



# World Gifted

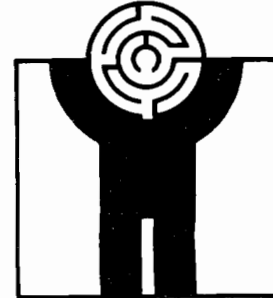
NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN

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## 6TH WORLD CONFERENCE LOGO

After ten years trapped in the maze the gifted child is free at last. The logo of the 6th World Conference on Gifted and Talented Children, to be held in Hamburg 5-9 August 1985, shows a stylized human figure that has retained the maze, the logo of the World Council, as its head. By bursting through the restricting boundary, the figure raises hope that human potential for growth and excellence can be fulfilled.



The logo, which was designed by Michael Sauer, student at Hamburg School of Design, will appear on all printed conference material.

The organizers of the Hamburg conferences are proud to report lively interest from all parts of the world, especially, however, from North America. Well over 300 prospective participants have already contacted the conference secretariat. Up to now over 200 proposals for contributions have been submitted.

The organizing committee expects 800-1000 participants in the beautifully situated Congress Centrum Hamburg, right in the heart of the city. Forms for registration, hotel accommodations and pre and post conference tours, as well as the preliminary program, will be sent out during the summer months. All those who have already indicated their interest by contacting the conference secretariat are on the mailing list, as are the members of the World Council. Both groups will automatically receive a registration set as soon as these are available.

### PRESIDENT'S MESSAGE

James J. Gallagher

We have great confidence in some things we know about gifted children. One of those facts is that outstanding abilities appear in every ethnic and racial group. We also know that much of that outstanding ability may well go to waste and may be uncultivated.

Periodically, the industrialized nations become concerned over the shortage or absence of certain materials necessary for that culture. We are currently afraid that petroleum will run out and are hastily devising major efforts to explore for new pockets of crude oil.

But our human resources, an important part of which would be the gifted and talented children, may be even more important to us, and what is more, they are renewable generation after generation. Unfortunately, these human resources are both fragile and elusive. They are fragile in the sense that an unhealthy social or psychological environment can suppress the full development of high abilities. They are elusive in the sense that many of these gifts may be expressed in other areas besides academic related abilities.

One of the actions that the World Council might consider would be the organization of a world-wide search for hidden talent and the development of a methodology for identification of outstanding children and youth from one country to another. The process of identification itself often provides pressure to take subsequent educational action to provide a better educational experience. Once you have found the gifted child, the natural question is, "What do we do about this now?"

Almost every culture has its cultural subgroups that do not fit easily into the mainstream of that society. Children from those cultural subgroups often have the talent that would lead them to a more successful and constructive future for themselves and for that culture. These missing resources can be salvaged if we can direct our attention to them. Measures of ability often focus upon specific cognitive skills (memory analogies, etc.), or upon certain personality characteristics that seem to accompany giftedness. Characteristics such as persistence, eagerness to learn, extended attention span, etc., can be cues in that direction.

One large group to which some additional search or exploration of talent might be pursued is that of gifted girls and women. The changing role of women in the Western World has resulted in an increased number of women making major contributions in the professional political world of their society. It probably represents the largest total untapped source of ability in the world, and the early identification and nurturance of such talent can bring substantial benefits to all of us. The search for hidden talent is one of the most exciting explorations yet undertaken. We have charted the globe, but have yet to encompass human potential.

**FROM THE SECRETARIAT**  
Dorothy Sisk

Membership in organizations means different things to different people. To some it is a way to secure information. To others, it is a way to meet people of similar interests or to add another name to an already lengthy list of organizations on a resume.

Membership in the World Council offers a unique opportunity to its members. Through active efforts its members can bring groups of interested people together to work on behalf of the world's gifted and talented children and youth. By its nature our international membership stimulates a wide exchange of ideas with the consequential breaking down of barriers of language, custom and tradition.

The Puebla Mexico conference is a good example of this membership initiative. Through the efforts of executive board member Elena Konstat a regional conference has been planned for September, 1984. In addition to providing a forum for the exchange of ideas, the conference will stimulate increased interest in planning and developing programs for the gifted in Mexico.

If each member will consider his or her country's needs and propose suitable action, we can continue to stimulate new and exciting developments. The World Council offers its members an active role in its work on behalf of the world's gifted and talented children and youth. Let us hear from you.

WORLD GIFTED is the newsletter of the World Council for Gifted and Talented Children published 2-3 times a year at the University of South Florida. Inquiries, suggestions and items for inclusion for future issues should be sent to: Shirley Perkins, Newsletter Editor, World Council for Gifted and Talented Children, HMS 414, University of South Florida, Tampa, Florida 33620.

**LATIN AMERICAN  
CONFERENCE UPDATE**

Plans continue for the First Latin American Meeting on Gifted and Talented Child Education which will be held in Puebla Mexico, September 24-28, 1984.

The Puebla conference has been organized by the D.I.F. Mexico, Puebla and the World Council. Complete conference information is now available from Professor Irina Arroyo Huerta, Multidisciplinary Center for Child Diagnosis and Treatment, 25 Poniente Y Sur, Puebla, Puebla, Mexico.

**EXTRACURRICULAR CENTRES  
FOR HIGHLY GIFTED STUDENTS  
IN SOUTH AFRICA**

Extracurricular Centres for Highly Gifted Pupils are functioning successfully after three years of operation, according to Dr. J. F. Nel, member of the World Council Delegate Assembly and Head of the Centre in Pretoria.

