



World Gifted

Newsletter of the World Council for Gifted and Talented Children

TENTH WORLD CONGRESS ON GIFTED AND TALENTED EDUCATION

August 8-13, 1993, educators, researchers and psychologists from over 30 countries will gather at the Royal York Hotel in Toronto, Ontario, Canada, to exchange insights into topics related to learning and innovation in the field of gifted education. The Congress, sponsored by the World Council for Gifted and Talented Children, and the University of Toronto Faculty of Education and School of Continuing Studies, will be opened on Monday, August 9, by Sir Peter Ustinov. As Ambassador at large for UNICEF, this multilingual and multitalented raconteur, actor, producer, director, novelist, playwright, humorist and humanitarian is truly a "Citizen of the World" and will share how "To be a Global Citizen". WCGTC President Norah Maier will also address the opening day assembly. Her topic will be "Toward a Thinking Globe—The Development of Human Talent".

Tuesday's address will be presented by Michael Fullan Dean of the Faculty of Education of the University of Toronto. A researcher, consultant, trainer and policy advisor on educational change, Dean Fullan will present the topic, "Change Forces: Probing the Depths of Educational Reform".

On Wednesday, Congress attendees will be addressed by Alvin Law, one of North America's most sought-after speakers and a former "thalidomide baby". His topic, "A Positive Attitude: The Ultimate Challenge", reflects his belief that "you can have all the gifts and talents in the world, but without a positive attitude and self-image they are wasted virtues." Also speaking Wednesday will be Robert J. Sternberg and Paul MacCready. Sternberg is the IBM Professor of Psychology and Education at Yale University, USA, President-elect of Division I of the American Psychological Association, author of over 300 publications, and recipient of many awards and over five million

• MESSAGE FROM THE PRESIDENT NORAH MAIER

• Vienna, June 21, 1993

• Un International Human Rights Convention

• Dear Global Colleagues, Friends, and
• Fellow Foresighters,

• Today UNICEF will demand the ratification and implementation of the UN
• Treaty on the Rights of Children. The
• statistics documenting violations of these
• rights are shocking—child labor, prostitution, abuse and terror, discrimination
• against girls—all are targets for change.
• Although Article 5 of the Charter of
• Human Rights guarantees everyone the
• right to an education, the problems of
• hunger, poverty, and war prevent the
• realization of this right in the greatest
• part of the world. It is reported, however, that even the nations which possess
• developed educational systems transgress against Article 5. The terms give
• parents the right to determine the form
• of education for their children. This is
• a powerful weapon for advocates of
• gifted and talented education. Granted
• that in light of the problems listed above
• our cause seems to be a luxury, the right
• of the individual to fulfill his/her potential is one which also needs to be inscribed
• in the Charter.

• Our Tenth World Congress will contribute greatly to moving forward the

• dollars in government and foundation grants to study intelligence. He will speak on "Thinking Styles and the Gifted". Paul MacCready is the inventor of the first human powered flight, the Gossamer and Gossamer Albatross. He received the Collier Trophy for the greatest achievement in aeronautics and astronautics. He will speak on "Raising Potential to Achieve a Balance Between Technology and Nature: Creating a Desirable, Sustainable World".

• Thursday's activities include an address by the Honorable John Polanyi, recipient of the 1986 Nobel Prize in

• See Tenth World Congress on Page 3



objectives set by the World Council in 1975. We have worked long and hard

to attract the foremost researchers and practitioners in the field. The program is impressive. World Council development is foremost on the agenda. The

• See From the President page 11

Mönks Resigns from WCGTC Executive Committee

Franz Mönks has requested to be released from his position on the Executive Committee. He regrets that increased responsibilities as President of ECHA and research and publication duties prevent him from a full engagement in Executive Committee work. We honor his request and take it as a signal to all that the time for honorary positions is long past. The WCGTC requires a working Executive Committee. This reality should influence the election process on August 11, 1993.

We thank him for his years of service and will continue to collaborate with him in the European arena.

• World Council to Accept American • Express for Membership Renewal • Payment

• Members of the World Council may now renew their memberships using their American Express charge card. You may mail, fax, or phone your credit card number to the membership office at Purdue University in the USA. The fax number is 317-494-1228, or phone 317-494-7236 or 317-494-7240 to speak with the membership secretary, Jan Adams-Byers.

• We hope this additional payment option will simplify the enrollment process for you.



FROM THE EDITOR

We were delighted with the response to our first publication of the Newsletter, *World Gifted*. We are now receiving a lot of news and information from around the world. For future issues we would especially like the following kinds of news items:

1. Research projects in progress or recently funded.
2. New books on giftedness, talent, and creativity.
3. New projects to provide services to talented youth.
4. Forthcoming conferences.

We would be happiest to receive news releases similar to the news items in this issue rather than brochures or pamphlets. Pictures will also be welcome.

We will also welcome suggestions for new kinds of information that you would like to see in the Newsletter.

Brief overviews of new, developmental activities in gifted and talented education in particular countries or continents would be welcome. Reports on new courses and programs at colleges and universities would also be appropriate.

We will continue our efforts to develop the WCGTC Newsletter, *World Gifted* as a first rate service publication for members throughout the world.

WANTED MANUSCRIPTS FOR FUTURE ISSUES OF The WCGTC Journal

Manuscripts for future issues of the WC journal are invited from membership countries around the world reflecting diverse approaches to gifted education and talent development, and reporting research, cross cultural studies, grounded theory, and exemplary practices. Manuscripts should follow the *Publication Manual of the American Psychological Association*, be typed double spaced, and submitted in quadruplicate. If the manuscript is later accepted for publication a disk in ASCII format will be expected. Manuscripts should not exceed a total of 22 pages.

REPORT FROM WCGTC ACTING TREASURER, LEONARD B. FINKELSTEIN

The World Council's financial condition continues to be stable and similar to where we have been over the past ten years. This is a most promising sign because many new expenses have been incurred since the administration of the organization has shifted to the University of Toronto and Purdue University. Our financial condition has also been strengthened as a result of a generous contribution made by the Asia-Pacific Federation of the World Council.

However, the World Council for Gifted and Talented Children still needs the general support of members from around the world. Your yearly membership dues make it possible for the organization to provide the necessary services to our colleagues from around the world. Now that John Feldhusen has assumed the responsibility of publications and membership, you can be assured of world class publications being sent to you in a timely manner. Membership services will be handled in a prompt and responsive manner. We are greatly indebted to John and Jan Adams-Byers who is our membership secretary at Purdue. You should begin to see some very positive changes. If there is ever any kind of a problem, please let us know!

Finally, our ability to grow and become a global force for gifted and talented

children is a function of our membership base. Please, please take the time to remind your friends and associates that they, too, should become members. Each of us has to become part of a marketing effort to encourage an expanded membership. There will be constant benefits from your proactive involvement. So make copies of the membership forms and pass them around...then be sure to follow up and get the check. Thanks for joining us in becoming part of this international effort.

READERS RESPOND

"Congratulations on an excellent newsletter. I like the paper and the style. It looks distinguished."

—Prof. Joan Freeman, UK

"I sincerely congratulate you on a very good job! A lot of information on little pages, and a business-like style, that I appreciate very much."

—Irene Ypenburg, Editor of ECHA News

"Congratulations! The January issue of the newlook newsletter arrived in good shape—not always the case with tab mailing—and I have enjoyed it very much. It's great to have the lines of communication open again. I do wish you every success in the months to come."

