



World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN



A Message from the President

In August of 1977 the World Council for Gifted and Talented Children was officially established. The idea was conceived by Henry Collis who called the first meeting in London in 1975. Twenty years later the organization has grown to a far-reaching network of over a thousand educators, scholars, researchers, and parents from all around the world. As we begin our 21st year, our age of majority, we can look forward to the responsibilities and privileges of being members of a growing organization. With the knowledge we have gained, the members who have established a solid basis for action, and a reliable infrastructure we are ensured of an interesting and meaningful life ahead. We have a constitution that outlines our agreed-upon mission and purposes, and gives us procedures to guide our action. The elected governing body is committed to service and advocacy, and the talented Headquarters support staff to the facilitation of our efforts.

It will be my focus as your President to continue the work of the organization, to discover the needs faced by those who are gifted and those who serve giftedness in all parts of our world, and to link our resources and our membership so that we may meet those needs. Working together the World Council for Gifted and Talented Children can truly become a source for optimizing the potential for all the world's people. Together we can create the climate and the opportunities for giftedness and talent to develop and, once developed, to be honored throughout our planet.

continued on page 4

Delegates Propose Action

Report from the General Assembly and the New Delegates Meeting

Developed from material submitted by DAVID GEORGE, World Council Secretary

The following concerns were raised by the delegates and members:

Concern: Costs for attending World Conferences are considerable for some countries partly because of differences in currencies.

Possible Solutions: (a) Arrange for accommodations such as in a university residence hall, ministry guest house, or with a local family; (b) Subsidize attendance for members from developing countries.

Concern: Lack of funding and sponsorships.

Possible Solutions: Members could generate lists of business people in their respective countries who have an interest in gifted and talented children. Delegates could pursue contacts.

Concern: Communications within countries and between countries should be more frequent.

Possible Solutions: (a) Put more information into the World Council newsletters; (b) Publish a list of World Council members; (c) Send election information out to delegates much earlier.

Concern: Dissemination of international research.

Possible Solutions: (a) Put research on the Internet with a site devel-

oped for this purpose at the new Headquarters. All World Council papers could be on the Internet for those who could not attend all sessions at the conference. Also this would help members who were keen to collaborate on research.

Concern: Permanent Headquarters.

Possible Solutions: (a) Develop minimum requirements and costs for an international center/secretariat; (b) Headquarters does not need to be in the US but could be

continued on page 2

Inside

Calendar	2
News from Around the World	3
Issues and Ideas	3
Seattle Conference Highlights	5
Youth Symposium	6
RE:	6
WCGTC Roster	7
Committee News	8
Conference Reflections	9
Farewell to Wu-Tien Wu ...	10

The World Council for Gifted and Talented Children, Inc. (WCGTC)

is a non-profit international organization dedicated to the needs of gifted and talented children throughout the world. For membership information contact Headquarters:

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World Council Publications

World Gifted, is the newsletter of the World Council. Published three times a year, it contains the latest news and information concerning the organization, its membership, and the international gifted education community. It is produced and edited by Sheila Madsen and Barbara Clark. Any article or portion thereof may be reprinted as desired with credit given to the source. Send all news and articles for future editions to Headquarters.

Gifted and Talented International, refereed by an editorial review board of leading international gifted educators, is the official journal of the World Council. The purpose of the journal is to share current theory, research, and practice in gifted education with its audience of international educators, scholars, researchers, and parents and is published twice a year. Prospective authors are requested to submit manuscripts or queries to:

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Australia	
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Utami Munandar	Member
Indonesia	

Calendar

May 21-23, 1998

Fourth Biennial Henry B. & Jocelyn Wallace National Research Symposium on Talent Development. For information, contact the University of Iowa, College of Education, 210 Linquist Center, Iowa City, Iowa 52242-1529, USA.

Dr. Krishna Maitra, Fifth Asia-Pacific Conference on Giftedness, D-2, University Flats, 8, Cavalry Lane, Delhi-110007, India.
Fax: 91 11 7256593
e-mail: maitra@iasdi01.vsnl.net.in

August 26-28, 1998

Third Conference of the Ibero-American Federation of the World Council for Gifted and Talented Children, "Giftedness: A Vector for Alliances in Building the Future." For information, contact Ministerio da Educacao e do Desporto, Secretaria de Educacao Especial, Esplanada dos Ministerios Bloco "I" - 6 andar-Gabinete CEP: 70047-901, Brasilia/DF-Brazil.
Fax: 55 61-321 9398
e-mail: seesp@seesp.mec.gov.br

September 18-21, 1998

International Conference organized by The National Association for Able Children in Education and the European Council for High Ability, "Potential into Performance." St. Catherine's College, Oxford. For information, contact Conference Secretary, NACE Research Centre, Westminster College, Oxford, OX2 9AT Great Britain.

July 26-30, 1999

13th World Conference of the World Council for Gifted and Talented Children. Istanbul, Turkey. For information, contact M. Nazif, New Horizons College, Burhaniye Mah., Resmi Efendi Sok No. 4, Beylerberyl, Istanbul, Turkey or WCGTC Headquarters.

