

World Gifted

**Newsletter of the
World Council for Gifted and Talented Children**

Volume 11, Number 2

September, 1990

Letter from the President

In my last communication the new Executive conveyed optimism in the vitality, wealth of experience and commitment which you as leaders in the field of gifted education bring to the World Council. Our second Newsletter in the 90's presents the international activity to support such a belief. The next few months leading to our World Conference in The Hague will show how we can mobilize our own forces to influence the making of the New World Order.

The Netherlands: Nijmegen...

Vice President and Chairman of the 9th World Conference for Gifted and Talented Children, Franz Mönks, brought the Executive and an international body of experts to the University of Nijmegen. This planning group consulted with Willy Peters, Frans de Wuffel, Elly Roose and other members of the organizing team to create an innovative program and proceedings. The president and faculty of the Katholieke Universiteit Nijmegen are most supportive of Franz's Center for Giftedness and his ambitious mounting of our World Conference. (Personal note: Irene Mönks invested our visit with a special note. An artist herself, she clearly inspires Franz. Two doll-like children in their beauty make up this positive version of Ibsen's Puppenhaus.

The Netherlands: The Hague... Ninth World Conference-The Hague

The site of the conference could not be more impressive. All presenters around the world take note: the Netherlands Conference Centre is a most worthy setting to share your ideas and long years of isolated work. It will stimulate you to great heights. The spirit and scope of the content was developed by a powerful group of

planners from the European and international community. We were especially pleased to see some new faces from Italy, Eastern Europe, and France and the Netherlands in addition to those who compose the firm foundation of our structure. This theme, 'Social and Personality Development of Gifted Children,' strikes an appropriate note for this decade. The political, economic and social rethinking

which is taking place so rapidly around us reinforces the selection of this focus. This month's United Nations Children's Summit, UNESCO's universal call for 'an education for all' shows that the energies we invest as educators, researchers, parents, businessmen, politicians, policy and decision makers and involved citizens of the world fulfill a desperate need. (For those of you who are pattern seekers and who believe in the fortuitous

convergence of things, I am writing about the 9th World Conference on this the 09.9.90.)

Your Executive has worked hard, both in providing service to and widening their own perspectives about our Asian/Pacific region. Franz Mönks was, in Indonesia, successful in inviting the Minister of Culture to The Hague; and while in Thailand, Len Finkelstein generated an interest in hosting the WC '95 conference.

The Philippines: Manila...

World Council Regional Conference

Dr. Aurora Roldan, long standing WC Executive member and President of The Talented and Gifted Philippines Foundation, Inc. organized a resoundingly successful conference with co-chair and executive member, Wu-Tien Wu. On behalf of, and in cooperation with, the WCQT, a unique service was provided for the Asian Region. Their leadership gave a far-reaching quality awareness for all participants and public at large. The common elements of our global



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Letter from the President *continued*

Between myself and the secretarial support staff, we manage to surprise callers with our multilingual capabilities. So do not feel excluded--write, call, fax in any language of your choice.

concerns, theories and practices melded with the regional differences to broaden our perspectives on our field of mutual endeavour. Words cannot describe the breadth of possibilities which this experience left on all. A full report will be presented at the World Council Open Forum and Business Meeting on July 29, 1991 in The Hague. At that time also we must consider how we can actualize Resolutions #4 and #7 generated by gifted children themselves at the Gifted Youth World Conference, a highlight in Manila:

4. We hereby resolve that we can be instruments of Peace through our love for humankind.

7. There are so many things to be done with very few people to do them, so we must work hard to solve the problems of mankind.

A disaster marred the great success for Aurora Roldan. Within two days her offices burned to the ground. She lost all equipment and materials accumulated over the last thirty years. Please answer the call in this newsletter to help replace or supplant invaluable materials for her important work of thirty years.

Taiwan: Taipei...

Belle Wallace, Dorothy Sisk and I presented at the 1990 Symposium of Gifted Education in the Republic of China. Organized with great style and organizational skill by Wu-Tien Wu at the Special Education Center of the National Taiwan Normal University, it demonstrated the high calibre of work and future development in the field. I was pleased to witness the enthusiastic support which individuals from governmental and public agencies give to Wu-Tien. The 2nd Asian-Pacific Regional Conference will be held here in 1992. (Personal note: Wu-Tien envelopes all with great warmth and reaps high loyalty and commitment.)

Hong Kong...

Great leadership in the field is everywhere to be seen within and outside the ranks of education. Our delegate for Hong Kong, Ruth Lau Wing-Mun, will be able to report on some major developments at The Hague. Initiated by Ruth, Dr. Jason C. Yeung, of the Rotary Club of Kowloon, Hong Kong, visited me in Toronto to discuss the intention of the club to invest their charitable work into gifted education for the next few years. I was most impressed with the dedication and

farsightedness of these Rotarians. Our follow-up meetings and deliberations in Hong Kong will have far reaching implications, not only on the local and national scene, but on an international level. We will keep you informed as concrete plans unfold.

While working in Asia at the regional centre, INNOTECH, of SEAMEO (South East Asian Ministers of Education Association) I met with the UNESCO group and conducted heated discussions about the interpretation of their theme for the nineties: 'education for all.' We must understand that this does not mean the same potential of each individual to unfold itself. Only then can all our countries in various stages of development toward a better human (and not just material) world reap the benefits of their costly investment of time, stamina and monies.

Canada: Toronto...

At the University of Toronto, the office of the president is overwhelmed. Suddenly the globe has become very small--only an arm's length or telefax away. Daily communications consist of requests for information, professional testimonies, support for academic promotion or research proposals, news of innovative programs and official openings. In this light we celebrate the September opening of two new Schools for the Gifted in Scotland and Israel. To my knowledge, exciting and extensive possibilities are underway in two other parts of the world. I will involve and inform you as they unfold. Between myself and the very competent secretarial support staff, Joan Scott and Maryse Beliveau, we manage to surprise callers with our multilingual capabilities. Only yesterday, the president of ALREP hesitantly sought someone who would understand him. Maryse: 'mais oui, nous parlons français là.' He promptly wished to hire her as interpreter for the Vienna Summit. In addition to our German, Russian, French, and English we would value an oriental language, but even here we are the beneficiaries of the 'brain drain' from Hong Kong. Our latest development has brought Turkish into our polyglot range. So do not feel excluded--write, call, fax in any language of your choice.

Three Canadian delegates from 1987-1991 have prepared Guidelines for Developing a World Conference Proposal. You may request this booklet for such an ambitious undertaking, or scale down the proportions and procedures to organize any small con-

Letter from the President continued

ference. We thank Colin Laine, Margaret Lipp, and Edna Macmillan for their initiative and hard work on behalf of the World Council.

