



World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN



A Message from the President

While it hardly seems possible, the first year of my tenure of office has passed. During this first year a number of necessary goals were pursued beginning with overseeing and completing the transitions of the headquarters office and the association journal. A number of other important tasks also had to be accomplished in a timely order. Among these were:

(1) **The development of an infrastructure to support the business of the organization**, including finding and hiring a business consulting firm to serve as an administrative manager. Committee chairs were appointed and listed in the first newsletter along with the names of those who volunteered to serve on the committees.

(2) **The development of an updated computerized membership database** to allow more frequent communication with members. Letters were sent to all current members and those whose membership had recently expired, inviting them to participate in the organization.

Delegates - Special mailings were sent to the delegates outlining their responsibilities and duties. Included were brochures to distribute, and a list of the members in their country. Members in countries that did not have delegates were invited to accept an appointment as a delegate for their

continued on page 12

Early Indicators of Intellectual Giftedness

By MIRACA U. M. GROSS, Director Gifted Education Research, Resource and Information Centre, University of New South Wales

Teachers and parents often assume that intellectually gifted children cannot be reliably identified in the pre-school years or in the early years of schooling. In fact there are several indicators that parents can take note of. Unfortunately, these predictors of high intellectual potential are often disregarded by teachers, both because they first appear during the pre-school years when the teachers are not able to observe them and because, when parents report them, they are not often believed. Among the most powerful indicators of possible intellectual giftedness are the early acquisition of speech, movement and reading.

Numerous researchers have noticed the early development of speech which is typical of even moderately gifted children. Children of average ability begin to use single words at about the age of

12 months; however, moderately gifted children begin to speak, on average, 2 months earlier. Studies of highly gifted children note instances of remarkably early speech development. Since 1983 I have been conducting a longitudinal study of Australian children of IQ 160 or greater. The median age at which these remarkably gifted young people uttered their first word was 8.5 months, and several began to speak as early as 4- and 5-months-of-age!

For example, by 4-months-of-age Kate was regularly greeting her parents, grandparents, and family friends with a confident and precisely articulated

continued on page 5

Time to Renew?

Check the expiration date on your mailing address label. To continue receiving *World Gifted* and *Gifted and Talented International* as well as conference mailings, make sure your membership doesn't expire. Fill in the membership application form on page 16 and mail it with your dues to Headquarters.

Inside

Calendar	2
News from Around the World . . .	3
English in Turkey	7
Youth Summit '99.	7
Call for Papers	9
Collaborative Research & Projects	11
Web Reviews	11
International Conferences . . .	13
Progress Report	15

The World Council for Gifted and Talented Children, Inc. (WCGTC) is a nonprofit 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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Calendar

April 16-17, 1999

"Inside-Out: Understanding the Needs of the Gifted,"

Christchurch College of Education,
Christchurch, New Zealand. For information and enrollment brochures, write to Eddy Van Til, Executive Events
P.O. Box 647
Rangiora, New Zealand,
or e-mail: eddy@exevents.co.nz

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1999 WORLD CONFERENCE

December 31, 1998

Deadline for Call for Papers Proposal

June 16, 1999

Deadline for pre-registration

August 2-6, 1999

13th Biennial World Conference of the
World Council for Gifted and Talented
Children and '99 Youth Summit

For information, contact
Edna McMillan
Burhaniye mah. Resmi Efendi sok. No. 4
Beylerbeyi, Istanbul

August 1-14, 1999

12th International Session of the
Cosmonautic School and 9th International
Conference Space and Gifted
For parents, educators, and high school
students.

For information, contact
Krasnoyarsk State University
79 Svobodny, Krasnoyarsk 660041,
Russia
Tel/Fax: 3912-44-57-76
e-mail: dfelitsata@hotmail.com

Guest Editors Wanted

Members are invited to become guest editors for one of the upcoming World Council newsletters. The task of the guest editor is to collect and contribute articles and news, especially from their region, and send the copy to Headquarters where it is edited and formatted. A disk with the completed issue is then mailed back to the guest editor who has it printed and mailed, contributing this expenditure to the World Council as a donation.

Sally Todd, a US Delegate, was the first guest editor and in addition to helping to gather articles and news she elicited a contribution from her university of over \$2,000 for the printing and mailing of the Winter, 1998 newsletter (Vol. 17 #1). The World Council paid for the printing and mailing of the Spring and Fall issues of the 1998 newsletters (Vols. 17 #2 and #3).

Talsir Subhi of Jordan has agreed to be the guest editor for the Winter issue, 1999 (Vol. 18 #1). He has found a sponsor to provide the money for the printing and mailing of this issue. If you are willing to serve as guest editor, please send your name, address, e-mail address, and the issue that you would like to work on to Headquarters as soon as possible.

The production schedule for the newsletter is:

Deadline for articles & news

Winter issue December, 1998
Spring issue April, 1999
Fall issue September, 1999

To be mailed

January, 1999
June, 1999
November, 1999

News from Around the World

FROM AUSTRALIA

"Happy Birthday" to GERRIC

On September 19th, GERRIC, the Gifted Education Research, Resource and Information Centre at the University of New South Wales in Sydney, Australia, celebrated its first birthday.

Since 1991 the Gifted Education Unit at University of New South Wales, led by Associate Professor Miraca Gross, has established a strong academic focus on teaching and research in gifted education, and this has been married to the development and expansion of a range of vacation programs for gifted children, courses for their parents, conferences, seminars and workshops for teachers with a special interest in gifted education, and the development of a range of teaching resources.

UNSW's teacher programs have had a remarkable influence on the education of gifted and talented children throughout Australia. Since 1991, more than 60 New South Wales teachers have completed postgraduate degrees specializing in gifted education, and more than 420 teachers from every Australian state, from New Zealand and from Hong Kong, have successfully completed the UNSW Certificate of Gifted Education program. Children from all over New South Wales and the ACT regularly attend UNSW's vacation programs for gifted students, and teachers across Australia and, increasingly, in North America and the United Kingdom, use their professional development resources including a comprehensive series of audiotapes and annotative bibliographies.

Last year, in acknowledgement of the national and international influence of the Gifted Education Unit, the UNSW formalised the Unit as a Centre of Excellence in research, teaching and service in gifted education. GERRIC was formally opened on 19th September 1997 by His Excellency the Honourable Gordon Samuels, AC, Governor of New South Wales.