September 1-5, 1998

Fifth Asia-Pacific Conference on Giftedness, "Beyond the Classroom, A Global Perspective on Giftedness," New Delhi. For information, contact

Guest Editor for this edition of *World Gifted* was Dr. Sally Todd representing the US Delegates. Special appreciation is extended to Brigham Young University, Provo, Utah USA for their contribution of the printing and mailing of this edition of the newsletter.

NEW DELEGATES PROPOSAL

continued from 1

in a country with cheaper labor and printing costs.

Concern: Membership.

Possible Solutions: Members should conduct a membership drive in their respective countries including corporate support from commerce, industry, Rotary Clubs and others who might be interested.

Concern: Committees

Possible Solutions: A committee list should appear in the first newsletter of each administration so that people who are eager to participate in World Council work will know who to contact.

Note: *It is assuring to see how many of these concerns are already being met.*

News from Around the World

FROM GERMANY

Submitted by **KLAUS URBAN**

The German "Arbeitskreis Begabungsforschung und Begabungsförderung (ABB), a World Council Affiliated Organization, held its fourth scientific conference in Leipzig on October 25 to 26, 1997. Under the theme "Promotion of the Gifted in School—Methods, Didactics, Differentiation," fifteen papers were given by German researchers and educators as well as by some foreign guests from Estonia, Slovakia, and Switzerland. As keynoter, Prof. Dr. Kurt Heller from the University of Munich addressed some consequences for the education of the gifted and talented in school, derived from recent major conceptions and theories of giftedness, expertise, motivation, and attribution. The guest school, the Wilhelm-Ostwald-Schule, which is one of the most successful German schools as far as national and international prizes and awards for students' achievements are concerned, presented some outstanding areas of students' research and work.

During the ABB's membership assembly Dr. Harald Wagner was elected the new chair for the next two years; he follows Dr. Klaus K. Urban who was chairman of the ABB for the last six years. In the frame of the conference, the European Council for High Ability (ECHA), under president Prof. Dr. Franz Mönks, held its annual membership assembly.

Klaus Urban is a member of the World Council Executive Committee.



FROM SOUTH AFRICA

Submitted by **SHIRLEY KOKOT**

South Africa is in the midst of transforming its public and private institutions. New policies in education are very much in the spotlight. Advocates for gifted and talented children have established the

National Association for Gifted and Talented Children in South Africa (NAGTSA). The Association has made written submission to the National Commission on Special Needs in Education and Training and the National Committee for Education Support Services in response to their policy recommendations. South Africans are holding their breaths in hope that the new policies will reflect the true diversity of the challenges in education, not only those offered by the disabled, but also the highly abled. We believe this to be a critical moment for gifted education. It is hoped that a positive report will follow.

Shirley Kokot is the president of the new association NAGTSA and a member of the World Council Executive Committee.

Issues & Ideas

A Snapshot of Vygotsky's Theory and Education of the Gifted

By **ALEXINIA Y. BALDWIN, Ph.D. University of Connecticut**

Just as Piaget's theories about child development were embraced by educators in every college of education, Vygotsky's theories are now being explored and popularized as the realistic approach to understand how children learn and develop. The theories of both of these psychologists are important for educators of the gifted to develop an understanding of the delivery of appropriate programs for the gifted.

Vygotsky's theory can help us understand how cultural variables can be transformed into individual psychological processes and abilities, because his main idea is that development as a whole is a process of acquiring culture through interactive activity. "According to Vygotsky's theory, the social situation of development of a

person is determined by whether tools exist which could help develop giftedness or whether such tools are absent" (Gadjamaschko, cited in Baldwin & Viable, in press).

Vygotsky's "zone of proximal development" concept was drawn from his understanding of the crucial role of the social and cultural situation for the development of any child, and particularly for the development of gifted children. Instead of the lock-step approach to our present vertical movement of children through the grades, Vygotsky's zone of proximal development suggests that we estimate the potential of the student's ability to move to the next level of psychic processing. This allows instruction to be tailored to the child's personal abilities. He believed that an understanding of the relationship between development and teaching in the act of schooling can take us beyond the controversy of nature or culture, because the human is a product of the dialectical play between the two.

Very often, the concerns about giftedness in various cultures focuses on the socio-economic and/or the ethnic or cultural groups from which the child comes. According to Vygotsky's theory, if that culture does not have the tools for the development of the gifted child, and the recognition of this lack is missing, the growth of giftedness can be hindered. These tools can be in great or limited supply in countries, states, cities, and communities due to the lack of understanding of their importance, a political suppression of divergent theories, or a lack of resources for the appropriate interaction within the environment.

This snapshot of Vygotsky's concept of development and its importance to educators of the gifted is just that, a snapshot. Hopefully there will be a continuing dialogue via Internet and World Council meetings on the effects of this theory on education of the gifted worldwide.

References

- Baldwin, A. Y. & Viable, W. (in press). *The many faces of giftedness: Lifting the masks*. Albany, NY: Delmar Press.

PRESIDENT'S MESSAGE

continued from 1

To do this will require a sharing of the talents and gifts of all of us. In this issue of the newsletter you will be given information on some of the avenues we can use to work together. **Each delegate** will become a source of information and ideas both to the country they represent as well as to the Executive Committee. **Each committee** of the World Council will become an important part of the network carrying out a particular facet of the mission we hope to accomplish. **Each member** will be needed and can work through the delegates and the committee chairs both to gain information and to provide information. Your active involvement is essential if we are to accomplish the necessary tasks.