Hungary: Budapest...

World Council delegate Eva Gefferth has organized what promises to be an important research conference for ECHA (European Council for High Ability), whose president Joan Freeman, is featured in this newsletter. We all look forward to the new dimensions to be explored in the meeting with our East and Central European colleagues. A report will follow in the next issue.

Austria: Vienna...

World Council - Vienna Summit

I am very pleased to report that the response to the invitation is overwhelming. All corners of the earth will be represented by thinkers and decision makers in all fields. The intensity of their commitment can be seen by their travelling such a distance and investing so much money for a two day meeting. Not a conference, but an actual Summit, the format will explore past accomplishments and future directions in the areas of: primary, secondary and tertiary education; research; policy development and identification of key issues;

and World Council organizational change. The next issue will focus on the outcome of the Summit. The ideas will be a basis for our World Council Open Forum and Business Meeting at The Hague. The 9th World Conference in The Hague will set new milestones in the digital highways to the new century. We can then find the best educative process to fulfill global expectations.

We part with one of our most valued members with great sadness. Jock Omond was an enthusiastic and youthful spirit investing all our global activities. I know that many members have fond memories and anecdotes which we will exchange at The Hague. Since we are all separated by so much space anyway, Jock's present distance seems no different. His presence invests our continued efforts globally, while we mourn with those who feel his absence more acutely, locally.

With best wishes from your Executive: Franz Mönks, Len Finkelstein, Tom Marjoram, Aurora Roldan, Belle Wallace, Wu-Tien Wu and myself.

Norah Maier, Ph.D.
President

The Ninth World Conference in The Hague will set new milestones in the digital highways to the new century.

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World Council
Executive at
The Hague



President Norah Maier and Dr. Wu-Tien Wu, co-chair of The First Southeast Asian Regional Conference on Giftedness, congratulate Senator Leticia Ramos Shahani for her opening address.



Gifted Children Grown Up: Aurora Roldan presented a panel of her early reading class for the gifted. All gave testimony of its great influence on their success as entrepreneurs, government ministers and socially conscious private citizens.



Asian event: Aurora Roldan, Wu-Tien Wu and President Maier with gifted Asian children and W. C. delegates from Hong Kong, Korea and Malaysia.

Report from the Secretariat



A Soviet Union professional exchange opportunity is available to WCGT members in February, 1991.

The Secretariat continues to be a focal point for the World Council for Gifted and Talented, Inc. receiving numerous calls from members planning trips abroad and wanting to con-

tact World Council members. We have had a World Council fellow, Vadim Bystritski from Baku, funded by Lamar University. Vadim assisted the 1990 Texas Governor's Honors Program, a leadership seminar for 200 outstanding secondary youth. Vadim proved a popular teacher in Russian language and culture classes. Ben Van Bronkhorst of the Globetree Foundation in Stockholm, Sweden spent a week at the Secretariat reading, writing and sharing experience as a puppeteer and Balinese dancer. Ben and his wife Kajsa are members of WCGT.

Two issues of Gifted International have been distributed and Tom Kemnitz, our publisher, assures us that the presses are running smoothly. These two issues represent a splendid compilation of our members' expertise. Another issue is in process and should be out shortly. It includes the following topics and authors:

"EDUCATING THE GIFTED CHILD IN THE YEAR 2000 AND BEYOND"

- A. Harry Passow-New York, U.S.A.

"RECENT TRENDS IN GIFTED EDUCATION"

- LeoNora M. Cohen, George Jeffcott, Edward Swartz - University of Oregon TAG Institute, U.S.A.

"MEETING THE FUTURE 1990"

- Kajsa Dahlström, Ben Van Bronkhorst - Stockholm, Sweden

"INTERCULTURAL TRAINING OF TEACHERS AND COUNSELLORS FOR THE YEAR 2000"

- Aaron Wolfgang - Toronto, Ontario

"THE TRAINING OF SPECIALISTS AND THE EDUCATION OF INTELLECTUALS"

- Tibor Huszár - Budapest, Hungary

"HOME AS PERCEIVED BY THE GIFTED CHILDREN - ITS IMPACT ON THEIR ACADEMIC ACHIEVEMENT: AN INDIAN PERSPECTIVE"

- Krishna Maitra - University of Delhi, Delhi, India

"PARENTS AND TEACHERS' PERCEPTIONS OF UNDER-ACHIEVEMENT IN KOREA AND THE UNITED STATES"

- Kyung-Won Jeon, John F. Feldhusen - Purdue University, U.S.A.

"PROBLEMS OF THE CARE FOR TALENTED YOUTH IN THE SPHERE OF NATURAL AND TECHNICAL SCIENCES IN THE CSSR"

- Ludek Vajner - Praha, Czechoslovakia

"A FREQUENT CONFLICT AND ITS TREATMENT"

- Gyorgy Fekete - Budapest, Hungary

"YOUNG PHYSICISTS' TOURNAMENT (YPT): A COLLECTIVE COMPETITION"

- T. D. Korneeva - Moscow, Russia, U.S.S.R. "THE MAGIC INGREDIENT"

- Mary Meeker-SOI Systems, Oregon, U.S.A.

The quality of the journal continues to be high and professional positive reviews have been received.

At the First Southeast Asian Conference on Gifted and at the conference at Normal University in Taiwan, we had a great opportunity to meet with our World Council for Gifted and Talented members and to recruit new members. Twenty-seven new members were welcomed by President Norah Maier and myself.

On February 15 - March 2, I will be leading a professional delegation to Russia, Bulgaria, Hungary and Austria. The primary professional objective will be to visit the Soviet Union to participate in a series of exchanges with professional counterparts under the auspices of the Citizen Ambassador Program of People to People International. The suggested composition of the group will include teachers, administrators, parents, psychologists and state officials. Specific topics include: Identification of Gifted and Talented, Creative Thinking Development, Early Identification of Talent and Visual Performing Arts, Foreign Language Instruction, Socio-emotional Development of Gifted and Talented and Leadership Development.

These exchanges will promote technical and cultural networking in education of gifted and talented and further international friendship and understanding among the professions. If you are interested in attending, please contact the Secretariat, as we will be limited to about 40 participants. The cost will run about \$4,000, including airfare, hotel expenses, etc. Come and participate.

Dr. Dorothy Sisk
Executive Director

Of International Interest

The Council

of International Programs (CIP)

The Council of International Programs is a private, non-profit, non-sectarian, volunteer organization.