GERRIC has two full-time academic staff, Dr Miraca Gross and Dr Katherine Hoekman, a clinical psychologist, Ms Fiona Smith, and seven general staff and research assistants. Information on GERRIC's services and resources can be accessed through its website www.arts.unsw.edu.au/gerric or by fax at 61-2-9385-5770.

Submitted by Miraca Gross,
Executive Committee Member, WCGTC



FROM CANADA

Self-Efficacy Changing Societies: A dialogue with Albert Bandura

In June, Albert Bandura, author of *Self-Efficacy: The Exercise of Control*, met with graduate students and the faculty of Education at the University of Ottawa to discuss his latest research on self-efficacy. His theory of modeling has long provided educators of gifted learners basic guidance for teaching skills and strategies through observation of others. In his view, self-appraisal leads to self-regulatory behaviors, which in turn enhances perceptions of self-efficacy.

Teaching children to observe and use competent behaviors of successful models helps them increase their beliefs in their own capabilities. Modeling can convey rules for innovative behaviors and then lead children to apply new thinking by inferring the observed rules. In this way children can better adapt to changing circumstances.

Bandura suggests that educators can track the behavior and the conditions under which student self-regulation occurs. One way is to help students learn to set proximal goals for exercising control over their achievement. As students realize they are instrumental in their own progress, they learn to trust and use an array of coping strategies for executive functioning.

When teachers can help students learn motivating incentives to sustain their personal efforts and manage stress, students come to accept that self-regulatory skills can improve performance. Self-efficacy beliefs, therefore, affect a full range of behaviors and performance in generic and particular courses of action.

Bandura's theory has value for the education of gifted and talented students because it gives additional depth and breadth to assessment and identification strategies.

Submitted by Janice Leroux
Treasurer, WCGTC



FROM GERMANY

German Summer Academy

For ten years now the nationwide "Deutsche Schüler Akademie" (German Students Academy) has been very successful each summer. Under the administration of the foundation "Bildung und Begabung," Bonn, with its Secretary General Dr. Harald Wagner, the academies are mainly sponsored by the federal Ministry for Education and Research. A very interesting, comprehensive evaluation study was conducted a few years ago by Prof. Dr. Heller, University of Munich. Its quantitative and qualitative results dealt with students' expectations, interests, and experiences as well as with teachers, teaching content, and methods.

In 1998, 560 students from Gymnasium (grades 10 to 11) participated in the two-week programs. Interestingly, there were more girls than boys (300 versus 260). At each of six different places (mainly boarding schools during summer holidays) students could choose from six challenging courses. Here are examples from one of the academies: "Knot theory," "How exactly is exactly?" "China—country, culture, and

language," "Drugs and addiction," "Progress and avant-garde," "Introduction into philosophical ethics." A seventh program was sponsored for the first time by BASF, the large chemical firm, with working groups in Germany and England.

The program for 1999 again looks very promising. Each year there are a few places available for foreign students. For the years 1998 to 2001 Dr. Klaus K. Urban has been elected as chairman of the working committee of the academy.

German Conference

From June 26 to 28, 1998, a three-day conference, *From Potential to Achievement*, was held at the Evangelic Academy, Bad Boll, in cooperation with the German Association for Gifted Children.

There were about 170 participants, mainly from the region of southwestern Germany. German speakers included Dr. Aiga Stapf (diagnostics), University of Tübingen; Prof. Dr. Kalmbach (mathematics), University of Ulm; Prof. Dr. Heller (research on motivation and achievement); Dr. Harald Wagner (competitions); Prof. Dr. Urban (creativity); and Dr. Wunderlin (brain research).

Foreign experts were also invited. Dr. Erika Landau, Israel, encouraged parents and focused on emotional and social aspects; Dr. Ulrike Stednitz, Switzerland, presented case studies and offered unconventional opportunities for fostering gifted children; Prof. Dr. Joan Freeman, UK, gave an overview on the current state of research on giftedness; Prof. Dr. Franz Mönks, Netherlands, talked about the processes of diagnostics and counseling; and Dr. Kap-Keun Song, Switzerland, commented on the results of the TIMMS study.

An important outcome of the conference was, for the first time a representative of a large school book publishing company discussed implica-

tions for developing learning materials under special consideration for gifted students. The Schrödel-Verlag company will publish the collection of speeches held at the conference.

Submitted by Klaus K. Urban,
Vice-President, WCGTC



FROM NEW ZEALAND

New Zealand Conference to Focus on Affective Issues

A gifted education conference planned for April 1998 in Christchurch, New Zealand will focus on issues in the social and emotional development of gifted and talented children.

The conference, entitled *Inside-Out: Understanding the Needs of the Gifted* will be held on Friday 16th and Saturday 17th April, at the Christchurch College of Education.

Keynote speakers include Dr. Linda Silverman, Director of the Gifted Development Center in Denver, Colorado, Professor Miraca Gross of the University of New South Wales in Sydney, Australia, Dr. Tracy Riley of Massey University, New Zealand, and Dr. Roger Moltzen of the University of Waikato, New Zealand.

For information and enrollment brochures, write to Eddy Van Til, Executive Events, P.O. Box 647, Rangiora, New Zealand, or e-mail: eddy@exevents.co.nz.

Submitted by Miraca Gross,
Executive Committee Member, WCGTC



FROM RUSSIA

Gifted and Talented Boarding School Seeks Dialogue

In the town of Zheleznogorsk, Russia, students from the Siberian Krasnoyarsk region attend the specialized boarding school, Center of Work with Gifted Children and Talented Youth.

Students, ages 14–18, are winners of intellectual olympiads and competitions. During the regular school year, students are offered enriched programs in the fields of physics, mathematics, computer science, and ecology as well as courses in English, Japanese, and Chinese.

Teachers and administrators of the Center of Work with Gifted are seeking communication with their international colleagues.

Summer School in Siberia

Every summer students from Krasnoyarsk State University and the Siberian Aerospace Academy conduct an International Cosmonautic School for the region's high school students and their peers from other countries.

Next summer's program takes place on August 1–14, 1999. Students, under the leadership of university students, solve real problems through games and fantasy, and scientific research and discoveries. To solve problems, students are divided into groups by individual interests (astronomy, physics, chemistry, biology, mathematics, information sciences, economy, science of law, languages, history), then report results during scientific conferences.

