



# World Gifted

Newsletter of the World Council for Gifted and Talented Children

## SPECIAL RATES AT HONG KONG

The organizers of the World Council for Gifted and Talented Children 11th World Conference to be held in Hong Kong July 30-August 4, 1995 are pleased to offer a special reduced-registration rate of HK\$2800 to World Council members with active memberships. Also, in addition to the available hotel accommodations listed in the brochures mailed to members earlier, the organizers have compiled the list of budget hotels (shown on page 2) within 30 minutes of the convention rooms. Please note: the rates listed here are for 1994. Rates for 1995 will not be available until January. **Participants must make their own hotel reservations.**

NOTE: The exchange rate of Hong Kong currency to US currency is roughly HK\$7.80-\$8.00 = US\$1.00.

See Rates on page 2

## CONSTITUTIONAL BY-LAWS REVISIONS

Recently World Council members with active memberships were mailed copies of the newly proposed constitutional by-law revisions. Please return your response promptly if you have not already done so. You may fax your vote to 317-496-1228 to save time.

If you did not receive a copy of the revised by-laws, fax our publications offices at Purdue University immediately and a copy will be sent to you if your membership is current. The expiration date of your membership is printed on the mailing label attached to your newsletter and journal. Please take note of that date each time you receive a publication and send your renewal several weeks prior to that expiration date to maintain an active membership in the WCGTC. If your membership has expired you may renew by mail or fax and the constitutional revisions will be sent to you immediately.

## 11TH WORLD CONFERENCE UPDATE

### Registration

Registration is proceeding for the 11th World Conference on Gifted and Talented Children in Hong Kong June 30-August 4, 1995. Registration brochures have been distributed to members. If you have not

received yours you may contact the WCGTC publications office for a copy. The fee for the six day conference is HK\$2,800 for active members of the World Council and HK\$3,100 for non-members. (The exchange rate is approximately HK\$7.80 = US\$1.00) This charge allows participants access to all sessions, meetings, technical visits, briefcases and workbooks, coffee breaks, receptions and opening and closing ceremonies of the Conference. An additional HK\$400 will be charged for registrations received after April 30, 1995.

### Youth Summit

A Youth Summit, "Stepping Into a Smaller, Wider World", will be held in conjunction with the Conference. It will explore the paradox of an expanded understanding of the global community as the world is drawn together through technology. The paradox of smaller versus wider will be explored by the youth delegates through mediums such as art, drama and technological activities.

### Opening Ceremony and Reception

The Opening Ceremony of this prestigious event will not only welcome participants to the Conference but also to Hong Kong. It will be held at 5:30 pm on Sunday, July

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## 11TH WORLD CONFERENCE GIFTED YOUTH PROGRAM

STEPPING INTO A SMALLER, WIDER WORLD is the theme for the Gifted Youth Program portion of the 11th World Conference to be held in Hong Kong in 1995. 'Stepping' refers to the main conference theme 'strengthening our stride.'

The youth program, chaired by Rex Li, will meet on the new middle school campus of Hong Kong International School. Darlene and Larry Neumann of Chicago, IL, USA will lead the youths, ages 10-15, toward an expanded understanding of the global community as

the world is drawn together through technology. Art, drama, and technological activities will help the participants explore the paradox of smaller vs. wider.

All potential youth participants need to register through their local WCGTC country delegates. Delegates should already have received their packets of information regarding this unique part of the world conference. Any delegates who did not receive the delegate packet should contact the conference secretariat in Hong Kong at once.

## FROM THE EDITOR

The World Council for Gifted and Talented Children! **TALENTED!** Yes, this organization is and should be concerned about the nature, identification, and nurture of talents and talented youth. We have stressed too hard and too long just identifying and educating the general, all-purpose gifted child. Furthermore, the focus has been almost entirely on intellectual giftedness.



However, gifts or talents come in many forms, and they come to or develop in children who may **not** be classifiable as gifted in the traditional sense of identification. Talents might emerge specifically in academic areas such as science or mathematics; in arts such as music, creative writing, dance, or drawing; in vocational areas such as industrial arts, computers, or home economics; and in personal-social realms such as sales, teaching, or counseling.

Programs for youth with specific talents offer targeted instruction in the talent area. An abundance of research suggests that discovering one's talents

early and having access to challenging, stimulating instruction in the talent area may be the most effective route to the full development of one's talent potential.

So, what is the educational orientation in your country? Are parents and educators focusing their efforts on recognizing and nurturing specific youth talents? Are different kinds of talents recognized as appropriate for nurturance and development? What is the general approach to gifted education in your country?

We would be happy to receive some short manuscripts (2-5 pages) for *World Gifted*, the newsletter, telling about the general status and nature of gifted-talented education in your country. So far, since I became Editor, only about 40% of countries represented by delegates have been heard from. Let us hear from you. Soon!

*John F. Feldhusen*

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## WANTED:

### MANUSCRIPTS FOR FUTURE ISSUES OF GIFTED AND TALENTED INTERNATIONAL

Manuscripts for future issues of the WC journal, *Gifted and Talented International*, 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. Authors should include a complete mailing address, fax number, and phone number when submitting manuscripts, as well as an e-mail address if available.

## Rates, Continued from page 1

- Nathan Hotel
- 378 Nathan Rd.
- Kowloon
- Tel: 388-5141
- single HK\$700 + 15%
- MTR to HKCEC: JORDAN 25-30 min.
- Taxi: HK\$70
- International Hotel
- 33 Cameron Rd.
- Tsim Sha Tsui
- Tel: 366-3381
- single HK\$480 + 15%
- twin HK\$640 + 15%
- MTR to HKCEC: TST 20-25 min.
- Taxi: HK\$50
- Imperial Hotel
- 30-34 Nathan Rd.
- Tsim Sha Tsui
- Tel: 366-2201
- single HK\$950 + 15%
- twin HK\$1050 + 15%
- MTR to HKCEC: TST 20-25 min.
- Taxi: HK\$60
- Guangdong Hotel
- 18 Prat Avenue
- Tsim Sha Tsui
- Tel: 739-3311
- twin/single HK\$1100 + 15%
- MTR to HKCEC: TST 20-25 min.
- Taxi: HK\$60
- Shamrock Hotel
- 223 Nathan Rd.
- Kowloon
- Tel: 735-2271
- twin/single HK\$690 + 15%
- MTR to HKCEC: JORDAN 25-30 min.
- Taxi: HK\$70
- King's Hotel
- 473 Nathan Rd.
- Yua Ma Tei
- Kowloon
- Tel: 780-1281
- single HK\$437 incl tax
- twin HK\$564 incl tax
- MTR to HKCEC: YAU MA TEI 25-30 min.
- Taxi: HK\$80
- Caritas Bianchi Lodge
- 4 Cliff Rd.
- Yua Ma Tei
- Kowloon
- Tel: 388-1111
- single HK\$550 + 15%
- twin HK\$620 + 15%
- MTR to HKCEC: YAU MA TEI 25-30 min.
- Taxi: HK\$80
- The Wesley Hotel
- 22 Hennessy Rd.
- Wanchai
- Tel: 866-6688
- single HK\$900 + 15%
- twin HK\$1100 + 15%
- 10-15 min walk to HKCC
- Taxi: HK\$12

If you have any questions about the conference you may reach the Secretariat of the conference by fax: 852-547-9528. attention: Gwendeline Lim. 11th World Conference on Gifted and Talented Children.

*World Gifted* is published three times yearly 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 F. Feldhusen,  
Purdue University

Assistant Editor: Jan Adams-Byers,  
Purdue University

## EXECUTIVE COMMITTEE OF THE WORLD COUNCIL

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## NOTICE

### Change in *World Gifted* Publication Schedule

Beginning with this issue *World Gifted* will be published three times a year rather than the four issues per year which were originally scheduled. This decision was reached by the Executive Committee in August, 1994. The amount of news received from membership countries is insufficient to print a newsletter every three months. Delegates and non-delegates alike are reminded that the editorial staff has no means of gathering news for the newsletter except through you. A few membership countries are very faithful in sending information regularly. The following is a list of the countries either *heard from* or *mentioned by another source* in the newsletter over the past 12 months: Argentina, Australia, Austria, Belgium, Bermuda, Brazil, Canada, China, Denmark, France, Germany, Hong Kong, Hungary, India, Indonesia, Israel, Italy, Jamaica, W.I., Japan, Jordan, Kenya, Malaysia, Mexico, New Zealand, Nigeria, Northern Ireland, Peru, Philippines, Poland, Portugal, Republic of South Africa, Republic of Singapore, Republic of South Korea, Russia, Spain, Taiwan, R.O.C., Thailand, the Netherlands, Turkey, United Kingdom, USA, and Zimbabwe. The editorial staff attempts to represent as many membership nations in each issue of *World Gifted* as is possible.

If your nation is not mentioned regularly, that means we are not receiving news from your area. Create a habit of taking notes at conferences and meetings and faxing them to us for inclusion in the next newsletter. Please send announcements of conferences (in English) at least 6-12 months prior to proposal submission deadlines so there is sufficient time to run the announcements. Do not assume we have received that information from busy organizers. Ask colleagues to share with you a short paragraph on their most recent research. Call local schools and inquire what successful interventions in gifted education they are trying. Fax those ideas to us to be shared with the membership via the next newsletter. Remember, what seems ordinary to you may be a fresh idea to a colleague in a different setting thousands of miles away. Share your local solutions to universal problems with other educators who receive *World Gifted*. We would like to see each of our 40 membership countries mentioned in every issue of *World Gifted*.

## PRESIDENT'S MESSAGE

It was really a hot season between this summer and autumn, when there were many important events taking place in different continents of the "Gifted Globe".

First, the 3rd Asia-Pacific Conference on Giftedness came to the stage in Seoul, Korea on August 1-4, then there was the 1st South American Conference on Gifted and Talented Education held in Buenos Aires, Argentina on August 7-11, and recently the 4th Conference of the European Council for High Ability held in Nijmegen, The Netherlands on October 8-10. I participated in the Asia-Pacific and the ECHA meetings. Both conferences and the South American one, as indicated by many participants, proved to be great successes. Congratulations for those who have been devoted to the organizing work! I know, from my experience,



organizing an international conference is not an easy job. Because of those who dared to do so, the seeds of gifted and talented education can be sowed and prosper worldwide. Their fine work and endeavors are most appreciated.

