



Volume 15, Number 1

Fall, 1995

World Gifted

Newsletter of the World Council for Gifted and Talented Children

'95-'97 WCGTC OFFICERS ANNOUNCED

Members of the WCGTC Executive Committee elected for the 1995-1997 term are: Wu-Tien Wu (Taiwan), President; Barbara Clark (USA), Vice-President; Barbara Mayerhofer-Grillmayr (Austria), Secretary; Janice Leroux (Canada), Treasurer; Cedric Taylor (South Africa); Miraca U. M. Gross (Australia); and Klaus K. Urban (Germany). New telephone and fax numbers to note are: Barbara Mayerhofer-Grillmayr, Tel: (43) 662-840-322, Fax: (43) 662-426-975; Janice Leroux, Fax: 613-562-5146; Miraca Gross, Tel: (61) 2-385-4903, Fax: (61) 2-385-6135; and Klaus K. Urban, Tel: (49) 5723-75473, Fax: (49) 5723-75408.

Effective August 1, 1995, the new Executive Administrator is Dr. Nicholas Colangelo, Director of the Belin-Blank International Center for Gifted and Talent Development, University of Iowa (USA). Dr. Colangelo may be reached by Tel: (1) 319-335-6148, and Fax: (1) 319-335-5151.

Chairpersons of the WCGTC Committees are: **World Council Conference Committee**, Barbara Clark (Chair), assisted by former Conference Chairs Maureen Robinson, Sally Todd, Willy Peters, and Klaus Urban; **Finance Committee**, Janice Leroux; **Research Committee**, Klaus K. Urban; **Awards & Scholarship**, Cedric Taylor; **Election Committee**, Barbara Mayerhofer-Grillmayr; **Bylaws & Policies Committee**, Barbara Clark; **Diploma & Education Committee**, David George; **Parent Program Committee**, Maureen Robinson; **Youth Program Committee**, Barbara Mayerhofer-Grillmayr; **Information & Communication Committee**, Bob Seney; **Gifted Handicapped/Disadvantaged Program Committee**, Miraca Gross; and **Archivist Committee**, Harry Passow. Remaining members of these committees will be announced later.

RAINA RECEIVES FIRST WCGTC CREATIVITY AWARD

Dr. M. K. Raina, New Delhi, India is the recipient of the first World Council Creativity Award, presented by WCGTC President Wu-Tien Wu at the 11th World Council Conference in Hong Kong, August, 1995.

Dr. Raina is a Professor and Head of the Department of Educational Psychology, Counseling, and Guidance at the National Council of Educational Research and Training in New Delhi. He is well known in India for his work on the development of programs for gifted and talented children, and has made a particular study of creativity. His most recent work is a study of Rabindranath Tagore based on Gruber's notion of the network of enterprise. He has traveled in the United States as a Fulbright Scholar and worked extensively with Dr. F. Paul Torrance, an imminent leader in the field of creativity. Although the bulk of his work has been in India, he has taken every opportunity to cross-fertilize ideas with scholars of other countries. He has been instrumental in facilitating the work of visiting scholars in India, making available to them the necessary student populations required for their data collections. He is an outstanding model of creative thinking, as well as a promoter of the importance of creativity.

The World Council Creativity Award was established as part of the revised World Council Constitution to honor a world leader who has made a significant contribution to the field of creativity. Dr. Raina was nominated for this award by the members of the Division of Creativity of the National Association for Gifted Children of the United States. In the years ahead it is anticipated that through this award the World Council will recognize and honor many deserving professionals throughout the world.

WCGTC HEADQUARTERS MOVES TO IOWA

The World Council for Gifted and Talented Children, Inc. has a new, permanent home at the Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development at the University of Iowa in Iowa City, Iowa, USA (correspondence address included on page 3). The new Executive Administrator is Dr. Nicholas Colangelo. Dr. Colangelo, long-time Director of the Center and host to many of our members at the biennial gifted and talented conferences held there, has been very busy establishing the new offices. Staff member Christine Remmert has been actively involved in the transition efforts. Recently they were joined by Jerily McCarty Fisher, new WCGTC Administrative Assistant and Administrator for International Programs and Conferences at the Belin-Blank Center.

Questions concerning membership or secretariat concerns should be addressed to the new headquarters. In

January, 1996, publication of the newsletter will shift to the Center and news article should be sent to their address. Questions concerning journal publication or submission of manuscripts should continue to be directed to WCGTC Editor John F. Feldhusen at Purdue University (address included on page 2).

PROCEEDINGS UPDATE

The World Council Executive Committee anticipates the proceedings of the Tenth World Congress, held in Toronto in 1993, will be ready for release around February 25, 1996. Publication of the proceedings is under the direction of Norah Maier. Questions concerning the publication date may be directed to Dr. Maier at Nanyang Technological University, National Institute of Education, Nanyang Avenue, Singapore 2263.



FROM THE EDITOR

Farewell.
The news-
letter of
the World
Council
for Gifted
and Tal-

ented Children, *World Gifted*, now moves to the University of Iowa, the new home base for the World Council. This is our final issue. Jan Adams-Byers and I appreciated this opportunity to serve the World Council, to reestablish the newsletter as a communication linkage among World Council members, and to foster the development of gifted and talented education around the world. Through this publication activity we got to know hundreds of people around the globe. We have many new friends.

We urge delegates and members to continue their efforts in cooperation with the staff at Iowa to maintain and extend the flow of information for publication in *World Gifted*. Gifted and talented education is coming to more and more youth around the globe. The World Council for Gifted and Talented Children is the key organization to the realization of our goal to extend educational services to talented youth throughout the world.

—John F. Feldhusen

ECHA JOURNAL RENAMED

The European Council for High Ability (ECHA), has given its journal a new name. Beginning with Volume 7, Number 1 of 1996, the journal, formerly titled the *European Journal for High Ability*, will be published by Carfax Publishing Company under the name of *High Ability Studies*. The change in name reflects an ever-increasing international orientation, with a growing number of contributing authors and subscribers residing outside Europe.

The editorial staff includes Editor Arthur J. Cropley and Assistant Editor Detlev Dehn, both of the Universität Hamburg (Germany), and Book Review

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World Gifted is published by the Secretariat of the World Council for Gifted and Talented Children. The address of the editorial office of *World Gifted* is: Purdue University, School of Education, 1446 LAEB, West Lafayette, IN, 47907-1446, USA until December 31, 1995. Beginning January 1, 1996 *World Gifted* will be published at the new WCGTC Headquarters, The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development, 218 Linquist Center, The University of Iowa, Iowa City, IA 52242-1529. 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



REPORT FROM THE VICE-PRESIDENT

Barbara Clark

The past two years have been busy ones for the affairs of the World Council. To give you some information regarding the activities in which I have had some part I offer the following report:

1. Constitution Bylaws and Policies

The revised World Council Constitution Bylaws and Policies were ratified by the membership on January 15, 1995. As Chair of the Constitution Bylaws and Policies Revisions Committee, it was my responsibility to implement and oversee the revision process. The first draft of the revisions was produced with the consultation and consent of the Revisions Committee, Janice Leroux and Klaus Urban. During the Biennial Conference held in Toronto the group met with the additional assistance of Johanna Raffan who was unable to continue on the committee because of illness. The first draft went to the committee for comment on September 1, 1993. Several revisions were drafted over the next month and on October 29, 1993 a draft copy was submitted to the Executive Committee who responded, made additional revisions, and voted to accept the draft at the Atlanta Executive Committee meeting November 6, 1993. The draft was then sent to both the current and immediately past delegates on November 12, 1993 for their response. With those suggestions included, the draft was submitted to the Executive Committee for their approval at the Executive Committee meeting in Seoul, Korea, July 26, 1994. The final approved Bylaws document was sent to

EXECUTIVE COMMITTEE OF THE WORLD COUNCIL

AUGUST 1995-JULY 1997

PRESIDENT	WU-TIEN WU	(CHINA-TAIWAN)
VICE PRESIDENT	BARBARA CLARK	(USA)
TREASURER	JANICE LEROUX	(CANADA)
SECRETARY	BARBARA MAYERHOFFER	(AUSTRIA)
MEMBER	GEDRIC TAYLOR	(SOUTH AFRICA)
MEMBER	KLAUS URBAN	(GERMANY)
MEMBER	MIRACA GROSS	(AUSTRALIA)

1996-97 GTI EDITORIAL REVIEW BOARD ANNOUNCED

Members of the 1996-97 Editorial Review Board of the WCGTC journal, *Gifted and Talented International*, have been announced. Reviewers are: Muhyieddeen Sh. Touq, Jordan; Harald Wagner, Germany; Francoys Gagne, Canada; Eunice de Alencar, Brazil; Sing Lau, Hong Kong; Ban Eng Goh, Singapore; Aurora Roldan, Philippines; Erika Landau, Israel; Bruce Shore, Canada; Miraca Gross, Australia; Klaus Urban, Germany; Sylvia Rimm, United States; Thomas Marjoram, England; Wu-Tien Wu, Taiwan; Nicholas Colangelo, United States, and David George, United Kingdom.

Reviewers will serve from January 1, 1996 thru December 31, 1997.

the members of the World Council for their ratification on September 24, 1994. Ratification was completed on January 15, 1995 with 65 members voting unanimously to ratify. The complete Constitution Bylaws and Policies document was ratified by the Executive Committee by mail by the same date.

Subsequent policies have been submitted and approved by the Executive Committee by mail and at the meeting in Hong Kong.