Sport and cultural activities and communication between students and instructors are integral parts of the program.

The conference *Space and Gifted* is traditionally held simultaneously with the School of Cosmonautics. During the conference educators learn about the School of Cosmonautics, consider questions of search and identification of gifted and talented, discuss the problems of gifted children and their parents, and report about new forms of work with gifted children.

Students, parents, and educators from all parts of the world are invited to participate in the events.

For further information see Calendar on page 2.

Submitted by Denisenko Felitsata
Center of Work with Gifted Children
and Talented Youth

EARLY INDICATORS

continued from 1

"Hello!" (which startled a pediatric nurse, who had never seen anything quite like it!) and by 11-months-of-age she had a vocabulary of around 35 words. Adam spoke his first word at 5-months-of-age and 2 months later was talking in three and four word sentences. His mother recalls the astonishment of supermarket attendants as Adam, aged 7 months, regularly produced a running commentary on the grocery items as she wheeled him past the shelves in the shopping cart. More than 50 years ago the imminent psychologist Leta Stetter Hollingworth noted that her subjects of IQ 180+ began to speak in sentences between the ages of 6 and 19 months, with a median of 14 months; the average child does not even begin to link words into pairs until around the age of 18 months.

A frequent comment by parents of gifted children is that their children's speech is phonetically clear and grammatically correct at surprisingly early ages. Kate's "Hello!" at 4-months-old was not slurred, but phonetically perfect: both the "h" and the "l" sounds were clearly articulated. The mother of Hadley, one of the exceptionally gifted children in my own study, noted:

His early speech, which began at the age of six months, was very clear and people frequently remarked on this. In fact, his early speech attempts were remarkably accurate and on the few occasions that Robert or I did correct his pronunciation or his use of a word he seemed to note and apply the correction immediately (Gross, 1993, p. 92).

The mother of Ian, who was singing "My Grandfather's Clock" before his second birthday, makes similar observations.

Once he decided he was going to talk he went from single words to complete sentences with incredible speed and with virtually no transition stage. And there were very few pronunciation errors: 'koaka' for 'koala' and 'man-

adin' for 'mandarin' are the only two I can remember. As for correctness of grammar; most children carry on for some time saying 'he comed' or 'I falled' but Ian only had these stages momentarily and then it was straight on into absolute accuracy. Grammar was just instinctive (Gross, 1993, p. 92).

We should also note, however, that it is not unusual for the speech of ex-

"Among the most powerful indicators of possible intellectual giftedness are the early acquisition of speech, movement and reading."



tremely gifted children to be delayed. Probably the most famous example of this is the case of Einstein, who did not talk until 3-years-of-age and was suspected of being learning disabled. The absence of early speech is not, therefore an indication that the child is not gifted. However, the early development of speech, coupled with an unusually speedy progression through the stages of speech development, is a strong indicator of possible giftedness.

Just as gifted children generally demonstrate an unusually rapid progression through the stages of speech development, the development of movement tends also to arrive early, and to progress with unusual speed. Even moderately gifted children tend to crawl, walk, and run at ages significantly earlier than the average child and the research literature on the highly gifted contains some quite remarkable examples of physical precocity. Linda Silverman (1989) describes a girl of 7 months who stood alone, climbed into chairs unassisted and went up and

down stairs by herself.

One of the most remarkable examples of physical precocity yet recorded is that of Emma, a young Australian girl who, as I am writing this, is only 3-years-old. Emma sat up alone at 4-months-of-age, stood alone at 7 months and walked upstairs unaided at 11 months. By 13 months she had a vocabulary of more than 80 words, including complex words such as flower, sunshine, spaghetti, pineapple and raining. Before her first birthday she was already linking words into pairs and using these to express her desires and feelings quite strongly to her family.

In November 1995, when Emma was only 11 months old, she and her family were watching, on television, the great Australian horse race, the Melbourne Cup. "The Cup" is a national obsession; the afternoon of the first Tuesday of November each year sees the great majority of the population glued to their television sets. Emma lives in a country area, but she had never seen horses racing before. At the end of the race she looked at her mother and said firmly, "Me ride!" Her mother hugged her and explained that she was much too young to ride a horse, but Emma persisted.

For the next 3 months she nagged her mother until she wearily relented and took Emma, aged 14 months, along to a local riding school for a "pony ride." The instructor was amazed at Emma's natural balance and coordination—and at her remarkably swift and full comprehension of instructions. At the end of the ride he told Emma's mother that he had never before accepted, for instruction, a child under the age of 3 but, if she wished, he would accept Emma for formal lessons. Emma was ecstatic and began riding lessons for 2 hours each week. Four months later, she competed in a riding school gymkhana and won second prize in a competition against 12 other junior riders aged between 3 and 7-years-old. She was 18 months old! (Gross, in press.)

This precocity in speech and move-

continued on page 6

ment among gifted children has profound effects on the children's early cognitive and socio-affective development. Not only do many gifted children develop the capacity to move around and explore things for themselves several months earlier than their age-peers of average ability, but their very early speech, with its fluency and precision, enables them to express their ideas, seek information through questioning, and interact verbally with their parents and other family members at a time when other children are only beginning to experiment with oral communication. In addition, their unusual perceptiveness and responsiveness to

detail can make them extremely effective communicators.

Both early movement and early speech contribute significantly to the gifted children's capacity to acquire and process information. Reading, a third and significant source of knowledge acquisition, also tends to develop at remarkably early ages. In his landmark study of 1500 children of IQ 135+ which began over 70 years ago and which is still ongoing (the remaining subjects are now in their eighties) Terman found that one of the few variables on which the exceptionally gifted children in his study (the group above IQ 170) differed from the moderately and highly gifted, was the very early onset of reading, while Hollingworth (1926) also noted that the early development of reading was one of the variables which most clearly differentiated gifted children from children of average ability.

Many gifted children display an almost overwhelming desire to learn to read. Terman reported that the assistance reluctantly given by some of the parents of his gifted group was given "only in response to urgent solicitations on the part of the child" (Terman, 1926, p. 272). Even before the age of 2 years, Christopher, of IQ 200, in my own study, had realized that letters could be grouped into words; he would line up the letters from his plastic alphabet and passionately plead with his parents to read aloud the "words" he was forming. (By 5-years-old, Christopher had a reading age of 10 years; he would read the morning newspaper at breakfast each day before setting off to school.) Some parents give in to the pressure, and assist their child to learn to read; however, many others refuse, having been told by friends or pre-school teachers that they should not assist the development of their child's reading in any way.