The World Council called its Executive Committee meetings in Seoul during the 3rd Asia-Pacific Conference. Many important items were discussed. It was fruitful. In brief, several crucial matters relating to the future development of the World Council will be finalized by the end of this year. They include the Constitutional amendments, the site of the 1997 World Conference, the WCGTC secretariat, etc. I believe the direction of these developments is in accordance with most of our expectations. Therefore, by the time of the 11th World Conference in Hong Kong next July-August, the World Council will probably move toward a new stage. Please continue to "watch" us and offer your precious support and ideas!

*Wu-Tien Wu*

Wu-Tien Wu

## IMPORTANT NUMBERS TO NOTE

**Membership** - During the year following the Tenth World Congress in Toronto the World Council has shown promising growth. Approximately 130 new or renewed memberships were processed during that 12 months. There are currently 40 countries represented among our active membership. We have added seven new delegates as new or underrepresented countries have selected their representatives to complete the 1993-95 term.

If we are to continue to grow we must not only add new members but retain existing ones. We have noted a loss of some members as they have failed to renew lapsed memberships. Encourage your colleagues to remain active in the work of the World Council. Share with them a copy of the membership application form included in this newsletter if they no longer receive one of their own. Note the expiration date printed on the mailing label of your own issue and send your renewal several weeks before your membership becomes inactive. As we add more and more countries to our membership list and develop an active membership in each of those countries, the shared work of advocacy for gifted students becomes easier for all members.

**Publications** - From March 1993 through July 1994 manuscripts from 16 countries were received for review for *Gifted and Talented International*. Those countries were: Australia, Brazil, Canada, Finland, Germany, Hungary, Israel, Jordan, Philippines, Poland, Republic of Singapore, Republic of South Africa, Republic of South Korea, Spain, United Kingdom, and USA. Sadly, 59% of our membership countries were not represented in submitted manuscripts to *GTI* during that time period. Won't you consider sending a manuscript for review? We are currently reviewing manuscripts for the Spring 1995 issue of *GTI*. There's still time to submit yours. You may even send it by e-mail. Contact our publication office for the address. Please remember to include a **fax number** or **e-mail address** where you may be reached quickly.

**Courtesy Requests** - The WCGTC Office at Purdue University receives a minimum of 3-4 requests for information monthly from non-members. The majority of these



Jan Adams-Byers,  
Membership Secretary  
and Assistant Editor

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## WCGTC GLOBAL TELECOMMUNICATIONS NETWORK PROPOSED

A proposal has been submitted to the World Council for Gifted and Talented Children to develop a global telecommunications network for its members. This network could assist the WCGTC in meeting the six "Global Challenges and Recommendations" as outlined at the 1990 Vienna Summit. In particular, such a network would support Challenge Three: "A planned system of global communication and dissemination of information is the foundation of a world organization."

The potential uses of this network are many. Electronic mail would allow members to instantly send and receive information to other individuals worldwide. Discussion groups would unite members by common interests for collegial idea and information exchange. Discussion lists would advertise upcoming conferences, grant and scholarship offerings, book reviews, and summer school programs. A membership directory would contain the names, addresses, and academic interests of WCGTC members. On-line copies of major articles for the World Gifted Newsletter and Gifted International would be available. Members also would be able to access worldwide abstracts and research studies through periodical databases and national news resources.

The advent of telecommunications as an educational medium holds the promise of a cost-effective tool for sharing resources and for equalizing access to and use of information for traditionally underserved populations across geographic distances and political boundaries. Moreover, this computer mediated communication system could be used to establish a WCGTC global distance learning network that would support collaborative classroom research projects for students and continuing education opportunities for instructors.

At this time the WCGTC is asking all of its members to complete the "WCGTC Communications and Information Technology Survey," included with this newsletter. This survey is intended to determine the communication interests, needs, and competencies of WCGTC members. Furthermore, establishing the current availability of communications technologies is critical to the development of a delivery system that meets needs, is affordable, and allows room for change and growth.

Please return your survey by mail to Mark German, 3174 Deronda Drive, Los Angeles, CA 90068, USA; fax: 213-467-4827; or e-mail your answers to [german@chaph.usc.edu](mailto:german@chaph.usc.edu). Please respond by March 15, 1995.

## Update

*Continued from page 1*

30, 1995 on the second floor of the Hong Kong Convention and Exhibition Centre. A cultural performance will be followed by the welcoming reception. The evening's program will conclude at 8:30 pm.

### *Technical Visits*

The aim of the technical visits is to provide participants of the Conference access to organizations and institutions which are unique in some way. This year they include three different 'tracks' which are aligned to three different areas of learning. These are the Artistic Track, Athletic Track and Educational Track. Delegates who want to join any of these tracks may sign up with the Registration staff at the conference venue.

### *Post Conference China Meeting*

A post conference meeting will be held in Beijing, China August 5-8, 1995, organized by the Institute of Psychology and Center for International Scientific Exchanges, Chinese Academy

of Sciences. The subject for this meeting is "Identification and Education of Gifted Children." It aims to promote the development of gifted education in and out of schools, the sharing of research results on scientific identification of the gifted, and discussing, fostering, and establishing cross cultural studies. Registration ends April 30, 1995. Regular participant fee is US\$190 until April 30 and US\$230 after April 30. Accompanying person's registration fee is US\$100 before April 30 and US\$140 after April 30.

Four guided post-conference tours of China are available through the Organizing Committee. For further information about the China Post Conference you may contact Ms. Lan Guiling, Secrétariat of Post Conference China Meeting of the 11th WCGTC, Center for International Scientific Exchanges, Chinese Academy of Science, 52 Sanlihe Road, Beijing 100864, CHINA; tel: 86-1-8597444, 86-1-8597458; fax: 86-1-8511095.

## MUSEUM OF CHILDREN'S ART PROJECT UPDATE

The Museum of Children's Art Project is currently building its permanent collection of children's art from around the world. The main purpose of this project is to help build knowledge, communication and understanding through the universal language of children's art. It also aims to provide opportunities for children while highlighting their talents.

Currently, the project hopes to acquire artwork by providing added scholarships or prize money to existing competitions or providing some support to contributing sources. Initially, by acquiring pieces or offering support through others, there is hope of accelerating the collection process. At the same time, there is hope of providing modest support to those already in the field and through them to give something additional back to the children.

The Museum of Children's Art Project is once again asking for information from WCGTC members on the following areas:

1. Any national or international competitions of children's art in individual countries
2. Any schools or centers in individual countries with a focus on the visual arts
3. Any contacts who may be sources for information on artwork of talented children

Names and addresses for any of the above would be very helpful and appreciated.

If you would like to contribute information you may contact: Karen Parisian, Sears Tower, Suite 9300, Chicago, IL 60606. TEL: (312) 441-4810. FAX: (312) 876-0549.

## MENSA AWARDS

Recipients of the 1993-1994 American Mensa Education and Research Foundation Award for Excellence have been announced. Winners in the Senior Investigator Division are: Camilla P. Benbow, USA; François Gagné, Canada; Patrick M. A. Rabbitt, United Kingdom; and Catherine S. Tamis-LeMonda, USA.

New Investigator Division winners are: Elaine B. Coleman, Canada; Maynard Goff, USA; Elizabeth Tarshis, Canada; and Theresa A. Thorkildsen, USA.

Special Mention recipients are Kathryn Kearney and Jené LeBlanc, USA.

## A. HARRY PASSOW CITED BY TEACHERS COLLEGE, COLUMBIA UNIVERSITY

P. Michael Timpane, President of Teachers College of Columbia University, presented to A. Harry Passow the Teachers College Medal for Distinguished Service at a special convocation in New York City on May 19, 1994. The citation read:

Graduate, professor, leader and devoted friend of Teachers College, you have labored for more than 40 years—consistently, persistently, and wisely—on the central problems of education in our cities, our society, and our world. At the Horace Mann-Lincoln Institute, you directed trail-blazing studies of gifted and talented youth. You helped create “great society” programs and designs for the entire Washington, D.C. public school system; you wrote and edited major texts dealing with education of both the gifted and the disadvantaged; you advised educational planners throughout the nation and the world on major issues of national policy and program development, and you found time, too, to serve your own Englewood community as school board member and chairman.

Even with these manifold responsibilities, you remained deeply engaged and committed to programs and students at Teachers College. Your courses were always heavily subscribed; your advisement duties were onerous; and you were diligent to a fault in taking on administrative chores. Thousands of students, fortified by your wisdom, serve today in every variety of responsible position, and pursue the very reforms you have championed. They speak eloquently of their wise and gentle mentor. We at the College treasure you as a superior, steadfast colleague.

A. Harry Passow, Jacob H. Schiff Professor Emeritus of Education, it is my privilege to present you with this Teachers College Medal for Distinguished Service.

Also receiving citations were Howard Gardner, Frank Newman (President, Education Commission of the States), Nel Noddings (Acting Dean and Professor at Stanford), and Donald M. Stewart (President of the College Board).

## IN MEMORIAM: HENRY COLLIS 1913-1994

Henry Collis, who died on May 17, 1994, will surely be remembered as “The Father of the World Council for Gifted and Talented Children.”

I first met Henry Collis some 20 years ago when he came to my office at Teachers College to discuss an idea he had for a world conference on gifted. Henry had had a distinguished career as headmaster at Colet Court, an independent British preparatory school. Because of his interest in “high achievers,” on his retirement, he helped found National Association for Gifted Children in London and became its Director. The NAGC served gifted children, their parents, teachers and other educators.

Almost single-handedly—as much as any such undertaking can be the work of one individual—Henry Collis organized the First World Conference on Gifted Children which convened at the Royal College of Surgeons, Lincoln's Inn Fields, London, 8-12 September 1975. More than 500 delegates from 53 nations participated in that first world conference. In looking over the list of participants while preparing this obitu-

ary, I was struck by the number of individuals who were at the London conference who are still active in World Gifted.

At the London conference, it was proposed that an organization be formed to continue the momentum of a “worldwide gifted movement.” Officers were elected and a second conference was planned in San Francisco for 1977.

It was at the Third World Conference in Jerusalem, after taking over the office of Chairman (the title of President came later), Henry Collis asked me if I could establish a Secretariat at Teachers College, Columbia University, in New York City. I agreed to do so if two things could be arranged: (1) I could secure the support of Teachers College for an office, phone, and other minimal services, and (2) I could persuade Prof. Milton J. Gold, then recently retired from Hunter College, to become the Executive Secretary of the World Council. Both proved to be easier to arrange than I had anticipated.