CIP promotes worldwide educational, cultural and professional enrichment through international exchange programs for individuals in the *human services* fields.

CIP conducts programs ranging from a traditional four-month (summer) program to twelve-month programs (extended), with a variety of other time frames for short-term visit opportunities. Programs include cross-cultural sharing, host-family living, practical field experiences, and professional seminars.

CIP recruits participants in – and maintains relationships with – more than 120 countries.

For more information, contact:

Council of International Programs
1030 Euclid Avenue, Suite 410
Cleveland, Ohio 44115 USA
216-861-5478 Telex: 241 423
Cable: CIPRO

Abstracts of the 41st International Science and Engineering Fair

A book containing abstracts of the research projects of the Finalists in the 41st International Science and Engineering Fair will be published in paperback form and available September 15, 1990.

The 41st Abstract books will be \$6.00 each prepaid. Copies of the Abstracts for the 40th are \$4.00 prepaid.

Order from:

Mr. Ray Hart
Science Service
1719 N. Street, N.W.
Washington, D.C. 20036

International Journal of Intercultural Relations

(A publication of SIETAR: The Society for Intercultural Education, Training, and Research).

The journal is published quarterly for professionals, annual subscription rate of \$60.00. Contact the subscription offices of Pergamon Press, Inc.:

Fairview Park
Elmsford, N.Y. 10523
USA
or
Headington Hill Hall
Oxford, OX3 0BW England.

Our Sincere Regrets...

Well known Port Elizabeth educator Mr. Jock Omond, 80, died suddenly on July 23, 1990. Mr. Omond, a pioneer of Gifted Education in South Africa, ran the Office for the Gifted and Talented in Port Elizabeth.

Mr. Rudi Pakendorf, vice-chairman of the Office for the Gifted and Talented, said, 'His strength of vision and personality were the forces that got gifted education started in South Africa.'

A former inspector of African education, Mr. Omond established the Office for the Gifted and Talented in June 1976, and his endeavours to have extra-curricular activities established for gifted children led to the appointment of the first education planner for the gifted by the Cape Department of Education in 1980.

In May, 1983, he initiated the South African Association for the Gifted and was its first chairman. Internationally he also played a leading role, attending the first world conference on gifted and talented children in London in 1975.

Mr. Omond leaves his wife, Joyce, and three children, a son Roger and two daughters, Lesley and Rosalind.

**Stay informed
through
program
participation,
abstracts and
journals.**

Notice...

The Executive committee and its administrator, Dorothy Sisk, initiated the process of examining the official end of the current term for the location of the Secretariat. The full procedure for a renewal or relocation of the Secretariat will be presented in the next newsletter. Dr. Sisk will detail the responsibilities, duties, costs and benefits of managing the World Council Secretariat.

Note to the Membership

Recently the offices of Dr. Aurora Roldan, Executive Board member, burned down (two days after the First Southeast Asian Regional Conference). Those of you who have materials that particularly deal with the history of gifted, or general gifted education, please send these to Dr. Roldan so that she can rebuild her library.

Featured Article:**Trends for the Coming Decade
for the Gifted in Western Europe**

Joan Freeman
President: European Council
for High Ability (ECHA)

**Maybe
the future
for the highly
able lies with
commerce,
rather than
bounded by
the school
walls...**

As the political edifices of many Eastern European countries crumble, thousands of bright young people seeking a better life stream into the Western Democracies. They will bring with them different attitudes to the education of the highly able, and a few may even bring world-class teaching expertise in subject areas such as top sports, gymnastics, singing, ballet, circus, and mathematics. In time, the newly arrived might well influence education for the highly able in the West.

The style of interest they bring is different too. Eastern Europe has generally been more concerned with the practicalities of teaching and outcome, whereas the West has a more prolific output of theory. At its extreme, the difference seems to me to be like that between the training of young gymnasts on a trampoline and the production of research papers concluding that we need more research. Yet, because of the recent political changes, the extra money and provision which has been put into the promotion of world excellence may now be redirected within Socialist countries, so that the two halves of Europe may eventually become more balanced in top level achievements.

The European Council for High Ability (ECHA) was founded as a flexible communications network, designed specifically to affect the dissemination and discussion of ideas and attitudes. Although it was only in May 1987 that the idea of a European contact system for the highly able was first considered, it quickly gained strength. Now, with over 20 National Correspondents and 3 East European Branches, it already has experience of acting as a bridge between diverse cultures, especially through what Winston Churchill referred to as 'the iron curtain.' The forthcoming main ECHA conference, 24-28 October 1990, is aptly named—High Ability in a Changing Europe.

The newcomers may also be surprised by the strong inhibitions in the capitalist parts of Europe against the promotion of talent. In pre-war Europe, elitism and privilege through social class and money were indeed a reality. But although times have changed, those

memories still often dam the potential flow of special provision for the brightest children. This is particularly so in the Scandinavian countries, where selection by ability is frowned upon, and in the name of equality school children are expected to conform to the average.

Maybe the future for the highly able lies with commerce, rather than bounded by the school walls. It is already happening, for example in 'work experience,' which is enabling gifted youngsters to see beyond traditional school-and gender-orientated choices of study. Grants are made by industry to bright children for special courses, particularly in engineering and the sciences, and prizes are presented for competition winners in mathematics and the arts. Although, certainly, most research is financed by government agencies, there is increasing input from commercial trust funds and big business.

A pertinent factor in the search for highly able individuals in industry is the increasing age of the Western European population. Unlike the situation in many developing countries, we are facing a shortage of young people. Additionally, because it takes many years and costs a great deal of money to train new personnel, it is becoming more usual to look among older high achievers at the workplace, those over forty—and women too.

Israel, which has done a great deal of research, seems to be moving further towards special provision for highly able children. In Germany, the two major follow-up studies in Munich and Marburg are set to go on into the 1990's, and national and international competitions are being extended. In Holland, several academic centres of learning are investigating high-level cognitive development and autonomous learning and a new study centre for gifted education has been founded in Nijmegen. Although the more southern regions, such as Greece, Southern Italy, and Southern Spain, are not yet noticeably concerned with the promotion of children's high potential, there is nascent interest from both parents' organisations and research workers in Portugal and Northern Spain.

