought a more active role through grants-in-aid rather than through direct operation. Elementary school personnel ranked administrative strategies in the following order of value: 1. resource rooms, 2. advanced classes, 3. teacher consultants, 4. special schools, 5. enrichment, 6. independent study, 7. use of mentors. Secondary school personnel ranked advanced classes, independent study and resource rooms as the three most effective. In ranking least effective arrangements, both levels singled out special schools and enrichment.

Five elements were considered most essential for program development: Continuous inservice training, grants-in-aid, research and development, State planning, and demonstration. *Difficulty arose in identifying program impact. Evidence, if any, is found mainly in fugitive literature--local reports with limited distribution. Few programs have resources to retain trained personnel to perform adequate evaluation. Hard evidence is needed on growth in knowledge, skills and attitudes emerging from experimental programs.*

(Continued on page 2)

### SOCIAL/CULTURAL PERSPECTIVES OF GIFTED THEME OF MANILA CONFERENCE

*"Gifted and Talented Children, Youth and Adults: Their Social Perspectives and Culture"* will be the theme of the Fifth World Conference on the Gifted and Talented, to be held in Manila, August 2-6, 1983.

Dr. Aurora Roldan, Director of Reading Education, Inc. (P.O. Box 639, Greenhills 3113, San Juan, Metro Manila, Philippines) is serving as Conference Coordinator. She announces that planning is well under way. Plenary sessions are anticipated around these topics:

1. A macro-view of the conference theme.
2. A world-wide view of G/T programs.
3. Aesthetic aspects and goals in human understanding among diverse cultures.
4. A report on current research on traits and characteristics of the gifted.
5. Futuristics: What lies ahead for G/T children in the 21st Century.

Readers of this issue are urged to nominate speakers for these topics--and also to suggest other major foci.

As in previous conferences, over 100 group sessions will provide major substance of the Conference. A call for papers will be sounded later this year.

*Dr. Roldan is planning a series of cultural and entertainment events as well as visits to gifted programs in Philippine schools. Tours in Southeast Asia and the South Pacific will also be offered for "world travelers" in the World Council.*

### HAMBURG 1985 PLANS UNDER WAY

Plans for the Hamburg Conference in 1985 are already proceeding, Wilhelm Wiczerkowski, Conference Coordinator, reports. A triumvirate, composed of Dr. Wiczerkowski, Klaus Urban, and Harald Wagner, heads up the planning. At this time, they are seeking recommendations of persons able to give a comprehensive overview of the current situation and developments, 1975-1985, in their own country. Write Dr. Urban, Universitat Hannover, 1, Bismarckstr., 2; 3000 Hannover.

FROM COSTA RICA:

## "CREATIVITY & TEACHING OF SCIENCE"

Costa Rica will play host to an International Symposium on Creativity and Teaching of Science co-sponsored by the Costa Rican Council for Scientific and Technological and Interciencia, the Federation of Associations for the Advancement of Science in the Americas, March 22-24.

The Symposium aims to bring together researchers, administrators and educational planners, and scientists to discuss promotion of creativity through education, principally in the sciences, and "to stimulate creativity and other expressions of intelligence from an early age."

Speakers include Luis Alberto Machado, Venezuelan Minister for Development of Human Intelligence, Calvin W. Taylor of the University of Utah, and Edward de Bono, Cambridge University.

## GALLAGHER REPORTS ON U. S. SURVEY

(Continued from page 1)

*To achieve this evidence, a new evaluation methodology is needed.*

Results of the survey are to be circulated beyond the "gifted club" with hope of reaching school boards, principals' associations, State Legislatures, and other policy makers.

<p><i>Newsletter of the</i>  <b>WORLD COUNCIL FOR GIFTED &amp; TALENTED CHILDREN</b>          Published at          Teachers College, Columbia University          New York, NY 10027          Editor - Milton J. Gold          Associate - Beverly Goodloe-Kaplan  <i>Executive Committee</i></p>	
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WORLD COUNCIL PUBLICATIONS

## "CHALLENGING THEIR POTENTIAL"

Reader response has been enthusiastic to *Gifted Children: Challenging Their Potential* which carries major papers presented at the Third World Conference on the Gifted in Jerusalem in 1979. The volume includes articles by Willard Abraham, Alexinia Baldwin, Dan Bitan, Peter Congdon, Virginia Ehrlich, Jacob Getzels, Frances Karnes, Joan Freeman, Harry Passow, Moshe Smilansky, Jean-Charles Terrassier, and James Gallagher, among others.