Having arranged for the Secretariat, Henry Collis spent his four-year term of

## IN MEMORIAM:

## BLANKA BURG 1924-1994

Dr. Blanka Burg, a long-time World Council Delegate from Israel and a participant in most of the 10 World Conferences, died in May, 1994. As Director of the Office of the Gifted in Israel's Ministry of Education and Culture, Dr. Burg was instrumental in providing the leadership for that country's aggressive nationwide efforts to identify and nurture its gifted and talented at all levels. She served in that role until her recent retirement.

A Holocaust survivor, Blanka Burg came to Israel from Poland in 1948. She later earned her Doctor of Philosophy degree at Yeshiva University in New York City and was a member of a select Israeli team that studied at the University of Chicago with Professor Benjamin Bloom. After retirement, Dr. Burg continued to teach courses on gifted education.

*A. Harry Passow Teachers College, Columbia University, New York, NY 10027.*

office making the World Council something more than the sponsor of biennial world conferences. In April 1980, Volume 1, Number 1 of the *World Council Newsletter* was issued with Henry Collis's message describing his hopes and plans for the organization. He restated the project ideas he had presented at the Jerusalem Conference in the form of a four-column chart: six World Council Objectives, Strategies to Support Objectives, Possible Projects and Project Ideas, and Nature of Fund Requirements.

Throughout his term as Chairman and in the years thereafter, he worked tirelessly and creatively to establish the World Council as a sound organization that might make a difference for gifted education worldwide. He traveled to Australia, South Africa, and elsewhere to speak on behalf of the gifted. More than anyone else, he undertook a strenuous campaign to raise funds. I still remember his sending me a check for \$5,000 that a minor New York foundation had given him to get the Secretariat

*See Collis page 16*



# SPECIAL REPORT — GIFTED EDUCATION IN ISRAEL

**Nitza Shachal, Shlomit Rachmel, Israel**

*Adapted from State of Israel Ministry of Education and Culture Information Booklet*

Since the beginning of 1973, Israel's educational system has assumed the task of providing adequate solutions for students with special needs. The goal is to offer educational opportunities for gifted children which are suited to their special talents and skills, while adhering to the values of democracy and equality inherent in Israeli society.

In keeping with the former Minister of Education and Culture's stand that equal education means addressing the special needs of each student, a special Department was set up to deal specifically with gifted children.

Since then, promoting gifted children has become an integral part of the Ministry's overall policy. The Department's activities include: 1) testing gifted children throughout the country, 2) establishing unique enrichment frameworks, 3) holding in-service training courses and seminars, 4) instructing teachers and field workers, 5) school visits and the establishment of ongoing supervision and guidance with the program coordinators, 6) publications which include a monthly bulletin; booklets summarizing seminars and in-service training courses held by the Department; Hebrew transcripts of translated articles; a program handbook; teaching aids for in-service training courses; position papers, 7) new immigrant children/special testing system; placement in existing programs, 8) gifted children in the Arab, Druze, and Bedouin sectors, 9) contacts with professional bodies both in Israel and abroad, 10) budgeting, 11) determining budgeted positions and allocating budgeted positions for all types of enrichment frameworks; follow-up on number of hours for each position, and 12) membership on committees and administrative staff.

A steering committee associated with the Department formulated the goals of the various enrichment frameworks for gifted children. The overall aim is that the gifted child be guided in such a way as to maintain the delicate balance between cognitive aspects and emotional and social/value aspects. The way in which these goals are implemented will be largely influenced by the specific framework and its geographical location. There is a wide variety of enrichment programs: the daily enrichment program will obviously differ from the weekly one; thus, the emphasis of each program will differ.

*Cognitive-Intellectual Aims* include: 1) inculcating and developing the capacity for thinking, enabling the students to cope with various problems through acquisition of independent research skills, adoption of an interdisciplinary approach, fostering a critical approach, viewing issues from various perspectives, and encouraging the students to initiate and propose unconventional solutions, 2) promoting specific talents and skills required in various fields of study, while taking into consideration the individual child's special orientation towards specific subjects, 3) teaching the child how to derive enjoyment from learning; providing him with the tools by which education becomes a pleasurable life-long pursuit, and 4) developing the child's ability to implement tasks and produce knowledge.

*Emotional (Affective) Aims* include: 1) granting legitimacy to expression of emotions, 2) fostering an emotional mechanism for self-evaluation, assertiveness, the courage to express emotions and thoughts, and the ability to cope with equivocal situations, and 3) enhancement of the child's self-image.

*Social Values Aims* include developing 1) the child's social awareness and leadership ability, 2) a sense of social consciousness, 3) interpersonal relationships, and 4) a sense of responsibility towards society.

The need to promote gifted children arises from an awareness of the differences between individuals and from the desire to provide answers to the problems of unique groups. The various frameworks are intended to offer educational opportunities to gifted children whose needs are clearly not being met within the regular school setting. There are various frameworks for those students who excel in specific subjects, such as special schools for music, arts, nature studies, environment and science.

The Ministry's Department for Gifted Children promotes those students having special intellectual abilities through its unique enrichment frameworks. It is hoped these children will be the future leaders in their fields of specialization, and that by realizing their inherent potential, they will be able to make significant contributions to our society.

Enrichment programs take three forms: 1) afternoon extracurricular activities, 2) a weekly program, and 3) special classes within the regular schools.

Children who participate in *afternoon extracurricular activities* come once a week to a center operating for the most part under the auspices of one of the universities, colleges, or community centers. The children may choose two activities from a wide variety of options. The program aims to expose the children to various subjects not included in their formal school curriculum. The Department stipulates that students must be allowed to experiment during the year in the exact sciences as well as in the social sciences and humanities. The program is geared toward students in grades three to six. In those locations where alternative frameworks for gifted junior high school students do not exist, the students continue in this program through grade nine.

Students who scored highest in the examinations among their age group and are chosen to participate in the program are enrolled in after school extracurricular activities. They comprise 3% of the total population of their age group in those localities participating in the program.

Children enrolled in the *weekly enrichment program* remain in their regular social framework and continue to attend their neighborhood schools. Once each week they have the opportunity to participate in a unique program which offers a range of academic subjects presented in a variety of ways. The program is offered in a district or inter-regional center which serves all participating students. This weekly enrichment program is mainly suited to children of elementary school age, grades three to six. Starting in grade seven, many children prefer not to miss out regularly on their routine school work. Those who are interested in some form of enrichment can participate in activities for science-oriented children which operates under the auspices of the institutions for higher education. In several peripheral districts, the weekly enrichment program continues on into grade nine, since these districts offer no alternative programs for gifted children.

There is an array of enrichment programs, which take on special features in different geographical locations. The composition of students who are enrolled in the program, the program's geographical location, and the individual teachers are all factors which influence the program's specific character.

The Department prefers that the weekly enrichment program operate in inter-regional centers capable of absorbing a large number of students from the entire region. In this way, it is easier to concentrate the professional and financial resources required for efficiently running the program. In light of past experience, a committee comprised of a number of program directors has been formed to follow the program. The committee has concluded that the program's success depends upon precise planning, from the theoretical stage to the program's actual implementation. Full cooperation of all the participating bodies is also needed at every stage—the Department for Gifted Children, regional supervisors, local authorities which run the programs, parents and the program director. Steering committees oversee the work of several programs.

Recognition of the special needs of gifted children, which takes into account their unique cognitive, emotional and social characteristics, has led to the creation of *classes of gifted children within regular school frameworks*. This framework offers special educational opportunities, while enabling gifted children to meet their peers from other parts of the city. The students learn in separate classes within the regular school framework (elementary, junior high and secondary schools) during the entire week. At the same time, they have the opportunity to form social contacts with other same-age students who are enrolled in the same school. The gifted children are active, as are the other students, in the student council, the school newspaper, and on sports teams, and are full participants in the social activities which take place in the schools.

In the secondary schools, gifted children are able to join other students in the same grade in learning units on various subjects of their choice. The basis for the special program for gifted children is the regular school curriculum, which contains those subjects which all students must learn in order to function effectively in society. The additional stages described above are then built upon this foundation.

Studies in these special classes are characterized by 1) an advanced rate of learning, where less time is devoted to the actual acquisition of information and more to gaining a deeper and broader understanding of the subject matter, 2) a variety of teaching methods, and 3) combined teaching with universities, through enrichment courses or participation of the students in mathematics classes in a special capacity.

The Department encourages teachers and experts to prepare learning units in accordance with its guidelines. Since 1992, gifted children enrolled in special classes in secondary schools may study and take matriculation examinations in two subjects, comprising seven learning units, according to a unique program of study. The Department has published a list of recommended topics to be included in the curriculum of certain subjects.

In various geographical locations, classes for gifted children operate in different ways. In some parts of the country, the children begin these classes in grade three, and continue through grade twelve. In others they begin in junior high school, after having participated in a weekly enrichment program during their elementary school years. The classes are inter-regional and operate in seven cities throughout the country. The students accepted to these classes are those who have successfully passed the examinations and represent 1% of the total student population in their age group in that particular area.

Those student who wish to enter such a class, during any one of the stages, may do so after having been found suitable by the relevant authority, on the basis of their academic achieve-

ments and a personal interview. The dropout rate from these classes is quite low. At the same time, the child can transfer to a regular class whenever he wishes.

There are as yet no unequivocal conclusions regarding the advantages of one enrichment framework over another. According to the professional literature and the opinions of experts, each program has its advantages as well as its disadvantages. The optimal situation may be the continuation of all three frameworks, wherever the program operates, so that it will be possible to refer all gifted children to the framework best suited to them, according to their personality, talents and inclinations. Organizational and budgetary factors prevent the opening of parallel frameworks in each location, so that in certain areas only the weekly enrichment program exists and in others, only the special classes for gifted children. The type of framework in each location is determined by the Department for Gifted Children in conjunction with the local authorities, with geographic, demographic, organizational and budgetary factors playing a crucial role in this decision.

The Ministry of Education and Culture is currently undertaking a survey to evaluate these programs. On the basis of the results, which will be submitted to the Department for Gifted Children, it will be possible to determine which frameworks are the most suitable for the population of gifted children in Israel. Until then, the Department will continue to encourage the opening of enrichment programs throughout the country, in order to enable those students who meet the requirements to benefit from these unique frameworks. Such centers operate from Eilat in the south to Tel Hai in the north.