Research has found that children who demonstrate a precocious development of speech and mobility are highly likely to develop reading skills substantially earlier than their age-peers (Hollingworth, 1926; Gross, 1993).

The implications of this are two-fold. First, through this early speech, mobility, and reading, young children have access to an "information bank" normally reserved for children some years older, and this may have a profound effect on their values, attitudes, and interests. Second, while the parents of a mildly or moderately gifted child may wish to conceal, from a potentially censorious community, the socially unpalatable fact that their child is unusually advanced, this "refuge" is not available to parents of the highly gifted. Only a few months ago, I witnessed the mother of a young boy of about 3 years, who was reading aloud the labels of cereal packets in the supermarket (and, incidentally, having no trouble at all with words such as "wheatgerm," "dietary," and "recommended") being loudly and publically reprimanded by a complete stranger for "pushing" her child and "not letting him be his age."

It is important that we recognise that children who display early speech, mobility, and reading are unlikely to have been "pushed" by ambitious parents. It is much more likely that they are displaying the natural precocity which is associated with intellectual giftedness.

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- Terman, L.M. (1926). *Genetic studies of genius (Volume 1). Mental and physical traits of a thousand gifted children*. Stanford CA: Stanford University Press.

Resources for Parents and Educators

Exceptionally Gifted Children by Miraca Gross (1993). London and New York: Routledge

Gifted Children: Myths and Realities by Ellen Winner (1996). Basic Books

Growing Up Gifted, by Barbara Clark, (1997). Columbus, OH: Macmillan/Merrill

Gifted Performance in Young Children by Nancy Jackson and Elizabeth Klein, (1998). In **Handbook of Gifted Education** (2nd ed.) by Nicholas Colangelo and Gary Davis (Eds.). Allyn and Bacon

Patterns of Influence on Gifted Learners: The Home, the Self and the School by Joyce VanTassel-Baska and Paula Olszewski-Kubilius (1989). Teachers College Press

To be Young and Gifted, by Abraham Tannenbaum and Paula Klein, (1992). New York: Ablex

Teaching Young Gifted Children in the Regular Classroom: Identifying, Nurturing, and Challenging Ages 4-8 by Joan Smutny, Sally Walker, and Elizabeth Meckstroth, (1997). Free Spirit Publishing, Inc.

English in Turkey

Bilingualism—a goal for the 21st century

By EDNA MCMILLAN

1999 World Conference Coordinator

Istanbul, a cradle of civilization is giving rise to a new age of learning in international schools. The ever-diminishing global village is leading many parents to pursue a different type of education for their children from that of their forefathers.

The popular private schools are providing programs based on learning styles and teaching methods which develop higher level thinking skills. Teachers use their knowledge of multiple intelligences to lead students to their full potential in the rapidly changing world. All of this learning is accompanied by intensive English language programs. From school entry in junior kindergarten, songs, games, and activities as well as more serious subjects begin the long process to bilingualism. Turkish families have recognized the need for their children to become fluent in English to enable them to achieve their future goals.

Private Turkish schools vary—from the stately old Üsküdar American, reminiscent of the ivied grounds of New England, to the modern complex of Enka schools opened a year ago as a foundation school by the Enka Group of Companies. Darüssafaka, established in 1863, recently moved into a huge development of classrooms, dorms, cafeterias, pools, stadia, tracks and courts, all built with an eye to the future. Turkey is fervently hoping to host a future Olympics and the city has many locations ready and waiting. In the meantime both amateur and professional sports enjoy the luxury of Olympic-caliber facilities.

Our World Conference host school Yeni Ufuklar Koleji, is an average-size school with a beautiful view of the city from above. Established nine years ago, the staff and the students moved into this attractive six-story building three years ago on the Asian side of Istanbul. Staff in all these schools is a combination of Turkish teachers, native English-speaking teachers and bilingual staff. This combination seems to cover the official decrees, ensures flexibility, and provides a rich environment for students, staff, and parents. ■

Don't miss the deadline!

Submit your conference
Call for Papers proposal forms by
December 31, 1998
See pages 9 & 10 for form and
submission guidelines

Summer in Turkey Youth Summit '99



"A Challenge to Youth for the New Millennium"

As part of the 13th Biennial World Conference for Gifted and Talented Children, Youth Summit '99 takes place in Turkey, August 2–6, 1999. Students, ages 12 to 18 will meet 5,000 years of history in the magnificent city of Istanbul. Amid the ancient ruins, historical mosques and dazzling bazaars, participants will gain an understanding of Turkish culture as well as an appreciation of the cultures, values and lifestyles of other students from around the world.

Through activities designed to create an awareness of personal strengths, and expansion of problem-solving and leadership skills, students will focus on issues concerning young people today and their role in building a better future.

The four-day program features workshops, speakers, sightseeing tours and social activities. Large- and small-group sessions will be held at Yeni Ufuklar Koleji (New Horizons College) and the Istanbul Convention Centre. Join us for an exciting adventure as we examine the legacies of the past and explore the possibilities of the next millennium!

For details, contact:

Dr. Edna McMillan, WCGTC 1999 World Conference Coordinator

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13th Biennial Conference

World Council for Gifted and Talented Children

Gifted and Talented: A Challenge for the New Millennium



Co-sponsored by Yeni Ufuklar Koleji

August 2-6, 1999 • Istanbul Convention & Exhibition Centre • Istanbul, Turkey

JOIN US IN ISTANBUL AT THE 1999 WORLD CONFERENCE. Exchange ideas, research findings, and teaching activities with your international colleagues, and explore the magnificent city of Istanbul.

OPTIONAL PRE-CONFERENCE

August 2, 1999, 9:00 a.m.-12:00 noon

Presenters of three-hour workshops include Barbara Clark, USA ; François Gagné, Canada; Miraca Gross, Australia; Lannie Kanevsky, Canada; Eunice M. L. Soriano de Alencar, Brazil; Klaus K. Urban, Germany

YOUTH SUMMIT '99

August 2-6, 1999

The popular Youth Summit provides students, ages 12-18, with activities designed to promote leadership and problem-solving skills and enhance awareness of personal strengths. The historic city of Istanbul is the backdrop for examining the legacies of the past and exploring the possibilities of the next millennium.