—Sylvia M. McPhee, President of TAG Canada

"The first issue of the World Gifted newsletter is really good. I believe that the second one should be good, too. Thank you for your effort and contribution to make the innovational newsletter possible. I am looking forward to the next one."

—Prof. Wu-Tien Wu, WCGTC Vice President

World Council Journal to be Renamed

The World Council Executive Committee and Publications Editor John Feldhusen are looking for a new name for the World Council journal, formerly entitled *Gifted International*. The new title selection will be made at the Executive Committee meeting of the Tenth World Congress August 8, 1993. If you have a title you would like to suggest, please contact the publications office at Purdue University, USA, by phone, fax, or mail by August 5.

The World Council for Gifted and Talented Children, Inc. Executive Office
University of Toronto • Faculty of Education • 371 Bloor Street West • Toronto, Ontario,
Canada M6S 3R2 • Tel: 416-978-8029 • FAX: 416-978-6775

Executive Committee of the World Council:

President, Norah Maier, Canada; Vice President, Wu-Tien Wu, Taiwan, R.O.C.;
Treasurer (acting), Leonard Finkelstein, U.S.A.; Secretary (acting), Maureen Robinson,
Australia; Members, David George, United Kingdom, and Cedric Taylor, South Africa

World Gifted is published quarterly in January, April, July, and October, by the Secretariat of the World Council for Gifted and Talented Children. The address of the editorial office is: Purdue University, School of Education, 1446 LAEB, West Lafayette, IN, 47907-1446, USA. Membership includes this newsletter.

Printed at Purdue University, West Lafayette, IN USA

Editor: John Feldhusen,
Purdue University

Editorial Assistant: Jan Adams-Byers,
Purdue University

TENTH WORLD CONGRESS UPDATE

Tenth World Congress

continued from page 1

chemistry, speaking on "Discovering the World—And Changing It". A member of the Queen's Privy Council for Canada and a Companion of the Order of Canada, Polanyi's research at the University of Toronto focuses on the molecular motions in chemical reactions in gases and at surfaces. He has written extensively on science policy and the control of armaments.

Maurice F. Strong, Chairman of Ontario Hydro Corporation, will be the keynote speaker for the closing ceremony. His topic will be "Needed: A New Global Ethic". He is a former Undersecretary General of the U.N. and Executive Coordinator of the U.N. Office for Emergency Operations in Africa, A Founding Chair of the Earth Council, and current Secretary General of the United Nations Conference on the Environment and Development (The Earth Summit, Rio 1992).

One of the objectives of the Congress is to enhance cooperation and collaboration between educators and the business world. The development of human talent is viewed by some as the single most critical long-term strategy for business survival. The ability to adapt, innovate, and work creatively may determine future competitiveness. To this end, guests to the Congress will include top decision makers in business and education. Corporate panels from high profile corporations such as CIBC, Hewlett Packard, Xerox Canada, Siemens Electric, Northern Telecom, Dunwoody Ward Mallette, Tritech financial Systems, Inc., Kaufman Advertising, the Canadian Bureau for International Education, and the Toronto Board of Trade will share their views and experiences on steps required to make the current education system

more effective and responsive to the needs of business.

Highlights will include presentations in the form of single papers, symposia, panels, round tables, and poster sessions. Themes to be addressed include Global Change, Curriculum and Instruction, Professional Development, Technology, Math/Science Education, Gender Issues, Gifted Handicapped, and Policy Development. Research papers from North America, Europe, and the Asia-Pacific Region will synthesize issues such as: gender and developmental differences, identification, program development and evaluation, secondary school issues, curriculum and special populations, regional priorities, and the current state and direction of research.

Project WILD will sponsor a special accredited training session, "Wildlife and the Global Environment—A Program for Action". This international, multidisciplinary program emphasizes wildlife, habitat, and environmental issues. Its goal is to assist learners in gaining awareness, knowledge, skills, and a sense of commitment which will result in informed decision-making, responsible behavior, and constructive actions concerning wildlife and the environment.

200 international gifted adolescents will gather for the Youth Summit, organized by the World Council. The Summit will meet parallel to, and interact with, the World Congress program. The Summit theme is "Gifted Youth Thinks About Education Worldwide". The outcome of their deliberations will be presented to the World Congress body as challenges for the future. (See "Toronto to Host Youth Summit" for further details.)

Participants of the Tenth World Congress will also be given the opportunity to view new materials in the exhibition area, to enjoy Toronto's diverse cultural areas outside the conference site, and to interact informally with each other.

TORONTO TO HOST YOUTH SUMMIT

Two hundred gifted and talented youth from around the world, ages 15 to 19, will gather August 8-13, 1993 at the occasion of the Tenth World Congress on Gifted Education in Toronto, Ontario, Canada to share their visions of the world. The theme of the Summit is "Gifted Youth Think About Education Worldwide". Students will have the opportunity to discuss their educational systems, cultural values, and visions of the future. Large and small group activities aimed at creating an awareness of personal strength and expanding problem solving and leadership skills are planned. The outcome of these deliberations will be presented to the main Congress.

Delegates to the Youth Summit will attend lectures and workshops by people such as: actor and Ambassador at large for UNICEF, Sir Peter Ustinov who will discuss with delegates "The Tragic Waste of Human Potential in our World"; Prof. Michael Fullan, expert on educational change, who will moderate a "Dialogue on Educational Change"; Nobel Prize winning chemist, John Polanyi; and keynote speaker Secretary General of the Rio Earth Summit, Maurice Strong.

Participants will also be given an opportunity for socializing and exploring Toronto. They will be housed on the campus of the University of Toronto where sessions will be held. Transit passes will be provided for the students to travel by bus and subway to the World Congress hotel site and various points of interest throughout the city. They will attend a Blue Jays baseball game and an evening barbecue on Toronto Island. The delegates will also be honored with a closing banquet and dance their last night in Toronto.

Tenth World Congress Schedule

| | | | |
|----------------|--|------------------|---|
| Sunday | | Wednesday | |
| 11:00 to 18:00 | Registration: Convention Floor, Royal York Hotel | 08:00 to 16:30 | Congress Sessions |
| | City and University Tours | 15:30 to 18:00 | World Council in Session |
| 14:00 to 17:00 | Meeting: Current World Council Delegates | Thursday | |
| 20:00 to 22:00 | Evening Welcome Reception | 08:00 to 15:30 | Congress Sessions |
| Monday | | 15:30 to 17:00 | Closing Ceremonies |
| 08:45 to 12:00 | Opening Ceremonies | 17:30 to 24:00 | Receptions |
| 13:00 to 16:30 | Congress Sessions | | President's Gala Dinner—10th World Conference Anniversary Celebration |
| 16:30 to 18:00 | Regional/National Get-Acquainted Social | Friday | |
| Tuesday | | | Optional Excursions |
| 08:00 to 16:30 | Congress Sessions | | Free Day |
| 16:30 to 18:00 | Social Hour | | Meeting of World Council New Executive Committee |

GIFTED EDUCATION AND TALENT DEVELOPMENT IN JORDAN

Jordan is currently undergoing a prominent development and reform process in education. Gifted education was first introduced in 1984 through the Salt Pioneer Enrichment Program for high school gifted and talented students. The program was established through joint efforts of the Noor Al Hussein Foundation, the University of Jordan and the Salt Development Corporation. In honoring His Majesty King Hussein's Jubilee Birthday Anniversary on November 14, 1985, plans were announced for establishing a special school modeled after the state-supported residential schools of science and mathematics in the United States. Since then, the Noor Al Hussein Foundation, whose patron is Her Majesty Queen Noor of Jordan, has been working at all levels, nationally and internationally, to provide adequate resources for the realization of the Project. The Foundation and the Ministry of Education have agreed to provide for the location of the Jubilee School at a new school building in Amman. The School is to be inaugurated in August, 1993.