An emerging focus in European research is with the development of human abilities at their earliest stages, though not confined to concern for the gifted. This trend can certainly be seen in Britain. Over the past ten

Trends for the Coming Decade... continued

years, psychologists have shifted research strategies away from the more experimental to a more natural means of measurement in real-life situations. Attempts have also been made to understand children's awareness of their own behaviour, as well as their 'Theory of Mind'—their psychological understanding of the world. This means that children are not only measured by others, but are themselves involved in the measurement situation, which is something particularly appropriate for the gifted and talented. ECHA's European Journal of High Ability, being launched in early 1990, will print academic work on the highly able from around the continent and elsewhere.

What is not happening anywhere in Europe to any significant extent, is work in counseling and guiding the highly able, and at present there are no signs that this is likely to happen. It is only some parents' organisations, primarily in Great Britain (NAGC), Germany, and The Netherlands which offer that help. Nor is there adequate training of teachers in the understanding and skills they need to teach very bright children; Europeans can learn much from Canada and the United States about this.

Politically, intellectuals are now gaining greater access to power in Europe, as they are in North America, becoming increasingly specialised and professionalised. They operate in policy institutes, think-tanks, and universities—producing amongst other things national education policies. The danger is that the people involved in this rarely have practical educational experience (other than their personal studies), and so their advice can be somewhat closer to ideology than to a holistic concern for the children their policies affect. We have seen this in Britain in 1988 in the imposition of a National Curriculum, which shows some disregard for the broader education and psychological well-being of pupils, particularly the highly able.

The encouragement of creativity is still a problem, although more is being attempted. The European outlook is in many ways more set in tradition than that of North America, often allowing talent to slip away unnoticed, still being distracted from high-level potential by out-of-date notions of appearance and culture. Sometimes, our most creative youngsters have to find out by themselves how to overcome the barriers of their social constraints. Past examples of such a situation would include Einstein, Curie, and Handel. Nor are most European educational

systems set up to encourage creativity in communities, although at least in Britain the open style of primary education has the aim. We need to teach in a more creative, open-minded way, and in all lessons.

However, as economic educational boundaries are destined to become redundant in 1992 for the countries of the European Economic Community (EEC), certain needs, which provide further opportunities for the highly able, are becoming apparent. The internationalisation of education, for example, has meant an increase in foreign language learning, for which the EEC is financing the Lingua project, though it is not restricted to member nations.

ECHA is supporting the expansion and communication between the West German foreign language competition and others in Britain and France. The international contests would then take place in a different country each year, though the strong likelihood is that the dominant language will remain English. The EEC also has other communication initiatives, such as ERASMUS, provision for facilitating exchanges and courses for students in higher education. Western Europe seems to be slowly feeling its strength, and beginning to recognise and draw on its spiritual roots for the better education of all its children, including the brightest.

ECHA's *European Journal of High Ability*, being launched in early 1990, will print academic work on the highly able from around the continent and elsewhere.

News From Around the World

New schools for the gifted open in Scotland and Israel.

Scotland . . .

School for High Ability Learners and Underachievers with High Potential

After many years of planning, a school designed to meet the specific needs of high ability learners will open in September 1990, in Scotland's Borders Region. Situated in an area of outstanding natural beauty and yet within easy reach of Edinburgh International Airport and the cultural attraction of the Scottish capital, the school will seek to provide a balanced and carefully structured learning environment, focusing on individual needs, including those of high ability learners presently underachieving. Staffing will be in the ratio of one staff member to five students and each student will be allocated a mentor, who will assist in determining an individual programme of study. The development of creative thinking and reasoning skills will be fostered in a wide range of subject options and students will prepare British examinations and/or the International Baccalaureat. Students will be entered for these examinations when it is considered they have reached the necessary standard, rather than at a pre-determined age.

Individual learning will be encouraged and instruction given in the planning and implementation of individual projects. Recreational activities will be wide in scope and will offer opportunities for group participation, including drama, choir and orchestra. Sport will be time-tabled and joint events with local associations and clubs will be welcomed. An integral feature of this school will be its close cooperation with the local community.

The ethos of the school is European and each student will have extensive opportunities for language learning. In addition to English (which will also be available as a foreign language for non-native speakers) French, German, Italian, Dutch, Portuguese and Spanish will be offered. It is hoped that the school will serve as a centre for research into improved educational technology and facilitate cultural and academic exchanges within Europe, at staff and student level.

Whilst the purpose is to seek and demand academic excellence, the development of the individual is the prime objective. The cultivation of inherent qualities of leadership, responsibility and community service are considered of major importance, consistent with the demands of life in a changing European industrial society.

Israel . . .

The Israel Institute for Gifted Education

This school directed by Ben Zion Bar Lavie opened in Jerusalem September 1 with approximately 120 students, 80 in the 10th grade and 40 in the 11th grade. In future years, the school will accept an additional 80 students each year in the 10th grade. The students will be able to major in one of six areas: math, chemistry, biology, physics, music or visual arts. They will share a comprehensive curriculum in the humanities and in communications and partake in an intensive community work program. Another special aspect of this school are the interdisciplinary studies.

Australia . . .

Eighth World

Conference on Gifted and Talented

Over six hundred delegates from twenty-seven countries took up "The Challenge of Excellence" during the first week in July, 1989 by descending on Sydney for the Eighth World Conference on Gifted Education and Experiencing many "Visions Splendid"! The city sparkled in a week of sunshine. Sydney's Town Hall impressively set the scene for the official opening by the Governor General of Australia. The blend of grandeur, fine oratory and raising young voices ensured a stirring start to a memorable week.

Professor Manning Clark, the renowned Australian historian, in the opening speech of the conference, asserted that had Jesus Christ or Mozart attended Australian schools, they would have been expelled; the former for general attitude problems, the latter for "being different"! Professor Clark believed that the Australians do not have the right attitude towards gifted people. History explains why. He posed the question "how can we have quality and not lapse into conformity?" Dr. Edward de Bono asked how we should treat the gifted - as a private elite or a valued resource? He believed there was a greater need now than ever before in history for good thinking, because of intense economic competition, the variety of serious world problems and the need to be concerned with long-term values. Dr. de Bono said that education should be formed by three influences:

- the needs and realities of the outer world
- accumulated experience of educators
- understanding how the human brain works as a "self organising information system".

News From Around the World **continued**

At present, education is only controlled by one of these.

Throughout the week we heard two hundred and twenty-four enthusiastic presenters talk about programmes for the Gifted in their countries, giving international perspectives; fostering talent in pre-schoolers, primary and secondary school students; gifted children in disadvantaged communities; dyslexic gifted children; creativity, stimulating thinking skills; the link between disposition and environment, curriculum and innovations; preparing gifted children for the future; identifying the gifted particularly among new immigrants/refugees; catering for gifted children in the ordinary classroom, in individual subjects and through the Advanced Placement Programme; tertiary education of future teachers of the gifted; mind mapping; longitudinal studies; parenting gifted children; problems of the isolated gifted; the use of humour in Gifted Education; and methods of stimulating thinking skills.