### **Teacher Training**

The Department for Gifted Children is responsible for training teachers of gifted children in the various enrichment programs, since the regular teachers' training frameworks in Israel have no special training courses for teachers of gifted children. Teachers of gifted children are usually chosen from the regular school system. One of the Department's main functions is training existing personnel and providing it with didactic tools and guidance required for working with this special population. The Department carries out teacher training through the dissemination of written material, nationwide in-service training course, and guidance within the schools. The Department determines the course material and in-service training frameworks, arranges for lecturers, and provides reference material. Of all these activities, only the in-service training courses provide an opportunity for teachers from all over the country to meet, to exchange information and ideas, and to develop new programs.

In planning in-service training courses, in addition to the aims themselves, the following factors are taken into consideration: 1) the teachers participating in the courses, 2) the type of framework in which they work (class, enrichment day or extracurricular activities), 3) the age of the students with whom they work, 4) the subject taught, 5) the teachers' experiences with gifted children, and 6) special requirements of the course participants.

The aims of in-service training course derive from the need to expand and enrich the teachers' knowledge with respect to the various facets of teaching the gifted child, including the psychological, social and intellectual aspects. The in-service training course can be divided according to several frameworks and content. Several times a year, *one-day seminars* are held to discuss theoretical and practical matters. These discussions are then published in a booklet which is distributed

*See Special Report, page 16*

# BOOK CORNER

***The Challenge of the Able Child*** by David George addresses the problem of able children underachieving in school. (A review of this book is included in this issue's Book Corner.) ISBN 1-85346-185-7 Metric Ryl 8vo 150 pages, £13.99 + £2.50 for P & P. Available from David Fulton Publishers, 2 Barbon Close, Great Ormond Street, London WC1N 3JX ENGLAND: tel. (071) 405-5606, fax (071) 8310+840. Payment may be made by check or credit card. A Chinese translation will be available by August, 1995.

\*\*\*\*\*

***Developing Programs for Gifted Students: A Total School Approach*** by Eddie Braggett. This book introduces a range of programs for gifted students ages 5-12 to teachers and schools who are unsure of the way to establish programs or who are unclear about their long-term goals. The following concerns are addressed: overcoming opposition to *giftedness* and programs for gifted students, the relationship between giftedness and talent, foundations for appropriate gifted programs, providing for gifted students in the regular classroom, organizational changes required to provide the appropriate education for all students, and developing a policy and total-school approach to giftedness. Item #4319, \$25.00 + freight (10% total cost or \$5.50 minimum).

***Pathways for Accelerated Learners*** by Eddie Braggett is written for teachers and administrative staff who need to identify students who are accelerated in their learning and in need of differentiated learning experiences. Contents include: What Are the Issues? Accelerated Learners. A Total School Approach, Accelerated Grade Placement, Telescoping the Curriculum, Individual Content Acceleration, Enrichment, Curriculum Considerations, Counseling Considerations, Different Pathways. Item #3746, \$16.95 + freight (10% total cost or \$5.50 minimum).

The two books mentioned above, by World Council member Eddie Braggett, may be purchased by contacting: Dr. Eddie Braggett, Professor of Education, Charles Sturt University, Riverina, New South Wales, Australia, 2650. Payment may be made by Visa, Mastercard, or Bankcard.

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The National Research Center on the Gifted & Talented (NRCG/T), funded by the United States Department of Education Office of Educational Research and Improvement, is located at the University of Connecticut, USA. The NRCG/T offers a wide selection of videos, guides, research monographs, resource booklets, and full length papers on timely topics in the field of gifted education. These publications are distributed on a cost-recovery (non-profit) basis. To purchase any of the following materials, send your order to Dawn Guenther, Dissemination Coordinator, University of Connecticut, The National Research Center on the Gifted and Talented, 362 Fairfield Rd., U-7, Storrs, CT 06269-2007, USA. Orders may also be placed by phone: 203-486-4676 or fax: 203-486-2900. Checks in US funds only, should be made payable to *The University of Connecticut*. Purchase orders are accepted for orders over US\$100 only. Price includes postage/handling.

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### *Setting an Agenda: Research Priorities for the Gifted and Talented Through the Year 2000*

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by Dr. Francis X. Archambault, Jr. and others

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by Dr. Fathi A. Jarwan and Dr. John F. Feldhusen

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### *The Status of Programs for High Ability Students*

by Dr. Jeanne H. Purcell

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- Executive Summary Order No. CRS94305 - \$2

## BOOK REVIEW

George, David (1992). *The Challenge of the Able Child*. London: David Fulton Publishers Ltd, paperback, £12.99, 150 pp. (also available in the USA from Taylor & Francis Publishers, 1-800-821-8312, US\$29.00, ISBN 1-85346-185-7).

David George, Ph.D., is highly re-

garded internationally in the education of able children. Formerly Associate Director of Nene College and Dean of the Faculty of Science, he has specialized in teacher training for more than three decades. He has taught courses on gifted education in many schools and countries ranging from Africa, America, Europe, and Australasia. He is Founder Chairman and past President of the National Association for Curriculum in the United Kingdom. He is currently a member of the Executive Committee of the World Council for Gifted and Talented Children. Those privileged to participate in Dr. George's seminars soon discover both his wit and caring attitude. He is one who "walks his talk" when it comes to being interested in persons as individuals and in helping them to progress towards their full potentials.

*The Challenge of the Able Child* is aimed primarily at helping identify and provide for able children, some of whom are under-achieving in school. Dr. George's own hope is that, "The book will help teachers to give support to these children in order that they are able to reach the highest potential of which they are capable, and to better enable them to make creative contributions to society. This is every child's right and one of the major aims of education around the world" (back cover).

A quick read of the Table of Contents of this concise book reveals similarities between this publication and most other contemporary texts on this subject. Such a preliminary judgment is deceptive, however, as this book is indeed different. Firstly, it gives a much broader world-view of educating gifted and talented students. Another major point of difference is that this book is primarily written in succinct format, little-if-any extra verbiage in this publication. David George also writes with the same flare with which he talks. Examples are pertinent and interesting, witticisms are interjected appropriately, and a nurturing and very humane philosophy is unfolded.

Chapter 1, "What's in a Name?" is one of the most concise yet pertinent sets of writing I've read in many years of searching out just what is meant by 'gifted and talented.' The traditional, known definitions are nicely summarized and included. Dr. George has also included several definitions from researchers and writers not likely known to North American readers. A more

See Book Review on page 18

# ASIA-PACIFIC CONFERENCE

The 3rd Asia-Pacific Conference on Giftedness met August 1-4, 1994 in Seoul, Korea. The Korean Society for the Gifted organized and supervised the conference in cooperation with Young Astronauts Korea. Conference President was Shanghi Rhee. Participants were provided a wide variety of sessions within the convention area and several school visitation trips into the surrounding countryside of South Korea.

World Council members filled prominent roles in the proceedings. World Council President Wu-Tien Wu gave the first day's keynote speech. On day two the World Council Executive Committee presented an international symposium on creativity, "Nurturing Creativity Across the World." Conference plenary speakers were Born Mo Chung, Ja Song, Richard Shavelson, Seong Soo Lee, World Council Editor John Feldhusen, Kurt Heller, and Jong Ha Han. Invited lecturers were World Council Past-President Norah Maier, Carolyn Yewchuk, Robert Mulcahy,

Waldemar Gorzkowski, Iur Blanke, Dong-Yul Lee, Chewprecha Thongchai, Isao Ishi, Ken C. Erickson, Kwang Nam Oh, and World Council Executive Committee Secretary Maureen Robinson.

A symposium on creativity was given by Asia-Pacific Federation President Aurora Roldan, Waldemar Gorzkowski, Ban Eng Goh, Zha Zixiu, and Erika Landau. Workshops were conducted by Diane Montgomery, Waldemar Gorzkowski, Kai-hua Zhao, Kyung Won Jeon, Den Mo Tsai, Nathan Levy, and John Feldhusen.

A school-site workshop, "Creativity for the Gifted Preschooler," featuring John F. Feldhusen, Kyung-Won Jeon, James Lee, and Nathan Levy was held at the Seobong Kindergarten in Suwon, approximately two hours from Seoul. The Gifted Education Resource Institute under the direction of John Feldhusen, and Seobong Kindergarten established a sisterhood relationship August 3, 1994. The workshop was held to celebrate that partnership.

Seobong Kindergarten's program, under the guidance of APF's newly elected Vice Chairperson Kyung-Won Jeon, provides creative thinking and problem solving programs for creatively gifted and average youngsters. Seobong Kindergarten also supports the work of the Asia-Pacific Federation, having recently donated \$2000 to the APF. Parents and teachers visiting the school during their summer holiday heard the speakers' thoughts on gifted children and their educational needs. This workshop was one of two which Kyung Won Jeon and John Feldhusen presented off-site. The second was at Kwang-Ju. At this sight 120 youngsters are currently involved in creative thinking and problem solving activities under the guidance of Kyung-Won Jeon, who is developing a multi-media program focusing on creative thinking and problem solving for youngsters. In 1993 Kwangju parents established South Korea's first parental support group for gifted youngsters. This parent group presented a poster at



*Speakers at Seobong Kindergarten workshop*

*Shanghi Rhee with WCGTC Executive Committee members and WC Editor*



*John F. Feldhusen addressing parent group at Seobong Kindergarten workshop*



*World Council members visiting Korean school*



*WC Executive Committee member Barbara giving a presentation to conference participants able to listen in their own languages via headsets.*



# WCGTC COMMUNICATIONS AND INFORMATION TECHNOLOGY SURVEY

Please return this survey by mail to Mark German, 3174 Deronda Drive, Los Angeles, CA 90068, USA; fax: 213-467-4827; or e-mail your answers to [german@chaph.usc.edu](mailto:german@chaph.usc.edu). Please respond by March 15, 1995.

Name: \_\_\_\_\_ Country: \_\_\_\_\_

1. Please check any of the following technologies which you have access to in your household:

\_\_\_\_\_ telephone \_\_\_\_\_ facsimile (fax) machine \_\_\_\_\_ computer \_\_\_\_\_ modem \_\_\_\_\_ Internet

2. Please check any of the following technologies which you have access to at your place of employment:

\_\_\_\_\_ telephone \_\_\_\_\_ facsimile (fax) machine \_\_\_\_\_ computer \_\_\_\_\_ modem \_\_\_\_\_ Internet

3. How often have you ...

- |  |             |                    |                  |
|--|-------------|--------------------|------------------|
| a. used an electronic mail system?                               | _____ never | _____ occasionally | _____ frequently |
| b. participated in a computer conference?                        | _____ never | _____ occasionally | _____ frequently |
| c. dialed into a computer bulletin board?                        | _____ never | _____ occasionally | _____ frequently |
| d. used a computer on-line information service such as Internet? | _____ never | _____ occasionally | _____ frequently |

4. Please check any of the following means of communication that you use to share information with colleagues outside of your place of employment.