What is your interest? What is your need? What talents or gifts are you willing to contribute? In Seattle many of you indicated your interests, some of you suggested ideas, and a few of you committed to a particular task. We need to hear from each of you. As you read further in the newsletter you may think of just how you wish to serve. Let us know! Here is an overview of the resources this newsletter provides and some needs we have for the future:

Calendar: Here you will find listings of future events that will be of interest to you. Be sure that the events you are planning appear in future newsletters by sending information to Headquarters well in advance.

News from Around the World: In this section you will find information about what is happening and resources that can be found in other countries. The ideas and strategies that are working for someone in another part of the globe may be of help to you. It is important that you let us know the strategies and the resources that you are using. Others may need just what you have discovered!

World Council Delegates: The delegates in every country will be important resources and guides. They will have the latest information available from World Council Headquarters and will know the

contacts in your country that can help you meet your needs. Be sure to contact them with any ideas or information you have and especially any talents or gifts you are willing to share. The delegates can help collect articles and information for the journal and the newsletter. It is their responsibility to carry out the elections of the organization. They are informed regarding the updated Bylaws and Policies of the organization and the actions taken by the Executive Committee. The delegates work with the Executive Committee in seeking funding and new members. Delegates are our best communication link and both Headquarters and the Executive Committee will be calling upon them to help with many of the upcoming tasks. Be sure they hear from you.

As you look at the World Council Delegates list you will see that not all countries list the three delegates to which they are entitled. Some countries have no delegates listed at all. It will be difficult to build good communication links to your country unless you have delegates and they are known. For those countries who have delegates that are not listed, please send the information to Headquarters as soon as possible. For those who have no delegates already elected, please choose your representatives as soon as possible, in whatever way you determine, and let Headquarters know as soon as you can. If any of the information on the list is wrong, let Headquarters know and we will make the corrections and announce them in the next newsletter. Your help is needed!

World Council Committees: The committees of the organization are shown with those members who expressed an interest in a particular committee at the Seattle Conference listed. If you are interested in a particular area of service and would like to volunteer your effort to help meet the needs in this area, contact Headquarters so that you may become a part of that committee's activities. You also may wish to contact the chairs of those committees in which you have an interest. This is your opportunity

to work with members in other countries to be part of needed action!

Issues and Ideas: This section of the newsletter allows members to trade ideas and discuss issues they consider important to gifted education. Send this type of information to Headquarters for future newsletters. Of course, the organization's journal, *Gifted and Talented International*, is soliciting manuscripts that are more developed and of greater length. Contact the World Council Editor, Dr. Joyce VanTassel-Baska, for more information on submitting manuscripts.

Listing of the Executive Committee, Editor, and Headquarters Staff: All of us are very fortunate to have the services of the unusually able and highly dedicated group of people that now comprise the Executive Committee. You will find their names and how to contact them listed on page 7.

Also on that page is the address of the new editor of our journal. Having such a competent and well-respected professional as our editor is a great benefit to the organization. She will need help from all of us to make the journal truly reflective of the many diverse voices found in the World Council.

Adding importantly to the infrastructure and the support system on which we will all be depending in the days ahead is the staff of the new Headquarters. The new address is given on page 7. Being allowed to work with such creative and highly skilled individuals will be critical to all of us as we seek to meet the goals we have chosen for ourselves and the organization.

As your President in this the 21st year of our organization, I ask for your renewed commitment to active service in meeting the needs of gifted and talented children worldwide. To accomplish our far-reaching mission and to realize our important goals, we will need the energy and the time of each interested person. Only by our actions can we make the World Council for Gifted and Talented Children an organization that truly makes a positive and important difference. Please join us now!!

SEATTLE CONFERENCE HIGHLIGHTS

Reviews of Conference Sessions

Submitted by ALAN EDMUNDS, St. Francis Xavier University

"Giftedness, Talent, and Genius: How the Same? How Different?"

*Plenary presented by Dean Keith
Simonton*

The connections made by Dr. Simonton among giftedness, talent, and genius are fully appreciated. Although, from his evidence, perhaps the topic would have been better described as the "not-always-assumable-connections" among these three descriptors, particularly in the area of overall human productivity. Although aware of this phenomenon for some time, I'm still not sure whether to be amazed or annoyed that the productivity of the 301 geniuses was no better than the norm. What did we do to squelch such potential? On the other hand, the example of the Nobel Prize winner not being included in the 301 sample and the minimum IQ being 100-105 for major accomplishments fostered hope in all of us non-genius-hard-worker types.

Nevertheless, it is disconcerting if we have not learned from the folly of our predecessors. Secondly, if the square root of all the contributors to a particular domain makes over 50% of the major contributions to that domain, what is it that leads to such productivity? How can we elicit this productivity from the potential our gifted children possess?

If, as Dean presented, social interaction deflects talents in particular directions, can we construct the social interactions to result in productive deflections? Is school the best place to do this? Finally, while acknowledging that Zeitgeist timing and circumstance is important, it is strongly felt that we make our own breaks, and we would do well to "teach" in that manner.

