



# World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN

VOLUME 6, NUMBER 3

DECEMBER 1985

## PRESIDENT'S MESSAGE

HARRY PASSOW

I must begin by expressing my surprise that I am writing this message as President of the World Council. However, having been elected by the Delegates Assembly at their meeting in Hamburg,

I intend to be an active, aggressive and involved president during the four years of my term.

I want to thank Jim Gallagher, our immediate past president, and Dan Bitan and Jean Charles Terassier, our retiring Executive Committee members, for their service and contribution to the World Council. Although they are leaving office, each of them will continue to be involved in Council affairs. Jim Gallagher is a very hard act to follow and we are fortunate that we can count on Jim's continuing involvement.

The Sixth World Conference in Hamburg was an exciting one. We are still getting the final figures together but we know that the thousand or so participants came from some 47 different nations. In addition to seven plenary sessions, there were 323 papers and workshops, 59 conversations with noted gifted educators, 51 poster display sessions, and 29 symposia, as well as performances by young musicians and ballet dancers and several social events. The participants heard exchanges of issues, opinions, problems, practices, research and theory on many different levels. Of particular interest to many participants were the discussions concerning "elitism and gifted education," a topic which is being hotly debated in West Germany and which even brought out demonstrators. We heard lively exchanges of issues and approaches from many nations, diverse cultures and different national systems--all of them underscoring the fact that there are young persons around the world who need different, challenging, appropriate educational experiences as their right in our efforts to provide adequate and appropriate education for all children. In addition to the musicians and ballet dancers, young chess players matched wits with participants and two Executive Committee members--they must remain nameless--were beaten by these young chess masters!

The World Council owes a debt of gratitude to the Hamburg Conference Organizing Committee, particularly to Wilhelm Wiczerkowski, Arthur Cropley, Klaus Urban and Hans Wagner for a magnificent Sixth World Conference on Gifted and Talented Children. They have set a standard and a challenge for the Chairperson, Calvin Taylor and 3 vice Chairpersons, Keith Stack, Ivan Muse, and Jay Monson, for the Seventh World Conference which is to take place in Salt Lake City, Utah, August 3-7, 1987. 1987 seems quite a way but all of us remember how soon Hamburg followed Manila!

I return from Hamburg and begin my term of office as president with the feeling that in many nations around the world there is a vital, vibrant, thriving interest and concern focusing on the identification, education and nurturing of a wide variety of gifts and talents. I would like the World Council to become a significant, leading force in these developments by assisting you and your colleagues in gifted education in your work. I would

(Continued on page 2)

## PRESIDENT'S MESSAGE (Continued from page 1)

like those of you who are teachers, administrators, parents, and policy makers to feel that you can turn to the World Council for assistance, guidance, support, and even direction and to know that help is forthcoming. I would like the World Council, through its Officers and its Secretariat, to increase its capacity work with gifted educators in various ways and at various levels. The World Council is now ten years old and its Secretariat has just completed six years of functioning. The World Council's objectives are still to be fully realized and we must continue to strive toward their implementation. Those goals and purposes bear being listed from time to time in order to remind us of what we are trying to achieve. Our goals and purposes are:

1. To focus world attention on gifted children and their valuable potential contribution to the benefit of mankind.
2. To initiate, conduct, and support research into the nature of giftedness, talents, creativity, and the education and development of gifted children; to disseminate the findings of this research.
3. To assemble, for an exchange of ideas and experiences, people from all over the world interested in the gifted and talented.
4. To persuade governments to recognize gifted children as a category for special attention in normal educational programs.
5. To establish means for continuing world-wide exchange of ideas, experiences, teaching and teacher-training techniques in respect to gifted children.
6. To create a "climate" of acceptance of gifted children, not as a privileged elite, but as a valuable global asset. These children come from many backgrounds and include those who are disadvantaged, physically handicapped, and from developing countries.
7. To initiate, conduct, and support activities designed to bring together gifted children of the world.