\_\_\_\_\_ face-to-face meetings \_\_\_\_\_ reports or newsletters \_\_\_\_\_ telephone \_\_\_\_\_ facsimile (fax) machine  
\_\_\_\_\_ mail \_\_\_\_\_ electronic-mail \_\_\_\_\_ other (please describe)

5. Please check any of the following difficulties or limitations that you encounter in using the above means for communications.

\_\_\_\_\_ it is slow \_\_\_\_\_ it is expensive \_\_\_\_\_ it is confusing \_\_\_\_\_ it is hard to access  
\_\_\_\_\_ it doesn't reach all whom you want to reach \_\_\_\_\_ the reception or quality is inferior \_\_\_\_\_ language barriers  
other (please describe) \_\_\_\_\_

6. Please check any of the following activities that would help initiate a process of overcoming some of the above communications limitations.

\_\_\_\_\_ investment in "state of the art" technologies \_\_\_\_\_ additional training in using existing technologies  
\_\_\_\_\_ exploring using other means of information sharing \_\_\_\_\_ other activities (please describe) \_\_\_\_\_

7. Please check one of the following terms that best describes your level of computer literacy.

\_\_\_\_\_ beginner \_\_\_\_\_ intermediate \_\_\_\_\_ advanced

8. Do you use a computer? \_\_\_\_ yes \_\_\_\_ no (if no, skip to question 9)

a. Please check which type(s) of computer(s) you use. \_\_\_\_\_ Macintosh \_\_\_\_\_ IBM compatible (MS-DOS)

\_\_\_\_\_ Other (please describe) \_\_\_\_\_

b. Please check which computer application(s) you use.

\_\_\_\_\_ desktop publishing \_\_\_\_\_ word processing \_\_\_\_\_ accounting  
\_\_\_\_\_ network communication and information retrieval \_\_\_\_\_ other (please describe) \_\_\_\_\_

9. Which potential WCGTC service is the most attractive to you? (Please rank the services in terms of their attractiveness to you. Put a 1 next to the most attractive service, a 2 next to the second most attractive service, and so on up to 7.)

- \_\_\_\_\_ Electronic-mail, allowing individuals to instantly send and receive information to other individuals worldwide
- \_\_\_\_\_ Discussion groups, uniting members by common interests for collegial idea and information exchange
- \_\_\_\_\_ Discussion lists, advertising upcoming conferences, grant and scholarship offerings, book reviews, and summer school programs
- \_\_\_\_\_ WCGTC membership database, containing names, addresses, and academic interests of WCGTC members
- \_\_\_\_\_ On-line copies of major articles from World Gifted Newsletter and Gifted International
- \_\_\_\_\_ Periodical databases and national news resources, enabling access to worldwide abstracts and research studies
- \_\_\_\_\_ Global distance learning network, permitting collaborative classroom research projects and continuing education opportunities

10. Which instructional strategy would be the most helpful to you in learning how to use the proposed services? (Please rank the strategies in terms of their benefit to you. Put a 1 next to the most beneficial strategy, a 2 next to the second most beneficial strategy, and so on up to 7.)

- \_\_\_\_\_ training workshops at WCGTC or Federation conferences \_\_\_\_\_ manuals \_\_\_\_\_ computer tutorials
- \_\_\_\_\_ videotaped instruction \_\_\_\_\_ name of a local support person to answer questions
- \_\_\_\_\_ other (please describe) \_\_\_\_\_

11. Are you affiliated with any institution of higher education?

- \_\_\_\_\_ yes (please list) \_\_\_\_\_
- \_\_\_\_\_ no

12. The WCGTC should implement a global telecommunications component for its members.

- \_\_\_\_\_ strongly agree \_\_\_\_\_ no opinion \_\_\_\_\_ agree \_\_\_\_\_ disagree \_\_\_\_\_ strongly disagree

13. Please check any of the following gifted and talented organizations which you currently have membership in:

- \_\_\_\_\_ World Council for Gifted and Talented Children (WCGTC) \_\_\_\_\_ Asia-Pacific Federation of WCGTC
- \_\_\_\_\_ Iberoamerican Federation of WCGTC \_\_\_\_\_ other (please list): \_\_\_\_\_

**Thank you. The information you have shared is very important.**



the conference in Seoul which included their organizational history, how to teach creative youngsters, and the contents and curriculum of the program the parents have organized and implement.

Teacher training sessions were led by Yun Sup Lee and Jae Eun Kim.

Educational visiting programs included trips to Seoul Art High School, the Korean Music National High School, Seoul Science High School and Kyungki Science High School. A Youth Challenge Program provided 60 youth an opportunity to explore technological, environmental, historical and academic areas. (For more information about the Youth Challenge Program see the accompanying article, "Asia-Pacific Youth Challenge" in this issue of *World Gifted*.)

Participants had many opportunities to encounter the Korean culture during their stay. In addition to the school-site visits and forays into the shopping areas, the organizers arranged a rich display of Korean talent. The Farewell Dinner activity included a program of local talent as gifted youth performed and adult Korean performers presented an exciting medley of traditional Korean dance and music and performances for all conference participants.

*WC Executive Committee members presented a symposium.*



*Korean gifted and talented youth entertained the conference participants.*



*Interested parents listening to speakers at school-site workshops.*



*James Lee speaks to Seobong Kindergarten parents and educators.*



*Seobong Kindergarten students observing their school's collection of live birds and animals.*



*APF officials greeted conference participants at the Welcoming Reception.*

*Traditional Korean dances performed at the Farewell Dinner.*



*Participants of the Seobong Kindergarten workshop.*



## ASIA-PACIFIC YOUTH CHALLENGE

*Special Report by Wendy Christie, Australia*

Sixty-one students from six different countries recently experienced the ultimate in appropriate curriculum for the gifted when they attended the inaugural Youth Challenge organized by the convenors of the 3rd Asia-Pacific Conference on Giftedness July 31-August 4, 1994, and led by Dr. Jeong-hwa Moon. Forty-two boys and nineteen girls from Indonesia, the USA, Taiwan, the Philippines, Korea and Australia were given the task of devising ways of rejuvenating the earth, scarred by the impact of humans in quest of a "better" lifestyle.

The students, ages 10 to 16, participated in the opening ceremony of the Conference in Seoul and were then flown to Pohang. There they visited both industrial and cultural sites to foster their understanding of the effects of scientific and technological development on traditional customs and practices and the environment.

A fascinating tour of Kyongju enabled students to explore royal tombs constructed over a thousand years ago. Students also visited palaces, museums

*See youth on page 18*

## EXECUTIVE COMMITTEE VISITS HONG KONG

World Council Executive Committee members President Wu-Tien Wu (Taiwan, R.O.C.), Secretary Maureen Robinson (Australia), Treasurer Janice Leroux (Canada), David George (United Kingdom), Cedric Taylor (Republic of South Africa), and Barbara Grillmayr (Austria) combined an on-site visit with teaching duties as they visited educators in Hong Kong July 29-31, 1994. Executive Committee members customarily visit the site of the upcoming World Conference the year prior to the scheduled meeting to confer with the host site organizers. While there the Committee participated in one of a series of professional development seminars for local teachers and educators, presenting a full-day workshop for educators and parents of Hong Kong's gifted children at the University of Hong Kong. David George's presentation "How Should the School System Respond to the Challenge of the Able Child" began the program for educators, followed by Barbara Grillmayr speaking of "The Teachers' Role in Identifying Gifted Students," and Cedric Taylor's presentation, "The Principles of Curriculum Development in Gifted Education." Maureen Robinson began the afternoon session speaking about "Enrichment Program Planning for the Gifted Students". David George completed the session by introducing the World Council Diploma/M.A. Program.

A special parallel program for parents was given by Wu-Tien Wu, speaking on "How Can Parents Identify and Foster Their Gifted Children's Abilities" and Janice Leroux addressing the "Parents' Role in Guiding Their Children's Growth and Global Development."

Several parents and educators became World Council members as a result of the visit, and further membership growth is expected as Hong Kong organizers prepare for the 11th World Conference to be held at the Hong Kong Convention and Exhibition Centre

(HKCEC) July 30-August 4, 1995.

Hong Kong educators and parents were warm and gracious hosts to the Executive Committee members through a series of meetings and a tour of the conference site. Members of the Education Department of Hong Kong, led by Ruth Lau, briefed the Committee on the history, current developments, and future plans for gifted education in Hong Kong. They shared plans for a special resource center for gifted students to be developed this year, and the details of an upcoming pilot project to introduce gifted education programs into some 20 primary schools around the territory. This project will supplement the gifted programs already in place in private Hong Kong schools.

Following the meeting and a luncheon with officials, the Executive Committee joined organizers of the 11th World Conference in a press conference called to inform the public of the educators' visit and plans for the upcoming international conference. Dr. Raymond Wu, Co-chair of the Hong Kong organizing committee for the 1995 Conference, issued a statement of his hopes the Executive Committee's visit would help trigger much greater local interest in gifted children and their special educational needs. He stated, "There is still a feeling amongst some Hong Kong people that gifted education is elitist, or that children with unusually high intelligence or creative skills have a head start in life already, so do not need special consideration. However, it is now widely recognized around the world that gifted

children need dedicated educational programs and facilities to nurture their talents, along with trained teachers who can recognize and handle these special skills. In Hong Kong's case, these children are our future business and political leaders, artists and sports stars. It is essential that we don't let this talent go to waste at such an important stage in Hong Kong's history." The press



*The Hong Kong Association for Parents of Gifted Children shared an evening of Asian hospitality with the WC Executive Committee members.*

showed great interest in the plans for gifted education in Hong Kong and asked many questions of Ms. Lau, local conference organizers, and the World Council Executive Committee members.

Next on the agenda for the Executive Committee was a tour of the proposed conference site, during which they spoke with Organizing Committee member Janice Yung and Co-Chair Caroline Kwok about the arrangements being made to accommodate the large number of participants expected to attend the summer conference.