2. Elections

As required by the newly revised Constitution Bylaws and Policies elections for delegates and two members of the Executive Committee were held prior to the biennial conference. As Chair of the Elections Committee, it was my responsibility to implement and oversee the elections process. On January 15, 1995, a letter was composed to be sent to the membership announcing the ratification of the Constitution and the need for the election of two new Executive Committee members and delegates from each country. A timeline was enclosed requesting nominations for the Executive Committee members and involvement in their country's delegate elections.

All delegates were sent, from the Purdue office, names, addresses, and membership expiration dates of all persons in their country whose WCGTC memberships had been active at any time since August, 1993. Inactive members' names were included because of possible renewal of their membership by the time the lists were received. All active members were sent lists of names of current and former WCGTC members from their country for the purpose of nomination of delegates and Executive Committee members.

In March election packets were mailed to the membership with excerpts from the Constitution Bylaws and Policies that applied to the elections of Executive Committee members and delegates with a deadline for nomination by May 15, 1995 and ballots to be sent by June 3rd. It was anticipated that the ballots would be returned by June 30th.

Nominations for the Executive Committee were received, checked for eligibility, including active membership, and appropriate nominations and seconds. Several possible candidates were disqualified because of nomination error or unwillingness to run. One candidate was added at the last minute because of a delay from the nominator of needed material. Due to mail delays,

the nomination process took longer than expected and had to be extended until June 10th. A ballot with 13 candidates for the two Executive Committee positions was then formatted and sent with a deadline for response by July 1. This too proved to be too ambitious, and an extension was requested for receiving ballots until July 15th. In the future the timeline will be set with far more time allowed for member response.

On July 16th Maureen Robinson and I counted the 115 ballots received. Only one was invalid, because of checking too many candidates. Five ballots were received after July 21st; their votes would not have changed the results of the balloting. The new Executive Committee members are Miraca Gross from Australia and Klaus Urban from Germany; the alternate is David George from the United Kingdom. Delegates elected by the countries were reported to the Purdue office and their names appear in this newsletter. For countries that have not yet submitted their delegates' names, please do so immediately. We hope to involve the delegates in many activities during the next two years and need to be sure your country is represented.

3. Administrative Partnership with Belin-Blank International Center

On August 24, 1994, Dr. Harry Passow contacted the president, Wu-Tien Wu, regarding the possibility proposed by David Belin of moving the headquarters of the World Council to the Connie Belin National Center for Gifted Education and receiving an endowment fund to support administration operations and international activities of the World Council. President Wu appointed Dr. Passow, Dr. Janice Leroux, and myself to explore the details and implications of the offer. After much correspondence, several meetings in New York between Dr. Passow and Mr. Belin, and a meeting in Salt Lake City, Utah in November, 1994 with Mr. Belin, Dr. Wu, Dr. Leroux, and myself a tentative agreement was reached on an administrative partnership. Issues concerning the position of Executive Administrator, the production of publications, and other issues regarding the requirements of the Constitution Bylaws and Policies were discussed and found to be mutually understood. Subsequently, Mr. Belin and President Wu met in Taipei in January, 1995 and in

PRESIDENT'S MESSAGE



The year 1995 will be a critical moment in the history of the World Council of Gifted and Talented Children. Several new developments were undertaken during these past months. First, the amended

Constitution has been ratified and is now in the process of administration. Second, under the new Constitution, new national delegates and two new Executive Committee members have been elected by mail ballot. Third, the Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development (CBJNB International Center) at the University of Iowa in Iowa City has become the new WCGTC headquarters as of September 1, 1995. Fourth, the site for the 12th World Conference (1997) will soon be announced and proposals are being accepted for the site of the 13th World Conference (1999).

Under the new Constitution, members and delegates of the World Council will have more opportunities to participate in many activities of the World Council. During this period of somewhat chaotic transition I am grateful for the support of your patience and understanding. By the 12th World Conference my term as President of the World Council will be ending and the next President and President-Elect will be elected by the World Council Delegates. The five new Executive Committee members will be elected by mail ballot six months before the 12th conference. Therefore, we expect this organization to be running smoothly in two years. Before unloading the presidential yoke I shall try to do all I can to ensure the future WCGTC will start on a smooth track.

WCGTC HAS NEW HEADQUARTERS

The World Council for Gifted and Talented Children moved to its new headquarters September 1, 1995. The correspondence address is:

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Dr. Nicholas Colangelo
Executive Administrator
The Connie Belin &
Jacqueline N. Blank
International Center for
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and Talent Development
218 Linquist Center
The University of Iowa
Iowa City, IA 52242-1529
Phone: (319) 319-335-6196
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See Vice-President on page 4

Vice-President, Continued from page 3

Iowa City in May to discuss further details. The details of a General Agreement regarding the World Council and the Belin-Blank International Center and the Publications was sent on May 19th to the Executive Committee for their response. Responses were favorable and the move is underway with Dr. Nicholas Colangelo, the Director of the Belin-Blank International Center assuming the role of Executive Administrator of the World Council immediately. The staff and operation of the World Council is expected to be in place in the Center by December, with the publications shared with the Purdue operations for another year. At the request of the Executive Committee, Dr. Harry Passow was sent a letter of commendation for the valuable service he has performed for the World Council in initiating and carrying through this valuable partnership between the World Council and the Belin-Blank International Center.

4. National Association for Gifted Children Convention Presentation

A session was arranged at the NAGC Convention, Salt Lake City, to report on the activities of the World Council during the past year and conduct discussions of major issues affecting the future of the World Council. Participants were informed of the work being done regarding the revisions of the Constitution, the Hong Kong Conference, and possibilities for growth in the future. Other Executive Committee members attending the convention participated in the discussions. Another similar session

was held at the NAGC Convention in Tampa, Florida in November, 1995.

5. Awards

At the recommendation of the NAGC Creativity Division, and with the consultation of the Executive Committee, a World Council Award for Creativity was established. Dr. M. K. Raina was nominated by the NAGC Creativity Division to receive the first international award. The award was presented at the biennial World Council Conference in Hong Kong.

6. Affiliation of the National Association for Gifted Children (USA) to the World Council

A proposal was presented to the Executive Committee and Board of Directors of the NAGC requesting that the organization become an affiliate of the World Council. The Executive Committee approved the affiliation.

These are some of the highlights of the work accomplished during the past two years. As you can see a lot is happening and the next two years look even more promising as more and more of the delegates and membership become more involved and active in World Council affairs. If you have an interest in serving or need information regarding the activities of the World Council in general or specifically in your area, please let me know. I will look forward to working with all of you as together we continue to pursue the important mission of the World Council for Gifted and Talented Children.

• Addresses of the WCGTC Officers, 1995-1997

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ATTENTION ORGANIZATIONS!

The World Council is very interested in opening discussions with organizations that wish to consider becoming affiliates of WCGTC. Organizations that become affiliates are offered a number of services including:

- Reduced WCGTC fees for membership
- Reduced registration fees at the biennial World Conference
- Access to mailing lists and consultation service from the Secretariat

I encourage officers of organizations to contact me so I can discuss in detail the procedures for affiliation. I welcome your interest.

Nicholas Colangelo
Executive Administrator
WCGTC

WCGTC Has New ADMINISTRATIVE ASSISTANT

Jerilyn McCarty Fisher recently joined the staff as WCGTC Administrative Assistant to Dr. Nicholas Colangelo, Executive Administrator of the new WCGTC headquarters at the Connie Belin and Jacqueline Blank International Center for Gifted Education and Talent Development at the University of Iowa, USA.

Ms. Fisher has a degree in Public Relations from the College of Journalism at Drake University. Her professional experience includes duties with the American Medical Political Action Committee of the American Medical Association which involved instructing and supporting members in grassroots political action and working at a major political seminar in Washington, D.C. attended by members of the U.S. Senate and House of Representatives; assistant editor and later managing editor of *Medicine and Science in Sports and Exercise*, the journal of the American College of Sports Medicine; and ten years experience as Administrative Associate for the Midwest Modern Language Association which included organizing, planning, and coordinating the association's annual convention, maintaining financial and membership records, and serving as Managing Editor of *The Journal of the Midwest Modern Language Association*.

Ms. Fisher, married and the mother of two, states, "I am eager to join the team at the Belin and Blank International Center for Gifted Education and Talent Development and to work with the World Council for Gifted and Talented Children. I look forward to embracing the challenges that await me at the Belin and Blank Center and with the Council.