"Lessons Learned and Promises to Keep"

Plenary presented by Joseph Renzulli

Dr. Renzulli began with an overview of the mission, objectives, and dissemination plan of the National Research Center on the Gifted and Talented. He presented a rationale for the direction of the research the Center is pursuing and some of the general results from that research base. The most interesting component of the session was his concern for the direction research in gifted education is taking. His description of the dire needs of gifted education from a research perspective was the point of conversation for myself and other researchers at the conference.

Renzulli pointed out that a lot of research and practice in gifted education is based on journalism and folk wisdom and that little research is being done on specialized gifted populations. An example was the vast quantity of articles and book chapters that advocate enrichment programs that are not supported by equally substantive empirical evidence. He seemed to be warning us not to forget our research roots.

Renzulli also wondered why so little research was being done into the recruitment and training of specialized gifted education personnel. Is it just that a teacher, is a teacher, is a teacher, or are we willing and able to recognize the need for specialization?

Finally, he presented concerns for the mechanisms/methods of identifying gifted individuals and cautioned against becoming complacent in this endeavor. This was an enlightening session in that it waved a few red flags to alert us to possible pitfalls as well as waving the flag of the progress gifted education has enjoyed.

"Neuroscientific Basis for Learning and Memory: Implications for Gifted and Talented Learners and Their Teachers"

*Session presented by Jose G. Assouline and
Susan G. Assouline*

The presenters set out to debunk a few myths about the biology of learning. While I am not sure if they debunked any myths, I learned something that is extremely important about the understanding of teaching and learning.

The Assoulines presented evidence that memory occurs at the chemical level. In essence, when we think, synapses fire and activate electrochemical reactions. These reactions are stored as chemical memories of the reaction to the stimulus of thinking. When we process similar thoughts again, and cause an identical or similar synapse firing, the electrochemical reaction is faster, has a higher amplitude, and lasts longer because the base of the reaction was established by previous thinking. If a series of these prepared reactions is put together the learning of new material is easier and faster. The primary implication of this for teachers is that if thought provoking stimuli are provided through various methods, better learning will occur. However, if that material has already been learned, the student will probably be bored. Hmm...interesting.



Youth Symposium—Students Mean Business!

Submitted by MARILYN SCHOEMAN DOW,
Session Leader

A three-day Youth Symposium, "Leadership, Technology, and Our Environment," was held July 30–August 1, 1997, as part of the 12th World Conference of the World Council for Gifted and Talented Children, held in Seattle, Washington (USA) at the conference hotel—Sheraton-Seattle Hotel.

"Wow! I didn't know kids could do business!"

"I'm starting my first business in four weeks!"

These typical comments show the excitement generated when youth grasp and grab on to the idea that they can start their own business - NOW!"

Successful young entrepreneurs' businesses impressed and motivated students. They then identified some of their own interests, abilities and preferences

and began matching them up to create their own businesses. Taking the lid off the achievement of youth creates exciting new presents and futures. There's no end to what they can learn, the adults with whom they can work, the curriculum that can be stretched, and the new goals they can attain. Join the fun, experience the joy. Connect youth and business in your area!

If you want to prepare youth for a significant present and exciting future, get them in business! They learn responsibility, accountability, time management, decision making, goal setting, critical thinking, research, leadership, ethics, and problem solving; they grow great self-esteem! This is one of the best ways to *really* prepare students for the future—not just the next test or the next course. You will gift them with an increased awareness of their remarkable capabilities and options.

YOUNG ENTREPRENEURS SYMPOSIUM (YES)

- **YES incorporates real life skills and situations.**
- **Works into curriculum or as an activity club.**
- **Uses interdisciplinary approaches.**
- **Runs for days, weeks, a year or longer.**
- **Uses business community as partners for speakers, mentors and field experiences.**
- **Leads students to important discoveries and excitement about their potential.**
- **Helps students expand their power to design, build a more positive present and future.**

RE: MIND ACT SPOND

The World Council is pursuing sponsorships, scholarships, and grants to be used for:

- Registration and expenses for educators to attend the 1999 conference
- Trips for gifted teens to the Youth Summit in Istanbul in 1999
- Support for Delegates to join and participate in World Council conferences and activities
- International collaborative research projects
- Educational projects to further the knowledge base in gifted education
- Educational opportunities for gifted and talented students and teachers of the gifted

If you know of any persons or groups in your country or local area that could

consider offering this type of support, please send the names and addresses to Headquarters so that we can follow up on this possibility. You might make a personal contact to ascertain their interest.

Many publishers are willing to send battered and marred books at discounted prices or even, in some cases, free to persons or groups in countries in need of educational supplies. If you know of an educational group in need or someone who would be willing to contribute books, supplies, or mailing costs from your country for such an exchange, please let Headquarters know. We are working with several publishers in the US and need to know where the needs are and people who would facilitate such an exchange.

Members of several countries are interested in participation in international research. If you have a topic, project, or idea let us know and we will facilitate

contacts with other interested members.

RE:MEMBER you can participate in worldwide action and support for gifted and talented children and youth by:

- Joining and participating in a World Council committee.
- Reporting on research you have recently completed or in which you are currently involved.
- Sending information on international events of which you are aware.
- Sending news on gifted education from your country.
- Writing an article for the World Council journal, *Gifted and Talented International*.
- Helping to find new World Council members and sponsors
- Working with your Delegates to improve gifted education in your country.

We look forward to hearing from you!

sent on letter-bond paper or heavier (no onion-skin or erasable bond paper). Manuscripts should include at least a one-inch margin around the page.