The school provides a four-year (grades 9-12) co-educational program. One hundred boys and girls have been selected from a population of 35,000 students for the charter class. The school has two primary goals. First, to provide students with a balanced comprehensive program to assist them to reach their greatest potential. Second, to serve as a laboratory school for the development, testing, and dissemination of innovative techniques and materials in teaching mathematics, science, and humanities, which can become a resource for secondary school teachers in Jordan and the Arab World.

Other programs designed for talented children include the Noor Al Hussein Foundation's National Music Conservatory (NMC) and the Theater in-Education Program. The NMC offers young Jordanians the opportunity to explore and develop their musical talents and is expected to expand into a comprehensive academy. The Theater in-Education Program combines classroom and art techniques with the natural play instinct of the young to promote and enhance creative expression among children.

CREATIVITY TRAINING FOR TEACHERS IN GERMANY

The Leipzig, Germany Centre "Creativity for the Future Worldwide" was founded by Professors Hans-Georg and Gerlinde Mehlhorn in January of 1991. The Centre offers departments for teacher training and research. There is also an advisory board for gifted and talented students and their parents and teachers which offers special assistance and support for educational career planning and learning needs. The "School of Creativity" offers programs for children to support and promote the development of their creative interests and abilities. The Centre serves as a communication point for all ages from adolescents to senior citizens, stimulating social and cultural understanding among people of different ages, cultures, nationalities and ideologies.

Scientists of the centre assist research projects conducted in regular schools, helping to develop new educational concepts. Centre activities are directed toward the development of creative relationships between people and the world around them with the goal of stimulating individuals' power, will, emotions and abilities to solve problems. More than 200 artists and educators participate in part-time or full-time courses which prepare them to be creativity teachers, able to alter the traditional learning experiences and teaching methods in schools, or to found

"Creativity Schools". Upon completion of the one-and-a-half year full-time program, graduates receive a special degree for gifted and creative education. Part-time courses include approximately 600 hours of theoretical and practical exercises.

The first six "Creativity Schools" opened by graduates of the gifted education courses offer leisure time activities and creativity projects to children, adolescents, adults, and senior citizens. All activities are aimed at increasing individual creative abilities by cooperative, creative experiences in the realms of artistic, musical, intellectual, and emotional activity. These schools also serve to transfer creative teaching programs into regular practices in kindergartens and schools.

In May, 1993, WCGTC President Norah Maier visited the centre. She expressed great appreciation for the innovation and leadership that is being shown by World Council delegate Gerlinde Mehlhorn and the institute in central Europe. "I am very inspired by the commitment of participants in the Creativity Institute and congratulate the organizers on their work," commented Dr. Maier.

Plans are being made to design teacher development seminars under the auspices of the World Council.

SPECIAL CLASSES FOR GIFTED IN ISRAEL

One of the frameworks for gifted education in Israel is a class where students study six days a week. Students who have undergone evaluation and have been found suitable for such a class begin from the third or fourth grade. They can continue in this unique track until the twelfth grade, their last year of high school. The classes are located in regular schools and the students participate in all the social activities in school (such as trips, student council, ceremonies, sport days, publication of a newspaper, etc.).

Nitza Shahal, Director of the Department for Gifted and Science Oriented Youth, in cooperation with MIGAL - The Association for the Advancement of Science Education in the Galilee Panhandle - initiated a student project about the quality of water in Israel. The program goals were: 1) to develop gifted students' sensitivity towards the subject of ecology and social involvement; 2) to increase students' awareness about water problems in Israel; 3) to create contacts between gifted students living in different areas throughout the country; and 4) to foster research and independent study skills.

During the 1992-93 school year, eighth grade gifted students from Ashdod, Jerusalem, Haifa, and Tel Hai participated in the project. In every school the work was carried out in conjunction with the curriculum in biology, ecology, and the subject of water.

4TH ANNUAL CPCIL INTERNATIONAL CONFERENCE ON GIFTEDNESS HELD IN PORTUGAL

The Portuguese Center for Creativity, Innovation and Leadership (CPCIL), a private, non-profit organization for the gifted, held its Annual International Conference on Giftedness, "Abilities at Risk", in Lisbon, Portugal June 7-9, 1993. Pieter Span led a panel presentation about "The Neglect of Perceptual Development". Joan Freeman spoke on "The Psychological Effects of Growing up Poor". Janice LeRoux presented "Gifted Girls—The Stereotyped Education".

Maria Manturzweska, Vladimir Tretiakov, Lubov Bednova, Julia Babaeva, and Ludmila Popova presented studies and experiences dealing with musically talented professionals, academically gifted students, improving the capacities in average children, and the rights of Russian girls compared to Russian boys. Following these presentations, a debate was held on the professional problems of gifted girls.

Portugal's experiences were presented by Eulalia Goncalves, who shared

results of her work with economically disadvantaged students within a minority ethnic quarter, and Manuela DaSilva, who spoke on identification of the gifted and "Parents' Perception of Their Offspring's Capacities". DaSilva's presentation was followed by a discussion among all the participants.

"The enthusiasm of the participants will give us strength to keep on organizing our enrichment programs for students and new training courses for teachers, and mainly make us work harder for the coming 5th International Conference in May, 1994," said DaSilva.

Portugal educators have struggled without strong official support for gifted education. However, DaSilva reports that authorities are now allowing entrance of precocious five-year-olds into the regular schools. "It is a very hopeful and encouraging sign that the official position towards the gifted is changing," DaSilva said. However, little attention has been given to the training of teachers of the gifted. This hampered

successful results with the precocious children permitted to attend regular schools.

DaSilva observed that the massive response of teachers to the 4th conference indicated a need for information and training, adding, "They want to respond successfully to the students they recognize as highly able but who are either demotivated or underachievers." Participants also included pediatricians and psychologists. They joined the teachers in supporting further action for gifted advocacy, such as a national newsletter to share information, problems, and needs, or the creation of a resource center to feed students.

"Our 4th International Conference was a great success," reported DaSilva.

Inquiries about obtaining proceedings of the meeting should be addressed to Manuela Da Silva, Centro Portugues para a Criatividade, Inovacao e Lideranca, Apartado 4535 - 1511 Lisboa Codex, Portugal; Tel./Fax: (01) 474-89-49.

NEW ZEALAND EXPERIENCING EDUCATIONAL CHANGE

Current changes in New Zealand's educational system promise far-reaching effects regarding the instruction of gifted students. The new national curriculum focuses on multi-leveling according to ability rather than age, at all levels of schooling. The new emphasis is on meeting individual needs. The program is in its infancy, but holds promise for allowing gifted students access to instruction that is appropriate to their needs whatever their chronological age.