*Challenging Their Potential* makes an excellent book of readings for courses on the gifted, and a discount is offered of 10 percent for 10 copies, 20 percent for 20 copies. Individual copies are sold at \$15.50 US including shipping. Order from Trillium Press, PO Box 921, New York, NY 10159.

Trillium Press is also handling orders for:

*Gifted International*, Vol. 1, No. 1, \$6.

*GATE*, Vol. 1 and 2, \$6 each.

*Reaching Their Potential*, edited by James Gallagher, \$14.95.

*Looking to Their Future*, Proceedings of the 1975 World Conference in London, may be ordered at £5 (Stirling draft drawn on a UK bank) from NAGC, 1 South Audley St., London W1Y 5DQ.

## GIFTED IS BIG BUSINESS?

*More Gifted Children  
 Get Classes That Match  
 Their Own Fast Pace*

*The Wall Street Journal* headlined in this way a feature article on page 1 on December 16, reporting special programs in various cities and the recent formation of the National Business Consortium for Educating Gifted and Talented Children, sponsored by a number of large US corporations. The article quotes Adm. (ret.) Elmo Zumwalt, "Business, probably more than any other interest group, can recognize the tremendous leverage that a country can get from uniquely talented people. And business, perhaps more than any other interest group, tends to worry about the failure to discover these people and improve their education."

The article gives a thumbnail sketch of education of the gifted in the United States, citing such persons as Susanne Richert, John Feldhusen, Gail Smith and Lewis Terman. The tone is highly supportive, notes increasing interest but also budgetary threats to gifted education as a "fringe movement."

## EXECUTIVE COMMITTEE MEETS IN N. Y.

The Fourth, Fifth and Sixth World Conferences on the Gifted, as well as matters relating to affiliating organizations, finances, research, and publications, were major items on the agenda of the Executive Committee which met in New York on January 20, 1982.

Bruce Shore reported on the professional and financial success of the Fourth Conference last year in Montreal which helped strengthen education programs for the gifted in Canada, drew 1200 participants from 40 countries, provided a forum for 300 papers, and yielded a modest return for the Council treasury.

Letters from Aurora Roldan and Wilhelm Wiczerkowski (see articles on page 1) reported progress in planning the Manila 1983 and the Hamburg 1985 Conferences respectively.

Delays in processing the new journal *Gifted International* have deferred distribution. The first issue should be in the mail for members shortly. Non-members may order issues at \$6 US from Trillium Press, PO Box 921, New York, NY 10159.

Letters have been approved for mailing to organizations wishing to affiliate with the World Council. Requirements are a concern with the gifted, an interest in international and comparative developments, and membership in the World Council of three or more members of the affiliating organization's executive board. Readers are asked to submit to the Secretariat names of organizations they recommend to receive invitations to affiliate.

While the financial status of the World Council is improving, doubling of membership is essential to maintain services. An application form appears on the back page of this newsletter. Recruit your friends!

Research proposals were discussed. Members are encouraged to suggest ideas for research of an international nature for sponsorship by the Council and for cooperative search for support.

### SET SPECIAL STUDENT MEMBERSHIP FEE

A 20 percent discount in the membership fee was authorized by the Executive Committee. Students will have the choice of a biennium membership of \$24 US or the regular fee of \$30 with a free copy of *Gifted Children: Reaching Their Potential*, a \$14.95 value.

## VENEZUELA FOCUSES ON MIND-POWER

As Venezuelan Minister for the Development of Human Intelligence, Luis Alberto Machado holds a position unique in the history of the world. Under a national policy that recognizes human mindpower as the most under-developed resource in the world, Dr. Machado works cooperatively with other cabinet members on a comprehensive plan which touches upon the full life-span of every person in the country.

The first of three main projects utilizes doctors and nurses to train parents of newborns through pre-schoolers in techniques of sensory stimulation. Prime-time TV programs feature methods to improve sensory and expressive mechanisms. In addition, all high school students are required to work with families in their community on the systematic lessons.

Grade school and high school students spend a full hour each day deliberately developing their intelligence, using educational and psychological methodologies adapted from places like Cambridge and Harvard Universities. There is also a "Learn to Think" project for the nation's armed forces.

A third phase of the plan has begun to train people during both earning and retirement years in methods of using and keeping the full power of the brain. Dr. Machado says, "Venezuela will someday be known for its intelligence instead of for its oil."