1995-97 DELEGATES ANNOUNCED

The following countries have announced their newly elected WCGTC Delegates for the 95-97 term:

- **Australia**
- Eddie Braggett
- Miraca Gross
- Barbara Nichols
- **Austria**
- Irmgard Künz
- Gerhard Pusch
- Friedrich Oswald
- **Belgium**
- Bernadette Moelans-Hermans
- **Bermuda**
- H. C. Juliette Harris
- **Brazil**
- Eunice Soriano de Alencar
- Marsyl Bulkool Mettreau
- Christina Cupertino
- Maria Lucia Prado Sabatella, alternate
- **Canada**
- Majorie Coffin
- Edna McMillan
- Carolyn Yewchuk
- Judy Lupart, alternate
- **China-Beijing**
- Pengzhi Liu
- Zhengxing Gong
- Zixiu Zha
- **China-Taiwan**
- Jen-Der Wang
- Hsin-Tai Lin
- Tai-Hwa Lu
- **Denmark**
- Ole Kyed
- **France**
- Marie-Martine Bonnard
- Georges Nicoleau
- Jean-Charles Terrassier
- **Germany**
- Annette Heinbokel
- Kurt A. Heller
- Klaus K. Urban

Hong Kong

Fred Lam
Helen Ku-Yu
Margret Hale

Israel

Nitza Shachal
Netta Maoz
Erika Landau

Jamaica, West Indies

Auma T. Folkes
Marjorie Humphreys
Marguerite Narinesingh

Korea

Seokee Cho
Koon-Hyon Lee
Jeong-hwa Moon
Myoung-Hwan Kim, alternate

Malaysia

Jackie G. K. Loh

New Zealand

Roger Moltzen

Philippines

Aurora H. Roldan
Conchita V. Umali
Myrna U. Garcia

Portugal

Maria Lourdes Saleiro Cardoso
Arabela Miranda Coutinho
Paulo B. Fernandes

Republic of South Africa

Shirley J. Kokot
Conrad van der Westhuizen
Belle Wallace

Spain

Amable Manuel Cima-Munoz
Merce Martinez-Torres
Juan A. Alonso

Thailand

Vanee Phothisuk
Prapapat Niyom
Boon-chut Pinyoanantapong

The Netherlands

Willy Peters
Marieke Schuurman

Turkey

Nazif Ulgen
Umit Davascigil
Gulten Ulgen
Necmettin Bagci, alternate

United Kingdom

Catherine Clark
Johanna M. Raffan
Peter Williams

United States

Alexinia Baldwin
Richard E. Lange
Sally Todd
Robert Seney, alternate

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.

If the names of new delegates from your country do not appear on this list please notify the WCGTC Headquarters of their names as soon as possible.

THE BENEFITS OF IN-SERVICE TRAINING OF TEACHERS IN GIFTED EDUCATION

A Special Report by David George, United Kingdom

Until recently there has been insufficient time in teacher training to do justice to the many areas that teachers need to learn in order to be confident and competent in the classroom. There are competing pressures, coupled with varying concerns of staff, and it has not been easy to make a case for the area of gifted education. Very few colleges and universities include gifted education in their training, and even then it is near the end of a course. However, there is a growing concern about children who are underachieving and not reaching their considerable potential. Students studying to be teachers need to be made aware of our most able children, to understand the needs of all children, and to know how they should be educated. It is appropriate to deal with the issue in the general context of catering for individual differences, rather than as a totally separate issue. Thus, general matters arising in connection with child development, learning strategies, and individual differences have to be considered first, followed by concentration on education of both the less able and the more able as exemplars of similarities and differences in need and strategies for educational provision.

After a teacher has been teaching for a while, it is appropriate to build on that essential experience to study in greater depth, by in-service courses and higher degrees, the needs of our most able children. Although teachers are extremely busy with a multiplicity of jobs, a professional teacher will try to screen the children. It is obviously easier to do this in the primary sector, where teachers will probably teach the entire class for a whole year at a time, unlike a specialist teacher in the secondary school who may teach three hundred different children in one week, so that it is extremely difficult to know the children. Contrary to this, Coleman (1985) found that teachers had more difficulty in identifying younger children than older, secondary level children.

Denton and Postlethwaite (1985) undertook an interesting piece of research on the effectiveness of teacher identification, and found that in-service training is the best way to help teachers in their assessment of gifted children. Gear (1978) noted that trained teachers used more meaningful identification procedures whereas the untrained correctly identified only 40% of gifted children. It was shown that the training helped teachers eliminate some of the ambiguity about the nature of giftedness.

Gifted and talented children are a challenge to teachers, partly because so few have been trained to identify and provide for these outstanding children. The author leads in-service day courses in gifted children which usually last about six hours and are designed to: (1) identify more able

pupils and review the problems associated with defining their abilities; (2) illustrate a variety of well-tried strategies for teaching the gifted; (3) offer ideas for producing enrichment and extension materials; (4) suggest strategies for differentiating the curriculum; and (5) provide an opportunity to formulate a whole-school policy document. As this is an ambitious day's program, teachers are given a pack of handouts and articles to support their learning.

In January 1994 we surveyed one hundred and thirty teachers who had attended the courses at least six months previously. The aim was to ascertain what success the in-service day course had been, especially regarding activity back at school. There was a positive response from the survey, with sixty three replies, all responding that they appreciated there were very able children in their schools, and that they had had varying degrees of success in transmitting the information they obtained to senior management and staff.

The procedures used to identify the children included tests, progress reports, teacher assessments, and parent reports, indicating a broad view and not just identification by testing. Educational provisions for identified children included enrichment, acceleration, and withdrawal.

Responses regarding specific difficulties in providing for these children focused on lack of resources, large classes, and time to develop appropriate materials. Thirty four of those who responded stated that they now had a staff member responsible for more able children in school.

We next determined what provisions teachers had implemented. They were as follows: enrichment, clubs, after school activities, educational visits, and parent involvement. This is both encouraging but also challenging to the Government and individual schools, as much still needs to be done. The author had the strong impression that schools that invited the course to be offered are already good schools that wish to do better. Twenty-nine teachers requested more in-service courses on this subject, and the author has subsequently been to many such individual schools where teachers learn to freely share materials.

It is not possible from these data to conclude that modifications to curriculum, instruction and programming are due to gifted education courses. However, there appears to be a positive correlation between commitment to advanced professional development and learning in gifted education and implementation of services for gifted learners.

WCGTC AND THE INTERNET: A POSSIBILITY OR A NECESSITY?

A Special Opinion Report by Dr. Catherine Clark, United Kingdom

One of the strengths of the World Council for Gifted and Talented Children is that it is a worldwide organization and as such benefits from sharing expertise and experience at macro, meso and micro levels. WCGTC also has the concomitant problems of communication which arise from being a global organization, some of which were raised at the delegate meeting in Hong Kong. How can we encourage ongoing communication between members and engender interest in order to attract new members when we meet together biennially?

There are of course numerous ways of doing this and some countries and indeed continents organize meetings, seminars and conferences which facilitate face to face interaction more often. But surely the Internet is an alternative and complementary way forward which requires our fullest consideration. Of course not everyone has access to Internet

as yet but increasingly more and more of us will have Internet availability. Using the Internet means that it would be possible, for example, to provide an electronic information service about the work of WCGTC to a world wide audience through the world-wide-web. The service would be up to date, ostensibly providing state of the art data about the field of gifted and talented education. It could, for instance, include a Current Awareness Bulletin Board on which the latest developments in research and teaching being undertaken by educationalists working in the field, including of course members of WCGTC, could be posted. WCGTC could also act as a signposting organization so that requests from members for information or services could be referred to the relevant organizations or individuals.

The possibility of immediate interactive electronic communication would not

only stimulate dialogue between members within countries and between countries but also could be used to develop the administrative efficiency of the organization.

If WCGTC joined an electronic mailing list, such as the one in the UK which is called the Mailbase World Wide Web Server, members and anyone else interested in gifted and talented children would be able to join in discussion and access associated files. Therefore it potentially could increase the numbers of educationalists, administrators, gifted students, and their parents, who are involved in the WCGTC dialogue.

The possibilities are infinite and deserve our immediate consideration.

Dr. Catherine Clark, Lecturer in Education at Newcastle University, may be reached by Email at: Catherine.Clark@ncl.ac.uk

1996 HOLLINGWORTH AWARD COMPETITION

Intertel Foundation, Inc., a non-profit corporation, announces the 1996 International Hollingworth Award Competition for proposed research in the area of the education or psychology of gifted children and youth. Named for Leta Stetter Hollingworth (1886-1939), a pioneer in the field of gifted education, this award is open to individuals as well as educational organizations. The Award includes a cash grant of \$2000 and a certificate. Application for the Award is made by submitting the following:

1. Eight copies of an approved research *proposal* in the field of the education or psychology of gifted children and youth; research that is already completed is not eligible. Please note the following requirements:

- a. proposal must be in English
- b. proposal should not exceed 20 pages (excluding attachments)
- c. any instruments used that are not reviewed in *Buros Mental Measurements Yearbooks* should be appended; please note Buros citation in text of proposal
- d. pages should be stapled together, not bound, not covered

- e. proposal should be printed on both sides of the paper if possible
- f. a 200 word abstract of the proposal should be attached to each copy

2. a letter of approval from the sponsoring or cooperating institution;
3. a letter of application which includes:
 - a. applicant's qualifications
 - b. expected completion date
 - c. how applicant learned of the Award
 - d. applicant's home and work addresses and phone numbers

NOTE: Qualitative as well as quantitative proposals are acceptable.

These materials should be sent to Dr. Roxanne H. Cramer, Chairman, Hollingworth Award Committee, 4300 Sideburn Rd., Fairfax, VA 22030-3507. For further details, US applicants **MUST** send a **self-addressed stamped envelope** to the above address. Foreign applicants may send a letter of inquiry.

Deadline for submission of proposals is **January 15, 1996**; winner will be notified via telephone or cablegram no later than April 30, 1996. The Award is

made in two installments: \$1500 at the time of notification, and \$500 upon completion of the research study and submission of final report.

The proposals are rated on the following criteria:

1. potential significance of the study in the field of gifted/talented education: the problem to be investigated is important, with a sound theoretical basis;
2. Adequacy of research design: problem is clearly defined, proposal reflects an adequate knowledge of related research; objectives, questions to be answered, or hypotheses to be tested are well formulated and clearly stated; procedures to be followed include (where applicable) information on sampling techniques, controls, data to be gathered, instruments to be used, and statistical and/or other analyses to be made.
3. Adequacy of presentation: writing should avoid jargon, and be understandable to the intelligent, educated layman.