Children contributed memorably during the Conference week with quality performances at the Opening and Closing ceremonies, receptions and outstanding concert. The concert in the Town Hall involved gifted young children singing, dancing, speaking and playing musical instruments. During the International lunch we had teenagers from South Dakota in the United States entertain us with choreographed song routines, youngsters from the Philippines community perform graceful dances and young musicians in a Bulgarian band play rousing music. Young inventors who were state winners for their inventions in a National Competition, displayed and talked about their innovations. The Australian Association for the Education of the Gifted and Talented initiated two National Competitions for Gifted Artists and Composers of school age. School children assisted at the Opening and Closing ceremonies, and by welcoming registrants.

Delegates had opportunities to visit Government and Independent Schools to see programmes for the gifted in operation and to talk to children, teachers and parents. Social functions opened up opportunities for delegates to mix informally and exchange ideas. They were welcomed to the city by being offered luncheon hospitality in Sydneysiders' homes. Receptions on consecutive nights at the Waterfront Restaurant, the new Sydney Hilton and the Town Hall encouraged old friends to reunite and new friendships to be cemented. Interesting

luncheons, a majestic night at the Opera, a boisterous Australian night at the Argyle Tavern and a glorious sunset harbour cruise set the seal on a successful, friendly conference. A Trades' Display offered delegates the opportunity to examine resources which could be used in the classroom. Each day a high quality Newsletter was issued, bringing delegates up to date with all events, reporting on the previous day's activities and reviewing Keynote speeches which were ahead. Inserted in the Newsletter was an evaluation sheet so that the Organizers could have feedback on the Speakers. On the last day an additional survey was included. It covered the Organisational aspects of the Conference. We believed that the subsequent Evaluation Document would be of value to future World Conference Organisers.

The conference was hosted by the Australian Association for the Education of The Gifted and Talented. As New South Wales representative on the Council, I had prepared the bid to hold the World Conference in Australia and securing it, organised the Conference week. The years of planning culminating in the World Conference were stimulating and very rewarding. To start with a dream and see it turn to reality is a very special experience. To work with groups at local, national and world levels, drawing in resources, discovering hidden talents, and developing relationships and abilities, was challenging and exhilarating. To weave a tapestry with threads of ceremonial lectures, schools' visits, receptions, luncheons, concert and social functions, while drawing in Public, Private/Catholic and Jewish schools, seeing it take shape, and then vibrantly come to life, is an experience I will never forget.

Without the support of the headmaster and Council of my school, I would have been unable to undertake such a massive project. The flexibility I was granted in my work as Head of SCEQGS "Redlands" Junior School and the assistance I was given throughout the School community, ensured a successful Conference. One of the joys I experienced in the two years of planning was working with the members of the Organizing Committee. Each was a talented, professional, self-starter. Together they comprised a buoyant, positive, supportive team with whom I was privileged to be associated. Another pleasure was the contact I had with colleagues from around the world. Some friendships went back to the first World conference in London in 1975. I appreciated their warmth, support

**The
World Gifted
Conference
in Australia
was a dream
becoming
reality . . .**

News From Around the World **continued**

and continued contact. There have been many "spin offs" from the Conference. One important one has been the announcement by the Minister for Education in New South Wales of major initiatives to encourage gifted children to realise their potentials. This is tremendous news. Our main objective in organising a World Conference was to create awareness of Gifted Children's needs. The knowledge that they will be recognised and their needs met, sets the seal of success on the Conference. It is the gifted children from Belfast to Sydney I have had the pleasure in knowing and working with, who have been my inspiration.

Maureen Robinson
Australian Association for
the Education of the Gifted and Talented

Europe . . .

European Council for High Ability (ECHA)
ANNOUNCEMENTS

In view of unexpected circumstances the conference on High Ability over the Life Span (June 21-23, 1990) is postponed until February, 1991. More information will be forthcoming.

Because of the recent events in Czechoslovakia, the 6th Prague International Psychological Conference is postponed until 1991.

REPORT ON THE ECHA WORKSHOP, ULM 1989

The first International meeting of the European Council for High Ability in West Germany took place from November 10 to 12 at the University of Ulm-Kuhberg. The meeting was organized and directed by Prof. D. Gudrun Kalmabach. Among the 140 participants were 30 speakers and 60 children joining the adults Saturday afternoon for a children's programme.

Ireland . . .

Centre for International Co-operation

THE FOURTH INTERNATIONAL CONFERENCE: THE ROLE OF
TRADE IN WORLD PEACE

In May 1989, an international group of trade and economic specialists, with diverse backgrounds but sharing a common deep concern for peace, came together at a conference in the Shannon region to discuss how trade could contribute to lasting peace.

The conference was convened by the Centre for International Co-operation, a body which had been set up three years previously by a high level consortium of Irish state-owned and private bodies in the Shannon region, on

the initiative of the Irish Peace Institute. The Centre's first international Conference, on tourism as a passport to peace, was held in 1987. The delegates to that conference asked the Centre to set up a unit to implement their ideas. And in what is now looking like a trend, this year's conference delegates asked for their suggestions on how trade can contribute to world peace to be examined and implemented by yet another new unit in the Centre.

There was a richness of creative, practical and visionary ideas put forward on this theme. The whole world was the stage: East and West, North and South, industrialised and developing countries. We looked at the fast-changing scene in the Pacific Rim, discussed the even-then dramatic effects of glasnost on East-West relations, and examined the significance of the GATT Uruguay Round and the forthcoming EC Single Market. We also turned the microscope on our host country Ireland, where we saw definite potential for peace through increased trade and economic co-operation.

Increased trade in itself is not sufficient for world peace, a point that was made by many contributors to the Conference. As His Excellency President Hillery stated, unless the benefits of trade can be spread in a balanced fashion across competing blocs and to developed and developing countries alike, it is unlikely to make any significant contribution to world peace. A concern for an equitable balance of economic interests is essential to the creation and maintenance of a stable and beneficial world trading order.

This concern was very evident throughout the Conference, and we look forward to seeing the practical outcome of this concern both in actions by the new Trade Unit and in the influence the conference delegates bring to bear on trade and economic negotiations and new initiatives.

Philippines . . .

First Southeast Asian Regional Conference on Giftedness

Sponsored by the Talented and Gifted Philippines Foundation, Inc. in association with the World Council for Gifted and Talented Children.