BEIJING TEAM CELEBRATES 15 YEARS IN GIFTED AND TALENTED RESEARCH

Zhang Jiatang, head of the Institute of Psychology and Zha Zixiu, head of the research team on supernormal (g/t) children report plans for a major conference on gifted and talented education in China this year. 1993 marks the 15th anniversary of the Chinese team's involvement in g/t research. Anticipating the upcoming 1995 World Congress in Hong Kong, papers from this conference will be selected for presentation at the Eleventh World Congress.

NEW GIFTED AND TALENTED PROGRAM IN RIO DE JANEIRO, BRAZIL

"Project Enhancement", a weekly enrichment program for grades four and older has been developed by the Colegio Princesa Isabel to increase gifted and talented students' thinking skills. The program's coordinator is Marsyl Bulkool Mattrau. Offering diversified, non-academic activities in an attractive and entertaining form, this program seeks to promote intellectual development and creativity through intense verbal interaction. Students attend thirty weekly grade level meetings of one hour and fifteen minutes each in which they debate, exchange ideas, and are exposed to opportunities to appreciate different forms of thinking.

Students selected to participate in the program are those with the highest marks from first through third grades or the highest scores in standard tests administered by the project's psychologists.

Objectives of the program are 1) to gain social acknowledgment of talent and giftedness in the students by their schools and other groups, 2) to increase students' school productivity as measured by marks and grades published in the students' first reports, 3) to boost intellectual curiosity in the group of teachers involved with the classes attending the Project, 4) to boost parent participation in the teaching/learning procedure

in a general way, 5) to gain better knowledge of each pupil's global performance through the participation of coordinators invited to the meetings, and 6) to enhance the value of academic productivity by requiring it for entrance to "Project Enhancement".

ASIA-PACIFIC FEDERATION MEETS IN BANGKOK

Ten of the twelve national representatives of the Asia-Pacific Federation (APF-WCGTC) participated in a May 24-25, 1993 meeting in Bangkok, Thailand, to discuss issues related to the development of the federation and its relationship with the WCGTC. The representatives were also invited to share their own country's experiences in gifted education at a symposium of 150 local educators and administrators. They were warmly received by their Tai hosts.

Representatives attending the meeting were: Maria McCann (Australia), Elizabeth Rudowicz (Hong Kong, representing Caroline Kwok), Krishna Maitra (India), Utami Munandar (Indonesia), Neil Reid (New Zealand), Wu-Tien Wu (Taiwan, ROC), Sumonta Promboon (Thailand).

USA HOSTS INTERNATIONAL GIFTED STUDENTS AND TEACHERS

Fifteen gifted students from Hong Kong, ages 9 to 12, attended the one-week summer acceleration program, Comet, sponsored by the Gifted Education Resource Institute at Purdue University in the United States June 28 to July 5, 1993. The students lived in dormitories, rooming with American gifted students from around the United States. They participated in courses of their choice including pre-algebra, creative writing, applied math and science, and chemistry, attending five hours of classes daily, as well as participating in study groups and recreational activities.

The Center for Child Development of Hong Kong Baptist College organized the trip. The students were accompanied by Dr. Sing Lau, Director of the Center for Child Development, and research officers Carol Siu and Winnie Lau, Anna Jui, also of the Center.

The adults participated in teacher training courses offered through the Gifted Education Resource Institute and observed in classrooms. "We want to learn from this trip, too, by attending courses, observing kids' classes and how they learn, and by interacting with their teachers in as unobtrusive a way as possible," said Dr. S. Lau. "The people

we meet here are very nice. We are very grateful to Professor John Feldhusen and his staff and counselors. They put forth to us a very accepting attitude. The kids sense that, too. They treasure this experience very much, both they and their parents. They are excited by the experience they are having."

The Gifted Education Resource Institute is also hosting several international teachers during the summer courses, representing Brazil, Singapore, and Hong Kong. Ellen Lo, of Hong Kong, will attend three courses during her stay. "I would recommend traveling to another country to study if the programs were innovative and stimulating and the resources plentiful, which I think is true of Purdue. The people in the Gifted Education Resource Institute are very warm and helpful." Lo's first class at Purdue was taught by an international doctoral student, Ban Eng Goh of Singapore. Classmembers included not only Americans and Lo, but also students from Singapore and Korea. Of the experience Lo commented, "The class was very experiential with original and well planned activities from the instructor and valuable sharing by class members. I was stimulated to reflect on my own practices. The culminating

activities were most exciting and overwhelming. I also had the opportunity to observe the children in the summer gifted programs."

Lo's American classmates valued the opportunity to exchange cultural information with her and other international students in the class. One American student, Sherry Clouser, said, "It was interesting to see the parallel between what those women do and what we do here. They have travelled long distances to study with us. They are so excited about learning. They always wanted to know more. They asked questions about everything. That caused more people to contribute."

Lo's instructor, Goh, who is on leave from her job as Program Deputy Director of the Gifted Education Unit in the Ministry of Education, Singapore, to complete her Ph.D. at Purdue reflected that, "With international students in the classroom, there are opportunities for mutual sharing of not only educational experiences but also of cultures. This allows for a natural extension of learning beyond the classroom as many refreshing perspectives on the education of gifted children are shared. With such exchanges, there is a growing realization that gifted children from whatever country have similar needs."

GIFTED EDUCATION THRIVING IN AUSTRALIA

The presence of the 1989 Eighth World Conference in Australia focused world attention on Australia's policies and provisions for educating gifted students and served as a catalyst for change. Since the Conference many new policy documents have been written and courses and projects implemented. This surge of interest has resulted in prominent educationalists regularly visiting Australia to work with colleagues, university courses are available, and enterprising school programs are blossoming.

The Australian Association for the Education of the Gifted and Talented (AAEGT) has contributed to changing Australia's approach to gifted education. Since its inception in 1985, AAEGT has organized inservice courses for teachers and parents, workshops for gifted children in different states and territories, national conferences, the Eighth World Conference, and a national workshop during which participants wrote a practical book for

teachers. Publications of the Association include newsletters, journals, Books of Proceedings for the Conferences, a teachers' handbook, a research award, an innovative practices award, and a poetry competition.

The AAEGT is finalizing affiliation procedures with associations in each state and territory. The New South Wales Association for Gifted and Talented Children held its first state conference, "The Gifted Challenge," at the University of Sydney's Milperra campus April 15-17, 1993. There were more than 200 participants. The conference included a children's program of workshops in various fields such as art, science, and creative writing. There was also a Materials Fair and a Book Launch. A host of well-respected Australian academics served as presenters, speaking on a wide range of topics encompassing early entry, acceleration, critical thinking, school policies, individual programs, creativity, mentoring, language, science, arts, and mathemat-

ics. Two international key-note speakers were present, Dr. David George of the United Kingdom who gave a demonstration lesson, and Dr. Tom Hays of the United States.

In April of 1993 the AAEGT collaborated with the Northern Territory's Gifted and Talented Association to present a two day conference, "Maximizing the Learning Opportunities for Our Gifted and Talented Students at Home and at School", at the N.T. University in Darwin. An unusual aspect of giftedness explored at the conference was the identification of and programming for gifted aborigines and Torres Strait islanders. The Commissioner of Police added an entertaining as well as enlightening note to the proceedings with his closing address, "Giftedness in the Criminal World".