Proposals will be acknowledged when received, but none can be returned.

11TH WORLD CONFERENCE

11TH WORLD CONFERENCE HELD IN HONG KONG

Members of the World Council for Gifted and Talented Children converged on the beautiful waterfront city of Hong Kong July 30 - August 4, 1995 for the 11th World Conference on Gifted and Talented Children. Meetings were held in the Hong Kong Convention and Exhibition Centre where glass-walled rooms afforded breathtaking views of the harbor and towering skyline.

The theme "Maximizing Potential: Lengthening and Strengthening our Stride" was a fitting one for a host city about to step into a change of sovereignty in 1997. Organizers offered a variety of activities which gave the 560 participants from 40 countries and their accompanying guests an opportunity to become acquainted with Hong Kong, sampling the local culture as they toured Hong Kong Island or Kowloon and the New Territories, as well as local educational offerings during the day of technical visits which included a choice of the Education Department Resources Centre, Hong Kong International School, Hong Kong Academy for Performing Arts, Hong Kong Sports Institute, Institutes for training students in design, and voluntary organizations providing education for the disabled.

A special social highlight of the conference was a night Harbour Dinner Cruise on the *Pearl of the Orient* arranged by the organizing committee for parents of local gifted students and conference participants, their spouses, and/or parents. A buffet dinner was served while the ship cruised around Victoria Harbour and guests enjoyed the night scenery of Hong Kong.

The Executive Committee members began work early Sunday morning, July

30, with an Executive Meeting followed by a Hospitality Brunch which included the keynote speakers and organizing committee members. Outgoing Delegates met Sunday afternoon just prior to the Opening Ceremony which featured cultural performances in the Chinese tradition by local talent. A Lion Dance team of agile young people began the proceedings, followed by the world renowned Hong Kong Children's Choir appearing in brilliant Chinese costumes. The final performance featured the Hong Kong Juvenile and Youth Chinese Classical orchestra, playing traditional Chinese instruments.

A Welcome Reception followed the exciting Opening Ceremony.

Keynote speakers for the conference included Linda K. Silverman (USA) speaking on "The Universal Experience of Being Out-of-Sync," Mr. Irving S. Sato (USA) presenting "Curriculum Imperative: Toward Powerful Quality Curricula for the Gifted/Talented," Professor Dr. Klaus K. Urban (Germany) sharing "Modeling Creativity—The Convergence of Divergence or The Art of Balancing," Professor Dr. Miraca U. M. Gross (Australia) speaking about "Changing Teacher Attitudes Towards Gifted Children: An Early and Essential Step," and Dr. Cedric Taylor (South Africa) presenting "Social and Cultural



International Gifted Youth Program participants combining rhythm with fun.

Aspects of Underachievement: An International Perspective."

New delegates held their first meeting on Tuesday and the remainder of the conference was a busy blend of presentations by over 300 presenters, general assembly meetings, executive committee meetings, technical visits and tours, teacher track strands for local educators, and a regional organization meeting which included World Council officers and representatives of the Asia-Pacific Federation, NAGC (USA), the Ibero-American Federation, and ECHA.

Thursday, August 3, the Local Organizing Committee hosted a lunch at a Chinese restaurant for all full participants and their registered accompanying guests.

The Closing Ceremony was held on Friday, followed by a meeting of the New Executive Committee members.

Following the conference, some participants continued on to Beijing for post-conference meetings and sightseeing.



The Hong Kong Children's Choir and the Hong Kong Juvenile and Youth Chinese Classical orchestra entertained conference attendees in the Opening Ceremony.



President Wu-Tien Wu with Raymond Wu and Caroline Kwok (seated), Chairpersons of the Organizing Committee of the 1995 World Conference, and other Organizing Committee members.



President Wu-Tien Wu and former Executive Director Dorothy Sisk with leading representatives of the Turkish conference site proposal committee.

PROVIDING QUALITY EDUCATION FOR THE GIFTED AND TALENTED

Excerpts from the President's Address at the 11th World Conference on Gifted and Talented Children, July 30-August 4, 1995

Wu-Tien Wu, Ph.D.

President, the World Council for Gifted and Talented Children

"What I am going to talk about is quality education for the gifted and talented. When we talk about gifted education and talent development, it is essential to bear a world-wide mind and a future vision. There are three points I would like to make here in this regard.

1. Giftedness as Wisdom

"In definition, giftedness is conceptualized in several perspectives. Among them, I especially appreciate Gardner's conception that intelligence consists of, among others, personal intelligence. Personal intelligence includes interpersonal and intrapersonal intelligences. It was probably the first time in the Western society that it was conceptualized that both getting to know self and people and loving each other are not only personal traits but abilities. It is very much Chinese—like as connoted by Lin Yu-

tang's famous saying about 30 years ago, 'Everything once explored with insight is knowledge and all personal relations well defined are articles.' What is knowledge? And what are articles? According to Chinese philosophy, it is nothing but building relations with one's self and among people and finding an order among things, or more precisely, wisdom or personal intelligence. Gifted education, in my perspective, should place more value on enhancement of wisdom, instead of accumulation of knowledge. It takes processing for knowledge to be transformed into wisdom. It is my belief that the processing involves four elements: (a) thorough understanding of knowledge, (b) high-level thinking (including logical thinking, creative thinking, critical thinking, and meta cognition), (c) humanistic consideration, and (d) comprehensive perspectives (i.e., world-wide and future-oriented thinking).

2. Form Follows Function

"As widely known, gifted students have their unique capabilities and needs. Our traditional approach often fails at developing potential due to its

GIFTED YOUTH VISIT HONG KONG

The International Gifted Youth Program (GYP), formerly known as the Youth Summit, hosted 96 students aged 12 - 16 from 14 countries during the 11th World Conference for Gifted and Talented Children. Program leaders were Larry and Darlene Neumann (USA). The youth program was held on the Hong Kong International School campus. The youth participated in drama, art, music, video productions, and other learning activities.

The goal of the GYP was to provide an opportunity for gifted youth from different parts of the world to broaden their knowledge of others' cultures, learn about others' values and ideas, and to cooperate with one another. The GYP theme, "Stepping Into a Smaller, Wider World," focused on exploring the paradox of a shrinking world but a widening understanding of the global community as the world is drawn closer through technology.

The GYP format was fashioned after residential summer programs, and included sports activities, cultural events, discussion groups, ferry rides to outlying islands, and visits to Hong Kong landmarks such as Hong Kong Park, the Science Museum, the Space Museum, the Cultural Centre, the Giant Buddha, The Peak, Ocean Park Amusement Park, and Stanley Market.



GYP students collaborating on an art project.

See Education next page



GYP activities emphasized cooperation among students from different cultures.

Education, Continued from page 9

uniform curriculum and fixed group schedule. Thereby, gifted education programs, including enrichment, acceleration, ability grouping, etc., should be tailored to their special talents and needs. That is, form follows function. Accordingly, there is a need for gifted students to take alternatives and apart from the current examination-oriented learning approach, so that their distinctive talents and learning styles can survive the examination storms. This is especially critical in the oriental societies. Additionally, the individualized education program (IEP), which is mandated in educational programs for handicapped students, should be an integral part of gifted education and could be restructured as the 'growth plan.'

3. Open-minded Teacher

"As gifted education is challenging and gifted students are demanding, a regular class teacher in Taiwan must take at least 20 credit hour courses to become a

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1995-97 WCGTC Executive Committee and Officers include (left to right): Barbara Clark, Vice-President; Miraca Gross; Nicholas Colangelo, Executive Administrator; Wu-Tien Wu, President; Klaus Urban; Janice Leroux, Treasurer; Cedric Taylor; and Barbara Mayerhofer, Secretary.



Youth activities provided opportunities for international students to share their differing cultures and ideas.

COUNCIL OF EUROPE ADOPTS GIFTED EDUCATION RECOMMENDATION

Recommendation 1248 (1994) on education for gifted children was adopted by the Parliamentary Assembly of the Council of Europe on October 7, 1994. The recommendation reads:

1. The Assembly reaffirms education as a fundamental human right, and believes that it should, as far as possible, be appropriate to each individual.
2. Whereas for practical purposes education systems must be set up so as to provide adequate education for the majority of children, there will always be children with special needs and for whom special arrangements have to be made. One group of such children is that of the highly gifted.
3. Gifted children should be able to benefit from appropriate educational conditions that would allow them to develop fully their abilities, for their own benefit and for the benefit of society as a whole. No country can indeed afford to waste talents, and it would be a waste of human resources not to identify in good time any intellectual or other potentialities. Adequate tools are needed for this purpose.
4. Special education provision should, however, in no way privilege one group of children to the detriment of the others.
5. The Assembly therefore recommends that the Committee of Ministers ask the competent authorities of the States signatory to the European Cultural Convention to take account of the following considerations in their educational policies.
 - i. legislation should recognise and respect individual differences. Highly gifted children, as with other categories, need adequate educational opportunities to develop their full potential;
 - ii. basic research in the fields of "giftedness" and "talent" and applied research, for instance to improve identification procedures, should be developed

- in parallel. Research on the "mechanisms of success" could help to tackle school failure.
- iii. meanwhile, in-service teacher training programmes have to include strategies for identifying children of high ability or special talent. Information on gifted children should be made available to all those who deal with children (teachers, parents, doctors, social workers, ministries of education, etc.);
 - iv. provision for specially gifted children in a given subject area should preferably be arranged within the ordinary school system, from pre-school education onwards. Flexible curricula, more chances of mobility, enriching supplementary material, audiovisual aids and project-oriented teaching styles are ways and techniques to foster the development of all children, whether highly gifted or not, and enable the identification of special needs at the earliest possible time;
 - v. the ordinary school system should be made flexible enough to enable the needs of high performers or talented students to be met;
 - vi. any special provision for highly gifted or talented students should be administered with discretion, to avoid the innate danger of labelling, with all its undesired consequences to society.
6. There is a need to clarify the notion of "giftedness" by an operational definition that is accepted and understandable in different languages. Therefore, the Assembly further recommends that the Committee of Ministers consider the setting-up of an ad hoc committee for this purpose including psychologists, sociologists and educationalists of all relevant specialisations.