The first group of students have completed their studies at the various centres and are now first year students at different universities. An impressive number of students gained distinction in six or seven subjects and received bursaries for further study. One student, for example, was granted a full study bursary by the Massachusetts Institute for Technology to study space engineering.

The centres are equipped with sophisticated computer systems which form an integral part of the teaching in the different fields of study. Fields of study in the primary phases include language and literature studies, mathematics, history, geography, science, drama, art, music and religious instruction. In the secondary phase, students may study political science and philosophical studies, communications, astronomy, computer science, electronics, petrochemical and geological studies.

In addition to the academic progress achieved at the Centres, an intensive research program on the gifted child is being undertaken.

Dr. Nel also reports that the Republic of South Africa has launched a project through the Human Services Research Council to investigate gifted education on a national level. It is hoped that a national policy for the education of the gifted will be implemented as a result of the project.

**REPORT ON STATUS OF  
GIFTED AND TALENTED  
EDUCATION IN THE USA**

Results of the National Planning Effort in Gifted and Talented Education chaired by World Council President James J. Gallagher indicate a need for more programs, better trained personnel, and for more integration of regular and special programs in elementary and secondary schools.

The national survey, an open-ended questionnaire completed by 1200 teachers, educational administrators and parents, gathered information about preferred instructional strategies, major needs of gifted students, essential program elements and the appropriate role of the federal government in education for the gifted in the United States.

Respondants favor a catalytic role for the federal government in which resources are provided for leadership training, research, curriculum development and dissemination. For elementary students, they prefer a resource room program with students spending a major portion of time in the regular school program.

For secondary students, they prefer special advanced level classes. Teachers want more administrative support, better training and increased understanding from their colleagues. Administrators want more adequate funding for programs. Parents want more and better programs.

The full report includes the results of two other surveys that comprise the work of the National Planning Effort: The Survey of State Directors of Gifted Programs and The Survey of Local Gifted Education Directors.

The Status of Gifted/Talented Education: United States Survey of Needs, Practices, and Policies. James J. Gallagher, Patricia Weiss, Krista Oglesby and Tim Thomas (1983), is available from The National/State Leadership Training Institute for the Gifted and Talented, Civic Center Tower Building, Suite PH-C, 316 West Second Street, Los Angeles, California 90012 for \$11.50 plus \$1.50 for shipping and handling.

**ADVOCACY: KNOWING  
WHEN TO LISTEN**

"Most advocates have a very difficult time finding out what people think about gifted and talented programs because they want to tell them what to think."

In building support for new or expanded programs for the gifted and talented, approaching key decision makers with facts, figures and recommendations is not enough, according to Patricia Bruce Mitchell, editor of the National Association of State Boards of Education's publication, *An Advocate's Guide to Building Support for Gifted and Talented Education* (1981).

Ms. Mitchell suggests that any systematic advocacy effort should include a stage in which advocates meet with key decision makers and let them do the talking. As difficult as this may be for an advocate with a message and sharpened skills in persuasion, the insights to be gained about barriers he or she will face, areas of support, strength of individual's support or opposition, and information needs of potential supporters are worth the effort.

In meeting with key decision makers, Ms. Mitchell suggests the following:

1. Be brief. Your key targets are likely to be very busy people with many other issues competing for their attention.
2. Limit the advocates to one or two people. Too many people will discourage open discussion.
3. Tell the decision maker that you have come to find out what he or she thinks should be next directions for the gifted and talented in the school/district/state/country.
4. Listen. Do not succumb to attempts to get you to do the talking.
5. Take notes, especially on the important points.
6. Offer to send additional information if the decision maker expresses interest.
7. Know when to leave. Limit your meeting to 15-20 minutes.

In describing common pitfalls in advocacy efforts for the gifted and talented, Ms. Mitchell includes a tendency to assume that people in administrative and political positions are not too bright or not very knowledgeable--or both.

An Advocate's Guide to Building Support for Gifted and Talented Education, Patricia Bruce Mitchell, ed., (1981), is available from the National Association of State Boards of Education, 701 N. Fairfax Street, Suite 340, Alexandria, Virginia 22314 for \$7.50 prepaid.



**THE CREATIVE MIND:  
MAKING NEW KNOWLEDGE**

"There's a special tension to people who are constantly in the position of making new knowledge. You're always out of equilibrium. When I was young I was deeply troubled by this, finally, I realized that if I understood too clearly what I was doing, where I was going, then I probably wasn't working on anything very interesting."

Dr. Peter J. Carruthers, who heads the Department of Theoretical Physics at the Los Alamos National Laboratory (New Mexico, USA), speaks of working at the frontiers of knowledge in "Tracing the Skeins of Matter" in The New York Times Magazine, May 6, 1984. The article by William J. Broad is part of an occasional series that examines the process of creative thought among Americans in various fields.

Carruthers describes his own work in theoretical physics and his work as a manager of creative scientists. In his latter role, he speaks of spending a considerable amount of time trying to instill confidence in young scientists. He describes his attempts to "convey an attitude of calm determination in the face of chaos" as the most demanding, but the most rewarding, of his creative tasks. "It's really the key to the whole thing. There's so much talent in the world that's wasted for lack of it."

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WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN EXECUTIVE COMMITTEE James J. Gallagher (USA), President; Dan Bitan (Israel), Vice President; Elena Konstat (Mexico), Secretary; Aurora H. Roldan (Philippines), Treasurer; Elizabeth O. Adesokan (Nigeria), Jean-Charles Terrassier (France), and Klaus Urban (Federal Republic of Germany).

SECRETARIAT Dorothy Sisk, Executive Secretary; A. Harry Passow, Honorary Director

THE WORLD COUNCIL FOR  
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