



VOLUME 19, NUMBER 3

World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN



A Message from the President

The next World Conference to be held in Barcelona, July 31 to August 4, 2001 bears the theme "The World of Information: Opportunities and Challenges for the Gifted and Talented." The planning includes numerous ways to present ideas and experiences that will enhance the participants' view of the *information age* and strategies that will add to the understanding of its possibilities. There will be experiences with a cyberspace center where lessons and materials will be presented that can bring technology into educational practice. Current computer applications will be presented and discussed. Science educators from the Jet Propulsion Laboratory in Pasadena, California and a team composed of researchers from the National Aeronautic & Space Administration traveling from several countries will make a major presentation on the future of technology in space. Other sessions throughout the conference will focus on this theme to further acquaint educators and parents with the future our gifted learners will confront.

The Information Age is upon us and such a focus is most important, especially for those who would educate the brightest of our future thinkers and problem solvers. But herein lie some concerns. For many of us who are entering the world of information and technology from a world of slower information sharing and to whom the printed word was more often

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Building a Cross Culture Knowledge Base—Programs and Services

Compiled by BARBARA CLARK

The results of our second *World Gifted* survey will help us better understand the programs and services provided to gifted students worldwide. In addition to the responses to the items on the survey, some interesting issues were noted that were particular to a single country:

- New Zealand reports legislation for the mandating of gifted programs only at the local level as their educational system is organized so that individual schools are largely autonomous and any directive for service must originate at that level.
- From Spain, a member comments that the Spanish National Educational System has excellent legislation, but there are very serious problems applying the legislation in practice.
- In Korea a law, passed in 1999 to provide for gifted students, is to be implemented by 2002. At present, private efforts accommodate the education of gifted students in Korea.
- Private schools in the Philippines offer gifted programming in science, math, art, and music.
- Brazil is a large country and gifted services are provided in less than 10 cities.
- South Africa's new education system has discontinued much of the infrastructure that was previously serving gifted children. Outcome based education now in place is presumed to cater to all children.

Members from 14 countries responded to the survey: Australia, Brazil, Canada,

Germany, Hong Kong, Indonesia, Jamaica, Korea, New Zealand, Philippines, South Africa, Spain, Taiwan, and the United States. These are the results.

1. What services for gifted students are available in your country?

All 14 countries provide educational services of some kind to gifted students. Many of the countries reported that the services were provided only in some areas of the country and that the services were often quite limited. Only seven countries provided counseling services—Australia, Germany, Indonesia, Jamaica, Spain, Taiwan, and the United States. Programs for early learning were provided in seven countries—Australia, Canada, Jamaica, Korea, Philippines, Spain, and the United States.

2. How are services for gifted students funded in your country?

The funding for gifted programs at a national level is found in only six coun-

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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

July 31–August 4, 2001

14th Biennial World Conference

World Council for Gifted and Talented Children

"The World of Information: Opportunities and Challenges for the Gifted and Talented"

Barceló Hotel Sants

Barcelona, Spain

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2002

7th Annual Conference

Asia-Pacific Federation

Bangkok, Thailand

Letters

Dear Editor,

Thank you all so much for the article that appeared in your spring newsletter (Vol. 19, No. 1) on my daughter Erinc Karacaylak's artistic talent.

It has truly made a great echo across the world and as a result of this interest, she has obtained a scholarship and has started her art education at an American University. She is quite pleased with her studies there. Along with art she also takes music lessons as well.

We shall all witness her progress and enjoy seeing her producing new works of art. We all have strong hopes that she will make her difference as a young Turkish artist in the artistic world.

Thank you once again for your precious efforts. Best wishes for peace and harmony.

—Omer Karacaylak (Erinc's father)
Izmir, Turkey

Share your Ideas with the world...

Submit an article to *Gifted and Talented International*, the World Council's peer-reviewed journal. Published twice a year, the journal presents current theory, research, and practice in gifted education for educators and parents.

**Submit manuscripts
to**

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News from Around the World

FROM BRAZIL

4th Brazilian National Conference Draws 700 Participants

The 4th Brazilian National Conference on Gifted and Talented Education took place in Lavras, Minas Gerais, Brazil, on August 24–27, 2000. The conference was organized by the Center for the Development of Potential and Talent (CEDET) under the direction of Dr. Zenita Guenther and sponsored by the Special Education Office, Ministry of Education.