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FIRST FINNISH BOOK ON GIFTED EDUCATION

Special Report by Kirsi Tirri, University of Helsinki, Finland

In Finland, like in other Scandinavian countries, special education for gifted students has traditionally been rejected. The society has attached great importance to special education as a means of looking after its weakest members, children with learning difficulties or behavioral problems. In this kind of educational orientation gifted education has easily been labeled as elitistic. For the last few years, the need of special education for gifted children has been publicly debated in Finland. The official educational policy acknowledged the need to create special programs for gifted students and gave permission for thirty-two high schools to specialize their curriculum in certain subjects. Before this decision was made we had some special provisions for the gifted as did other Western European countries. To encourage creativity we have had 'special music classes' in the comprehensive school, and a special emphasis on music or sports in upper secondary schools.

A very important factor in the growing interest toward gifted education in Finland has been the first published Finnish book on gifted education authored by Professor Kari Uusikyla (1994). There has been a need for this kind of book to provide knowledge on giftedness and also practical recommendations for those involved in gifted education. Most of the books published in Finland dealing with giftedness approach the topic from a psychological point of view. Uusikyla takes an educational perspective on giftedness and discusses the problems that gifted students face in the context of school.

In his book Uusikyla acknowledges the broad and complicated concept of giftedness and discusses the numerous different ways giftedness and talent can be manifested. An overview of the development of the concept of giftedness is provided. After reading this book, I believe no one will define giftedness only as a high I.Q. The book contains a whole chapter on creativity with many lively quotations from the author's research data. In these quotations artistic and creative persons describe their experiences concerning school and their family life. In many cases these creatively talented people have had difficulties in adapting to the school routines. The author emphasizes creativity in the gifted education and finds it very important to educate the teachers to recognize also the needs of creatively talented students.

The book contains practical guidelines for teachers to help them in differentiating teaching for the gifted and talented both in the regular classroom and with the help of different grouping and acceleration solutions. The emotional and social needs of the gifted are emphasized, stressing the importance of supporting the growth of the whole personality rather than only the specific talents the student may have.

NATIONAL RESEARCH SYMPOSIUM HELD AT IOWA CENTER

The Connie Belin-Jacqueline Blank International Center for Gifted Education and Talent Development at the University of Iowa was the site of the third biennial Henry B. and Jocelyn Wallace National Research Symposium on Talent Development, May 18-20, 1995. This symposium provided an opportunity for researchers and theorists from around the world to present their current work on talent development, creativity, and gifted education.

Invited presenters included Teresa Amabile, Thomas Bouchard, Douglas Detterman, Carol Tomlinson Keasey, Robert Plomin, Raphi Amram, Nicholas Colangelo, Signithia Fordham, David Lohman, Patricia O'Connell Ross, Susan Assouline, Mihaly Csikszentmihalyi, Carol Gilligan, Terry McNabb, Julian Stanley, Camilla Benbow, Gary Davis, Nancy Jackson, Jane Piirto, and Robert Sternberg.

The symposium's traditional format of many keynotes and few conflicting breakout sessions permitted attendees to participate together in most sessions with few forced-choice activities. The mix of gifted education leaders and leaders of different yet complimentary fields offered participants a fresh perspective on gifted education issues.

The fourth biennial symposium will be in 1997. Deadline for submission of proposals will be in December, 1996. For further information about proposal submission guidelines and deadlines in 1996, write the Wallace National Research Symposium, The University of Iowa, 210 Linquist Center, Iowa City, Iowa 52242-1529.

GIFTED INDIA FOUNDATION

The educational system of India is very complex and varied. There are many poor schools and some elite, wealthy ones. Most schools are textbook oriented. In India it is rare to find special services for gifted and talented children, differentiated and dynamic curriculum based upon research, or teachers engaging in research of any sort. University research about creativity is "dry."

M. Srinivasan, president of Gifted India Foundation, Bangalore, India, is hoping to overcome these problems. He views the private sector as the best equipped to address the needs of gifted and talented students. Within the next two years he plans to establish a campus containing a pioneering model school and a Developmental Research Center in Gifted & Talented Education. Parents and teachers will be educated/trained about the nature and needs of the gifted and talented. Students attending the model school will participate in a program which promotes creativity through inventive, productive enrichment. The products and programs developed at the research center will focus on helping people interested in promoting creative, inventive, and productive excellence.

Srinivasan's challenge is a lack of quality teachers and outdated, unimaginative curricula. He plans to address these issues through a "School Beyond Walls." In this program two education technologists will be tasked with in-

venting fresh systems, ways, and means of making the school vibrant. A small group of education engineers will develop procedures, activities and products to implement the vision. Assisting this team of technologists and engineers in making the campus a dynamic educational climate will be a team of resource faculty, consisting of accomplished people from all professions within the city. Teachers will manage the routine teaching tasks.

Children will have a firsthand working knowledge of the real world, working like a real professional under the guidance of a resource person. For example, rather than pursuing carpentry as a hobby, students will be guided to develop a business running a carpentry shop in which they manufacture products for sale. Students will produce products for real audiences.

Srinivasan will spend the next two years conducting various programs and making personal contacts to create within policy makers and the general public an awareness of the needs of gifted and talented students. In the meantime, the first phase of acquiring land is almost complete, and Srinivasan is attempting to form a National Council for Gifted and Talented Children and affiliate with the WCCTC.

For further information, Srinivasan can be reached at P.O. Box 5552, Malleswaram, Bangalore, 560 055, India.

MENSA ANNOUNCES AWARDS

The American Mensa Education and Research Foundation recipients of the Awards for Excellence in Research for 1994-1995 are:

New Investigators: (1) **Jan B. Hansen Ph.D.** (Purdue University) for Hansen, J.B. and Feldhusen, J.F.: Comparison of trained and untrained teachers of gifted students. *Gifted Child Quarterly*, 38: 115-121, 1994; (2) **Suniya S. Luthar, Ph.D.** (Yale University School of Medicine) for Luthar, S.S. and Ripple, C. H.: Sensitivity to emotional distress among intelligent adolescents: A short-term prospective study. *Development and Psychopathology*, 6: 343-357, 1994; (3) **Edward M. Miller, Ph.D.** (University of New Orleans) for Miller, E. M.: Intelligence and brain myelination: A hypothesis. *Personality and Individual Differences*, 17: 803-832, 1994; and (4) **Jean Sunde Peterson, Ph.D.** for Peterson, J. S. and Colangelo, N.: Gifted achievers and underachievers: A comparison of patterns found in school files. *Journal of Counseling and Development*: In Press, 1995.

Senior Investigators: (1) **Camilla P. Benbow, Ph.D.** (Iowa State University) for Benbow, C. P. and Lubinski, D.: Psychological profiles of the mathematically talented: some sex differences and evidence supporting their biological basis. In *The Origins and Development of High Ability*, pp. 44-66. Wiley, Chichester (CIBA Foundation Symposium 178) 1993; (2) **Lloyd G. Humphreys, Ph.D.** (University of Illinois) for Humphreys, L. L., Lubinski, D., and Yan, G.: Utility of predicting group membership and the role of spatial visualization in becoming an engineer, physical scientist, or artist. *Journal of Applied Psychology* 78: 250-261, 1993; (3) **David Lubinski, Ph.D.** (Iowa State University) for Lubinski, D., Benbow, C. P. and Sanders, C. E.: Reconceptualizing gender differences in achievement among the gifted. In K. A. Heller, E. J. Monks & A. H. Passow (Eds.) *International Handbook of Research and Development of Giftedness and Talent* (pp. 693-707). London: Pergamon Press, 1993; and (4) **Joyce Van Tassel-Baska, Ph.D.** (College of William and Mary) for VanTassel-Baska, J.: Educational decision-making on acceleration and grouping. *Gifted Child Quarterly* 36: 68-72, 1992.

ROSEN SYMPOSIUM HELD

The Fifth Annual Esther Katz Rosen Symposium on the Psychological Development of Gifted Children was held September 8-9, 1995, at the Holidome in Lawrence, Kansas, near the campus of the University of Kansas (USA). The theme was "The Emotional Price of Excellence."

Keynote speakers included Carol Dweck (Columbia University), "Students' Theories About Their Intelligence: Implications for the Gifted;" Jacqueline Eccles (University of Michigan), "Not You! Not Here! Not Now!"; James Webb (Kent State University), "A Parent's Lament - 'Take My Child- Please!' Excellence Can be a Two-Edged Sword;" Nona Tollefson (University of Kansas), "Public Displays of Private Intelligence: Where are the Bright Girls?"; Nathan Kogan (New School for Social Research), "Motivational and Personality Patterns in Performing Artists;" C. R. Snyder (University of Kansas), "Children and the Price of Excellence: Hope for the Few or the Many?"