PRE- AND POST-CONFERENCE TOURS

July 26-August 2, 1999; August 7-14, 1999

A one-week classic tour of western Turkey, including Troj, Pergamon, Ephesos, The House of Virgin Mary, and Pamukkale gives you the opportunity to see the roots of European culture and Christianity. Pre-registration required. **Deadline:** June 28, 1999

ACADEMIC PROGRAM

August 3-6, 1999

The four-day conference program features daily keynote addresses, lectures, symposia, cooperative and individual presentations, poster sessions and opportunities for informal meetings with educators, researchers and parents from around the world.

Keynoters include:

Eunice M. L. Soriano de Alencar, Brazil
"Mastering creativity for education in the 21st century"

Reuven Feuerstein, Israel
"The gifted underachiever. The silent majority."

François Gagné, Canada
"The new millennium—some basic truths to start with."

Todd Siler, USA
"Tapping the creative power of the gifted and talented: The future of education in a civil society"

A. Harry Passow Memorial Lecture
Lannie Kanevsky, Canada
"A Sense of the Individual"

CALL FOR PAPERS

Submissions must be accompanied by a completed Proposal Form. **Deadline:** Postmarked by December 31, 1998.

FOR INFORMATION AND REGISTRATION MATERIALS World Council for Gifted and Talented Children, 18401 Hiawatha Street, Northridge CA 91326 USA, Tel: 818-368-7501, Fax: 818-368-2163, e-mail: WorldGT@earthlink.net. Visit the World Council website at www.WorldGifted.org or the conference website at www.99wconference.org for detailed information, registration forms, and Call for Papers proposal cover sheet.

13th Biennial World Conference

CALL FOR PAPERS

World Council for Gifted and Talented Children



PROPOSAL COVER SHEET

Please print or type clearly

Title of Submission

First Name/Given Name Middle Initial Last Name/Surname/Family Name
Primary author or organizer

Preferred Mailing Address (must be complete)

City Country Zip or City code

Institution

Telephone (work) Telephone (home)

Fax e-mail address

PROPOSAL FORMAT

All proposals must be based on research, theory, or practice. Proposals must be submitted in English. English will be the official language of the 13th World Conference; however, actual oral presentations may be in other languages. Posters may also be in other languages with an English translation included.

Type of presentation (check one only)

- ☐ Individual Presentation (45 minutes including time for discussion)
- ☐ Symposium (1½ hours, group presentation on a single theme, must include a moderator & discussant. The moderator is the symposium chair and organizer, responsible for presenters participating in the symposium, and responsible for sending in the proposal.)
- ☐ Poster Session (45 minutes, must be a free-standing, clear, visual presentation. Author must be present with handouts available)

Emphasis of presentation (check one only)

- ☐ Research ☐ Theory ☐ Practice

Primary target audience (check one only)

- ☐ Researcher ☐ Educator ☐ Administrator ☐ Parents

Are you a member of the World council for Gifted and Talented Children?

- ☐ Yes ☐ No

(Note: Membership is not required for presentation.)

- ☐ I am enclosing my WCGTC membership dues with this proposal

See reverse side for additional information and policies for proposal submission.

Attach this cover sheet to your abstract.

PROPOSALS MUST BE POSTMARKED NO LATER THAN DECEMBER 31, 1998

DATE & VENUE

August 2-6, 1999

**Istanbul Conference &
Exhibition Centre
Istanbul, Turkey**

CONFERENCE THEME

**GIFTED AND TALENTED:
A Challenge for the
New Millennium**

SUBMISSION DEADLINE

**Proposals must be postmarked
on or before
December 31, 1998**

MAILING ADDRESS

Send proposals to:

World Conference Proposals
World Council for Gifted and
Talented Children
18401 Hiawatha Street
Northridge, CA 91326 USA

Tel: 818-368-7501

Fax: 818-368-2163

e-mail: WorldGT@earthlink.net

13th Biennial
World Conference

**GIFTED AND TALENTED:
A Challenge for the New
Millennium**

*World Council for Gifted
and Talented Children*

August 2-6, 1999

**Istanbul Conference &
Exhibition Centre**

Istanbul, Turkey

PROPOSAL CONTENTS

Proposals must be based on research, theory or practice. However, the focus should be indicated on the proposal Cover Sheet.

Proposals should address the concerns and interests of researchers, educators, and parents who seek to respond to the needs of gifted children and youth. Proposals will be evaluated by the WCGTC Program Committee using the following criteria:

- Significance of the proposal
- Clarity and organization of the proposal
- Soundness of concepts to be presented
- Soundness of the methodology
- Appropriateness for the conference

PROPOSAL SUBMISSION CHECKLIST

Please send your proposal with three (3) copies of each of the following items:

- ✓ Proposal cover sheet
- ✓ Abstract's title page (title of presentation, names of presenters, and complete affiliate listing of all presenters)
- ✓ One-page (single-spaced) abstract, with title included

Additional items to remember:

- ✓ Include one self-addressed postcard with your proposal. (USA residents: please provide postage.) The card will be used to acknowledge receipt of your proposal.
- ✓ Submit proposals in English.
- ✓ Proposals, **whether accepted or declined, will not be returned.** Make sure you retain a copy of your proposal.
- ✓ Deadline for submission: Proposals must be postmarked no later than December 31, 1998.

ADDITIONAL INFORMATION FOR PROPOSAL SUBMISSION

- 1) The WCGTC will accept no more than two (2) proposals for consideration from any one person listed as the lead presenter. You may, however, be listed as a panelist or secondary presenter on other proposals. If your name appears on accepted proposals which are scheduled at the same time, you will be required to select the one session at which you will present.
- 2) Proposals postmarked after December 31, 1998 will **not** be acknowledged and cannot be considered for the conference program.
- 3) Proposals for the 13th World Conference will be reviewed by the WCGTC Conference Program Committee. Final decisions regarding proposal and proposal submitters will be notified by **February 28, 1999**.
- 4) Individual sessions will be 45 minutes. Symposia will be 1½ hours. Presentations should be structured to allow for audience participation, questions, and discussion (as appropriate).
- 5) Presenters are advised to bring sufficient handouts to the 13th World Conference and to prepare transparencies or slides that can be easily read on the screen when seen from the back of the presentation room.
- 6) Expenses for travel and attendance (including registration fee) are the responsibility of each presenter.
- 7) Each presenter is asked to send a paper for publication in the official proceedings of the 13th World Conference.