Despite extensive personal effort and government support, the visionary task is not yet unanimously applauded. In a satire on the Minister's book, *The Right to Be Intelligent*, an article in praise of "The Right to Be Stupid" chronicled a child who runs away from education to live dumbly and happily ever after.

### GIFTED CHILD SOCIETY CELEBRATES SILVER JUBILEE OF SATURDAY PROGRAMS

The annual Spring Conference by and for parents of gifted children in the Northern New Jersey area (US) will celebrate the organization's 25th year of successful operation of Saturday programs. The Cavallini School in Upper Saddle River, NJ, will host a gathering of parents and educators on June 5, 1982. Write Mrs. Gina Ginsberg Riggs, PO Box 120, Oakland, NJ 07436. Mrs. Riggs, too, has prepared a Guide for Parents of Gifted and Talented Children, available on request.

## WORLD-WIDE NEWS ON

## AUSTRALIA PROMOTES PLANNING FOR GIFTED

Two top-quality publications have emerged from current efforts to extend programs for the gifted in Australia. The Commonwealth Schools Commission (Canberra, ACT) released at the end of 1981 a booklet by Miriam L. Goldberg, resulting from her work as a consultant in Australia, *Issues in the Education of Gifted and Talented Children in Australia and the United States*, and a volume of Proceedings of a National G/T Seminar conducted in November, 1981.

The National Seminar organized representatives from high places in government and education into small discussion groups on Curriculum, Research, Support Services, and Teacher Education. The Proceedings carry conclusions from these groups. A high proportion of participants are members of the World Council.

## ACCELERATED SECONDARY SCHOOL PROGRAM

University high School (Parkville, VIC 3052) will again enroll 30 gifted "ex-Year 6 students, selected from throughout the State, to undertake a course designed to allow these students to complete their secondary schooling in four years." With links to Melbourne University, the school boasts a history of academic excellence.

A special course for these students is "designed to develop special study skills early and to introduce concepts appropriate to the pupil's unusual intellectual abilities." The selection process involves testing of intelligence, scholastic aptitude, creativity, problem solving, and social competence as well as interviews with parents and applicants. Information is also sought from classroom teachers. The University does not regard subsequent entrance at 15 "as an inhibiting factor."

--From New Zealand AGC Newsletter

## COURSE IN COMPARATIVE GIFTED EDUCATION

What may be the only course on comparative gifted education was offered in the Summer of 1981 at Oberlin College (US) by Joyce Luhrs. Ms. Luhrs writes, "The course was taught with an emphasis on schools and programs for the gifted and talented in the United States, the Soviet Union, Cuba, Great Britain, and Greece. Also, the educational systems of Bulgaria, Australia, France, Brazil, Japan, China, East Germany, and Israel were studied." World Gifted would appreciate information on courses elsewhere that focus on comparative study of education of the gifted.

## OLYMPICS OF MIND NOW INTERNATIONAL

International teams are expected at the Third Annual Olympics of the Mind World Finals on May 28 at Glassboro State College in New Jersey. The number of states will triple last year's entrants, and for the first time community organizations as well as schools can sponsor teams. Registration deadline is April 1, 1982, according to Carol Micklus, Executive Director.

*"Creativity with Bill Moyers," a U.S. Public Television series, recently featured an Olympics of the Mind broadcast.*

Originators of the idea, Theodore J. Gourley of the New Jersey State Department of Education and C. Samuel Micklus of Glassboro State College, plan five new long-term problems and a variety of "spontaneous" problems each year for competitors. Style of presentation as well as solution is considered. Write for details on participation to Creative Competitions, P.O. Box 27, Glassboro, NJ 08028.

## MEETINGS IN CANADA, GERMANY

Calvin Taylor, Lowell Hovis, and Colin Laine will highlight the Annual Conference of the Canadian Association of Educators of Gifted, Talented and Creative Children March 19-20 in Vancouver, B.C. Theme: "Enrichment and Gifted Education." Write: Linda Lewis, 1000 Austin Ave., Coquitlam, B.C. V3K 3P1.