Graphs and illustrations to be included in the manuscript must include complete attribution. Graphs may be reproduced by the editorial staff prior to publication. Illustrations must be in black ink on white paper.

An abstract and a complete list of references must accompany all manuscripts. Abstracts should run between 100–150 words. A section entitled “Implications for Practice and Future Research” should be on a separate page at the end of the manuscript. This section should not exceed 150 words. Please use *Publication Manual of the American Psychological Association* (4th edition) for documentation and bibliographical information. References should be included on a separate sheet at the end of the manuscript.

A cover page must be enclosed including the author’s name, academic credentials, title, school, and program affiliation, and home and work addresses, phone numbers, FAX numbers, and e-mail. Enclose a one paragraph biography of each author cited in the article.

In addition to four hard copies, manuscripts should be submitted on a 3.5 inch computer disk in MS Word, MS Works, WordPerfect, or ClarisWorks for Macintosh or WordPerfect for IBM. The disk must be labeled with the author’s name, address, and phone number, the title of the manuscript and the word processing software used. Please include a self-addressed stamped envelope for ease of returning the review and edited manuscript.

Author Checklist for Submission

- Manuscript has been prepared within stated limits and paginated.
- References are complete and in APA style.
- Abstract of 100–150 words has been written.
- Implications for practice and future research are stated in 100–150 words on a separate page.
- Cover page has been prepared with relevant information.
- Brief biographies of each author are included.
- Four copies have been made to send.
- Computer disk has been prepared and appropriately labeled.
- Self-addressed, stamped envelope has been included.
- Manuscript packet has been mailed.

*Gifted and Talented
International*

The Journal of the
World Council
on the Gifted

**Announcing A Call for Manuscripts
Authors' Guidelines for Manuscripts Submitted to
*Gifted and Talented International***

The purpose of *Gifted and Talented International* is to share current theory, research, and practice in gifted education with its audience of international educators and parents. *Gifted and Talented International* is a peer-reviewed journal published twice a year. Prospective authors should submit manuscripts or queries to the journal's new editor:

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The journal publishes manuscripts that are based on research in the field of gifted education, including intervention studies of classroom practice, methods employed in the education of gifted students, and cross-cultural studies on topics of interest to the field. Theoretical manuscripts on issues important to gifted education will also be considered.

Publication decisions require four months to complete. Authors are notified by mail as to the status of their manuscripts. *Gifted and Talented International* does not return disks, graphs, or photos. Publication is usually within one year of acceptance. However, publication can sometimes take up to 18 months.

Authors are encouraged to follow the guidelines listed. Failure to follow these guidelines may result in the return of the manuscript or a longer time in the review process.

Manuscript Format and Author Guidelines

Manuscripts should not exceed 28 pages including all references, figures, and tables. Authors should send four copies of each manuscript. They should be typed, double-spaced on one side of the page only. All pages should be numbered. They should be

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1997-1999 DELEGATES

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Turkey

Umit Davasligil
Gulten Ulgen
M. Nazif Ulgen

United Kingdom

Catherine Clark
Johanna M. Raffan
Peter Williams
*Frieda Painter

United States

Alexinia Baldwin
Richard E. Lange
Sally M. Todd
*Patricia A. Haensly

Following is a listing of the countries who have NOT sent their delegate election results for 1997-1999 to Headquarters:

Austria	Malaysia
Bahrain	Mexico
Belgium	Peru
Bermuda	Qatar
Brunei	United Arab Emirates
Darussalam	
Finland	
France	
Hong Kong	
India	
Indonesia	
Israel	
Italy	
Japan	
Jordan	
Kenya	

Cooperation Between Parents' Associations of Gifted and Talented Children Worldwide

Submitted by **DEB ANDREWS (USA)**,
HELENE DESROSIERS GREGOIRE (Canada),
and **ANNETTE HEINBOKEL (Germany)**,
World Council Parent Committee members

The parents of gifted children have finally come in from the corridor! At the Toronto (1993) and the Hong Kong (1995) world conferences Helene Desrosiers Gregoire (Canada) organized meetings of parents of gifted children in the corridor. At the ECHA conference in Vienna (1996) Annette Heinbokel (Germany) asked for meeting space and time to be put on the official agenda, and at the Seattle (1997) conference Deb Andrews (Nebraska, USA) did the same.

Representatives of parents associations from about 20 different countries either attended these two meetings or expressed interest in their result. Among the plans that were discussed was the installation of a website which will contain addresses of gifted parents' associations worldwide. To facilitate communication we tried to install a temporary website (www.giftedcoalition.com) with the help of one of the gifted boys at the conference. Unfortunately it doesn't seem to have worked, but you can still find interesting information on that site.

Our reasons for cooperation:

- To learn from parents in different countries the successful strategies and interventions they have used on behalf of their gifted children. Parents do not have to re-invent the wheel again and again. We can learn from each other.
- To create a network for high ability children and their parents so that they can interact internationally.
- To help influence schools and policy makers.
- To be effective advocates for gifted children.
- To create new and better opportunities for gifted and talented children.

WORLD COUNCIL COMMITTEES

EXECUTIVE STANDING COMMITTEES

These are committees appointed by the President with the approval of the Executive Committee to do the business of the World Council.