The Hong Kong Association for Parents of Gifted Children, led by President Fred. Y. Lam, welcomed the Committee with an evening meal and shared with them their goals for Hong Kong's 30,000 - 40,000 gifted children. The parent association was established in 1992 and has been very supportive of Hong Kong's gifted education program.

On the last evening of their visit the Executive Committee was given the opportunity to meet with conference sponsors, local dignitaries, and prominent supporters of Hong Kong's gifted education program at a dinner reception held in their honor at the Royal Hong Kong Jockey Club, hosted by the Organizing Committee and its Co-Chair, Raymond Wu. The guests displayed great enthusiasm about the approaching opportunity to welcome gifted educators from around the world to next summer's international conference. Local excitement about growth in Hong Kong's gifted education program is running high.

On Sunday, August 31, Executive Committee members departed Hong Kong and traveled to Seoul for the 3rd Asia-Pacific Conference on Giftedness where they continued their meetings and participated as speakers and presenters in the conference.



*Ruth Lau, of the Hong Kong Education Department, responding to a question at the press conference in Hong Kong.*

# THE JUBILEE SCHOOL FOR ACADEMICALLY TALENTED STUDENTS

## Noor Al Hussein Foundation - Jordan

*Special Report by Fathi Jarwan, Director*

The Jubilee School for academically talented students was first initiated in 1977 during Jordan's Silver Jubilee celebrations of His Majesty King Hussein's accession to the throne, as a tribute to His Majesty's developmental efforts, especially in the field of education. In 1984, Queen Noor accepted a request by the Prime Minister to assume responsibility for the School project; and in 1985, when the Noor Al Hussein Foundation (NHF) was established, the Jubilee School became one of its most important projects. Since then the Foundation has been working at all levels, nationally and internationally, to secure adequate resources for the realization of the Project. As a result of

by His frequent visits. His full support, and His great enthusiasm to reap the fruits of success in the near future by graduating the very first class of the Jubilee School. Furthermore, from the very beginning Her Majesty Queen Noor Al Hussein was a frequent visitor to the school. She supervised all aspects of the school's development. Her hard efforts and will to overcome all obstacles made this dream a reality.

The identification and selection system involves multiple criteria and stages. The criteria include: home school grade-point average over five semesters, ratings by teachers on a scale for behavioral characteristics of superior students, Raven's Progressive Matrices, an essay, a Mathematical Aptitude Test, and ratings of personal interviews. The stages include: a recruitment campaign, development of application and nomination files, testing, data entry and synthesis, selection of semifinalists, interviews,

and selection of finalists and alternates. In order to achieve equity for all eligible candidates on the basis of ability and merit, there are no costs to the students for tuition, fees, transportation and meals. Operational and capital expenses are provided by a special trust fund whose contributors include students' parents, various local and international institutions, and "friends of the School".

The Jubilee School provides a four-year (grades 9-12) co-educational program. The full capacity of the School is 400 students. The mission of the School, as a center for education excellence, is to provide a comprehensive, balanced educational program which responds to the learning and special developmental needs of gifted and talented students in the cognitive, affective, and psychomotor domains. Learning experiences outside the

classroom include seminars, leadership, guest speakers' programs, field trips, mentorships, scientific and art clubs, research projects, independent studies, and community service. Counseling services are also provided for students and staff to help them cope with the challenges of being members of a community of scholars. The ultimate goal is to facilitate the students' transition from the knowledge-consuming stage to the stage of using and producing knowledge.

The School administration is aware of the fast progress and development of gifted and talented educational programs at the international level; therefore, foreign experts are invited to conduct training workshops for the faculty and staff of the Jubilee School and other members of private and public sector academic institutions are invited to speak on a regular basis. Further-

*See Jubilee, page 16*



*Their Majesty's King Hussein and Queen Noor visiting the Jubilee School.*



*Jubilee School students receiving visitors to their classroom.*

eight years of hard work, dedication, and vision from the NHF and concerned Jordanians, the School was inaugurated in September, 1993. Eighty-nine students (51 boys, 38 girls) were selected from a talent pool of 1,021 candidates.

The first year experience was successful and fruitful. The students quickly adjusted to the challenging new school environment where they found that they are no longer "the stars" in a community of scholars coming from multi-socio economic backgrounds. A one hundred percent retention and attendance, the high demand on admissions (the School received 1400 applications/nominations for the 1994-1995 scholastic year), the media and public interest, and the strong positive feedback from parents and visitors are just some indications of the success of the School's pioneering program.

Their Royal Majesties have generously contributed to the School's success by showing a great interest in its progress. His Majesty King Hussein made a special contribution to the School



*Fathi Jarwan, Director of the Jubilee School, receives a plaque of honor and recognition from the Qatari Minister of Education on his visit to the Jubilee School.*

# FOCUS ON AUSTRALIA'S AAEGT NATIONAL CONFERENCE

## AAEGT CONFERENCE OVERVIEW

*A Special Report by Maureen Robinson  
WCGTC Secretary and AAEGT Past-President*

The AAEGT's 5th National Conference, "Developing Excellence: Potential Into Performance" concluded successfully. It was held in Perth, Western Australia. Perth is a beautiful city and the use of the Edith Cowan University venue in conjunction with Christchurch Grammar Chapel (with full length windows overlooking the Harbour) and the Art Gallery of W. A., provided magnificent backdrops for the rich tapestry the speakers wove.

We were delighted to have Dr. Sally Todd from Brigham Young University as Keynote Speaker. The audiences each day were delighted with her radiance and warmth and her eloquent presentations. She spoke on Creativity, Changing Paradigms and Developing a Differentiated Curriculum. Other Guests Speakers included Ms. Joan Campbell (Artist and Sculptress), Dr. Miraca Gross (Associate Professor University of Ed. of NSW), Hon. Dr. Carmen Lawrence M.P., Ms. Jill Milroy (Aboriginal Studies University of WA), Ms. Sally Morgan (Author and Artist), Mr. Grant Stone (Science Librarian, Murdoch University).

The range of papers was wide, encompassing many aspects of gifted education, and the standard of content and presentation was high.

Of great value was the informal interaction between delegates over meals and in breaks. The atmosphere was warm and congenial.

It was marvelous to see many gifted young people involved throughout the Conference: gifted musicians performed at the Opening and Closing and at evening events; there was a Youth Forum on Friday, giving the participants the opportunity to work together and to present their recommendations at the Closing Ceremony; workshops for young gifted children were organized for Saturday morning; talented students' art work was displayed in the Art Gallery. Ms. Carole Peters and her Organizing Committee and the Council of the AAEGT are to be congratulated heartily on a successful, productive conference.

## CONFERENCE HIGHLIGHTS

*Carole Peters  
Convenor, AAEGT 5th National Conference*

"Boiling over with energy and ideas"... "Inspirational"... "Illuminating"... "Invigorating"... "Refreshing and challenging"...

—Words used by delegates to describe their impressions of the AAEGT 5th National Conference

Ideas delegates said they hope to take back to their schools and institutions:

be positive!

spread the word!

use open-ended activities

ask more questions

advocate appropriate school work

offer more student centered activities

put some humor into sessions

develop leadership programs

extend knowledge in area

think more, read more, act instantly and long term!

network, encourage, share ideas

give feedback and professional

development to staff and principal

try to stir up the staff!

incorporate more creative thinking

further develop higher order thinking

skills and questioning techniques

develop whole school programs

change the environment for gifted

children

develop the role of mentor

identify the disadvantaged

less teacher-centered classrooms,

more student dialogue

more group work

be more open in the interpretation of

gifted and talented

use the energy, positive attitude and

confidence gained to the benefit

of students

ask what is the purpose of value of

what I am doing

shift paradigms

*Sally Todd, Keynote Speaker—*

"Creativity is the juggling of new possibilities that may or may not be in harmony with our old paradigms. It takes courage to be a risk taker and to experiment with the possibility of a foreign or new paradigm."

*Miraca Gross, Address—*

"If the gifted child chooses to satisfy the drive for excellence he or she must risk forfeiting the attainment of intimacy with age peers; if the choice is intimacy, the gifted may be forced into a pattern of systematic and deliberate underachievement to retain membership in the social group."

*"From Primitive to Gifted in 200 Years"—*A provocative and assertive symposium by Jill Milroy, Director of Aboriginal Studies, University of Western Australia and Sally Morgan, author and artist from Western Australia, raised issues of Aboriginal values, imposed values, choices, and definitions of giftedness.

39 gifted and talented students from Perth metropolitan government and non-government schools participated in the Youth Forum where they expressed their views on:

...Peer pressure

...Gifted and talented students in the 'Clever Country'

...Career opportunities

...sports versus academic achievement

...Creating networks

...Are males or females more gifted in maths and science?

...Is an IQ test an indication of intelligence?

...Should gifted people be self-educated?



## HONG KONG INTERNATIONAL SCHOOL

Hong Kong International School (HKIS) has completed its fourth Summer High Achiever program for local non-HKIS students. The three-week summer program, originally designed as a 'thank-you' to the community, was initiated in 1991 during HKIS's 25th anniversary year. Local qualifying students participate in accelerated academic programs in English, mathematics, and science. These programs incorporate teaching approaches aimed at helping students become effective problem-solvers, independent-learners, and creative thinkers.

Former and present students are busy organizing an alumni group and have offered their help at the 11th World Conference being hosted by Hong Kong in 1995. The 1995 Summer Program will be one of the site visits offered to World Conference participants.

## MENSA IN SINGAPORE

Mensa had a difficult beginning in Singapore. Prior to its successful registration in May of 1989 there were three unsuccessful attempts between 1979 and 1983 to register Mensa. All attempts foundered as the Registrar of Societies enforced its strict requirements on the applicants.

In March 1987, Mensa International's Executive Director, Mr. Edward Vincent, traveled to Singapore to conduct talks and test sessions. At a reception at the Hilton Hotel on May 19, 1987, he asked for volunteers to set up a local Mensa chapter. The initial enthusiasm was a large gathering at Mr. Narinderpal Singh Bhalla's home. From this group a smaller committee, the protem committee, was created.

The primary objective of the protem committee was to ensure that Mensa became registered. The committee also had the task of creating a constitution which would form the basic backbone of Mensa (Singapore). After completion of a constitutional draft, The protem committee sought the assistance of the legal firm of Lee & Lee to scrutinize the constitution for possible loopholes and to facilitate the registration process.