Keynote speakers from Brazil included: Cristina Maria Carvalho Delou, Cristina Menna-Barreto Cupertino, Denise de Souza Fleith, Maria Helena Novaes, and Zenita Guenther. Other countries were represented by Donna Enersen (USA), Eládio Fontenia (Spain), and Leandro Almeida (Portugal).

Over 700 people, including education authorities from every state in Brazil, teachers, parents, and university students attended the conference as well as educators from Portugal and Spain.

Conference topics covered by invited speakers were: characteristics and educational needs of gifted children; the role of family, school, and peers on the development of the highly able student; intelligence; creativity; education in the third millennium; and curriculum development for the gifted.

The conference was a good opportunity for participants to exchange experiences and materials on gifted education, and to confront ideas on how to provide better conditions for the development of more able students.

Brazilian Gifted Events Join Together

The XIII National Seminar of the Brazilian Association for the Gifted (ABSD), which is held every 2 years is becoming an important event for discussing issues related to high abilities within the country.

This year, while entering the new millennium, we decided to break geographic borders and extend our arms, through

the 1st Mercosur Congress on Giftedness, widening our discussion towards neighboring countries which brought their contributions to the seminar and took back our proposals within an increasingly necessary and promising exchange.

The 2nd Meeting of "Rethinking Intelligence," which followed the first meeting held in 1996 by the Rio Grande do Sul branch of ABSD, approached the different towns of Rio Grande do Sul to seek more joint actions within the state.

And finally, the "apple of our eyes"—the 1st Congress of Gifted Youngsters—an old dream that we have passed to its true owners – the gifted youngsters, who organized, developed, and accomplished it. We wished to stop talking "about" as we have done up to now... We wished their own space to happen... We wished to hear from them...

The three events gathered about 250 people from more than 10 Brazilian states, USA, Spain, Argentina, Chile, and Uruguay. During the 4 days, researchers, teachers, psychologists, students, physicians, parents, and gifted people attended 11 presentations, 6 debates, and 53 workshops. Presentations and debates included topics such as behavior, social and school adjustment, creativity, educational policies, work, media, social representation, and holistic views. Workshop sessions included robotics, arts, physics, educational approaches, dramatic art, problem solving, mathematics, writing, RPG, sciences, cartooning, and origami.

Presentations, debates, and workshops were offered by researchers from national and international universities, institutions devoted to giftedness, and representatives of the World Council for Gifted and Talented Children and FI-COMUNDYT. Expertise was provided by Professors Marsyl Bulkool Mettrau, Maria Helena Novaes Mira, Eunice Maria Soriano de Alencar, Zenita Guenther, Juan Alonso, Yolanda Benito and

Donna Enersen, among others.

The XIV National Seminar and 2nd Congress of Gifted Youngsters will be held in 2002, in Espírito Santo state.

Submitted by Eunice Soriano de Alencar
WCGTC Delegate, Brazil



FROM ISRAEL

Israel Offers Workshops for Grandparents

Our holistic approach does not foster intellect alone but the whole personality, not only his own, but the whole world around him. We not only give courses for the gifted child but also workshops for their teachers, parents, and lately also for grandparents. In our initial interview with the children who scored on the level of giftedness, we ask the child "How do you know what you know?" Twenty years ago about 70% answered: "from school." About 15 years ago the percentage went down to 25%. In the last 3 years this answer comes very seldom. Twenty years ago, the home and parents as sources of knowledge were about 30%, 70% later on till today. In the last 10 years we hear more and more "grandparents" as their source of knowledge.

In the psychological literature we find that grandparents are very important in the life of children. The gifted child knows how to point it out. Grandpar-

Welcome New Delegates!



Switzerland

Jean-Jacques Bertschi

Yemen

Maan A. Barry

Mexico

Cuitláhuac Gonzalez

News from Around the World

ents are a source of "*love neto*"—pure love without limitations of having to educate or to teach. They love and the child feels it and in the warmth of this love, knowledge seeps in more easily.