Through our World Conferences, we have assembled, "for an exchange of ideas and experiences, people from all over the world interested in the gifted and talented." However, there is much to be done with respect to the other six goals and purposes. We need to continue our World Conferences, but we need to do much more to realize our goals in the other areas. How to do that is the immediate challenge we face.

Jim Gallagher has agreed to complete our "Bibliography Project," with multi-national bibliographic references supplied by educators of the gifted on a number of topics. These bibliographies will be published by Trillium Press. The Executive Committee is currently reviewing its committee structure to assess which should be revitalized, which phased out and what new committees should be started. As soon as this review has been completed, we will inform you, our members, and invite you to become actively involved in those efforts and activities of most interest to you. In addition, we invite you to send me ideas for the World Council to pursue. What kinds of cross-national activities and services would help you and your colleagues advance the cause of gifted education in your country? How can you help your World Council colleagues in other nations? I invite you to share your ideas, as an individual, as a member of a group, or any way you wish. We are communicating with your elected representatives and officers--the Delegates and Executive Committee members--for their ideas as well, but we know that you will have many suggestions and look forward to sharing them.

## PRESIDENT'S MESSAGE (Continued from page 2)

Our biennial world conferences are, as those of you who have attended them know, exciting, informative, and helpful, but if the World Council is to thrive and grow as the world advocate for gifted education, we must become much more active and involved in the period between such conferences. Our world conferences are important, but it is what we do between such conferences which will determine how much of a force the organization is in the education of the gifted.

Please give this request some serious thought and write to me as soon as possible:

Prof. A. Harry Passow  
Teachers College  
Columbia University  
New York, New York 10027 USA

Finally, should you be coming to the United States, Dorothy Sisk and I would be pleased to see you and talk about the gifted around the world!

Please keep us informed about your activities as an individual or your gifted education association's undertakings. Let's share information, papers, publications, and other communications as a beginning. I look forward to hearing from you.

A. Harry Passow  
President, WCGTC, Inc.



## SPOTLIGHT ON THE EXECUTIVE BOARD MEMBERS

**HARRY PASSOW, PRESIDENT OF THE WORLD COUNCIL  
FOR GIFTED AND TALENTED, 1985-1989  
JACOB H. SCHIFF PROFESSOR OF EDUCATION  
TEACHERS COLLEGE/COLUMBIA UNIVERSITY**

A noted educator and author, Professor Passow is a consultant and lecturer on the education of the gifted and talented, urban education and education of the disadvantaged, education of adolescents and youth, curriculum development and education policy. He initiated and directed the Talented Youth Project at Teachers College from 1954-1966. He is currently a faculty associate of the Center for the Study and Education of the Gifted at Teachers College. Professor Passow was named the Honorary Director of the World Council for Gifted and Talented Children when the Secretariat was established in 1979. He received the Distinguished Scholar Award from the National Association for Gifted Children in 1983, the Certificate of Merit from the Association for the Gifted in 1982. He is the author or coauthor of many books, articles, and monographs, the most recent being Reforming Schools in the 1980's: A Critical Review of the National Reports (1984) and A Review of the Major Current Reports on Secondary Education (1984). He was recently also the editor of the Special Education section of the International Encyclopedia of Education: Research and Studies (1984). He is the coauthor of Planning for Talented Youth: Considerations for Public Schools (1955), The Effects of Ability Grouping (1966), and Bright Underachievers (1966); editor and contributor to The Gifted and Talented: Their Education and Development (1979).

## FROM THE SECRETARIAT

DOROTHY SISK

The Sixth World Conference of the World Council for Gifted and Talented has come and gone. The executive board and delegates were busy and active. To keep you up to date a short synopsis of the

minutes is included: President Jim Gallagher called the executive board to order on August 5, 1985 at 9:00 AM. Dr. Wierczerkowski gave an overview report on the conference, emphasizing the success of the conference. A financial report was given by the executive secretary. During 1984-1985 assets were \$14,782.04 including the \$10,000 reserve. Expenditures included \$5,354.75. This left a balance of \$9,428.29. The contributions of the University of South Florida totaled \$18,913.97 for the support of the Secretariat.