In addition to the keynote addresses and subsequent from-the-floor discussions, seven round tables were held which offered a variety of topics for discussion, such as issues related to gifted females, at-risk gifted, self-actualization, academic pressure, anxiety, coping strategies, parental expectations, and artistic identity development.

Information pertaining to the sixth symposium to be held in the fall of 1996 can be obtained by contacting Reva Friedman at the University of Kansas via Fax: (1) 913-864-4149.

IBERO-AMERICAN FEDERATION BECOMES AFFILIATE

—based on a report by Susana Gabrielli Barros (Argentina)

The Executive Committee of the World Council recently ratified the affiliation of the Ibero-American Federation with WCGTC. The Federation is now entitled to use the WCGTC name and logo.

The Federation was organized in 1991 at the 9th World Conference. Its focus is to unite Spanish and Portuguese speaking countries in efforts to develop research and educational programs related to gifted and talented children. Its current president is Maria del Carmen Maggio (Argentina).

A highlight of the Federation's past activities was a joint conference held in August of 1994 with the Argentine Foundation for Gifted and Talented Children. The Regional Congress for the Southern Hemisphere was a six day meeting which resulted in continued requests to the Argentine Foundation for information about the conference content. The result has been a series of seminars presented in schools, institutions, universities, and surrounding provinces, sharing the experiences, ideas, and techniques learned at the Congress from a wealth of speak-

ers, including among others: **Sally Reis** (USA), who presented case studies of gifted students with learning disabilities and also addressed the need for multiple assessment techniques; **Harry Passow** (USA), who spoke of the need to nurture gifted and talented students' skills, qualities, values, and potentials; the need to design curriculum which helps students use their personal experience, natural curiosity, and problem-solving; the need to teach students to think, raise questions, and raise problems; and the role identification of gifted and talented children plays now and will play in the future; **Norah Maier** (Canada), who addressed teaching staff training and creativity with an emphasis on 'anticipatory thinking' which allows individuals to take advantage of opportunities as they arise, and spoke of intelligence as a new kind of property or source of wealth for a nation; **Joseph Renzulli** (USA), who gave an overview of United States definitions of giftedness, historical and recent trends in gifted education, and a description of

The Enrichment Triad Model; **Jaime Barylko** (Argentina), who addressed "Intelligence, Vocation, and Creativity," a commentary on individuals' tendencies to rely on the opinions of media and others to guide their thinking rather than using their own capacities and intelligence constantly to be in condition to analyze each life situation themselves; **Jean-Charles Terrassier** (France), who described the phenomenon of 'lack of synchrony' among the maturational levels of gifted and talented children's cognitive, intellectual, and emotional development; **Jorge E. Bosch** (Argentina), who discussed the aspects of evaluation of final products and the implications for producers' contributions to society and current thinking in "Peculiarity and Wisdom—Current Concepts"; and **Richard Lange** (USA) who emphasized the need for continued efforts in teaching children to think, using specifically design curriculum which will help students to use their personal experience, natural curiosity, and problem solving abilities.

ASOCIACION ESPANOLA PARA SUPERDOTADOS Y CON TALENTO

The Asociacion Espanola Para Superdotados y Con Talento (AEST) was established to assist parents in appropriately meeting the needs of their gifted sons and daughters. Spain has no tradition of educating gifted children and the government has remained unresponsive to the increasing demands of parent for orientation and education for their gifted children.

Dr. Esteban Sanchez Manzano, Titular Teacher of Special Education at Universidad Complutense of Madrid and a World Council member, founded AEST with the help of a group of parents. He currently serves as AEST president.

The association's objectives include: 1) establishing channels of communication, experiences, teaching and techniques among teachers, tutors, psicopedagogical teams and parents of gifted and talented children; 2) helping gifted and talented people develop their own potential and provide them an opportunity to become connected with one another in spite of differences in social states or physical handicaps which might have separated them before; 3) persuading academic authorities to establish special education for gifted and talented children in the field of ordinary education; 4) starting, leading, and supporting investigations about intelligence, creativity, social relations, and education and development



AEST Executive Committee Members, from left to right, are: Dr. Esteban Sanchez Manzano, President; Mrs. Carmen Pascua, Treasurer; Mrs. Alicia Rodriguez, Vocal; Mrs. Alicia Sanchez Dominguez, Vice-President; Mr. Patricio Soto Sevilla, Vocal; and Miss Isabel Exposito Alfonso, Secretary.

of gifted and talented children; and 5) exchanging experiences with other associations of Spain, Europe, and the rest of the world.

AEST is currently involved in advising families, diagnosing children's needs, and providing enrichment programs and group opportunities for those children identified as gifted.

NEW SOUTH WALES CERTIFICATE PROGRAM

"After 1995 all schools, where feasible, should seek to employ at least one teacher who has training in the education of gifted and talented students." New South Wales Government Strategy 1991, p.11.

The University of New South Wales has responded to the government's challenge to prepare qualified Australian teachers by offering a Certificate of Education program on its Kensington campus during school holidays. Participants successfully completing the program may enroll, if qualified, in the Master's program.

The 1995 Certificate of Gifted Education program, led by Dr. Miraca U. M. Gross, Associate Professor of Gifted Education at the University of New South Wales, consists of five strands taught by Gross, Principal Lecturer, and Visiting Professors Abraham J. Tannenbaum (USA), Joyce Van Tassel-Baska (USA), Steve Hoover (USA), Lannie Kanevsky (Canada), James H. Borland (USA), Jan Hansen (USA), Micheal Sayler (USA), and Katherine Hoekman (Australia).

Strands 1 and 2, offered during the January 1995 school holiday, focused on models of giftedness and

identification of gifted students. Students were introduced to the nature of giftedness and talent, what the terms mean, levels and types of giftedness, and an overview of programs currently offered for gifted students in New South Wales, Australia, and internationally. Students also learned about subjective and objective identification procedures, with particular attention to those effective in identifying gifted students from minority and disadvantaged groups. A combination of approaches was emphasized.

Students attended Strands 3 and 4 during their September 1995 school holiday. The focus of these strands was differentiating curriculum and developing programs for the gifted. Students learned teaching strategies and methods of curriculum differentiation which enhance the learning of the gifted child in the regular classroom, appropriate use of different enrichment paradigms, curriculum compacting, and individualized programming. They were also instructed in practical strategies for the establishment and monitoring of mentorships, grouping by ability, achievement, or interest, and the many forms of accelerated progression. Par-

ticular attention was paid to the effects of various strategies on the students' academic and social development.

Strand 5 will occur during the January 1996 school holiday. Teachers will focus on the social and emotional development of gifted students. They will study about gifted students' social and emotional needs, counseling gifted students and their parents, and teaching strategies and class structures which foster the development of positive social attitudes and supportive peer relationships in gifted students.

Students successfully completing the Certificate of Gifted Education program will be recognized with the award of the certificate from the University of New South Wales. Outstanding performance by a student will be acknowledged on his or her certificate, which reflects the recipient's interest and success in enhancing his or her professional knowledge and skills in the education of gifted and talented students.

For further information about future Certificate programs, contact Debra Farrelly, Faculty of Professional Studies, The University of New South Wales, Sydney, NSW 2052, Australia; Tel: (02) 385-5516, Fax: (02) 385-5979.

JAMAICAN MAGNET SCHOOL

The DeOkoro Magnet Educational Foundation and Learning Institute, located in Montego Bay, Jamaica and founded by World Council member Vivienne DeOkoro, is a learning center for specially gifted and/or talented children. This Ministry of Education-approved center is the first of its kind in the Caribbean region catering to children from kindergarten to pre-university.

The project was born out of a dire need for a broad-based curriculum and to prevent intellectual stagnation and frustration of gifted students such as that experienced by M. DeOkoro who, at age 14, was denied entry to college because she was considered too young.

The concept first began in 1990 as a comprehensive music school offering various professional music courses and training in voice and all woodwind, brasswind, percussion and string instruments. It has since grown to encompass not only the Ministry of Education core curriculum, but flex-

ible instruction in six subject areas as well as sports and recreational activities.

The DeOkoro Magnet provides a creative, stimulating and challenging learning environment emphasizing individualized learning and self-motivation to its 55 students, 20 full-time academic students and 35 music students. It encourages interactive teaching staff-to-student and student-to-student.

Its Science and Mathematics department includes computing, earth and space science, marine biology, physics, chemistry, and biology. The Social Sciences include world culture, economics, government, world history and geography. The Fine Arts department offers music, literature, art, speech, drama and dance. The Language Lab is equipped to offer ten languages: English as a second language (for foreign students), Spanish, French, Russian, Japanese, Italian, German, Dutch, and two African languages, all taught by teachers in their native tongue. Business Studies cover

all aspects of starting and operating a small business. Sports and Recreational activities include karate, aerobics, chess and other mind-building games, athletics, cricket, and golf.

The curriculum also includes less traditional studies, such as environment and nature conservation and career apprenticeship programs for advanced grade students, supplemented by a multi-disciplinary resource environment. According to Ms. DeOkoro, "Through the use of classroom instruction and hands-on experience, students become excited and encouraged as they experience the magic and power of knowledge first-hand."