Elections Committee

Chair Miraca Gross, Australia
Members Shirley Kokot, South Africa
Klaus Urban, Germany

Awards & Scholarships Committee

Co-Chairs,
Awards Miraca Gross, Australia
Scholarships Shirley Kokot, South Africa
Members Juan Alonso, Spain
Janice Leroux, Canada
Utami Munandar, Indonesia

By-Laws and Policies Committee

Chair Klaus Urban, President-Elect, Germany
Members Barbara Clark, USA
Janice Leroux, Canada
Johanna Raffan, UK

Finance Committee

Chair Janice Leroux, Treasurer, Canada
Members Barbara Clark, USA
Klaus Urban, Germany

Publications Committee

Chair Joyce VanTassel-Baska, Editor
Members To be announced

World Conference Committee

Chair Klaus Urban
Members Juan Alonso, Spain
Barbara Clark, USA
Edna McMillan, Canada
Local Chair Nazif Ulgren, Turkey
Youth Symposium Chair
Edna McMillan
Executive Committee Liaison
Juan Alonso

ORGANIZATION COMMITTEES

These are committees with whom you may wish to work.
Please contact the Chair of the committee or Headquarters staff to join.

Communications Committee

Executive Committee Liaison
Janice Leroux, Canada
Members Raquel Levy, Mexico
Jung Ok Park, Korea
Bob Seney, USA
Taisir Subhi, Jordan

Membership Committee

Headquarters membership manager
Dennis Stevens
Executive Committee Liaison
Janice Leroux, Canada

Parents Committee

Chair Annette Heinbokel, Germany
Rehmstr. 92K, 49080,
Osnabrueck, Germany
Executive Committee Liaison
Klaus Urban, Germany
Members Deb Andrews, USA
Helene Desrosiers Gregoire, Canada

Research Committee

Chair Utami Munandar, Indonesia
Fax: 62-21-475-8342
e-mail: sutama@indosat.net.id
Members Catherine Clark, UK
Christina Cupertino, Brazil
Miraca Gross, Australia
Patricia Haensley, USA
Helen Siu Yin Ku-Yu, Hong Kong
Janice Leroux, Canada
C. June Maker, USA
Asher Munandar, Indonesia
Jung Ok Park, Korea
Shlomit Rachmel, Israel
Eunice Soriano de Alencar, Brazil
Taisir Subhi, Jordan
Sally M. Todd, USA

Reflections On Attending World Conferences Around the Globe

A "Fly on the Wall Perspective" by a Loyal Conference Participant

By PATRICIA A. HAENSLY

"5000 years history in Istanbul"!!! stated the flyer provided by Nazif Ulgen and Umit Davasligil to entice us to plan to attend the next World Conference. Memories of the 12th World Conference of the World Council for Gifted and Talented Children in Seattle, Washington, USA, still vivid in my mind, I thought of all the exciting educators and wonderful friends I'd met from around the world at each of the five Conferences I've attended. And I thought of how fortunate for some people that they had even attended all 12 of them! And then I thought about how I might convince my family that we should attend the one in Turkey as well, even though it is still two years and

5000 miles distant.

My "futures thinking" turned to more immediate planning, because, as if by some strange destiny, as I tuned into my television set that day, my family and I were greeted by a weeklong program being aired on The Learning Channel entitled, "The story of Byzantium: The Lost Empire." The narrator was so expressively elegant and the visuals so vivid that, even if the topic had not been so eerily relevant and prescient, the video program would have immediately captured our attention! So artistically and skillfully presented as if to involve us through the newest technology of virtual reality, the program transported us to Constanti-

nople (now Istanbul, Turkey) and all its glory from the 4th to the 15th century.

We became enthralled by the rise of Constantinople with its unparalleled beauty of architecture and icons and visions of a world in which its people believed it existed as the center of the universe. As the program continued, we were awed by the overarching effects of this period of history involving significant figures such as emperors and great philosophers along with ordinary people from ancient Greece and Rome and all of the lands bordering the Mediterranean. We also were reminded that this period of time and the events that transpired in the Byzantium Empire would affect both Eastern and Western civilizations across the centuries to our current 21st, politically, religiously, philosophically, and certainly, artistically. With Nazif and Umit's flyer in hand, we knew we had to begin to plan now to find our way to Istanbul in the summer of 1999!

But what were those memories of the conferences I had attended that made it so important to participate in another? I begin with my first one, the 7th in 1987, in Salt Lake City, Utah, USA with the theme of "Expanding Awareness of Creative Potentials," and the only other USA conference to date. From that conference I most vividly remember Benjamin Bloom's description of the most beneficial stages of talent development that occur when we pay attention to specific foci of instruction at different levels of a talent's development, whether in music, dance or academic domain. But I also remember the many groups of Utah's young musical talent everywhere, playing in string ensembles, even in the state government building foyers, and I remember the rehearsal of the Mormon Tabernacle Choir in the Tabernacle on Temple Square. Most of all, I remember beginning important friendships with people from all over the world.