AAEGT's plans for 1993 include a Youth Summit for gifted students and a Seminar for teachers and parents in Canberra in June, and a Seminar and an AGM in Sydney in September. The National Conference for 1994 will be held in Perth on April 28-30.

MENSA ANNOUNCES 1992-1993 AWARD WINNERS AND OPENS NOMINATIONS FOR 1993-1994 AWARDS

The American Mensa Education & Research Foundation has announced the 1992-1993 winners of the Awards for Excellence. Winners in the New Investigator Division are:

Martha Carr, Ph.D. (University of Georgia) for her paper *Is Being Smart Everything? The Influence of Student Achievement on Teacher Perceptions*, presented at the March 1989 meeting of The American Educational Association in San Francisco, CA, USA with co-author B. E. Kurtz;

Margie N. Dickens, Ph.D. (University of Virginia), for the paper *Parent Influences on the Mathematics Self-Concept of High Ability Adolescent Girls* presented at the 1991 Spring Convention of the Virginia Psychological Association held at Virginia Beach, VA, USA. Co-author is D. Cornell;

Erica Edelman, Ph.D., for her work *Exploration of Salient Student Characteristics Involved in Committee Decision-Making Regarding Placement of Children Into Specialized Programs for the Highly Gifted* published in the *Proceedings of the Esther Katz Rosen Symposium on the Psychological Development of Gifted Children*, APA Press, In Press (Spring, 1993);

Diane Hoekstra Tuttle, Ph.D. (Arlington Public Schools) for the manuscript *Maternal Labeling of Gifted*

Children: Effects on the Sibling Relationship published in *Exceptional Children*: 59, In Press 1993, with D. Cornell;

MaryLou Worthen, M.Ed. (University of Texas, Dallas), author of *The Role of the Development of Relativistic Thinking in Identifying Adolescents of Intellectual Promise* published in *Developmental Approaches to Identifying Exceptional Ability*, F.D. Horowitz and R.C. Riedman, Eds. APA Press, 1993.

Winners of the Senior Investigator Division are:

Dewey G. Cornell, Ph.D. (University of Virginia) for *Characteristics of Elementary Students Entering Gifted Programs: The Learning Outcomes Projects at the University of Virginia*, with M. B. A. Delcourt, M. D. Goldberg, and L. C. Bland, published in the *Journal for the Education of the Gifted* 15: 309-331, 1992;

Arthur R. Jensen, Ph.D. (University of California) for *Understanding G in Terms of Information Processing* published in *Educational Psychology Review* 4: 271-308, 1992;

Richard Lynn, Ph.D. (University of Ulster, Northern Ireland) for *The Role of Nutrition in Secular Increases in Intelligence*, published in *Person. Individ. Diff.* 11: 273-285, 1990;

Bruce K. Shapiro, M.D. (Kennedy Krieger Institute) for *Giftedness: Can it*

be Predicted in Infancy? printed in *Clinical Pediatrics* 28: 205-209, 1989 with F. B. Palmer, S. E. Antell, S. Bilker, A. Ross, and A. J. Capute;

James T. Webb, Ph.D. (Wright State University) for the work *Assessing Gifted and Talented Children*, in J. L. Culbertson and D. J. Willis, Eds., *Testing Young Children: A Reference Guide for Developmental, Psychoeducational, and Psychosocial Assessments*. Pro-ed Press, Austin, TX, USA.

Winners receive \$500 for research or interpretive scholarship relating to intelligence or intellectual giftedness. Eligible research may cover psychological, sociological, educational, biochemical, neurological, or any other aspect of the fields, or may involve research in intelligence testing, particularly relating to the upper end of the IQ distribution.

To be eligible to win the 1993-1994 award, authors' papers must have been published in a refereed journal or presented at a professional conference no earlier than January 1, 1989, and must not exceed 30 pages in length. Deadline for receipt of papers is December 31, 1993. Send five copies of each paper (or write for more information) to Joan E. Bauman, Ph.D., Mensa Education & Research Foundation, 4636 Candleglow Drive, St. Louis, MO 63129, USA.

SUMMER SCHOOL IN HONG KONG

The Hong Kong International School (HKIS) will offer high academic achievers in Forms 2, 3, and 4 the opportunity to spend three weeks this summer at its Tai Tam campus working with a group of master teachers. The program runs July 23-August 12, 1993.

The program seeks to identify young people with exceptional intellectual abilities, and offers participants accelerated academic programs suited to their individual needs. Outstanding faculty from the United States and Hong Kong direct the program. Math teachers are veterans of the Johns Hopkins University Center for Talented Youth program, English writing teachers are members of the HKIS Faculty with special training in writing methods developed at the University of California, Berkeley. The writing courses will make extensive use of the school's computer labs.

CREATIVITY RESEARCH IN HONG KONG

The Education Department of the Hong Kong Government has commissioned the adapting and norming of the Torrance Tests of Creative Thinking, an American test, on approximately 1700 Chinese students in Primary I-IV and Secondary I-III classes (ages 6 to 15 years). The testing took place during the 1992-93 academic year in about 222 randomly selected Hong Kong schools.

The research project also includes the development of a Teacher Checklist of the characteristics of gifted and talented children in Hong Kong. It is anticipated the development of Hong Kong based psychological tests of creative thinking will help identify students with creative potential. Similarly, developing an indigenous Behavioural Checklist of G/T children is expected to improve the first-step screening process.

This 21-month project (September, 1992 to June, 1994) is funded by the Royal Hong Kong Jockey Club and involves a research team of five local inter-disciplinary scholars from the fields of psychology, education, social work and statistics. They are: Helen Siu Yin Ku-Yu, Hong Kong Polytechnic; John Spinks, University of Hong Kong (HKU); Daniel Shek, Chinese University of Hong Kong; John Bacon-Shone, HKU; and Gerry McClelland, HKU. They are joined by a nine-member advisory team of experts from Hong Kong, Taiwan, and the United States.



UPCOMING EVENTS

NEWS FROM ECHA

The European Council for High Ability (ECHA) and affiliates will be hosting two workshops of interest to international gifted educators in 1993:

The Influence of Peers and Teachers on the Development of Gifted Students
September 3 and 4, 1993, Istanbul, Turkey

Organized by ECHA and the Inanç Foundation: Prof. Dr. Franz Mönks and Dr. Füsün Akarsu.

Prof. Dr. W.W. Hartup (Institute of Child Development, University of Minnesota, USA), will speak about "The Role of Peers in Cognitive and Social Development".

Prof. Dr. C.F.M. van Lieshout, Dep. of Developmental Psychology, University of Nijmegen will speak about "Teachers' Support and the Development of Students".

The workshop takes place on the occasion of the opening of a new boarding school: The Inanç High School. This school for academically gifted students from all parts of Turkey will provide a free quality education for economically disadvantaged children ages 11 through 18. The goal of the school is to contribute to the intellectual, social, emotional, and physical development of gifted students, and to promote academic achievement, as well as to encourage creative and responsible behavior in all students.