Twenty years ago, grandparents in Israel were the product of years of persecution and concentration camps in Europe. They spoiled their children with love and their grandchildren even more. The last generations of grandparents are more knowledgeable, more relaxed than before. They can give love and knowledge. But children of today speak very fast, in a slang of their own which grandparents cannot understand, using terms from the world of computers in a tempo grandparents cannot follow. This makes them feel inferior and insecure. This was the rational for our workshops with grandparents. In five 2-hour meetings we tell them about their grandchildren, what they are interested in and how we enrich them. The grandparents learn some basics in computers, in social thinking, and in humor. We explain our creative approach, how they can use it in problem solving and in *changing situations for themselves and with their grandchildren*.

The main goal of the workshop is to *strengthen grandparents* by pointing out their importance in the life of their gifted grandchildren—not only for the present of the children, but also for their future as adults: to be the personal example to their grandchild for growth and creativity along life.

Submitted by Erika Landau
WCGTC Delegate, Israel



FROM SOUTH AFRICA

Africa Shows Interest in Gifted Education

A conference on the gifted child was held at the University of South Africa in Pretoria on September 21 and attracted an encouraging number of government representatives as well as teachers, parents, and professionals. There is much debate at present about the system of

Outcomes Based Education that has been adopted by the country and the topic was addressed by Dr. Helen van der Horst who believes that this system is perfectly designed to benefit gifted children, if implemented correctly.

Dr. Shirley Kokot reported on the results of research in South Africa that show that the elitist concept thought to be so strongly associated with giftedness is not generally upheld by people in the communities. It seems to be a political rather than a social issue. Other speakers addressed the emotional lives of gifted children, the identification of gifted children in the rural areas of the country as well as the ever-challenging problem of identifying gifted children from diverse cultural and disadvantaged backgrounds. Dr. Irene Strydom of the University of South Africa has designed and developed an identification model and is offering workshops to teachers in the use of the model. Great interest was shown, especially by teachers from rural areas, who also expressed their intense need for help and guidance in recognising and providing for the needs of their gifted learners. Visitors included representatives from Nigeria, Uganda, and Germany.

Bold New Initiative

Dr Shirley Kokot, as the President of the National Association for Gifted and Talented Children in South Africa, was approached by a businessman to propose and head an attempt to provide for gifted children in this country. The decision was made to found a trust fund which will serve to train teachers to identify gifted learners and then sponsor these children to attend enrichment courses under the guidance of mentors in Johannesburg. The aim is to equip such youngsters with technological skills to enable them to network with others and use technology to empower themselves in education and other life skills. The fund will also sponsor equipment for the youngsters' own use in their communities and to share their new knowledge and skills with others. This is the first initiative of its kind to be

started in the "new" South Africa and will help to raise awareness of the gifted child, provide many with opportunities for growth as well as working towards raising the level of skills of a future work force.

Watch this space for more news of this brave venture...!

Submitted by Shirley Kokot
WCGTC Delegate, South Africa



FROM UK

National Strategies Developing

Gifted and talented education is a lively area of education in the UK at the present time. Following a national inquiry into provision for the highly able, the outcomes of which were reported at the WCGTC conference in Istanbul, the UK government has begun to develop a national strategy for gifted and talented pupils. Gifted and talented pupils will be educated in mainstream schools and all schools will be required to target a proportion of their resources for effective educational provisions for gifted and talented pupils.

At the present time a pilot of the national strategy is being run in urban and inner-city areas. In the first year of the pilot, approximately 300 secondary schools (ages 11–18) were involved. In the second year, this has been expanded to over twice that number in addition to approximately 300 primary schools (ages 4–11 years). This pilot, Excellence in Cities (EiC), has four distinctive features.

- 1) It is well funded.
- 2) The definition of gifted and talented is relative—all schools are asked to identify their top 10% of pupils.
- 3) Schools are required to demonstrate improved provision for their gifted and talented pupils.
- 4) Coordinators of gifted and talented pupils are required to access a masters-level training program requiring approximately 200 study hours.

Of course, extensive work and research had been undertaken in the UK prior to this initiative, but provision in

schools was patchy. Gifted and talented education had been the domain of a relatively small number of dedicated professionals whereas now it is at the forefront of the national education agenda. This process has not been without pain. While most teachers and academics are in support of a national initiative, some find the approach which has been adopted flawed. For example, a recent report from the maths education community indicated strong opposition to the strategy's emphasis on acceleration. Others are concerned about the problems of a relative definition and yet others about demands and pressure on the identified pupils. What cannot be denied is that a focus on the education of gifted and talented pupils is making a real difference to the opportunities available to some children, especially those from disadvantaged backgrounds.