Post International Research and Collaborative Projects on World Council Website

If you have an idea for a research study or a classroom project, and are looking for international collaboration, you can post your descriptions on the World Council website.

Complete this form (you can also print out the form from the website at www.WorldGifted.org), which will be reviewed by the Research Committee, and if found to be appropriate, we'll list your project on the website.

Membership expiration date: _____

Proposal: _____

Last name: _____

First name: _____ Middle initial: _____

Mailing address: _____

City: _____ State: _____

Country: _____ Country/Zip code: _____

Telephone: _____

Fax: _____

E-mail: _____

Mail, fax or e-mail completed form to:
World Council for Gifted and Talented Children
 18401 Hiawatha Street
 Northridge, CA 91326 USA
 Fax: 818-368-2163 e-mail: WorldGT@earthlink.net



www.ed.gov/free

The Federal Resources for Educational Excellence (FREE) website provides hundreds of Internet-based education resources for students and teachers. Thousands of topics are included.

www.vsg.edu.au

This site is a virtual school for the gifted. Students from primary grades through high school can take 9-week courses by e-mail; fees vary. Topics include Astronomy & Dinosaurs, Math in Society, Ancient Egypt, Introduction to Programming, and Fractal Fascinations.

www.uwo.ca/letstalkscience/cagis.html

A site just for girls, ages 7 to 16, who are interested in mathematics, science, engineering, and technology.

www.oscs.com/hoagies/gift.htm

A fantastic website for parents, children, and educators, Hoagies Gifted Education contains annotated listings of learning materials, magazines, and programs for gifted children. You'll also find a selection of articles and research organized into topics of interest, links to other sites, and much, much more.

www.nsta.org

This site of the National Science Teachers Association (USA), provides a wealth of resources and information for students and educators. Teachers and students will want to check out the competitions co-sponsored by NSTA and corporate sponsors like Duracell, Craftsman, and Toyota. For example ExploraVision is a contest for students grades K-12, who are residents of the U.S., U.S. territories, or Canada. The competition encourages students to use their creativity and imagination with the tools of science to create and explore a vision of a future technology. All entrants receive prizes with top winners awarded up to \$10,000 in U.S. savings bonds.

www.just-for-kids.com/edugi.htm

An online catalog of materials and books for children, Just for Kids has recommended reading lists for gifted children from picture books to current nonfiction, plus more.

PRESIDENT'S MESSAGE

continued from 1

country. Several have agreed and now there are only a few member countries that do not have delegates. To support more timely communication, the member countries have been divided into regions and assigned an Executive Committee member to serve as a resource for the delegates in that region.

Affiliated members - In addition to the two Affiliated Federations and the six Affiliated Organizations that were part of the World Council, the National Association for Able Children in Education (NACE), a UK organization has applied and been accepted as a new Affiliated Organization.

(3) The development of a fiscal structure for the organization that included a working budget for the 1998-2000 period, and the review of the accounts and tax form filing with an accountant.

(4) The establishment of a process for producing quality publications that is timely, dependable, and cost effective including a webpage for the World Council.

Members are encouraged to send ar-

ticles and research studies for publication in the World Council journal, *Gifted and Talented International*. The deadline for receiving material is: Spring issue (#1) - April, mailed in May; and the Fall issue (#2) - September, mailed in October.

Articles, news, and calendar items are needed for the World Council newsletter, *World Gifted* (see "Guest Editors Wanted," page 2 for the schedule for submission of items).

The book of World Council 1997 Seattle Conference Proceedings is in production. Editing began in December of 1997 and it is anticipated that the book will be published during 1998. Janice Leroux (Canada) is in charge of this effort.

Dennis Freitas (USA) volunteered to develop a website for the World Council and act as Webmaster. He is requesting suggestions for links with international websites. The site can be accessed at www.WorldGifted.org

(5) The establishment of a working collaboration and communication system with the Local Biennial Conference Committee for 1999 in Istanbul. The Local Conference Organizing Committee is headed by Nazif Ülgen, founder

of Yeni Ufuklar Koleji (New Horizons College), the sponsoring organization, and Ümit Davasligil of Istanbul University; the Secretary is Gultug Aksoy, and members of the committee are Ray Everett, Jerry Everett, Ceyda Ertazcanli and Sinan Akyol.

Edna McMillan (Canada), a former World Council Conference Chair, will be in Turkey for the next year serving as the World Conference Coordinator (see page 7 for contact information). Klaus Urban (Germany) serves as the World Council Conference Chair.

These tasks were completed in close collaboration with the Headquarters staff, Sheila Madsen and Dennis Stevens, who provided effective and professional help.

Much more is yet to be done to accomplish the mission of the World Council. The help of each member is important to the work that lies ahead. To guide our efforts would you please e-mail, fax, or mail your response to the survey below.

Thank you for your thoughts. We'll share your answers in the next newsletter and use the information to guide our future efforts. ■

—Your president, Barbara Clark

MEMBER SURVEY

How can the World Council better meet your needs and interests? Let us know by completing this form and returning it to Headquarters.

The topics on which I would most like information are _____

The questions about gifted learners that I would most like discussed are _____

I would most like to know what other countries are doing about _____

I think the most important issue(s) that the World Council should be addressing is (are) _____

I would be willing to share my expertise on _____

Name: _____

Address: _____ E-mail: _____

Return completed form to: WCGTC, 18401 Hiawatha St. Northridge, CA 91326 USA, Fax: 818-368-2163, e-mail: WorldGT@earthlink.org

International Conferences

Oxford Conference Explores New Ideas

Surrounded by the gracious old buildings in the city of 39 colleges, Oxford was the perfect site for a conference co-sponsored by the National Association for Able Children in Education (NACE) and the European Council for High Ability (ECHA). Conference chair Johanna Raffan and her committees organized a stimulating series of events which brought together researchers, politicians, and educators from many countries. Some highlights from keynote sessions included: successful intelligence as a compilation of cognition, creativity, and tacit knowledge (Robert Sternberg, USA); the importance of mentors and values (Rena Subotnik, USA); comparisons of DNA patterns to show markers associated with high ability (Robert Plomin, USA); evaluation measures of student beliefs and moral values as a predictor of student competencies in Finland (Jarkko Hautamaki, Finland). There were many new ideas to stimulate and challenge our work for high ability children of all ages.