I missed Sydney Australia in 1989, but went on to the 9th at The Hague in the Netherlands in 1991. There I was particularly moved by the brilliant

Host Nations Welcome Participants for 1999 and 2001 World Conferences

It was announced at the 1997 World Conference in Seattle that the site for the 1999 World Conference will be Istanbul, Turkey. At the request of Dr. Nazif Ulgen, local organizer of the Istanbul Conference, and with the sponsorship of his school, the Executive Committee will establish a yearlong branch of the World Council Headquarters in Istanbul beginning in the summer of 1998 headed by Edna McMillan (Canada). She will assist the Local Conference Committee in their planning for the 1999 Conference. Dr. McMillan was the chair of the World Council conference held in Toronto in 1993. For more information please contact Ustun Yetenekliler Egitim Vakfi Foundation for the Education of Gifted and Talented Children, Burhaniye Mah. Resmi Efendi Sok. No:4 Beylerbeyi 81210 Istanbul, Turkey, Fax: 90(0216)3187021. Or you may contact World Council Headquarters.

The 2001 World Conference will be held in Barcelona, Spain. For more information you may contact Dr. Juan A. Alonso, Huerta del Rey Center, Calle Pio del Rio Horteaga, 10,47014 Valladolid, Spain, Tel/fax: 34 83-341382, e-mail: c_h_rey@correo.cop.es.

The Executive Committee is interested in receiving bids for the 2003 World Conference. Any individual or group of individuals interested in exploring the possibility of hosting a World Conference in their home country in 2003 should request a copy of "Preliminary Guidelines for Developing a World Conference Proposal" from World Council Headquarters. This document has been designed to assist groups in determining whether adequate support and resources are available to them to pursue submitting a formal proposal to the Executive Committee to host a World Conference.

opening ceremony, a visual panorama of colors and sensations envisioned by Franz Monks and his gifted wife, and by the displays everywhere of the artistic endeavors of this country's gifted children, all of which helped us focus on the Conference theme of "Talent for the Future." Because part of my background is in child development, I was particularly taken by the presentation of Joan Freeman from the United Kingdom and her description of how we might know and promote giftedness in infants. The Research Symposium led by Kurt Heller of Germany assembled many presentations of ongoing studies in an attempt to focus our collective view on what we need to be researching in the field of gifted development. But too, I found the open friendliness of graduate students of the Netherlands disarming and most helpful—as one in particular, through a number of breakout sessions we attended together, patiently and humorously helped me try to master the pronunciation of places like Gronengin with a real Dutch accent!

On to the 10th in Toronto Canada in 1993 to focus on the theme of "The Gifted Globe," where so many aspects of global collaboration and voice were in evidence. This global sense permeated the very city of Toronto itself, and our newly adopted logo emphasized this oneness. The ideas of the 73 young participants from 15 different countries who came to Toronto to be part of the International Youth Summit were greeted with enthusiasm by the 400 educators who gave them a standing ovation for the clarity of their resolutions on what is needed to nurture giftedness. But I especially remember how delighted we all were to hear Sir Peter Ustinov lifting us up with his unique humor without overlooking our concerns for the global waste of human potential, and how the insights of Michael Fullan on change forces in educational reform electrified our thinking. I remember the thrill of the dramatic closing ceremony depicting the history of Chinese dynasties performed by the Chinese commu-

nity of Toronto, an event that most strongly led me to the next Conference. However, for me, your "fly on the wall" reflector, residing in the University of Toronto Student Residences was the highlight that connected me most with fellow presenters and conference participants (including energetic Belle Wallace from South Africa by way of Wales, just down the hall in our dormitory).

During that Conference year, John Feldhusen of the U.S., in his quiet and confidence-eliciting manner, took on the editorship of our journal, *Gifted and Talented International*, with an editorial board representing 15 different countries. And the *International Handbook of Research and Development of Giftedness and Talent*, edited by Kurt Heller, Franz Monks, and Harry Passow made its appearance.

Next was Hong Kong and the 11th World Conference in 1995 with its theme of "Maximizing Potential: Lengthening and Strengthening Our Stride." By now I could present a study with my Korean graduate student and also present work that another Korean graduate student and I had done during her graduate studies in the U.S. Our WCGTC President Wu-Tien Wu from Taiwan was the ever gracious host and his presidential luncheon brought all the delegates into connection with each other as we savored the seemingly unending taste delights of a Chinese banquet. Again, the Youth Program hosted 96 students aged 12 to 16 from 14 countries—youth who were much involved in the Conference as they shared their cultures with each other and with the adults.

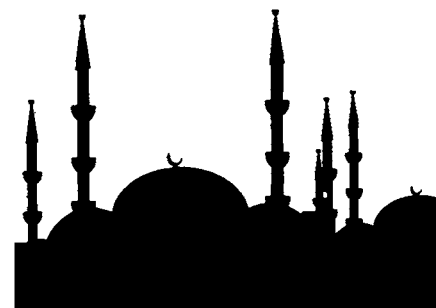
And who could forget the dramatic keynote addresses of USA's Linda Silverman telling us about the universal experience of the gifted child being out of sync, or of Miraca Gross of Australia talking about changing teacher attitudes, or of Cedric Taylor of South Africa giving us the international perspective of underachievement. But the keynote I've found most useful in my own work since was that of Germany's Klaus Urban, who proposed a compo-

nenial model of creativity. And, of course, the Hong Kong experience wouldn't have been complete without the wonderful evening street markets and the tour in a train traveling almost vertically to Victoria Peak.