GIFTED CHILDREN AND YOUTH TODAY,
GIFTED ADULTS OF THE 21ST CENTURY

A Southeast Asian Perspective

August 16, 17, and 18, 1990

Manila, Philippines

**International
cooperation
and peace
are the themes
undergirding
increased trade.**

News From Around the World continued

The First Southeast Asian Regional Conference on Giftedness selected as its theme **"Gifted Children and Youth Today, Gifted Adults of the 21st Century"** to underscore the vital role of such individuals in the shaping of the future. This theme emphasized the responsibility of the global society to nurture in all gifted children and youth those attitudes and values that will make them fitting caretakers of tomorrow's world. The planned conference drew on the issues discussed in the recent Eighth World Conference on Gifted and Talented Children in Sydney, Australia as well as those raised in the Fifth World Conference held in Manila in 1983—the first gathering of its kind in this part of the world.

Eminent specialists in the fields of Education, Psychology, Political and Social Sciences, Mathematics, Computer Science, Medicine, Law, the Visual and Performing Arts, Music, Sports, Business and Industry, Parent Groups, and the Government from the various Southeast Asian and Asia/Pacific nations were invited.

The areas of discussion within these fields were: Identification Procedures, Programming Approaches (whether within special schools or within the regular school system), Curriculum Design, Teaching Strategies, Materials Product News From Around the World Continued, Testing, Guidance and Counseling, Parenting the Gifted, Community Advocacy, National Policymaking on Giftedness, Tapping the Gifted in Business and Industry and in Public Service.

South Africa . . .

The Office for the Gifted and Talented

The recent (3/90) newsletter recommends the following books and articles to those concerned with the formal and informal education of gifted children.

Cunningham, Greg. (Feb., 1990). English for the gifted child. CruX. Pretoria, 0001.

Cunningham, Greg. (1989). Helping the gifted help themselves. Education Journal, 99(2).

Karnes, F. A., & Meriweather, S. (May/June, 1989). Leadership development: Teachers' perceptions and practices. Gifted Child Today. Mobile, Alabama.

Kua, Tina. (Jan., 1990). Need for the '90s . . . A new way of thinking! Plain Truth. Cape Town, South Africa.

Kelly, R. D. (Dec. 11, 1990). The family makes a comeback. Sunday Telegraph.

Leeman, Sue. (June 8, 1989). Classroom,

not colour the answer. Week End Argus. Cape Town, South Africa.

The Clinical Psychologist. (Dec. 20, 1989). Focus on the gifted child. Fair Lady. Cape Town, South Africa: Family Forum.

Berry, Adrian. (Jan. 5, 1990). Games are for greenhouse effect. Eastern Province Herald. Port Elizabeth, South Africa.

Highfield, Roger. Bizarre schemes to save our planet.

Bouchard, Thomas. Inheritance a key factor. Minnesota, MN: University of Minnesota.

Eastern Europe's new face. (Jan. 7, 1990). Sunday Tribune. Durban, South Africa.

McCabe, Rose-Marie. (Jan., 1990). Getting off to a good start. Femina.

Por-Butler, Nava. (Jan., 1989). Underachievers in school: Issues and intervention. World Council for Gifted Children Book Review.

Faulkner, Dexter. (Nov./Dec., 1989). Positive child training - Speaking of communication. The Good News.

Hemmer, E. (Jan., 1990). The role of the teacher. Teaching K - 8. Norwalk, CT.

Jacobs, Leland. Reading, writing, reminiscing: Listening to literature.

Lynn, Richard. (Mar. 13, 1988). What Japan can teach our schools. Sunday Telegraph.

Pupils study nine hours a day in Japan. (Jan. 5, 1987). E. P. Herald.

Eckersley, Richard. (May 28, 1982). Japan widens the gap in the intelligence race. Sydney Morning Herald.

Simons, Carol. (Nov., 1989). Kyoiku mama: Secret of Japan's schools. Reader's Digest.

Sweden . . .

The Globetree Foundation

A five-year program, People and Their Environment in a Water Perspective, presently being implemented by the Globetree Foundation, has the following main characteristics and components:

- **education through art** for children, addressing people's dependence on their natural environment, with water as the main operant in terrestrial and aquatic productivity,
- aimed at **children in the age group 6 - 16 years**, awakening their interest and self-activities in relating to one another and to people in the world,
- **a scientifically sound and comprehensive base** for the messages conveyed, secured by a series of introductory workshops, by an international advisory group

Books and articles are the foundation for our concern with gifted education.

News From Around the World continued

A "water perspective" forms the basis of Globetree's learning projects.

- and by permanent scientific support throughout the program,
- a **"water perspective" as a new tool** in environmental education,
- a **focus on similarities and differences of people interacting in specific hydro-climatic environments**, classified in eight main types along the dimensions temperature, water availability and population density,
- **organized meeting points to secure dialogues** between children and adults from different parts of the world,
- **international exchange seminars** for introduction and upgrading of teachers on the program's subject,
- **learning projects** in different hydro-climatic environments (wet and dry tropics, humid tropical islands, temperate and nordic zones) working with several Non Government Organizations and Non Government Institutions and making use of Globetree's established network of contacts.

United Kingdom . . .

Report by Tom Marjoram

- The new National Curriculum in UK which was part of the 1989 Act came into operation in September 1989. It lay down a compulsory core curriculum for all children 5-16, of 3 subjects - English, Maths and Science - and 7 Foundation subjects, History, Geography, Technology, Art, Music, PE, RE and a Modern language from 11. It has overtly recognised the existence of very able children by issuing details of contents for each subject level from level 1 to level 10 while stating that most children will reach levels 6 or 7 by the age of 16.
- Competitions in Maths (Olympiad, Hans Woyda competition and others) and in Music (Young Musician of the Year) continue.
- NAGC and NACE are both moving to the same site at Nene College, Northampton. This may encourage some cooperative endeavours. NACE (President David George, Chairman Johanna Raffan) has had a good exciting year setting up more regional activity and expanding the work of its Research Group (Chairman Tom Marjoram, Secretary Deborah Eyre). The Research Committee has placed a major research submission with the ESRC on "Innovation and Change in Education - the quality of teaching and learning". It is also attempt-

ing to find sponsorship to participate in the Bulgarian International Research Proposal on "Pupils' Perceptions of Success". Also in active progress are three other research projects:

- a. A national survey of provision for the able child in Initial Teacher Training Courses.
 - b. Compilation of a register of published and unpublished UK research theses on able pupils.
 - c. Compilation of a list of recent books and current journals in this field.
- In 1992 NACE, in possible collaboration with ECHA and NAQC will hold an International Conference at St. Catherine's College, Oxford. Thursday-Sunday, July 9-12. Accommodation has been secured and a steering committee is being formed.
 - NAQC has a new Director Michael Short and Education Officer. They have just produced a research study on LEA provision for able pupils.
 - MENSA is organising a Summer School "Fly Fast and High", July 30-August 4 this year. They are also developing their mentorship scheme.
 - The DES has invited senior administrators and advisers to a working conference in Chester 25-27 April. It is intended to produce a discussion paper for possible presentation to ministers on the implications of the National Curriculum for able pupils.
 - NACE Annual Conference this summer will be held at Chester College of Education, July 13-15. Applications welcome from all over the world to: NACE National Office, Nene College, St. Georges Avenue, Northampton NN2 6JD, Telephone (0604) 710308. Cost for residence and conference: £85. Cost for Saturday attendance only: £25.