*"The Gifted: Caught between Society's Expectations and Individual Aspirations" is the theme of the German Association for the Gifted Conference to be conducted in April in Gummersbach (near Cologne). A distinguished group of foreign visitors has been invited. Write Klaus Urban, Universitat Hannover, D-3000 Hannover, West Germany. Dr. Urban will serve as chairman of a working group and co-editor of the projected proceedings.*

*"Developing the Gifted in Education and Business" is the theme of a conference to take place at the University of New Brunswick, Fredericton, NB E3B 6E5, Canada, March 26 and 27. Featured speakers will be Rudolph Pohl of Southern Connecticut State College, Annemarie Roeper of the Roeper School and Roeper Review, and David Willings of the University of New Brunswick. Write Wayne Schruer at address above for details.*

## T H E G I F T E D

### NEW ZEALAND GIFTED NEWS

D. R. George of Nene College, England will be the overseas guest speaker at the Second National Conference on the Education of Gifted and Talented Children on May 21-23, to be held at Massey University in New Zealand.

Research Officer Phillipa Gravatt reports in the June Newsletter of the New Zealand Association for Gifted Children that teacher training colleges in that country are now offering, with gratifying response, specific instruction on the recognition and teaching of gifted children. NZ AGC maintains a library for its members. Write P. van der Meyden, Box 34-104 Birkenhead, Auckland 10.

### CHRONICLE OF ACADEMIC AND ARTISTIC PRECOCITY

*The Chronicle is a newly launched newsletter published at Arizona State University (Tempe, AZ 85287) under direction of Sanford J. Cohn. The journal emanates from the Project for the Study of Academic Potential and places its emphasis on intellectual precocity. Subscription: \$7.50 per year, 6 issues.*

### BEYOND THE BASICS IN PENNSYLVANIA

Youngsters exhibiting strong task commitment and sincere intellectual pursuit but not formally identified as academically talented are invited to participate in unique learning activities through the Cheltenham Challenge Program in Elkins Park, PA (US). The activities include future problem solving, strategy board gaming, and "Dungeons and Dragons." The results have been exciting and the potential is unlimited.

The program aims to increase self-actualization and effective participation in society. It promotes skills which facilitate the learning process through highly challenging experiences not usually found in the classroom program.

At all levels, students use community resources at nearby universities, zoos, museums, and the like. Middle grade students have options in an apprentice/mentor program.

### FROM SOUTH AFRICA: Measuring Intelligence Directly

Jock Omond reports in South Africa's November newsletter on a series of interviews and visitations following attendance at the Montreal World Conference. He notes the interest of England's Professor H. J. Eysenck in measurement of intelligence in Munich using a "Brain Wave Detector." The portable kit, still in testing stages, is said to be culture free and can be used with young, old, or illiterates. Professor Eysenck claims that the measuring of brain waves correlates highly with conventional intelligence tests.

### EXTRACURRICULAR CENTRES FOR GIFTED

The Transvaal Education Department (South Africa) has established Extracurricular Centres for Highly Gifted Children in Pretoria and Johannesburg. The Centres seek "to actualize highly gifted children's potential" through such offerings as Politics and Philosophy, Language and Literature Studies, Creative and Performing Arts, Astronomy, Ecommunications, Electronics, and Geology. Children are selected on a basis of achievement, IQ, information from parents, evaluation of aptitude, social experience, independence and problem solving behavior. Centres enroll both elementary and secondary school students, requiring independent research projects at the upper levels. Write: J. F. Nel, Head of the Centre, Privat Bag X382, Pretoria 0001.

### AUSTRALIAN RESEARCH ON UNDERACHIEVEMENT

Ralph Pirozzo reports on Underachieving Gifted and Talented Children in the *Brisbane North Region Gifted and Talented Association Newsletter*. Pirozzo reports that about half of the gifted children who score in the top 5 percent of intellectual ability based on individual tests do not match their ability with comparable school performance. He concludes that gifted underachievers could realistically be assisted through a reorganization of existing guidance, remedial, and resource staff personnel. Gifted underachievers could (a) clarify attitudes, beliefs, and aspirations through empathetic and supportive counseling, and (b) participate in especially designed educational programs which address personality as well as academic problems.

### WESTERN HEMISPHERE REGIONAL (Cont. from page 8)

location to them to date. Persons from other regions are also cordially invited. Information concerning the Regional Conference will be included in both NAGC and World Council mailings. Registration will take place through the NAGC Convention Committee.



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## B O O K S I N R E V I E W

Feldhusen, J.F. & Treffinger, D. J. *Creative thinking and problem solving in gifted education*. Dubuque, IA: Kendall-Hunt, 1980, 2nd ed., \$7.95.