For information contact:

Dr. Füsün Akarsu

Inanç Foundation

Sarayardı Cad. No. 24

Acıbadem - Istanbul, Turkey

Tel.: +90 - 1 - 3470395

Fax: +90 - 1 - 3469603

Giftedness - a European Perspective
November 19 - 20, 1993, Rostock, Germany

The German association for research and promotion of giftedness, the 'Arbeitskreis Begabungsforschung und Begabungsförderung e.V.' (ABB), an affiliate of ECHA, is holding its annual scientific meeting under the auspices of ECHA. The conference is sponsored by the European center Rostock and the 'Jugenddorf Christopherusschule Rostock'. The main conference language will be German. Colleagues who are interested in participating may contact:

Geschäftsstelle des ABB e.V.,

Universität Rostock

August-Bebel-Str. 28

0-2500 Rostock, Germany

BRAZIL TO EXPAND GIFTED EDUCATION THROUGH INTERNATIONAL CONFERENCE

The last two decades have seen the implementation of several programs for the gifted in Brazil. One of the most promising, the "Special Program of Training", is designed to provide gifted college students with opportunities to develop further higher level thinking abilities.

Programs also exist for the disadvantaged gifted in the public school systems of different states as well as for the middle-class gifted in some private schools in São Paulo and Rio de Janeiro.

Competitions exist at the local, state, and national levels in mathematics, chess, and science. "Scientists for the Future", a nationwide competition, is aimed at discovering new talents in the field of science.

Brazilian educators of the gifted remain concerned that in spite of the number of gifted students being served, there are still many thousands of bright students who receive no special attention, with no possibility of realizing their potential. To call attention to the waste of talent and to encourage actions that would be of immediate help in meeting the needs of gifted students, several Brazilian conferences have been organized. The next one will be the International Conference, "Education of the Future: Developing Talent and Creativity", which will be held in São Paulo, October 4 to 8, 1993. The conference will include key-speakers, panels, three teleconference, cultural activities, celebrations, and sharing encounters.

The panels will focus on developing talent and creativity by discussing re-

search in progress and innovative activities in the areas of brain studies, environmental education, educational informatics and multimedia, human rights, and educational communities. The main thrust will be on philosophical bases, methodological aspects, and teacher preparation for new educational proposals.

Two-hour teleconferences transmitted in English, Spanish, and Portuguese are scheduled for Oct. 5, 6, and 7. They will consist of debates, interviews, and panels addressing the topics of: perception, worldviews, and new paradigms; building of knowledge through literacy and new learning strategies; and perspectives for Education of the Future.

Objectives of the Conference are: 1) to stimulate reflection on Education of the Future, 2) to identify experiences with the potential for generating change, 3) to facilitate the creation of new ways of teaching and researching, 4) to develop programs of interinstitutional and multinational cooperation, 5) support the movement for creation of centers for information and communication, and 6) start an International Network on Education for Peace.

For more information about registering, write: International Conference, Education of the Future: Developing Talent and Creativity, Memorial da America Latina, Rua Cristiano Viana 428 -2º andar - CEP: 05411 - São Paulo - SP - Brasil; Tel: ++55(11) 851-3311 R 2204; Fax: ++55(11)881-9082; Telex: 30658; Electronic Address: INFO@EDF001.FUNDAP.ANSP.BR.

INTERNATIONAL CREATIVITY CONFERENCES:

Fourth European Conference on Creativity and Innovation (The Power of Synergy)

August 25-28, 1993; Darmstadt, Germany

To register or receive additional information, contact Geschka & Partner Unternehmensberatung, Stifterstr.2, 6100, Darmstadt, Germany; Tel: (011)+49(0)6151-372444; Fax: (011)+49(0)6151-371323.

The 1993 International Conference on Humor and Laughter

September 30 - October 3, 1993; Miami University (Miami, Ohio), USA

Sponsored by the International Society for Humor Studies

For additional information, contact: Lawrence W. Sherman, President ISHS, Center for Human Development, Learning and Teaching, Department of Educational Psychology, Miami University, Oxford, OH 45056-1618, USA; Tel: (513)529-6624; Fax: (513)529-7270; e-mail: LS8CEDPR@MIAMIU.BITN.ET.

News From Members

JOHN F. FELDHUSEN HONORED BY COLORADO ACADEMY OF EDUCATORS

John F. Feldhusen of Purdue University, West Lafayette, Indiana, USA, was inducted as an Honorary Member of the Colorado Academy of Educators for the Gifted, Talented, and Creative at a special banquet of the Academy in Westminster, Colorado on May 13, 1993. Dr. Feldhusen was awarded the membership based on his substantial and long-term contributions to the education of gifted, talented, and creative youth in the state of Colorado.

Honorary Membership is awarded only after nomination by a Founding Member of the Academy and the unanimous vote of the Academy Membership.

The Academy is an organization of professional educators and researchers who work with gifted, talented, and creative students and are dedicated to providing excellence in education for the state's youth. Regular Membership in the Academy is active for a lifetime and by invitation. The Academy provides educators and researchers working with gifted students opportunities for networking with other professionals in the field. The Academy requires that its members have demonstrated levels of high performance and competence, and exhibit a continuing commitment of professional excellence, time, and service.

1993 HOLLINGWORTH WINNERS ANNOUNCED

Janet Boyle, Ph.D., associate professor of education at Indiana University-Purdue University (IUPUI), Indianapolis, Indiana, USA, is the winner of the 1993 Hollingworth Award presented by Interrel Foundation, Inc. Her project, "A Study of the Work Conditions, Job Satisfaction, and Motivation of Gifted Program Coordinators/Teachers," will survey active gifted education program coordinators in order to obtain information about the nature and realities of the gifted program coordinator/teacher position. Dr. Boyle's research will contribute to the research base on gifted/talented teachers and coordinators.

Dr. Boyle has been active in the gifted education field for over ten years, and currently teaches graduate courses in gifted education at IUPUI. She also supervises the Teaching Endorsement in Gifted Education program and directs the state-funded gifted education resource library at the university.

This year's three Honorable Mention awards went to:

Charles T. Kolenik, Sachem North High School, Lake Ronkonkoma, New York, for "The Effects of Academic Abilities, Scholastic Effort, and Athleticism on Social Acceptance Among Adolescent Males and Females";

Janice Leroux, Ph.D., University of Ottawa, Canada for "Personal and Environmental Factors Which Impact on Careers of Successful Canadian Women"; and Patricia A. Haensly, Ph.D., Texas A&M University, College Station, Texas, USA, for "Development of Giftedness Among Siblings: A Case Study of Differences and Familial Microsystems."

The international Hollingworth Award Competition is sponsored by Interrel Foundation, Inc., a non-profit organization founded to encourage research studies of potential benefit to gifted and talented children and youth. The Award, which includes a cash grant of \$2000, is named for Leta Stetter Hollingworth (1886-1939), long associated with Teachers College of Columbia University and a pioneer in the field of gifted education.

NORMAN MIRMAN NAMED "FATHER OF THE YEAR"

Norman Mirman, founder of The Mirman School, a Los Angeles, California (USA) school for the gifted, has been named "Father of the Year" by the West Coast Fathers' Day Council. Dr. Mirman is the first educator to receive this recognition by the Council. He was one of seven fathers chosen for the 1993 award. Other honorees included Los Angeles Police Chief Willie Williams, actors Danny Glover and Alan Rachins, and several prominent businessmen.

The winners were honored at a luncheon on June 8th at the Bonaventure Hotel and featured in a special color section of the Los Angeles Times on June 9th.

Dr. Hollingworth's many works include *Gifted children: Their nature and nurture* and *Children above 180 IQ, Stanford-Binet: Origin and development*.