Curriculum issues were addressed by invited speakers including Diane Montgomery, UK, Joan Freeman, UK, and Franz Mönks, Netherlands, to name a few. As well, several people from the Teacher Training Agency and Ministry of Education, England spoke of new legislation which includes services for high ability children as a priority for school policy development and teacher education throughout the country. This was a welcome initiative that encouraged many of us from around the world.

As with all conferences on gifted and talented children, it was impossible to attend many of the exciting and varied sessions within the ten themes. However, the program planners allowed informal times for the important networking that is also a vital component of our conferences. Here I con-

nected again with WCGTC colleagues from Russia, Spain, Portugal, Australia, and of course, from Canada. (I am not sure how to identify Edna McMillan, our current WCGTC Istanbul conference coordinator who, though Canadian, was listed in the Oxford program as from Turkey. I guess a rose by any other name...)

In summary, the NACE-ECHA conference was a great success. The city of Oxford is a walker's paradise, each classic building more ornate and spectacular to see than the previous one. even the weather cooperated, with bright, warm sun every day which left me with fond memories of England and a deep desire to return. I look forward to seeing many of my friends, old and new, at our Istanbul conference next summer to continue sharing good practice and research. Along with NACE and ECHA, our WCGTC has a strong organizational presence in many countries of the world. Together we all seek to serve the needs of high ability children wherever they may be. ■

Reported by Janice Leroux
University of Ottawa

Brasilia Offers a Global Perspective

The III Ibero-American Congress on Giftedness took place in Brasilia on August 26-29, 1998. The congress was organized by the Special Education Office of the Brazilian Ministry of Education with support from UNESCO, the Ibero-American Federation, the Brazilian Federal District Government, and the Catholic University of Brasilia, among other organizations.

Presentations were made by several well-known scholars from different countries: Juan Alonso (Spain), Joan Freeman (UK), James Gallagher (USA), Zenita Guenther (Brazil), Kurt Heller (Germany), Janice Leroux (Canada), Maria Helena Novaes (Brazil), Joyce

VanTassel-Baska (USA), and Saturnino de la Torre (Spain).

Different topics, such as "Identification, Planning, and Provisions in the Education of Gifted and Talented Youth"; "Cognition and Intelligence"; "Family, School, and Community: Partners in Education"; and "Talent and the Gifted: A Perspective on Gender and Equality" were discussed in symposia. Several aspects of gifted and talented education were approached in Round Table and colloquium with invited speakers.

There were over 700 participants at the conference from all Brazilian states. Also, educators from 15 countries were present.

This was a very important event in the history of Gifted and Talented Education in Brazil. It is expected that new opportunities for the development of multiple talents will occur, as well as the implementation of special programs for the gifted, as a consequence of the conference. ■

Reported by Eunice Soriano de Alencar
Catholic University of Brasilia

Varied Cultures—Different Concerns

The recent Gifted Education conference, "Beyond the Classroom: A Global Perspective on Giftedness," was held in New Delhi, India, September 1-5, 1998. The conference consisted of 58 papers given in plenary sessions, parallel sessions, or panel discussions, and the meetings of the Asia-Pacific Federation of the World Council for Gifted Children.

Plenary Sessions. The opening plenary paper from Dr. Joseph Renzulli (USA), the Director of the National Research Center on the Gifted and Talented, University of Connecticut was entitled "A Rising Tide Lifts All Ships: Applying Gifted Education Know-How to the Development of High Potential in All Students." He described the School

Enrichment Model (SEM), the objective of which is to "target the individual strengths of all students, rather than labeling some students as "gifted."

The thrust of the second plenary paper was complementary to Dr. Renzulli's. It was presented by Eddie Braggett from Charles Sturt University, Australia, and he recommended a "total school approach." Professor Braggett maintained that it is necessary to integrate gifted programs with the regular core program, and called for total staff planning throughout primary and secondary schooling.

Dr. Sally Reis (US), also from the University of Connecticut, presented "Work Left Undone: Choices and Compromises of Gifted and Talented Girls and Women," and recounted examples of cultural stereotyping, sex roles, and mixed messages. In India, there is currently a debate about whether a proportion of seats in Parliament should be reserved for women, so Dr. Reis' timely paper resulted in enthusiastic discussion among the members of her audience.

A call to escape narrow stereotypes in favour of self-actualisation of the gifted was the theme of Dr. Usha Khire's paper "Potential for Advanced Development and its Nurturance." Dr. Khire is from the Jnana Prabodhini's Institute of Psychology (JPIP), Pune, India. The institute is unique in that it is divided into two sections, with two different teams of people. Its commercial team runs enterprises which raise the money to drive its research arm. It has no government funding. Nonetheless, the institute sent to the conference an impressive contingent of enthusiastic and highly qualified representatives.

Other plenary papers included, "Introducing Thinking as a Formal Subject in the School Curriculum" by Dr P. K. Passi, from New Delhi, who considered the potential for learning resources from outside the school, as well as the benefits of an in-school thinking program; "Providing for Children in Australian Countries: a View from Downunder" by Maria McCann, who

presented an overview of the specialised provisions for gifted students which have taken place in Australia over the past 10 years; and "Towards a Successful Career through Personal Intelligence: a Chinese Cultural Point of View," by Dr. Wu-Tien Wu from Taiwan Normal University, who maintained that personal intelligence can be found in Confucianism and Taoism and "should be regarded as a core component of wisdom."

The final plenary presentation, "The Creativity-IQ Interface: Old Questions and New Answers," Maria McCann's second paper, reported on her recent research into the fact that testing shows a correlation between IQ and creativity up to IQ 120, a finding which seems to demand wider study to discover if the anomaly is best explained by the nature of the tests, or by the nature of creativity.

Parallel Sessions. As benefits an international conference, papers in the parallel sessions were presented by delegates from the host country of India, and from Australia, Bangladesh, Hong Kong, Mainland China, Singapore, South Africa, Sweden, Taiwan, Thailand, Yugoslavia, and USA. The parallel sessions opened with Paul Jewell's paper "Leadership, Community of Inquiry, and the Gifted," and included over 50 papers; among them, "Development of Contemporary Leadership Talent," "Resourcing Mathematical Enrichment," "Special Curriculum for Gifted Students in Junior High School Mathematics," and "Motivation & Metacognition: Taking the Fear out of Failure."