The UK is buzzing with innovative and experimental approaches during this pilot phase. It is drawing on work done in other parts of the world and especially through WCGTC contacts. In the UK, NACE (National Association for Able Children in Education) is playing a significant role in drawing together information and exchanging practices. The Research Centre for Able Pupils at Oxford Brookes University is leading the academic developments and is contracted by the Department of Education to develop and deliver the national training program for both secondary and primary schools as well as working on research and evaluation of particular initiatives.

An update on progress will be reported at the World Conference 2001 Barcelona. Meanwhile for colleagues who wish to keep in touch, you may want to check the following websites: www.dfes.gov.uk (Department of Education); and www.brookes.ac.uk/schools/education/ablepupils (Research Centre for Able Pupils at Oxford Brookes University); and www.nace.co.uk (NACE).

**Submitted by Deborah Eyre
WCGTC Delegate, UK**

European Pioneers Invited by Talenta for Zürich Exchange Workshop

By JEAN-JACQUES BERTSCHI, WCGTC Delegate, Switzerland

On October 20, 2000 fifty pioneers from across Europe met in Zürich (Switzerland) to present their concepts, share their views, exchange experiences, establish a network of practitioners, and encourage private and public initiatives. Jean-Jacques Bertschi, member of parliament and co-founder of Talenta Zürich, a primary school in existence for 2 years, placed particular emphasis on practical solutions. He said, "Only what gets through to the children, really brings relief to them despite all scientific insights and in-depth discussions."

Bertschi encouraged all participants to profit from worldwide activities through frequent contacts beyond Europe (e.g., in the World Council). "The best opportunity just around the corner will be the Biennial Conference of 2001 in Barcelona—the European capital of innovation." Xaver Heer, director of Talenta, presented his successful program (applied to 30 primary children with severe problems in regular classes) based on intense, benevolent though consequential education, combined with an autonomous, highly enriched learning style and much emphasis on the development of social competence and ethical values.

Hesitant education systems in France, Italy and Austria

Somewhat disillusioned, Frédérique d'Agostino of the Association Suisse pour les Enfants Précoces (ASEP) stated that in France and French-speaking Switzerland parents with talented children were often "forced off the public road" and handed over to expensive private schools. Andreas Maislinger, head of giftedchildren.net (Austria), offers summer academies and plans a full-time school in Innsbruck. He stressed that, for rural regions, it would

only be possible to reach the children in question through continuous support by the media and a broad public awareness of the topic. Marta Herbst from Bolzano (Italy) presented her personal contribution as an experienced high school teacher of mathematics. In her "Maths Modelling Weeks" she presents practical technical-mathematical problems that she collects from the industry. Pupils as well as teachers act as learners and work together through creative teamwork with astonishing results.

Special classes, courses and seminars in Switzerland

Esther Brunner, head of the Thurgau Development Day for Talented Children (Thurgau is a rural canton of Switzerland), brings groups of 10 primary children together for one day a week and offers projects with exploration and social learning to challenge the usually bored girls and boys from 6 to 12 years of age.

The city of Zürich has installed a somewhat similar array of half-day programmes called Universicum (for 60 groups, i.e. 400 pupils in total!) under the guidance of Regula Hug. She works with regular teachers and with enthusiastic and inspiring professional experts that easily get into contact with the very motivated children.

Pioneering boarding schools in Scotland and Germany

Robert Mulvey, founder of Cademuir International School in Scotland, looked back at 10 years of experience and explained how he works together and hands over his pupils to small, flexible, but high-class universities after they have passed the necessary levels.

Rainer Bäuerlein of new Talenta School Germany, a private high school

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Ancient China

By KAREN BUXTON, K-12 Curriculum Program Specialist, San Juan Unified School District, San Juan, California, USA

For years I struggled to develop a rich lesson plan to teach intellectually gifted 12- and 13-year-olds about ancient China. My California students had little background on which to build new cognitive knowledge, and I didn't want to perpetuate the trite, simplistic attitudes that sometimes accompany lessons about Asia taught in the West—either that East and West have nothing in common or that “all men are brothers under the skin.” My answer came in two parts. The first came through the Fullbright Fellowship for Study Abroad, which allowed me to travel to Jinan, China and study for a summer. While this opportunity is not available to everyone, the second part of my answer is readily accessible.