United States . . .

April, 1990 - U. S. Office of Education

The U. S. Education Department's Office of Educational Research and Improvement (OERI) has awarded a five-year grant to create the first federally-funded research center on the education of gifted and talented students. First year funding for the center will be \$1.5 million.

A consortium, led by the University of Connecticut, Storrs, will operate the center. Other consortium members are the University of Georgia, Athens; the University of Virginia, Charlottesville; and Yale University,

News From Around the World continued

New Haven.

"We expect the center to develop new methods that will target and serve gifted students who may not be readily identified through traditional assessment methods," Christopher Cross, OERI's assistant secretary, said in announcing the grant. "We need better ways to tap the potential of students whose special abilities may be masked by limited English skills, handicaps, or insufficient opportunities."

The National Research Center on the Gifted and Talented will:

- evaluate current methods of identifying gifted students and assess their effectiveness;
- examine classroom practices and gifted and talented programs to determine how effective they are in challenging students and developing their special abilities;
- study new ways to measure the talents of students from historically underrepresented groups;
- evaluate different ways of preparing teachers of gifted and talented students;
- study the progress of gifted students who are not served by special programs.

The new center is authorized under the Jacob K. Javits Gifted and Talented Students Education Act of 1988 (P.L. 100-297), which also established a grant program to serve gifted and talented students in elementary and secondary schools. The Department also awarded \$6.3 million for 28 projects that will directly serve highly able students. The center will coordinate its activities with projects, including the following:

- Northern Arizona University, Ernesto M. Bernal, (602) 523-5851
- California Department of Education, "Open GATE", Barbara Brandeis, (916) 323-6148
- Alisal Union School District, "Project VIA S.O.I.", Sally Patton, (408) 754-1778
- University of California at Irvine, "Inter-tribal Pre-College", Kogee Thomas, (714) 856-7817
- Atlanta Public Schools, "Full Potential", Thelma Mumford, (404) 827-8705
- University of Hawaii, "Hawaii Summer Academy", Doris Ching, (808) 948-6405/8753
- Chicago Public Schools, "LEP Hispanic Students-Identification and Programming", Preston Bryant, (312) 890-8142
- Quincy School District #172, "High-Success for the High Risk", Carol Mickle/ Myrl Shireman, (217) 223-8700
- Indiana University, "Project SPRING",

Howard Spicker, (812) 855-4438

- Western Kentucky University, "Enhancing Educational Opportunities for Gifted Middle School Students", Julia Roberts, (502) 745-6323
- Montgomery County Public Schools, "Early Identification and Instruction of Underserved Young Gifted Students", Waveline T. Starnes, (301) 279-3163
- University of Massachusetts at Boston, "Urban Scholars", Charles Desmond, (617) 929-7700
- Montana Association of Education, Inc., "Project EDGE", Michael Hall, 444-4422
- University of New Mexico, Elizabeth Nielsen, (505) 277-5018
- Yonkers City School District, "Jacob's Ladder", Gladys Pack, (914) 963-4567
- Community School District #18, Phyllis Gonon, (718) 257-7504
- The Arts Connection, Inc., "Talent Beyond Words", Steve Tennen/Barry Oreck, (212) 564-5099
- St Andrews College, "Future Problem Solving Program", Anne Crabbe, (919) 276-8361
- American Indian Research & Development, Inc., "Explorations in Creativity", Stuart Tonemah, (405) 364-0656
- Oregon Department of Education, Robert Siewert, (503) 378-3702
- School District of Philadelphia, Thomas Rosica, (215) 299-7842
- College of William and Mary, Joyce Van Tassel-Baska, (804) 256-4607
- Texas Education Agency, Evelyn Hiatt, (512) 463-9455
- University of Wisconsin Systems, "Project STREAM", Donna Rae Classen, (414) 472-1006
- Lamar University-Beaumont, Texas "Project Step-Up", (Systematic Training for Educational Programs for Underserved Pupils), Dorothy Sisk, (409) 880-8046.

The U. S. Department of Education will fund a federal research center at the University of Connecticut, Storrs.

On The 1990 Calendar –

NATIONAL ASSOCIATION FOR GIFTED CHILDREN CONVENTION – November 14 - 18, 1990

The National Association for Gifted Children will hold their annual convention in Little Rock, Arkansas, U.S.A. This year the convention will feature a special strand for international presentation. You are encouraged to attend and be a part of the international strand which will have eleven sessions throughout the convention.

Further information:

Barbara Clark

NAGC Vice-President and Program Chair

4175 Lovell Road, Suite 140

Circle Pines, Minnesota 55014

SECOND EUROPEAN CONFERENCE – High Ability in a Changing Europe Budapest, Hungary October 25 - 28, 1990

The conference will provide opportunities for:

- Reviewing the state of the art with regard to the most important themes in the field of research on ability today.
- Exchanging and discussing results of ongoing research on high ability mainly by European researchers.
- Exchanging information on the latest instructional trends and approaches among European practitioners and educators as they relate to talent development.

Keynote Speakers:

Dr. Reuven Feuerstein (Jerusalem, Israel)

Eva Balke (Oslo, Norway), President of Organisation Mondial des Enfants Primair

Dr. Karl-J. Maier (Aachen, BRD)

Dr. Norah Maier (Toronto, Canada)

Dr. Maria Hari (Budapest, Hungary) Director of the Peto Institute

Dr. Monique Boekaerts (Nijmegen, The Netherlands)

Further Information:

On registration and accommodations:

Judith Burjan, COOPTOURIST/Science Tours,

Travel Agency, Garibaldi Street 1,

1054 Budapest, Hungary

Tel: 0036-1/329-999 or 117-428

FAX; 0036-1-561-215

On other questions:

Dr. Eva Gefferth, Conference Chair

Lennin Krt. 67,

Budapest, Hungary

Tel: 0036-1/220-425

**Conferences
allow for
focused
international
exchanges.**

Ninth World Conference on Gifted and Talented Children

Talent for the Future

SOCIAL AND PERSONALITY DEVELOPMENT OF GIFTED CHILDREN

The University of Nijmegen regards it a privilege and a pleasure to invite the 9th World Conference on Gifted and Talented Children to the Netherlands, July 29 - August 2, 1991, in the Netherlands Congress Centre in The Hague.