The multi-cultural student body represents ten countries: United States, Canada, United Kingdom, Italy, Jamaica, Martinique, Nigeria, Russia, Holland, and Switzerland. Entrance is based on the judgment of a team of experienced educators and results of diagnostic measures of potential, performance, and individual capability.

See Magnet next page

Magnet, Continued from page 14

"In a country where Common Entrance Examinations and conventional instruction force children to peak academically much too early, and which retards continued learning, DeOkoro Magnet students in contradistinction remain highly motivated, and display phenomenal strength in the natural sciences, mathematics, music and languages."

In addition to providing the foundation of an integrated gifted education curriculum, the school offers an opportunity for students to be observed, studied, and properly catered to in a controlled environment. One of Jamaica's principal clinical, educational and neuro psychologists, Dr. Janice Evans, and clinical psychologist Dr. Gagindra Persaud of the University of The West Indies, work closely with the project, applying international standard assessment tests for aptitude, evaluating parenting skills, home influence, and other behavioral factors in the performance quotient of the children.

Ms. DeOkoro is an educator, musician, orchestra conductor, instrumentalist, author, and curriculum expert. She is currently pursuing the Master of Arts in Gifted Education at Worcester College of Higher Education (England) through the International Diploma program developed in consultation with the World Council. She has a staff of experienced educators to assist her.

"In any group of instructors, there are those who distinguish themselves by going above and beyond. We are fortunate to attract this caliber of professionals to our team," she states.

The institution is entering a phased expansion plan in response to increased enrollment demands. For further information, contact: DeOkoro Magnet Educational Foundation and Learning Institute, P.O. Box 1173, Montego Bay, Jamaica, West Indies; Tel: (809) 953-9333; Fax: (809) 952-2017.

MENSA'S TURNS 50 IN 1996

Mensa's Golden Anniversary will be celebrated August 21-26, 1996, in London, England. This is expected to be Mensa's largest international event ever. Inquiries can be directed to the anniversary chairman: David Schulman, 17B Merlyn Park, Ballsbridge, Dublin 4, Ireland.

UPCOMING EVENTS

VIENNA TO BE SITE OF 5TH ECHA CONFERENCE

The Fifth Conference of the European Council for High Ability (ECHA) will be held at the Austrian Center Vienna, in Vienna, Austria, October 19-22, 1996.

The theme for the conference is "Creativity and Culture: Talent Development in the Arts and Sciences." The conference will explore the conditions for scientific and artistic creativity in the midst of Vienna's cultural life and analyze them in scientific discussions. Among the topics to be explored will be how to best promote creativity in the family and educational systems in order to achieve excellence in artistic, scientific and technical endeavors. Creativity is also desirable in the business world, politics, and the sciences. The intentionally broad theme is meant to include the full scope of talent, from the varied creative talents found in each individual to the exceptional cases of highly talented artistic and scientific figures. In this context, practical developmental models will also be discussed and participants will be invited to explore their own creativity in experimental workshops led by attending artists.

Howard Gardner (USA) will be a keynote speaker.

The official language will be English; individual talks will be simultaneously interpreted into German or English. The program will include solicited papers, symposia, poster presentations, round table discussions, and experimental workshops.

The full conference fee covers conference materials, the conference publication, coffee, tea, and lunches. Special fees will be charged for pre-conference workshops. Full price: ATS 2,4000; Subscription: ATS 2,000; Single day: ATS 850; Students: ATS 800.

To receive a registration form or information related to the submission of proposals and other arrangements, contact the organizing office at: 'ECHA Conference' Austrian Cultural Service, Stiftgasse 6, A-1070 Vienna, Austria. Tel: +43-1-523-5781; Fax: +43-1-523-8933; E-mail: sirikit@blackbox.ping.at. You will be assisted by Sirikit M. Amann. —adapted from ECHA News

1996 QUEENSLAND CONFERENCE

The Sixth State Conference of the Queensland Association for Gifted and Talented Children, Inc. will be held at Griffith University, Nathan Campus, March 16-17, 1996. The conference theme is "Fishing in the Mainstream" (Are we catching the gifted students? What bait should we use? Whom are we fishing for? What's the catch? Is the 'main' stream where we should be?)

Presentations will focus on issues of curriculum and programming, identification, teaching and learning strategies, technology, futures, creative and critical thinking, challenges for parents and families, family and community responses, and support services to gifted education.

Proposals are being accepted until December 11, 1995, and should include title, 100 word abstract, presenter's name, address, brief c-v, telephone numbers, and fax numbers. Send to: Conference Convenor, Queensland State Conference QAGTC Inc., Bayswater Road, Milton, Queensland, Australia 4064. Enquiries about the conference should be sent to: Vivien Gajzmelski (Office Manager), Tel: 61-7-3368-2145, Fax: 61-7-3369-0447, or Harry Milne (Convenor), Tel: 61-7-3875-5630, Fax: 61-7-3875-5910.

USA HOTLINE CREATED FOR G/T PARENTS

The nonprofit Gifted Child Society announces the opening of the United States' only information hotline specifically for parents of gifted children. The Parent Information Network for Gifted (PING) offers weekday on-line phone consultation from 9 a.m. to 4 p.m. Eastern time. In addition to answering specific questions, they provide complimentary follow-up materials, suggestions about suitable reading materials for specific situations, and the names, addresses, and telephone numbers of state organizations and consultants.

The service is available for US\$3 for the first minute and US\$2 for each additional minute.

The Hotline numbers is 1-900-773-PING.

THE PUBLICATION CORNER: PRESENTING PUBLICATIONS OF INTERNATIONAL INTEREST

Spanish and Bilingual (English/Spanish) educational software is available from MINDPLAY publishers. Programs include reading, math, and language arts for pre-kindergarten through adult. Spanish versions include: *Ace Detective*, *Ace Reporter*, *Cotton Plus*, and *Cotton Tales*. Bilingual Versions include: *Easy Street*, *Fraction-Oids I, II, and III* (new), *Math Magic*, *Prime-Mates* (new), and *Race the Clock*. These software programs are available from Methods & Solutions, Inc., 160 W. Fort Lowell, Tucson, Arizona 85705, USA. Telephone (inside the USA): 1-800-221-7911.

* * * * *

TASC: Thinking Actively in a Social Context (1993). Belle Wallace and Harvey B. Adams; AB Academic Publishers.

This book presents a theoretical model for the teaching of thinking skills and problem-solving derived from a synthesis of current research into the teaching of thinking based on cognitive psychology theory, incorporating strategies and skills common to many thinking skills models. *TASC* differs from other programs in that it has clear aims not only for pupils, but also for teachers and curriculum. The teaching methodology is outlined in a clear set of teaching principles aimed at: 1) equipping pupils for future roles in a rapidly changing society, 2) improving learners' self-concepts, 3) stimulating motivation, 4) developing autonomous thinking and cooperative learning, and 5) fostering confidence and equipping pupils for decision-making and leadership roles.

TASC identifies a set of thinking skills and cognitive strategies deemed most useful and necessary regardless of cultural context, and describes how teachers can provide practice in them. It pays particular attention to crucial aspects of teaching thinking skills—metacognitive processes and transfer.

TASC provides useful guidelines for curriculum development, outlin-

ing both short and long term aims for the restructuring of curriculum.

The text is enhanced by theoretical diagrams useful for making teacher training course transparencies. A 'boost course' is described, giving suggestions for lessons that can be adapted for different ages and cultural contexts. Examples of differing cultural applications are given of primary classroom activities for Australian Aboriginal and Papua New Guinea pupils.

This book is useful for teacher-trainers, curriculum developers, teachers-in-training, and classroom teachers interested in teaching thinking skills theory and methodology.

—Adapted from a book review by Debby Evans, University of Natal

* * * * *

Begabungen gefragt! Finden und Fordern von Begabungen (1994). Barbara Grillmayr. Salzburg: Pädagogisches Institut, Erzabt-Klotz-Str. 11, 5020 Salzburg, Austria. This Austrian booklet, written in German, includes a concise description of the basics of gifted education. It also contains information about various gifted education programs in Austria with special consideration to enrichment programs. It is aimed at teachers and parents.

* * * * *

Actualising Talent: A Lifelong Challenge (1995). Edited by Joan Freeman, Pieter Span, and Harald Wagner; £14.99. Available from your local bookseller, or from Cassell Academic Dept., Cassell PLC, Freepost SW1 412, LONDON WC2N 5BR; Tel: 0171-420-5555, Fax: 0171-240-7261, Cassell Order Number 0-304-33293-3.

Actualising Talent is concerned with the development of ability to an exceptionally high level throughout the lifespan, a consideration of the ages at which high ability can be detected, and how high ability may be continued at its peak for life.

This collection of papers by leading European researchers takes ideas and evidence about high ability further than any other material currently available, which is largely restricted to school children. Both fundamental and applied approaches are described with regard to varied aspects of high ability such as learning procedures and specific areas, e.g. art and sports. The book concludes with ideas of how the needs of the highly able could be met by educational set-ups, government and industry.

The contents include: Review of Current Thinking on Development of Talent (Joan Freeman); The Beginnings of Talent (Joan Freeman); How Can We Learn From the Lives of Geniuses? (Michael Howe); Psychosocial Dimensions of Talent (Ulrike Stedtnitz); Acquiring High Level Learning Skills (Eric de Corte); Self-Regulated Learning by High Ability Children (Pieter Span); Talent: The Ability to Become an Expert (Jan Elshout); Actualising Creative Intelligence (Arthur Cropley); The Emergence of Pictorial Talents (Norman Freeman); Identification and Development of Talent in Young Athletes (Stephen Rowley); Voluntary Activities in Talent Development (Harald Wagner); Talent, Plasticity and Ageing (Peter Heymans and Gerard Brugman); Towards a Policy for Actualising Talent (Joan Freeman).