After much fine-tuning, the constitution was submitted to the Registrar of Societies in March 1988. More than a year later, on May 26, 1989, the Registrar of Societies announced the creation of Mensa (Singapore). Soon a small group of Mensa (Singapore) members traveled across the causeway to observe how Malaysia Mensa organized public seminars and conducted test sessions.

The protem committee was responsible for the recruitment of a psychologist to administer the IQ tests. Mr. Alan Yeo volunteered his services for this task. On October 15, 1989, over 100 people sat for the test sessions at Braddell Primary School. Most of those qualifying joined Mensa and were invited to attend the inaugural General Meeting held on November 12, 1989.

Mensa (Singapore) now anticipates the time it will be recognized as a Provisional Mensa and later also achieve National Mensa status.

*—excerpted and adapted from MENEWS, an official publication of Mensa (Singapore)*

## AUSTRALIAN CONFERENCE SET FOR MAY

The Queensland Association for Gifted and Talented Children, Inc. (QAGTC) announces a call for proposals for its 1995 conference to be held March 11 and 12 at Griffith University—Nathan Campus. The theme of the Fifth State QAGTC conference is "Meeting the Special Needs of the Gifted at Home and at School." Invited topics include 1) approaches to thinking and creativity, 2) approaches to counseling, 3) descriptions of class, school and community programs, 4) strategies used by parents, 5) provision for disadvantaged gifted children, and 6) research reports. Proposals must include title, 100 word abstract, presenter's name and address and a brief c-v, telephone number, and fax number. Proposals should be submitted by November 10, 1994 to Harry Milne, Conference Convenor, Queensland State Conference, QAGTC, Inc., Bayswater Road, Milton, Queensland, Australia, +064; fax: 07-875-5910 and phone: 07-875-5630.

Registration for the conference is due by February 24, 1995. Fees are \$55 for non members, \$45 for members and full time students, and \$30 for daily registration. Your registration includes morning teas, Saturday Evening Convivium at the Cam-

pus Club, and Choice of Session. Lunches are extra (Saturday, \$11.50; Sunday \$11.50). Accommodations are by your own personal arrangements.

For further information contact Harry Milne at the above address or Vivien Gajzinski, Office Manager, at tel: 07-368-2145 or fax: 07-369-0447.

## AUSTRALIA'S TOURNAMENT OF MINDS

Australian gifted students ages 10 - 15 are finding challenge in tackling real-world problems through an interschool problem-solving competition call Tournament of Minds, a project of the Queensland Association for Gifted and Talented Children, Inc. (QAGTC). Tournament of Minds began in 1989 and is now held in every region from the coastline to the outback. Tournament goals include helping participants develop enterprise, responsibility, a love of learning, and skills such as critical and creative thinking, cooperative problem-solving strategies, time management, budget control, and communication techniques.

Students are divided into two divisions—primary (years 5, 6 & 7) and secondary (years 8, 9 & 10). To encourage creativity, teams of seven students from across three year levels present their problem solution using props, costumes, and special effects. All teams must complete a long term and a spontaneous problem. Teams are given six weeks to solve an open-ended problem in the areas of math/engineering, language/literature, or social sciences. The solution is presented to a panel of judges and an audience on Tournament day. The spontaneous problem is a timed event which requires five quick thinkers to solve a previously unseen problem. Regional heats are held in August. Finalists are invited to the State Final at Griffith University in September and the National Finals in October.

If you would like further information about Tournament of Minds and how to initiate the program in your area, contact: Tournament of Minds, Metropolitan East Regional Education Office, Private Mail Bag 250, Mt. Gravatt, Queensland +122, Australia, or fax: (07) 349-8394 or phone: (07) 849-0938.



Katherine P. Hoekman

## NEW AUSTRALIAN APPOINTMENT IN GIFTED EDUCATION

The University of New South Wales, Sydney, Australia, announces its second full time academic appointment in gifted education. Katherine P. Hoekman has been appointed to the School of Education Studies as Lecturer in Gifted Education. A Chicago, USA, native who emigrated to Australia in 1968, she received her undergraduate teacher training at the University of Sydney and her Masters in Education from the University of New South Wales in 1993, specializing in gifted education of the gifted.

Ms. Hoekman is currently Vice President of the New South Wales Association for Gifted and Talented Children. Her principal research interests are the social and emotional development of the gifted, curriculum development and evaluation, and creating a curriculum to meet the affective needs of gifted students.

The University of New South Wales offers an extensive gifted education program at both undergraduate and postgraduate level, including a postgraduate Certificate of Gifted Education which attracts educators from Australia and New Zealand. A special feature of the Certificate program, which runs in three consecutive school vacations, is the participation, as visiting professors, of some of the international leaders in gifted education such as Abraham Tannenbaum, Julian Stanley, John Feldhusen, Joyce VanTassel-Baska, Francois Gagné and Camilla Benbow.

Gifted education programs at UNSW are directed by Dr. Miraca Gross, Associate Professor of Gifted Education.

## Numbers

*Continued from page 3*

requests are from parents wishing materials and information to help them raise and educate their gifted children. We also receive letters from students asking for information to help in their research, requests for information about the organization, and requests for materials and bibliographies to help with presentations or conferences. We are still in need of articles which can be shared with parents, in their native languages, about gifted issues. If you are willing to help, please contact the publications office at Purdue. We have already received a response from one delegate willing to assist in this project.

## Collis

*Continued from page 5*

up and running. During his years as Executive Secretary, Milton Gold operated the World Council Secretariat on a frayed shoestring so that Henry's fund-raising efforts were very important.

At the end of his last message as Chairman in the June 1981 *Newsletter*, Henry Collis wrote: "World wide impact may never come, but it will be brought much nearer by all our joint efforts. We should use our knowledge as a corporate catalyst for seeing that gifted children are increasingly accepted and enabled to reach their potential."

Educators of the gifted and talented and gifted children and youth throughout the world have Henry Collis to thank for his vision and energy in enabling us to engage in joint efforts. Those of us who knew Henry Collis will miss this dedicated, gentle man.

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

## Jubilee

*Continued from page 13*

more, the School, in collaboration with educational public and private sectors, is committed to sponsor a variety of programs and activities for school teachers and administrators throughout the country. To carry out this mission, a Center for Excellence in Education has been established.

The Center of Excellence in Education is one of the most important departments which the Jubilee School

established. Its many wide ranging goals make it hard to limit them all, but, to give a general view about the department these are some points:

1. conducting research studies and developing programs in order to meet the needs of talented students in the fields of curricula, counseling, identification, and the instructional technology.
2. establishing quality and promoting excellence in education for the benefit of all public and private educational institutions.

The graduation requirements at the Jubilee School include:

1. Successful completion of prescribed mandatory and elective courses, such as Economics, selected topics in World History, Journalism, etc.
2. Fulfilling (120) hours of community service, thirty hours per year.
3. Completion of a graduation project.

## Special Report, *Continued from page 11*

among the participants and among others in the educational system. Experts from Israel and abroad are invited to lecture at these seminars, together with those actually working in the field with gifted children. *The in-service training courses are related to various subjects and according to age groups.* They include workshops in which the teachers undergo new didactic experiences presented by experts, which are formulated on the basis of the knowledge and experience gained by these experts while preparing learning units. Some of these units are formulated according to a suitable interdisciplinary approach for gifted children. *In-service training courses deal with the social aspects of the gifted child.* The social aspect of working with a gifted child is quite complex. In-service training courses in this field deal with the philosophical as well as the practical aspects of this problem. In preparation for these course, questionnaires are sent out to parents and students, with their answers serving as a basis for discussion. *In-service training courses are aimed at learning new teaching techniques.* The teachers are exposed to a wide variety of teaching techniques. The aim is to enable teachers to innovate in their work, choosing from among various techniques, dependent upon the character of their students, the subject learned and their individual work styles.

At the end of each course, the teachers complete questionnaires which assist the Department in planning future courses.

# SUMMER OPPORTUNITIES FOR TEACHERS AND STUDENTS

Would you like to share with other *World Gifted* readers the opportunities your institution offers for gifted students and teachers training in gifted education? Send an advertisement (in printed form and also on a computer disk) to the World Council Publications Office no later than January 20, 1995 for inclusion in the Spring newsletter. Include the names and addresses of contact people as well as phone numbers and fax numbers. List deadlines for registering, approximate costs, and any other information participants need when applying to your program. Your advertisement should be similar in format to the one below.



## Purdue University – Gifted Education Resource Institute 1995 Summer Residential Programs for Teachers and Students

Purdue University, located in West Lafayette, Indiana, USA announces the 1995 Summer Programs sponsored by the Gifted Education Resource Institute (GERI) under the direction of John F. Feldhusen, Executive Director. Enrollment in the Summer Residential Program for gifted students and the gifted education teacher training program is open to students from all countries. Citizens of many nations participate each year in these courses.

### TEACHER TRAINING PROGRAM

Graduate level courses in gifted education are offered during the summer to educators seeking an endorsement in gifted education. Courses are offered during three two-week intensive sessions. The dates of the sessions are:

Session I—June 12-23

Session II—June 26-July 7

Session III—July 10-21

The tentative list of courses being offered includes an introductory survey course, a course on identification of gifted students and evaluation of gifted programs, curriculum and program development for gifted students, and several elective courses yet to be selected. For exact courses and the dates each will be offered, contact the Gifted Education Resource Institute, 317-494-7236, or fax 317-496-1228.

Brochures will be available in early February, 1995. *Registration and housing is not arranged through the Gifted Education Resource Institute.* Students register with the Purdue School Admissions, Purdue University, 170 Young Graduate House, West Lafayette, IN 47906-6208 and arrange housing through that address.

### STUDENT PROGRAMS

Purdue University's Summer Residential Programs strive to meet the needs of high ability students for challenging academic coursework and positive social experiences with peers of similar ability. To be placed on a mailing list for information about the student programs, please contact the Summer Programs office at

317-494-7243, or fax 317-494-4175. Brochures will be available in early spring.

Limited financial aid is available.

Deadline for applying for financial aid is May 1, 1995. Deadline for registering for the program is June 1, 1995. *It is recommended that international students register much earlier than the deadline because of the international mail delivery delays and the extensive paperwork involved in the application process.*

#### Comet I: June 18-24

#### Comet II: June 25-July 1

#### Comet III: July 2-8

Comet courses are for students in grades 4-6 who have scores above the 90th percentile on an achievement test or an IQ of at least 125; Cost for 1995: US\$540.00 (tentative) for a one-week program. Courses offered typically include topics such as: Math Problem-Solving, Leadership, Physics, Chemistry, Writers' Workshop, Foreign Languages and Cultures, Critical Thinking, Problem Solving in Science, and Spatial Math. (Course topics for 1995 have not yet been finalized.)