The theme of the conference should allow scientists, educators, parents and policy makers to participate actively in three major areas:

- Scientific approaches: theory and research;
- Education of the gifted at school and at home
- Administration, policy, professional development, and public awareness

The Program will include: Plenary sessions with invited speakers, symposia, panels, workshops, individual paper sessions, poster sessions, distinguished conversation hours, national trend lectures, exhibition of educational material, student performances, and visits to schools and exhibitions.

Two topics will be emphasized in symposia because of their importance for determining future international developments.

1. Managing Talent: Prospect and retrospect of successful leadership
2. Gifted Children in Third World Countries: Education, guidance and future.

The city of The Hague was founded in 1248 and has maintained much of its historical character. It is the seat of the Government and Royal Residence. With its 5 Royal Palaces, over 25 museums and historical monuments, its miniature town and many parks, the city offers a wide choice of cultural and recreational attractions. Together with its seaside resort Scheveningen, the city offers the unique combination of cosmopolitan advantages with the easy life of a resort.

Fees cover all printed material of the Congress, participation in the sessions and a number of social events. Before January 15, 1991 - Dfl 290. Between January 15 and May 15, 1991 - Dfl 390. After May 15, 1991 - Dfl 490. Payment must be made in Dutch guilders only and preferably by bank-to-bank transfer to account #25.74.95.800 with Bank Mees & Hope, The Hague listing 9th World Conference on Gifted and Talented Children and participant's name and address.

NOTE: KLM Royal Dutch Airlines has been appointed Official Carrier for the Congress. KLM offices will help you make your travel arrangements. USA participants please call toll free 1-800-777-5553.

To receive information, a preliminary registration form, or a proposal form please contact the Conference Secretariat:

Ninth World Conference on Gifted and Talented Children

P. O. Box 463

6500 AL Nijmegen

The Netherlands

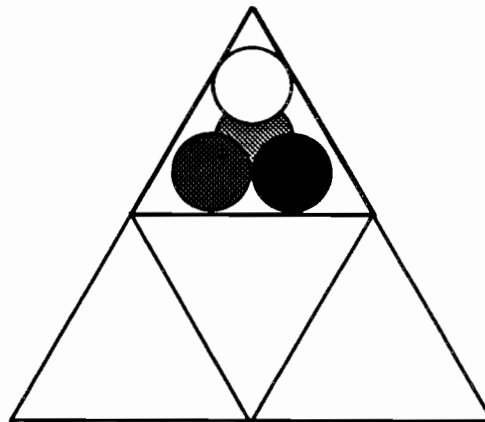
Tel: (80) 512 526 or 512 528

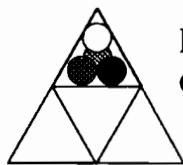
FAX: (80) 515 938

Note

At the Executive meeting in the Hague it was decided that we would publish a volume of children's writing and art work to be sold at the conference. The format is to present the children's writing in their own hand with a typed, and if necessary, translated version in English. Please add the child's name, age and country.

**Please send all contributions to:
Mr. T. Marjoram,
56, The Green
Ewell, Epsom
Surrey KT17 3JJ
United Kingdom as
soon as possible.**





Ninth World Conference on Gifted and Talented Children

**Talent for the Future:
Social and Personality Development of Gifted Children
The Hague, The Netherlands**

July 29-August 2, 1991

Call for Proposals

proposal deadline: December 1, 1990

1. *Person submitting proposal:*

Name:

Professional title:

Mailing address:

Telephone home/office:

Fax home/office:

Name(s) of co-presenter(s):

2. *Title:* (12 words or less)

3. *Format:* (Check only one)

☐ Poster ☐ Symposium ☐ Lecture ☐ Demonstration ☐ Workshop

4. *Abstract*

Please enclose an abstract typed on a separate unfolded sheet of white paper. The abstract should be typed within a bounded area not exceeding 12.5 by 18 cm (-4.9 by 7 inch) and should include the title and author(s). This copy of the abstract will be used in the preparation of the conference abstract book.

5. *Topic:*

☐ Scientific ☐ Education ☐ Administration/Policy

6. *Type of audience for presentation:* (circle one)

[general] 1 2 3 4 5 [specialized]

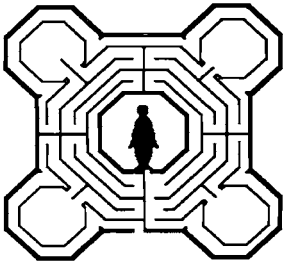
7. *Special Requests:*

Please indicate any audio-visual equipment you will require, e.g.

☐ overhead ☐ slide ☐ video (NTSC, U.S.) ☐ video (SECAM, France)
☐ video (PAL) ☐ other:

Please, send 3 copies to the conference secretary,
P.O. Box 463, 6500 AL Nijmegen, The Netherlands,
Fax: ++31 (80) 515938.

This issue of World Gifted was edited by Dr. Susan R. Amidon, Lamar University, and designed by Lisa D. Young and Elaine H. Kauh, The Ohio State University.



Gifted and Talented Children, Inc.

Application For Membership

I would like to support the work of the World Council for Gifted and Talented Children by becoming a member. I have enclosed a check for \$40.00 (US Currency only) to cover my subscription for a two-year period.

Benefits: *World Gifted* (WCGT's newsletter) three times a year. *Gifted International* (WCGT's journal) twice a year. Early notice and discounts for conferences sponsored by WCGT.

_____ RENEWAL _____ NEW DATE: _____

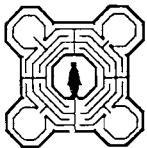
Name: _____

Phone: _____

Address: _____

I would like to see *World Gifted* include a regular feature that:

Return this form to: World Council for Gifted and Talented, Inc.
Lamar University
P. O. Box 10034
Beaumont, Texas USA 77710



World Gifted

World Council for
Gifted and Talented Children
Lamar University
P. O. Box 10034
Beaumont, Texas USA 77710