The Hollingworth Award has been presented annually since 1980. Past winners are Gae Golemblewski, USA (1992); John Swang, USA (1991); Sidney M. Moon, USA (1990); Jean A. Baker, USA (1989); Linda J. Emerick, USA (1988); Miraca U.M. Gross, Australia (1987); Donald Sellin, USA (1986); Connie Taylor Strickland, USA (1985); Carl Martray, Doris Redfield, Bonnie Beck, and Sharon Coty-Kleta, USA (1984); Reva Jenkins-Friedman and Margaret Anderson, USA (1983); Cynthia Rekdal, USA (1982); Abraham Tannenbaum and Felice Kaufman, USA (1981); and P. Edward Hughes, USA (1980).

Past Honorable Mentions have included representatives of the USA, Israel, Australia, and Canada.

For further information about future competitions, contact Dr. Roxanne H. Cramer, Chairman, Hollingworth Award Committee, 4300 Sidburn Rd., Fairfax, VA 22030-3507 USA, phone 703-591-1958.



Membership Form

The World Council for Gifted and Talented Children, Inc.

Please enroll me as a member of the World Council for Gifted and Talented Children. Make checks payable to WCGTC Membership. Mail to:

Membership Secretary, Jan Adams-Byers
World Council for Gifted and Talented Children, Inc.
Purdue University
1446 LAEB
West Lafayette, IN USA 47907-1446

☐ A check or bank note for U.S. \$40.00 is enclosed. This one year membership entitles members to register at a reduced rate for the Toronto Conference, for all WCGTC services including publications, and special events which will be announced.

☐ I have enclosed a tax deductible gift for \$ _____

Mr. Mrs. Ms. Prof. Dr. _____
Last First

Mailing Address _____

Home Phone _____ Business Phone _____ FAX _____

THE BOOK CORNER: PRESENTING BOOKS OF INTERNATIONAL INTEREST

Smart Kids: How Academic Talents are Developed and Nurtured in America, by W. G. Durden and A. E. Tangherlini of the Center for Talented Youth, Johns Hopkins University, Baltimore, MD, USA. ISBN 0-88937-112-1, (1993), 325 pages/hardcover, US \$27.50.

Smart Kids is an interesting and readable book about talented children and their education in the United States. It provides parents of young children and teenagers with new insights and ideas about ways they can improve the quality of education being experienced by their sons and daughters.

The book offers a brief review of the fluctuations of American interest in problems of talented children. It then explains the approach used at CTY, which emphasizes flexible pacing, opportunities for individual inquiry, academic rigor, and creative teaching, by the use of generally available curriculum materials. Using 13 case studies, the book explains drawbacks in the current system and how improvements can be introduced.

This material is of interest to educators at all levels, as well as parents of both preschool and school children. Its unconventional approach to the American education system also provides insights for those foreign educators and social scientists interested in comparing educational systems.

Identifying and Nurturing the Gifted: An International Perspective

Edited by K. A. Heller, Munich, Germany and J. F. Feldhusen, West Lafayette, IN, USA. ISBN 0-920887-11-2 (1986), ISBN 3-456-81523-9, 187 pages/ hardcover US \$29.00 / CAN \$35.00.

Research on the gifted, and even the definition of the term, presents a number of challenges. Before we can systematically deal with the issues of identifying, counseling and fostering talented people, many questions must first be answered. For example: Is "giftedness" the same as high intelligence or creativity? What is included in the term "giftedness," and how is it defined in actual practice? How can highly intelligent children and youth be reliably and validly identified? Are there undesirable aspects to giftedness, and how can they be avoided? What are the pedagogical possibilities? What are the psychological or clinical problems of

the highly gifted during socialization and development?

The volume is written in a clear style, and is suitable for scientists and practitioners from the fields of developmental and educational psychology, diagnostics, and the behavioral sciences.

The National Research Center on the Gifted & Talented, University of Connecticut, USA, offers the following publications on a cost-recovery (non-profit) basis:

Siegle, Del (Ed.) (1992). *What educators need to know about...Ability grouping*. Storrs, CT: The National Research Center on the Gifted and Talented, The University of Connecticut. (Practitioners' Guide #A9201)

Siegle, Del (Ed.) (1993). *What educators need to know about...Curriculum compacting*.

Storrs, CT: The National Research Center on the Gifted and Talented, The University of Connecticut. (Practitioners' Guide #A9302)

Send orders to:

Dawn Guenther

Dissemination Coordinator

The University of Connecticut

The National Research Center on the Gifted and Talented

362 Fairfield Road, U-7

Storrs, CT 06269-2007, USA

Make checks, USD only, payable to

"The University of Connecticut" (no purchase orders). Price includes postage/handling.

Freeman, J. (1991). *Gifted Children Growing Up*. London: Cassell;

Portsmouth, NH: Heinemann Educational.

Describes findings from an in-depth 14 year follow-up of 210 gifted and control children across Great Britain.

Freeman, J. (1992). *Quality Basic Education: the Development of Competence*. Geneva and Paris:

UNESCO. (in both French and English)

Sets giftedness into a wider context of the development of competence with reference to cultures and conditions around the world.

Freeman, J., Span, P. & Wager, H. (eds) (1993). *Actualising Talent: a Lifelong Challenge*. Gottingen: Hogrefe.

An international collection of up-to-date research and policy papers.

The **Book Corner** is a regular feature of *World Gifted*. Readers are invited to submit recommendations of any recently released or soon-to-be released publications of international interest to gifted educators. Please include all pertinent ordering information.

IDEAS NETWORK

CALL FOR INFORMATION ON STUDIES OF FULL-TIME CLASSES OR SCHOOLS FOR GIFTED

We are seeking reports of research and evaluation studies of the effects of full-time, self-contained classes for gifted or high ability students. By full-time and self-contained we mean classes in which all of the students have been selected as highly able and are organized into special classes for all their studies. By effects we mean academic achievement, growth in thinking skills, creativity, self-concept, etc.

Please send copies or references to Dr. Vicki Vaughn, Burris Laboratory School, Muncie, Indiana, USA 47306, or fax to Dr. John Feldhusen at Purdue University, West Lafayette, Indiana, Fax: #317-496-1228.

KENYA NATIONAL ASSOCIATION FOR THE GIFTED AND TALENTED SEEKS INFORMATION

The Kenya National Association for the Gifted and Talented (KNACT) was formed during the Second Eastern African Regional Conference for Gifted and Talented in August of 1992.

One of the objectives of the Association is to establish links with similar associations around the world. If your local organization would like to participate in an exchange of ideas pertaining to the educational, social, and political interventions which have been successful for your gifted population, please contact Rachel W. Kang'ethe, Chairperson, Kenya Institute of Special Education, P.O. Box 48413, Nairobi, Kenya.

RESEARCH REPORTS

COOPERATIVE LEARNING AND GIFTED STUDENTS: A NATIONAL SURVEY

Mary Ruth Coleman, James J. Gallagher, and Susanne Nelson

In this research, the attitudes of professionals committed to cooperative learning and the attitudes of professionals working with gifted students were explored to discover whether their views about the use of cooperative learning with gifted students differed.