The projected budget for 1985-1986 was introduced. The projected receipts totaled \$24,600 with expenditures of \$10,060. The balance was projected at \$14,540. The financial report was approved unanimously.

Dr. Elena Konstat reported on the awareness building and success of the mid year conference in Mexico City. The conference was self-supporting. It was recommended that the executive be utilized to plan regional conferences in the future.

The issue of executive board members' citizenship was discussed. Citizenship was designated as the clarifying point for membership in the executive board.

President Gallagher reported that Trillium Press will publish the annotated bibliographies compiled during 1983-85.

The selection of Utah for the 1987 conference was announced and Dr. Calvin Taylor gave a report on the upcoming conference.

Dr. Iraj Broomand, past president of the World Council for Gifted and Talented suggested two projects for discussion purposes: 1) an exchange program for gifted 2) a boarding school for gifted. The meeting adjourned at 12:30 PM.

At the delegate assembly three new board members were elected: Harry Passow (USA) Nora Maier (Canada) and Ken Imison (Australia). The delegate assembly elected Dr. Harry Passow as President for 1985-1989. The meeting was adjourned by Dr. Gallagher.

The final executive board meeting was called to order by President Passow on August 9, 1985 at 3:00 PM. A general discussion of new projects was held. The suggestion of studying the possibility of establishing a clearinghouse of new materials and procedures was discussed. It was also suggested by Dr. Gallagher that a prepared article on identification be commissioned for Gifted International.

Dr. Roldan stressed the need for continued communication and the need for old minutes to be sent to the new Executive Committee.

The Executive Board also discussed the need to alter the constitution to remove the term Honorary Director (Article XI). It was also suggested that the procedures for nomination be examined. A constitutional committee consisting of Dr. Gallagher, Dr. Shore, Dr. Passow and Dr. Sisk was established. The constitution is to be revised by Salt Lake City for the Executive Meeting.

Dr. Elena Konstat suggested that a letter be sent to the various Ministries of Education to notify them of the proposed conference in Salt Lake City.

Dr. Norah Maier discussed a proposed regional conference in Austria. The executive indicated interest.

It was also suggested that the original committee structure for the World Council be sent to Dr. Passow to consider reinstating the various standing committees.

Dr. Maier suggested the use of an Honorary Director with differing functions. No decision was made on this suggestion.

Dr. Sisk suggested that the delegates be sent a letter with criteria for submitting and selecting sites for the 1989 conference. It was also suggested that Dr. Taylor explore the notion of a discount to members of the World Council toward the registration fee for Salt Lake City. The meeting was adjourned at 4:30 PM.

(Continued on page 8)

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## THE RICHARDSON STUDY

Results from the largest national data collection on programming for able learners since the Marland Report in 1972 has recently been published in a book entitled Educating Able Learners. The study which was funded by

the Sid W. Richardson Foundation of Fort Worth, Texas was designed to answer three major concerns:

1. What is happening now in the field of education for able learners?
2. What works best under which circumstances?
3. What recommendations would assist all types of schools in serving able learners?

After a thorough review of the literature, an initial questionnaire form was sent to all 16,000 school districts in the USA. Full questionnaires were returned by some 400 schools and nearly 1,600 school districts. On site visits followed as well as interviews with 35 MacArthur Foundation fellows. What has evolved from the study's intensive efforts is a list of recommendations focusing on Administration, Discovering Talent, Program Development, Staff Development and Teacher Support, and Evaluation. The recommendations that follow represent only a portion of those outlined in the results of the study, but they should prove helpful to those readers who are currently dealing with these significant issues in their respective countries. We urge all educators involved in gifted education to read the entire report in order to gain a better understanding of what is still needed for gifted and able learners.