#### Star I: June 18-July 1

#### Star II: July 2-15

Star courses are for students in grades 6-8 who have SAT scores of at least 430-V for language arts courses, or 500-M for mathematics or science courses, or equivalent ACT scores; Cost for 1995: US\$925.00 (tentative) for a two-week program. Each

student enrolls in either a single ALL DAY course or one AM and one PM course.

Topics frequently offered include: Calculus, Archaeology, Literary Language, Leadership, Journalism, Public Speaking, Chemistry, Statistical Research, Accelerated Algebra, Math Problem Solving, Physics, Hypercard, the Legislative Process, Making Business Decisions, and Literature. (Course topics for 1995 have not yet been finalized.)

#### Pulsar: July 9-22

Pulsar courses are for students in grades 9-12 who have SAT scores of at least 500 in the area of desired coursework (some courses will require higher scores); Cost for 1995: US\$925.00 (tentative) for a two-week program. Each student enrolls in both an AM and a PM course. Typical topics offered might include: Politics, Number Theory, Leadership, Scientific Instrumentation, Machine Intelligence, Shakespeare, Electrical Engineering, Chemistry, History, and Celestial Mechanics. (Course topics for 1995 have not yet been finalized.)

#### Nova: July 2-22

Nova courses are for students in grades 9-12 who meet the required SAT scores determined for each course separately; cost for 1995: US\$2300 (tentative) for a three-week course which is a regular Purdue college credit course. Past courses have included: Calculus, Psychology, and Non-calculus Physics. (Courses to be offered in 1995 have not yet been selected.)

## Book Review, continued from page 9

expanded section concerning gifted underachievers and gifted girls adds important dimensions to this excellent beginning. The international dimensions add much to the reader's own knowledge and reinforce likenesses and similarities of able learners across the globe.

The chapter on Characteristics of Gifted and Talented Children is also well written. Of particular note are excellent case studies of four "very different" children. Background information, "needs," points for discussion, and helpful suggestions for each individual make this part of the book highly usable in a course, seminar, workshop, or by an individual.

Chapter 3, "Identification," is one of the book's real strengths. New international dimensions presented on this topic are most interesting. The chart on page 33, entitled "Identification procedure" is excellent. It includes three divisions, (1) Questions, (2) Action, and (3) Purpose. Another fine point in this chapter is the section on Creativity. It includes helpful suggestions for identification in the creativity arena. Other highpoints of this chapter include examples of student work, checklists, a sample parent questionnaire, and a sample student questionnaire.

The section on "Provision and Strategies for Teaching" includes some terminology slightly different from what one would likely encounter in America (e.g. "provisions," instead of "procedures." David, "provisions" may be interpreted to mean "stocking the cupboard"...which on second thought might not be inappropriate usage after all!). An objective and again concise ten-item summary of various well-known models for educating gifted/talented students is presented. Very worthwhile separate sections on creativity and leadership are expanded upon—the latter being international in scope and a topic sometimes skimmed over in other G/T texts. Likewise with the section on "psychomotor ability." Yet another high point of this chapter concerns "ideal" teachers of able learners. Herein, counseling suggestions are identified. Helpful examples are also given for polling community resources and for student contracts.

Included in this much-smaller-than-average book is a fine chapter on "Enriching the Curriculum." Suffice it to say that here too are new ideas and international dimensions heretofore not widely proffered in American schools.

A Parent/Child/Teacher Model is the focus of Chapter 6. This resourceful chapter, plus the entire concise nature of the total book itself, causes it to be one

which parents of gifted and talented children and youth should find most helpful.

The only portions of the volume which I found potentially least interesting to readers in our hemisphere were the "Resources and Policies" chapter and the Appendix. I found both to be enlightening in gaining a more global view of education of the gifted and talented, but some readers may find these two sections least beneficial due to their country specific origin and possible application.

In the preface, Dr. George writes the following: "In this book it is my hope that all of you who care about gifted individuals will find much that will aid you to discover the excitement, challenge and pleasure of being with these special children as they share the process of growing up. The waste of human potential is tragic for the community, for the world, but especially for the child. The concerto never written, the scientific discovery never made, the political compromise never found—they all carry heavy costs." This excellent little volume from one of the world's leaders in educating gifted and talented individuals can do much to address these realities. It bears reading and use by individuals the world over. Those of us who share David George's hopes and dreams welcome this valuable addition to literature in this important area.

—Reviewed by Dr. Jay Monson, Utah State University, Logan, Utah, USA

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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.

The 2nd Cherry Creek  
Exceptional Students Conference  
**Diversity and Underachievement**  
January 27, 1995  
Denver, CO, USA  
Featuring  
The National Association for Gifted  
Underachieving Students (AEGUS)  
For more information contact:  
Carol Fertig  
Gifted Education Review  
P.O. Box 2278  
Evergreen CO 80439-2278  
USA  
or call 303-486-2620

## Youth, continued from page 11

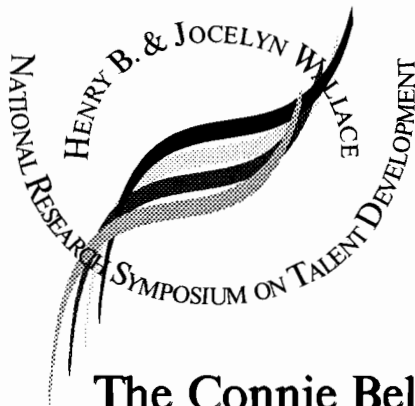
and temples. Meanwhile, the Pohang Iron and Steelworks, and the university where the students were housed, provided the Youth Challengers with outstanding examples of the way in which Korea has forged its way to the forefront of developing nations. Unfortunately, the consequent evidence of pollution abounds in waterways and the atmosphere. The precarious balance of the ecosystem has become dramatically endangered.

The experience can best be described in educational terms as a unit of work which posed a real-life problem, requiring a creative response through a multi-disciplinary and multi-national approach. It demonstrated the relationship between past, present and future—all in the time span of five days. Students were challenged with problem-finding prior to generating workable solutions, but first they had to learn to overcome barriers imposed by cultural differences—quite an exercise in diplomacy! Events concluded with a presentation by eleven delegates from Australia communicating the outcomes of the Challenge in the form of a play set in the future. The actors, representing members of an advisory committee to the United Nations Organization, highlighted the extent of environmental degradation which has taken place as a result of industrialization. They then suggested a plan to institute change. Not only did the performance draw upon the students' intellectual talents, but it also enabled them to incorporate their musical, dramatic and artistic abilities, as well as their superior communication skills.

In many ways the Youth Challenge represents the opening of the "window to the future." To directly involve gifted secondary students in issues which concern our prosperity, harmony and continuity on a universal scale is surely the ultimate in educational experience for gifted learners. The project was definitely a challenge of the highest order. So inspired were the Australian participants that they are currently planning to form an Asia-Pacific Foundation for gifted adolescents.

More information and copies of the students' script, *Beyond a Brave New World*, can be obtained from the coordinator of the Australian group, Ms. Wendy Christie, Meriden School, PO Box 78, STRATHFIELD NSW 2131. AUSTRALIA; tel: 61-2-7529444, fax: 61-2-7461869.





May 18-20, 1995

THE UNIVERSITY OF IOWA

Iowa City, Iowa

## The Connie Belin National Center for Gifted Education

Nicholas Colangelo, Director

Susan Assouline, Associate Director

The Connie Belin National Center for Gifted Education will host the third biennial Wallace National Research Symposium on Talent Development. This symposium provides an opportunity for researchers and theorists from around the world to present their current work on talent development, creativity, and gifted education.

Invited presenters include:

Teresa Amabile  
Mihaly Csikszentmihalyi  
Patricia O'Connell Ross  
Signithia Fordham  
Carol Tomlinson Keasey

Camilla Benbow  
Thomas Bouchard  
Douglas Detterman  
Nicholas Colangelo  
Robert Sternberg

Susan Assouline  
Robert Plomin  
Carol Gilligan  
Nancy Jackson  
Terry McNabb

David Lohman  
Gary Davis  
Raphi Amram  
Julian Stanley  
Jane Piirto

Panel Discussion: America's Summer -- Stretch or Stress

### Call for Papers

Please submit proposals of empirical research or theory construction on talent development, creativity, or gifted education, postmarked no later than December 15, 1994.

For further information about the Call for Papers or Symposium registration, call 1-800-336-6463, FAX 319-335-5151, or clip out and send the following to:

Wallace Symposium, The Connie Belin National Center for Gifted Education,  
College of Education, 210 Lindquist Center, Iowa City, IA 52242.

Name \_\_\_\_\_

Address \_\_\_\_\_

Town \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_



## World Gifted

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

Address Corrections Requested

### PROPOSAL DEADLINE EXTENDED

The deadline for submitting proposals for the  
1995 11th World Conference in Hong Kong  
has been extended to December 31, 1994.

Proposals may be faxed to:

852-547-9528

### WCGTC MEMBERSHIP APPLICATION

Membership in the World Council for Gifted and Talented Children includes the *Gifted and Talented International Journal*, *World Gifted* newsletter, discounts on materials and reduced conference registration rates.

Mail to: WCGTC Membership Secretary  
Purdue University  
1446 Liberal Arts and Education Bldg.  
West Lafayette, IN 47907-1446  
USA

Mr. Mrs. Ms. Prof. Dr. \_\_\_\_\_  
FIRST LAST

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone (W) \_\_\_\_\_ (H) \_\_\_\_\_ Fax \_\_\_\_\_

\_\_\_ A check or bank note is enclosed (made payable to WCGTC Membership)

\_\_\_ Please bill my credit card:

Visa # \_\_\_\_\_ Expiration date \_\_\_\_\_

MasterCard # \_\_\_\_\_ Expiration date \_\_\_\_\_

American Express # \_\_\_\_\_ Expiration date \_\_\_\_\_

Signature \_\_\_\_\_

1 year individual membership	US\$40.00	2 year individual membership	US\$75.00
1 year graduate student membership*	US\$25.00	1 year institutional subscription (includes journal only)	US\$25.00

\*Advisor signature \_\_\_\_\_

☐ I have enclosed \$ \_\_\_\_\_ toward a membership sponsorship or as a contribution to the WCGTC.