An expansion of a highly useful volume that combines discussion of exemplary methods of teaching the title topics with informative reviews of a wide variety of available materials. Chapters also explore special needs of minority and disadvantaged gifted students and include a practical guide to getting a project started in the classroom.

Khatena, J. *Educational psychology of the gifted*. New York: John Wiley, 1982.

A book with special attractiveness to educators and others interested in the past and the future of gifted education. A unique chapter on creative imagination and fresh viewpoints on developmental guidance, creativity, and the mastery of stress by the gifted offer insights from developmental stage theory, general systems, and socio-cultural perspectives. Overall, a comprehensive and current source of information on both established and innovative aspects of education of the gifted and creative.

## Aspen's Gifted Avalanche

Aspen Systems Corp. (Rockville, MD 20850) has a veritable avalanche of publications on the talented and gifted in its most recent catalog:

Alexander, P.A., & Muia, J.A. *Gifted Education: A Comprehensive Roadmap*, 1982. In an attempt to simplify programming into a flow-chart, the gap between theory and practice is nearly bridged. Contemporary writers within and outside the field are introduced, but important and interesting topics alike are treated briefly.

Maker, C.J. *Curriculum Development for the Gifted*, 1982.

A promising text on curriculum which should satisfy both the inquiring undergraduate and the experienced practitioner. Theoretical foundations are clearly presented alongside a variety of practical approaches with examples. All curricular plans have been field tested for effectiveness.

(Aspen, cont.)

Perrone, P. A., & Male, R.A. *The developmental education and guidance of talented learners*. 1981.

Talent here addresses what others label intellectual giftedness. Vignettes of eminent persons and two case study analyses follow discussion of unique developmental needs of the talented. Program planning steps and a categorized bibliography complete the work. Issues explored relate to physiology, psychology, sociology, and mentality.

Sellin, D. F. & Birch, J.W. *Educating gifted and talented learners*. 1980.

Curriculum and methods of instruction for gifted and talented students as implemented by educators are outlined here. Units deal with *Cycles of Education from Early Childhood through Adulthood*, *A Common Curriculum Core*, *Individualized Education*, and *Affect and Cognition*. The authors seek a dual focus on individual fulfillment and social contribution by the gifted.

Sellin, D. F. & Birch, J.W. *Psychoeducational development of gifted and talented learners*. 1981.

Through the unifying devices of unit synopsis, key ideas, prototypes, summing up, and enrichment questions, the authors have aimed at the teacher-in-training or others interested in a similar format. The emphasis is on individualized education. References drawn from popular and scholarly sources in the last two decades lend a contemporary flavor.

## SEMINAR HONORS HALBERT ROBINSON

*The Project for the Study of Academic Precocity (Arizona State University) dedicated a training seminar, February 18-21, to the memory of the late Halbert B. Robinson who established and directed the Child Development Research Group at the University of Washington.*

*The Seminar placed emphasis on rigorous academic alternatives for intellectually gifted students. The four-day Seminar offered detailed program suggestions from the Johns Hopkins Study of Mathematically Precocious Youth, Duke University's Talent Identification Program, and the University of Washington's Child Development Research Group. For further information, write Dr. Sanford Cohn Arizona State University, Tempe, AZ 85287*

### WESTERN HEMISPHERE REGIONAL CONFERENCE

An International Strand will feature the annual convention of the US National Association for Gifted Children in New Orleans, October 21-22, 1982, as a WESTERN HEMISPHERE REGIONAL CONFERENCE co-sponsored by NAGC and the World Council. This Strand will make it possible for persons in the Western Hemisphere with concern for international developments in education of the gifted to meet prior to the World Conference in Manila in 1983. The Strand will feature two major addresses and a number of seminar groups.

One purpose of Regional Conferences is to provide continuity in the long two-year interval between biennial World Conferences as well as to provide accessibility to persons who may

find travel difficult to places like Manila in 1983 and Hamburg in 1985.

Other regions are also urged to conduct international conferences. They should be planned in such a way as not to detract from biennial World Conferences; i.e. no regional conference should be planned within 1000 miles or within 10 months approximately of a scheduled World Conference. Planners should communicate their intention to the Secretariat.

The Regional Conference Committee anticipates wide participation from Central and South America and from the Caribbean since New Orleans will represent the nearest conference

(Cont. on p. 5)

## 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 30 US dollars to cover my subscription to the World Council for the Biennium ending June 30, 1983. Fee includes issues of *Gifted International* (Journal of the Council) and *World Gifted* (newsletter).

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