* * * * *

Worldwide Perspectives on the Gifted Disadvantaged (1993). Edited by Belle Wallace and Harvey B. Adams; AB Academic Publishers.

The editors, who are currently involved with creating educational opportunities for learners with socio-economically and educationally disadvantaged backgrounds in the region of southern Africa, have brought together international contributors with wide-ranging experience and expertise in the field of giftedness. This comprehensive volume focuses attention on potentially gifted learners who underachieve due to a variety

of disadvantaged or disabling circumstances. The contents include: Motivation and Strategy Factors, Developing the Potential of Children in Disadvantaged Communities, Educational Programs for Minority Disadvantaged, The Triad Model for Underserved Gifted Students, Preparation for Higher Education, When Earning Interferes with Learning, Mediating the Learning Experiences of Gifted Underachievers, Gifted and Disadvantaged in New Zealand, Developing Potential in Brazil, The Ebeye Case, Educating Chinese Prodigies, The Indonesian Case, Current Trends in Taiwan, and Against All Odds in the USA.

Worldwide Perspectives highlights the enormous loss of human potential in societies throughout the world and alerts readers to the educational problems of equality of opportunity, equity, and excellence.

A theme common to many of the contributors is that of defining or re-defining the term 'giftedness.' A strong feeling emerges from the writings that views of intelligence and assessment have changed so dramatically that 'giftedness' needs to encompass far more than was previously acknowledged. Aspects to be considered are motivation, personality characteristics, and strategy use, as well as intellectual aspects which are context and culture dependent.

Also explored are underachievement, factors leading to non-realization of potential, and barriers to provision of optimal learning experiences.

Various curricular approaches are offered, including descriptions of programs for exceptionally talented learners with suggestions for maximizing the effectiveness of such programs to reach the 'gifted disadvantaged.' Also emphasized by most contributors is the need for better teacher training, for better teacher skills in recognizing the gifted disadvantaged, for provision of remediation in more appropriate ways, for acknowledging cultural diversity, and for providing more appropriate learning environments.

—Adapted from a book review by Debby Evans, University of Natal

* * * * *

Talent Development: Theories and Practice (1994). Edited by Jan B. Hansen and Steven M Hoover. Kendall/Hunt Publishing Company, 4050 Westmark Drive, P.O. Box 1840, Dubuque, Iowa 52004-1840, USA. Tel: 1-800-228-0810, Fax: 1-800-772-9165; ISBN 0-8403-9520-5; 352 pages, paperback US\$ 24.76

This book was created to honor John F. Feldhusen and the Gifted Education Resource Institute by a *Who's Who* of 18 colleagues and former students of Feldhusen. Each chapter defines an area or problem related to developing talent in very able students, presents a solid research base, and includes practical ideas and guidelines meant for classroom teachers and counselors. It spans a broad spectrum of issues in gifted education such as identification of talent areas, curriculum concerns, and motivation problems. The authors, all well-known leaders in gifted education, combine research and practice in a readable and informative format designed specifically for teachers, counselors, and graduate students. Chapter titles include: Talent Development in Social, Historical, and Philosophical Perspectives; Understanding Technical Issues and Problems in Identifying Talented Students; Evaluating Selection Systems in Gifted Education; Early College Entrance: A Viable Option; Elementary Science for Talented Students; Language Arts for Verbally Precocious Elementary Students; Computers and the Mathematically Gifted: Facilitating the Development of Higher Level Thinking; The Role of Imagery in the Mathematics Learning of Gifted Students; Developing Secondary Thematic Units; Motivation and Highly Able Students: Resolving Paradoxes; Gifted Kids Who Can But...Implications of Attribution Theory; Interactions of Gifted and Nongifted Fifth Graders; The Highly Gifted: Their Nature and Needs; Career Planning and Counseling for Highly Able Students; A Synthesis of Perspectives: Another View.

The **Publication 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.

• • • • • **ECHA**, Continued from page 1

• Editor Barbara Feger of the Technische Hochschule Aachen (Germany).

• *High Ability Studies* is a forum for practitioners such as teachers and counselors, as well as for scholars in a variety of disciplines. Its purpose is to offer a medium of scientific, scholarly, and practical communication among researchers and practitioners in which ideas, programs, and research findings on giftedness are presented, analyzed in detail, and evaluated in terms of their general significance for theory and practice. Editorial policy is directed at achieving a balance between theory and practice.

• *High Ability Studies* publishes theoretical and empirical papers in English on both practice and research including reviews of literature, descriptions of projects and special measures, and reports on the results of original research and book reviews.

• This journal focuses both on high intellectual ability and gifts and talents manifested in sports, the arts, technology, and in social relations. Attention is given to the cognitive elements of giftedness as well as to motivation, trust in oneself, and feeling responsible. High ability is seen not only as outstanding performance, but also as potential for excellence which needs to be recognized and developed. Also valued is discussion of appropriate supportive actions for the highly able as well as for those who work in their behalf.

• Subscriptions to the journal may be purchased by telephoning Carfax Publishing Company, +44 (0) 1235-521154, worldwide, 24 hours daily, seven days a week, or fax +44 (0) 1235-553559 in Europe, +1-617-354-6875 in USA and Canada, or +61 (0) 2-958-2376 in Australia. A free inspection copy is available upon request.



Among Hong Kong residents who enjoyed the Harbour Cruise was Fred Lam of the Hong Kong Association for Parents of Gifted Children.



Helen Ku-Yu, co-hostess of the Harbour Cruise festivities.

Education, Continued from page 10

qualified gifted education teacher. It is by no means that teachers for the gifted should be gifted, too. A gifted class teachers' main job is to design settings, lead experiences, and provide support. Specifically, I firmly believe the main tasks of gifted education teachers consist of offering meaningful information, designing better curriculum, facilitating learning, employing a growth plan, developing resources, and creating an open and rich environment. Moreover, a gifted education teacher should demonstrate some basic but essential traits and capabilities in such areas as personal quality, professional training, and teaching behaviors. The basic personal traits should include understanding and ac-



ceptance, being open-minded, wide interests, willingness to learn, and enthusiasm in teaching. The professional training should emphasize guiding rather than forcing, democratic rather than autocratic, process-oriented rather than result-oriented, innovative rather than conservative, allowing students to get involved rather than just providing

the right answers, focusing on students' gifted behaviors rather than gifted labels. In terms of teaching behaviors, a gifted class teacher should develop flexible and individualized curriculum, create a warm, secure, and free class atmosphere, offer appropriate feedback, employ all useful teaching resources possible, encourage students' positive thinking, place importance on high level mental processes, and pay respect to individuality and the personality's wholesome development. We hope, by means of quality teachers, quality teaching, and quality environments, that a quality gifted education can be achieved, and thereby, a gifted student will be well qualified for the future world."



The sound of youthful voices filled the Opening Ceremony hall when the Hong Kong Children's Choir welcomed conference participants to Hong Kong.



The 1993-95 Executive Committee and Officers met together a final time in Hong Kong. Members whose terms ended were Secretary Maureen Robinson, bottom right, and David George, center back.

International Handbook of Research and Development of Giftedness and Talent

Edited by

Kurt A. Heller, University of Munich, Germany
Franz J. Möns, University of Nijmegen, The Netherlands
A. Harry Passow, Columbia University, USA

"... an extraordinarily comprehensive critique of significant research both theoretical and empirical, concerned with all aspects of the gifted and talented around the world."

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The Journal of the National Association for Gifted Children, 1994

"a definitive text... reflecting the state of the art from an international perspective... the forefront of knowledge and thought about the gifted... comprehensive yet accessible...superbly indexed...I would urge every learning institution to place it amongst the key texts that all readers should explore."

Gifted Education International, 1993

"...impressive and informative...an important reference. Many of the contributors are recognized as being among the leading scholars in their specific areas...an excellent resource. It will serve as an important scholarly reference...a landmark beginning. This book is important for the field of gifted education and talent development."

Gifted and Talented International, 1994

CONTENTS:

Foreword (Howard Gardner). Preface.

**Historical Perspectives and
Perennial Issues Related to
Giftedness and Talent.**

**Conceptions and Development of
Giftedness and Talent.**

**Identification of Giftedness
and Talent.**

**Programs and Practices of
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**Other Components of Nurturing
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**Examples of Country Efforts,
Policies, Programs and Issues.**

**Present and Future of Education of
the Gifted and Talented.**

Containing 53 chapters, this handbook draws on some 18 nations to provide a cross-national perspective that is unique. Written for readers with a sound knowledge base, it is designed as a synthesis and critical review of significant theory and research in all aspects of giftedness, both to help frame more valid research questions and to provide guidance for educational policy and practice. It will provide researchers, practitioners and policy makers with a comprehensive evaluation of theoretical and empirical research and descriptions of programs and practice dealing with all aspects of the nature, nurture and realization of giftedness and talent.

964 pages

Publication: August 1993

ISBN 0-08-041398-6

Hardbound

£125.00/US\$200.00

Prices and proposed publication dates are subject to change without prior notice.

Sterling prices quoted applies worldwide, except in The Americas.

US dollar price applies in the Americas only.



Drawing of
horses by Nadia
before the age of 4.
Page 264



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