- Develop a written philosophy for the education of able learners that is consistent with the goals and values of the school district and community.
- Assess the current program for able learners. Those elements that serve their needs well may be retained and expanded as other options are added.
- Adopt flexible pacing at all levels.
- Broaden the process for assessing student abilities.
- Recognize that there is neither a single kind of intelligence nor a single instrument for measuring intelligence.
- Give thoughtful attention to special groups such as minorities.
- Throw a wide net, keeping entrance requirements fairly modest and tentative.
- Avoid labeling any group of children as the gifted.
- Build a comprehensive program as you would piece together a mosaic.
- Take care that programs are sequential, carefully integrated, and articulated throughout the system.
- Offer program options that reach through and beyond the normal institutional boundaries: across disciplines, across grade levels and across levels of intelligence.
- Develop specific plans for concurrent enrollment at all levels --elementary/middle, middle/high school, and high school/college.
- Recognize that a few students will benefit from the opportunity to leave school and enter college early.
- Make use of community resources, including the private sector.
- Consider specialized schools if the population of the community and the district's resources will support them.
- Balance acceleration with enrichment activities for diverse types and degrees of intelligence.
- Consider staff development a continuous process for teachers, consultants, and administrators.
- Provide the regular classroom teacher adequate support services so that enrichment is available to able learners in the regular classroom.
- Plan the evaluation design as the program is being developed.
- Employ an external evaluator or team of evaluators to reinforce internal evaluation, to assure objectivity, and to add credibility.

## CONVERSATION WITH DR. NORAH MAIER



This issue we invited Dr. Norah Maier, a World Council Executive Board Member from Canada and Director of the Thinking Program at the University of Toronto Schools to address the issue of identification as it pertains to the Thinking Program. It has been in existence for seven years and is based on DeBono's research involving cognitive patterning. The student body (420) is co-educational and serves grades 7-13, focusing on the academically able student. Each year over 800 students apply for the 70 positions and are selected on the basis of a group entrance test that measures reading comprehension and mathematical computation. In addition, each student submits a written essay that is judged on the basis of creative writing ability and creative thinking. Students profiles are compiled by the teachers from the feeder schools that report personal as well as academic attributes, such as motivation, interaction skills, and concentration.

Dr. Maier feels that the school's identification criteria for the Thinking Program is actually more conservative and thorough than that which may be used in any one of the 194 Boards (Districts) throughout the Province of Ontario. As a result of legislation passed in 1982, the entire province is moving towards implementation of differentiating curriculum/programs for gifted students. As the University of Toronto School celebrates its 75th anniversary, it is reexamining its program offerings so as to meet the needs of the vast province that it serves without duplicating services. Dr. Maier feels that the future emphasis of the program may revolve around an innovative curriculum that is more integrated/interdisciplinary combined with a skills approach. This speculation might include for grades 7,8,9 a skills approach through an interdisciplinary approach, a knowledge based curriculum for grades 10 and 11 and for grades 12 and 13, curriculum opportunities unavailable in most school systems such as psychology and philosophy along with an offering of higher order skills needed both at the university level and the work environment.

Dr. Maier's personal research interests in the area of identification support the increased use of clinical therapy and observation skills for the teachers to identify able learners through cognitive behavior patterns. Teachers working with gifted and able learners would then be demonstrating 4 major competencies:

1. Diagnosis of students' cognitive patterning
2. Curriculum design to enhance/augment the students' cognitive patterns
3. Program monitoring of progress and change of cognitive patterns
4. Evaluation of student progress through the curriculum and cognitive needs

We thank Dr. Maier for sharing some of the philosophies and future trends from her area of the world and we invite you to respond to her personally at the University of Toronto School or to contact us with a willingness to be interviewed or to share your thoughts on identification in a future issue.