The Asia Pacific Federation of the World Council for Gifted Children. The formal meeting of the Asia-Pacific Federation resulted in the election of a new committee, the members of which will serve for two years. The president is now Maria McCann. Utami Munandar is the immediate past-president, Usanee Phothisuk is the vice-president, Elisabeth Rudowicz the secretary, and Jan-der Wang will serve as treasurer. ■

Reported by Dr Paul Jewell, South Australia
(edited by B. Clark)

Attendees Accept the Challenge

The National Association for Gifted Children (USA) held their 45th annual convention in Louisville, Kentucky, Nov. 11-15. It was the largest attendance in the history of the organization with over 3,000 educators, administrators, teachers, and parents participating. The theme of the convention "Accepting the Challenge: Developing Talent" provided an opportunity for all those interested in gifted children to learn ways to meet their needs in all settings and use new techniques to challenge all children to reach their full potential.

A highlight of the convention was the announcement by Maggie and Reg Green of the establishment of the Nicholas Green Distinguished Student Award to honor the memory of their 7-year-old son, Nicholas, who was killed in Italy in 1994 in a drive-by shooting. For the next three years, one student in each state in grades 3 through 6 who shows exceptional achievement in academics, leadership, or the arts will be awarded a \$500 savings bond from the family and a certificate of recognition from the national association. This award is another way that the Green family has turned the tragic loss of their gifted son into a positive remembrance and a benefit to others.

The convention featured an Administrators' Leadership Institute, pre-convention action labs, presentations from the National Research Center on the Gifted and Talented, and a one-day seminar for parents of gifted learners. Among the 350 sessions offered were strands on early childhood, curriculum for gifted students, visual and performing arts, global awareness, computers and technology, creativity, future studies, and parents and the community. Special events, interesting plenary speakers, informative panels, and challenging presentations made this an exciting convention to attend.

Reported by Barbara Clark
President, WCGTC

Progress Report

At the General Assembly meeting and the New Delegates meeting held in Seattle in August, 1997, a number of suggestions were proposed. The following is a progress report on those issues:

World Conference costs. The Local Conference Organizing Committee in Istanbul was asked to be sure that the cost of the conference did not exceed the previous registration figure. The registration figure has been established with no increase. Less expensive housing is being made available for those wishing it.

Lack of funding and sponsorships. The structure and budget formula of the World Council biennial conferences were reconfigured in the Bylaws that were ratified in 1995. The Seattle Conference was the first conference to use this new structure and brought in revenues that allow an improvement in the

financial stability of the organization. Other long-term strategies are being considered to address this concern.

Dissemination of international research. The more regular publication of the World Council journal and the availability of the website will help alleviate this problem. Other strategies are being considered. The Research Committee was established to take the leadership on this issue.

Greater frequency of communications with countries and between countries. The more frequent publication of the World Council newsletter and journal will help meet this need. The establishment of Executive Committee regions have also helped with this concern. Further strategies are being considered to further this goal.

Membership. Extensive and on-going effort is being invested in this area. The newly developed updated and more accurate database of current members will help the Delegates to aid in this effort.

The website and recent mailings to members giving them information on the World Council and their membership status as well as the mailing of invitations to join should also affect this area. Additional mailings are planned.

Permanent headquarters. The current Headquarters has a renewable two-year contract to provide services to the World Council. Fundraising for a permanent site is under consideration.

Committees. Committee chairs were appointed and listed in the first newsletter along with the names of those who volunteered to serve on the committees. Reports from the committee chairs is agendaized for all EC meetings.

All members are encouraged to participate in these efforts and to contribute ideas and suggestions on an ongoing basis to their delegates, the Headquarters Staff, the President, or members of the Executive Committee.

Reported by Barbara Clark,
President, WCGTC

Executive Committee Kicks Off 1999 Membership Campaign

The World Council for Gifted and Talented Children is looking for new members in our effort to broaden the network of the global gifted community.

Questions and requests we receive from around the world reveal that, in spite of our dissimilarities in culture and language, parents and others interested in gifted education share similar problems and concerns. Many who ask for assistance are not World Council members, nor can they ever hope to be—the economics of many countries do not allow the luxury of membership in our organization.

So, our 1999 membership campaign has a new offer—a **one-year free membership** for every five members you sign up. You can, of course, use the free membership for yourself, or donate it to a parent, educator, or researcher who cannot afford the dues.

Make sure those you sign up include your name on their membership form. Once you have five new members, send Headquarters a note with their names and let us know how you want to use the free one-year membership.

Help your organization by helping your colleagues.

International Handbook to be Revised

In the year 2000 the well-known *International Handbook of Research and Development of Giftedness and Talent* will be published in a totally revised second edition. After the death of A. Harry Passow, co-authors Kurt A. Heller, Munich, and Franz J. Möns, Nijmegen, have co-opted Robert Sternberg, Yale University, and Rena Subotnik, Hunter College, as new co-editors.

Submit manuscripts for
**Gifted and Talented
International**
to
Joyce VanTassel-Baska, Editor

See page 2 for address

WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN, INC.

MEMBERSHIP APPLICATION

Last Name _____ First Name _____ Initial _____

Address _____

City _____ State/Country _____ Zip _____

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

Membership

- ☐ 1-year Individual US\$50.00
- ☐ 2-year individual US\$95.00
- ☐ 1-year graduate student US\$30.00
(requires advisor's signature)

advisor's signature

- ☐ *Gifted and Talented International*
subscription only US\$40

Role

- ☐ Professor ☐ Parent
- ☐ Educator ☐ Researcher
- ☐ Other _____

Special Interests

Payment Method

- ☐ Check or bank note enclosed (made payable to
WCGTC Membership, U.S. funds only)
in the amount of US\$ _____

- ☐ Please bill my credit card.

MasterCard Number _____ Exp. Date ____/____

Visa Card Number _____ Exp. Date ____/____

Signature _____

Mail completed form with payment to:

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



World Gifted

WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN, INC.

18401 HIAWATHA STREET

NORTHRIDGE, CALIFORNIA 91326, USA