A survey was developed to identify these groups' areas of concern and agreement on the use of cooperative learning with gifted students. The survey contained a 27 item Likert scale, a section for prioritizing six major themes derived from expert opinion, and a section for making open-ended comments on cooperative learning and the gifted. It was mailed to 400 participants randomly selected from the mailing lists of four organizations (100 to each): The International Association for the Study of Cooperation in Education (IASCE); the Cooperative Learning Network of the Association for Supervision and Curriculum Development (ASCD); The Association for the Gifted (TAG); and the National Association for Gifted Children (NAGC). The return rate was 75%.

Results from the Attitude Scale showed a striking difference between the groups' responses to clusters 1, 2, 3,

4, 5, and the ability grouping item "c". There was little disagreement over cluster 6 or ability grouping items "a" or "b".

1. **Curriculum:** THE CURRICULUM USED IN COOPERATIVE LEARNING IS OFTEN NOT CHALLENGING ENOUGH FOR GIFTED STUDENTS.

2. **Evaluation:** LITTLE EVALUATION OF COOPERATIVE LEARNING HAS BEEN DONE ON WHAT WORKS FOR GIFTED STUDENTS.

3. **Social Skills Development:** GIFTED STUDENTS DEVELOP CRITICAL SOCIAL AND LEADERSHIP SKILLS IN COOPERATIVE LEARNING.

4. **Gifted Students as Teacher:** GIFTED STUDENTS RESENT BEING THE "JUNIOR TEACHER."

5. **Emotional:** GIFTED STUDENTS DEVELOP HIGHER SELF-ESTEEM BY BEING TEAM LEADERS IN COOPERATIVE LEARNING.

6. **Teacher Preparation:** TEACHERS NEED MORE PREPARATION IN THE APPROPRIATE USES OF COOPERATIVE LEARNING WITH GIFTED STUDENTS.

Ability Grouping:

(a) ADMINISTRATORS SEE COOPERATIVE LEARNING AS A SOLUTION TO ABILITY GROUPING.

(b) THERE IS CONCERN THAT COOPERATIVE LEARNING WILL ELIMINATE ABILITY GROUPING.

(c) COOPERATIVE LEARNING IS A STRATEGY WHICH ENABLES TEACHERS TO EDUCATE ALL STUDENTS.

This survey revealed strongly differing views from the two groups of educators: those supporting cooperative learning and those supporting gifted education. No one seems to doubt that cooperative learning, as a general approach, is a positive set of instructional strategies. What is in dispute is whether this strategy can replace traditional services for gifted students.

From the President

Continued from page 1

Executive Committee holds regular teleforums to plan the next steps in the restructuring process. This will be a working conference for all. Foresight 20/20, Inc. is donating services to facilitate the professional process under its president, Dr. Howard E. Gillies.


World Council National Delegates will meet on Sunday, August 8, from 2:00 to 5:00 p.m. to determine policy. Resolutions will be put before the general assembly for discussion and ratification on Wednesday, August 11. The new Executive Committee will then be charged with the task of implementing the directives. Two regional conferences in 1994 (Seoul and Buenos Aires) will offer an opportunity to monitor development. The 1995 World Congress in Hong Kong can evaluate and assess progress. Vienna (1996) will consolidate and review the strategic plan to set new directions to carry us beyond 2000.

The Tenth World Congress in Toronto will also offer ample opportunities to renew old friendships, strike up new relationships, and create professional connections. It will continue to build the human framework which holds ideas, structures, and systems together. We are offering receptions, cruises, and theater and sports outings for this purpose. Edna McMillan, coordinator, Julian Kitchen, Youth Summit chair, and all committee members look forward to your presence and regret the absence of those who cannot attend. Registration is excellent. Warren Jevons and I eagerly await the culmination of four years of planning to give you a forum for presentations, enlightenment and pleasure.

The newsletter format does not permit philosophic flourishes. Consequently, I will send you my presidential farewell address, "A Thinking Globe = A Caring Globe," after the World Congress. It will be delivered, not in sadness, but with great expectations.

Your World Council Executive Committee unanimously invited me to continue our work in the role of Secretary General. I am honored and gratified by this vote of confidence in the vision, the directions, and the implementation process we will undertake. We look forward to our combined efforts to establish the World Council as a force to be reckoned with in the international development of human talent.

With Fond Memories and Best Wishes,



EDUCATORS INVITE SCHOLARLY CORRESPONDENCE

The fall of the Soviet Empire resulted in the emigration from Russia to Israel of several gifted educators: Sima Sonkin, whose special interest is development from birth; Yakov and Elena Feldman, specializing in development from 3 to 12 years; and Dina Pinsky, whose interest is in development from 9 to 13 years. They invite correspondence with other scholars from around the world who are interested in young gifted children. Their mailing address is: Feldman, P.O.B. 9069, Ashqelon, Israel, 78190. They will also be attending the Tenth World Congress and would appreciate meeting with others of like interests.



World Gifted

World Council for Gifted and Talented Children
Purdue University
1446 LAEB
West Lafayette, Indiana USA 47907-1446

Address Corrections Requested

A GIFTED GLOBE — TENTH WORLD CONGRESS ON GIFTED AND TALENTED EDUCATION TORONTO, CANADA — AUGUST 8-12, 1993

SPONSORED BY:

The University of Toronto
Faculty of Education
University of Toronto Schools
School of Continuing Studies

CONGRESS ADDRESS:

Tenth World Congress on Gifted
Education
University of Toronto
158 St. George Street
Toronto, Ontario, Canada M5S 2V8
Telephone: 426-978-2400
Fax: 426-978-6666

LOCATION:

The Royal York Hotel
100 Front Street West
Toronto, Ontario
Canada M5J 1E3

Rates (Canadian funds):

Single \$125.00
Twin \$145.00

Suites:

Studio \$295.00
Small \$435.00
Medium \$535.00
Large \$685.00

for reservations or information call:
416-863-6333

Credit cards accepted: Amex, Visa,
MasterCard, Discover, Diners, EnRoute,
J.C.B., Carte Blanche

FEE CATEGORIES:

1. Full Congress Registration (SEND IN CANADIAN FUNDS: Cdn\$ 1 = US\$.80 @93/7)
 - (a) Regular Cdn\$ 375
 - (b) Members of WCGTC Cdn\$ 360
2. Single-Day Registration Cdn\$ 125
3. Student Registration
(full-time students only) Cdn\$ 150

The registration fee, in full and in Canadian funds, must accompany the registration form. Information on accommodations is available upon request, but will be forwarded automatically upon receipt of each registration.

REGISTRATION FEE REFUNDS:

Refunds must be requested in writing, and are subject to the following deadlines and withholding amounts:

- (a) If the request is received prior to July 15, 1993, \$50 will be withheld;
- (b) If the request is received prior to August 1, 1993, 25% of the fee will be withheld;
- (c) After August 1, 1993, no portion of the fee will be refunded.

Registration Form: SCS 7915-A01 A Gifted Globe August 8-12, 1993

Mail to: University of Toronto, Tenth World Congress, 158 St. George Street,
Toronto, Ontario, Canada M5S 2V8, or FAX: (416) 978-6666

Name _____

Business Address _____

Street _____

City _____ Country _____ Postal Code _____

Telephone _____ FAX _____

Residence Address _____

City _____ Country _____ Postal Code _____

Telephone _____

Fee Category _____ Amount Paid _____

Paid by: ☐ Cash ☐ Money Order ☐ Cheque ☐ VISA ☐ MasterCard

Card Number _____ Expiration Date _____

Signature _____ Date _____