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## ANNOUNCING A NEW JOURNAL...INTERNATIONAL JOURNAL OF ADOLESCENCE & YOUTH

**AIMS AND SCOPE:** To identify, examine and compare particular issues, problems and social policies related to adolescents throughout the world. Subject areas covered will include psychological growth and development, health and medical care, delinquency, social policy, employment/unemployment, education and training, spiritual and physical development, leisure, family relationships, sex education, homelessness, etc. It will be of interest to researchers in these areas as well as to international, central and local government and voluntary organizations and field work agencies. Provisional subscription rates £55/\$77. Quarterly publication, scheduled to start in 1986. Contact: Dr. Roy Evans, Head of Division of Advanced Studies in Education, Roehampton Institute, London.

FROM THE SECRETARIAT (Continued from page 4)

For 1985-1986 we have projected 200 new members. During the Hamburg Conference we received 150 memberships. For 1985 as of November 25, we have received 226 members, including those registered in Hamburg. There were 95 memberships submitted in 1984 and 365 in 1983 with 99 in 1982.

1982	1983	1984	1985
99	365	95	226

It is clear that the conferences influence our membership enrollment. If every member could solicit two members, we could achieve a membership of 1,000. Please check your mailing address as listed, we continue to get a number of newsletters returned because of inaccurate or incomplete addresses. If there are changes, please notify the Secretariat's office.

My heartfelt thanks goes out to all of you who helped at the registration desk, notably Amanda Borders, Juliana Gensley and countless others.

We have had a number of visitors to the Secretariat and we have been able to arrange visits to programs for the gifted for these visitors. Feel free to stop by and by all means send your news for the newsletter.

**WORLD COUNCIL FOR GIFTED AND TALENTED EXECUTIVE COMMITTEE**

<p>Dr. Harry Passow, President Teachers College Columbia University 525 West 120 Street New York, N.Y. 10027 USA</p> <p>Dr. Klaus Urban, Vice President University Hanover Bismarkstr 2 3000 Hanover West Germany</p> <p>Dr. Elena Konstat Birman, Secretary 133 S. Oakhurst Drive #304 Beverly Hills, CA 90212 USA</p> <p>Dr. Aurora H. Roldan, Treasurer P.O. Box 639 Greenhills 3113 Philippines</p>	<p>Dr. Dorothy Sisk, Executive Secretary HMS 414 University of South Florida Tampa, FL 33620 USA</p> <p>Mrs. Elizabeth Adesokan Department of Special Education University of Ibadam Ibadam, Nigeria</p> <p>Dr. Ken Imison School of Education Darling Downs Institute P.O. Darling Heights Toowoomba, Queensland Australia 4350</p> <p>Dr. Norah Maier University of Toronto Schools Faculty of Education 371 Bloor St. W. Toronto, Canada M2S 3R8</p>
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**SEVENTH WORLD CONFERENCE  
SALT LAKE CITY**

Calvin Taylor and his three vice chairpersons report that planning for the Seventh World Conference in Salt Lake City is well under way.

The logo has been selected and the Organizing Committee is currently in the process of selecting the theme for the 1987 conference. The committee has already begun to make arrangements for participants to enjoy many of the fine attractions in the area and region such as Snowbird, Park City and other ski resorts as well as the famous Mormon Tabernacle Choir. Plans are being made for special events such as informal wine and cheese receptions and a "Summer Evening in the Canyon" to provide participants plenty of opportunities to socialize with other attendees.

Although the formal call for papers has not been issued (look for a copy in a future issue of World Gifted) the committee reports having received a number of inquiries already. You may address your questions and/or recommendations for major speakers to the Organizing Committee at the following address: 7th World Conference, 250 E. 500 S. St., Salt Lake City, Utah, 84111.