Which brings me full circle to my first conference in Salt Lake where I only now remembered that there too was a gondola ride to the top of the mountain. What special experiences, memories and mountains will Istanbul bring? ... We're already anticipating them, especially since now I can hardly count the wide number of friends from around the world with whom I will again be able to ponder about how the potential of gifted children throughout the world may best be nurtured. As Cedric Taylor from South Africa reminded us in his closing remarks at the Seattle General Meeting, (paraphrased) "after all, it is the gifted children who are our first and foremost concern, that is our responsibility as a World Council—all other concerns are merely the busywork in which we engage!"

It is good to take time to savor the growing realization that gifted children exist in all countries of the globe, to realize that they are sometimes well served and sometimes ill-served in all countries, and that we can influence that service for better or for worse. Our task as advocates, professional educators and parents alike, is to assemble all those pieces of successes and failures, tried and proven in different countries, to reflect on them, and to move forward. The World Conferences can mediate and facilitate that reflection and discussion.

Onward, then, to Istanbul in 1999!



A FAREWELL TO WU-TIEN WU

This speech was given by Klaus K. Urban, honoring past-president Wu-Tien Wu and closing the final session of the 12th World Conference at Seattle.

Mr. “still”-President, dear Wu-Tien, since our new president, Dr. Barbara Clark is not able to be with us for illness reasons, in her place I would like to express our deep gratitude for your outstanding service and work you have done during the last years for the World Council for Gifted and Talented Children, specially during the last four years serving as president. Without your generous contributions many things would not have been accomplished. We appreciated very much your wisdom, your reliability, your unselfish leadership, and your humor.

We not only appreciated your efforts and contributions to the World Council, but we enjoyed, too, your little surprising gifts and presents you brought to our meetings. It has always been a pleasure working with you. During and besides all work, business and agenda items we have become friends and we will miss you. But we hope that you as past-president will be not as past as past-presidents are said to be, according to our past-president Jim Gallagher (“There is nothing as past as a past president”). We hope that in the future, too, we can rely on your advice and support. You know that a past-president is entitled to participate in all Executive Committee meetings. In appreciation of your work I would like to present to you this “Plaque of Appreciation.”

Ladies and gentlemen, dear colleagues, though all presentations during this conference were more or less focussing on our common topic, I was very much impressed by the richness and diversity of the contributions, papers and posters—and impressed at the same time by the engaged interest of all participants. Your active and passive contributions justify and reward the

tremendous efforts of the organizing teams, whom I want to thank explicitly in the name of our new president, Barbara Clark, too. There was on the one hand the Headquarters under the leadership of Nick Colangelo and his team, specially Susan Assouline and Jerilyn Fisher and their staff. They did a wonderful job making this conference possible. On the other hand there was the local organizing committee under the co-leadership of Nancy Robinson and Gail Hanninen and so many other people helping in subcommittees and various functions; they really worked hard from their hearts. The great success of the conference is specially remarkable since both groups had much less time for preparation and organization than is normal for other conferences. Again, sincere thanks to all of you.

As you may know, John Feldhusen finishes his term as editor of the World Council's journal *Gifted and Talented International* after the next issue. With deep gratitude we appreciate his outstanding service over the years in which he was successful to remarkably increase the format and quality of the journal. Now we are very pleased to announce our new editor, Prof. Dr. Joyce Van Tassel-Baska. I am sure her competence and expertise will guarantee a high quality standard of our journal. Evidently it is not only the editor that makes a good journal. It is the number and quality of delivered manuscripts, too. Therefore I urge you to send in articles, specially after this conference. The proceedings will mainly involve the keynote papers and the presentations of invited speakers. Therefore I ask all the other contributors to consider sending in your presentation in a format which fits into our journal. Communication and networking will be key issues for

the future of the World Council for Gifted and Talented Children. From various meetings of delegates and members some very encouraging initiatives have emerged from this conference. For example, the parents committee and the initiatives concerning the newsletter, which hopefully will be published regularly and more often than it was possible during the last two years. We will work hard on that, but don't forget: this is dependent on a two-way communication.

Since many, I hope most of you, are members of the World Council I would like to express my sincere hope that your membership and support will be a long-lasting one. In order to reach and fulfill the aims and purposes written in the constitution of the World Council, we urgently need your ongoing, continuous support. Taking the conference theme: Let's keep the gifted community connected! So, very practically I would like to ask you:

- Don't forget to renew your membership next year.
- Stay in contact with your country delegates; let them know what is happening in your area and field so that they can give comprehensive country reports to the World Council secretariat—reports that will be included then in our newsletter and shared with the worldwide community.
- And last but not least, come and contribute to our next conference two years from now. See you all in Istanbul!



WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN, INC.

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City _____ State/Country _____ Zip _____

Tel (work) _____ Tel (home) _____ Fax _____ e-mail _____

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- ☐ 1-year Individual US\$50.00
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☐ 1-year graduate student US\$30.00
(requires advisor's signature)

advisor's signature

Role

- ☐ Professor ☐ Parent
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Special Interests

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- ☐ Check or bank note enclosed (made payable to
WCGTC Membership, U.S. funds only)
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- ☐ Please bill my credit card.

MasterCard Number _____ Exp. Date ____/____

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Mail completed form with payment to:

World Council for Gifted & Talented Children, 18401 Hiawatha Street, Northridge, CA 91326 USA



World Gifted

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