## OPPORTUNITIES FOR STUDENTS

The INTERNATIONAL READING ASSOCIATION Special Interest Group for Reading for Gifted and Creative Students announces the PAUL WITTY OUTSTANDING LITERATURE AWARD. This award of not less than \$25 and a certificate of merit will be given to elementary and secondary students in recognition of excellence in original prose or poetry of individual writing. Entries should be sent by **February 1** to the chairperson listed below. Entries will be reviewed by a committee which will judge them on the criteria of creativity, originality, and beauty of expression. The elementary students' prose entries may be handwritten if legible and must not exceed 1,000 words. Secondary students' prose should be typed and may exceed 1,000 words. At both elementary and secondary levels, if poetry is entered, a set of 5 poems must be submitted. All entries and requests for applications must include a self-stamped envelope. Address all requests for applications to: Chairperson, IRA/SIG, Gifted, Creative Ms. CleoBell Heiple, Hawthorne School, 705 West Hawthorne, Ontario, CA 91762.

GIFTED CHILDREN'S PEN PALS INTERNATIONAL now has a membership of nearly 1,000, with children between the ages of 4 and 18 in many parts of the world writing to each other. For information, contact: Debby Darby, Ph.D., 166 E. 61st St. #7-M, New York, NY 10021.

LETTER LINK is a new network for students, age 10 to 17 to write letters in their own language about discoveries they have made about the world and community in which they live. The system goes beyond to meet the intellectual needs of the gifted in that the need for translating the letters they receive encourages them to interact locally with other cultural groups. Persons interested should contact: Sheila D. Rose, Executive Director, Letter Link, General Delivery, Petrolia, Ontario, Canada N0N 1R0.

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: Newsletter Editor, World Council for Gifted and Talented Children, HMS 414, University of South Florida, Tampa, Florida 33620 USA.

### APPLICATION FOR MEMBERSHIP

TO: Dorothy Sisk, Executive Secretary, World Council for Gifted and Talented Children, HMS 414, University of South Florida, Tampa, FL 33620 U.S.A.

I would like to support the work of the WORLD COUNCIL FOR GIFTED AND TALENTED through becoming a member. I have enclosed a check for \$40.00 (US currency) to cover my subscription to the council for a two year period. Membership includes issues of GIFTED INTERNATIONAL (journal) and WORLD GIFTED (newsletter).

NAME: (printed or typed)

OCCUPATION AND TITLE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

\_\_\_\_\_ RENEWAL

\_\_\_\_\_ NEW MEMBERSHIP

DID YOU KNOW...THAT THE FOLLOWING 47 COUNTRIES WERE REPRESENTED AT THE SIXTH WORLD CONFERENCE IN HAMBURG THIS SUMMER?

AUSTRALIA  
AUSTRIA  
BELGIUM  
BOTSWANA  
BRAZIL  
BULGARIA  
CANADA  
CHINA  
DENMARK  
EAST GERMANY  
EGYPT  
ENGLAND  
FRANCE  
GHANA  
GUAM  
HONG KONG

HUNGARY  
INDIA  
INDONESIA  
IRAQ  
IRELAND  
ISRAEL  
ITALY  
JAPAN  
KENYA  
LIECHTENSTEIN  
MEXICO  
NETHERLANDS  
NEW ZEALAND  
NIGERIA  
NORWAY  
PAKISTAN

PHILIPPINES  
POLAND  
PORTUGAL  
SAUDI ARABIA  
SOUTH AFRICA  
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PROPOSED PORTUGAL CONFERENCE ON THE GIFTED

LUIZ NAZARETH, A PORTUGUESE DELEGATE OF THE WORLD COUNCIL FOR GIFTED AND TALENTED IS PLANNING A REGIONAL CONFERENCE TO BE HELD IN AUGUST 1986. HE IS THE FOUNDER OF THE PORTUGUESE ASSOCIATION FOR GIFTED AND TALENTED CHILDREN. THE PROPOSED SITE IS PORTO. INDIVIDUALS ARE URGED TO CONTACT DR. NAZARETH AT THE FOLLOWING ADDRESS FOR FUTHER INFORMATION:

ASSOCIACAO PORTUGUESA  
DAS CRIANCAS SOBREDOTADAS  
R. DOS FRANCOS No. 123  
10 ESQ<sup>do</sup> 4000 PORTO PORTUGAL

THE WORLD COUNCIL FOR  
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