Dr. Sandra Kaplan of the University of Southern California and the California Association for the Gifted has developed an approach to lesson design for advanced learners. I use it as a “menu” for ensuring that depth and complexity are present in both the information and activities I provide and in the quality of the thinking required of the students. (See Figure 1.) The elements of depth and complexity are represented by icons, graphic symbols that work equally well with all subjects. Their application is universal, so teacher and students use them throughout the year, whatever the topic of the lesson. The goal of this matrix is not to find something to write in each box, but instead to call attention to previously planned activities that, upon reflection, do not appear to add depth or complexity to student learning. In fact, it's perfectly all right to omit icons that don't seem useful in a particular lesson. When needed, previously planned activities can be strengthened by using an appropriate icon to ensure that depth and complexity is provided. For example, icons can be

used to note the *patterns* in fairy tales, the *rules* associated with the organization of the periodic table, the *ethical* issues associated with the use of statistics, or the *unanswered question* “when is revolution justified?” Using this model of depth and complexity, rigorous academic curriculum is deliberate and ensured, not a serendipitous accident.

The role of Confucianism as a belief system driving Chinese society, politics, and religion can hardly be underestimated. I use the textbook and other supplementary materials as the foundation for this topic, asking students as a review activity to clarify and internalize their understanding of the reciprocal pattern of Confucian family (kinship) and political (kingship) relationships by using the oral tradition of teaching in a family review activity. (See Figure 2. Confucius' response to a similar scenario described by Mencius in the *Analects* was, “The father will shelter the son and the son will shelter the father. Righteous lies precisely in this.”)

In our classroom discussion of Confucianism, we talk about the importance of both “li” (ritual) and “ren” (humanity, sincerity) in class and the concept of collective responsibility. During this period, I often contrive a disciplinary situation in the classroom in which all are punished—kept a few minutes after the dismissal bell—for the misdeeds of only a few. This always leads to a lively discussion of the appropriate role of individual freedoms and individual responsibility. Students quickly grasp the advantages and disadvantages of different philosophies about human behavior. They are surprised to see that the “strict” Confucian behavioral expectations actually stem from a more benevolent view of the nature of mankind than the Western rule of law.

Many of the discussion questions in this unit are sophisticated, such as how the dynastic cycle both confirms and refutes the generalization that change is inevitable or how societies legitimize political power. It has been my experience that students rise to the challenge, especially when they are engaged in activities that scaffold their learning. [Editor's note: Scaffolding refers to teaching concepts from simple to complex by building activities at each level.] Because students had been discussing several generalizations about the big idea of change, such as “change can be positive or negative,” “change causes additional change,” and “change is inevitable,” in different contexts all year, students were comfortable with big thinking.



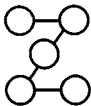

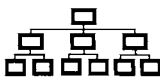




A lighthearted way to introduce traditional Chinese values is through legends and fables, which are easily available in libraries or book stores. I give each group of four or five students a different short story and ask them to identify the underlying moral value, and then dramatize the story for the group in an impromptu way. The audience then tries to identify the underlying moral. Sometimes I add a story from the American tradition and ask students to spot either the one that doesn't belong or the same value in a different setting, depending on the nature of the story.

In subsequent lessons, we discuss Taoism and Legalism and their relationship to Confucianism. In addition to textbook material, I use *The Tao of Pooh* by Benjamin Hoff, a charming parody of *Winnie the Pooh* that interprets the classic teachings of Lao-tse and the Taoist way of appreciating and learning from whatever happens in everyday life. It seems a particularly appropriate way to introduce this more carefree side of Chinese philosophy. Students are asked to complete a partial story which they have not read, making sure their story conclusion follows Taoist principles. (See Figure 3.)

The key to supplementing textbook

Figure 1

Differentiating the Curriculum to Provide Depth and Complexity

Element of Depth or Complexity	Accompanying Icon	Explanation	As used in the Ancient China Lesson
Language of the Discipline		What vocabulary terms are specific to the content or the discipline?	<ul style="list-style-type: none"> • Textbook • Confucian li and ren
Details		What features characterize or define this? What are examples of this? What distinguishes this from other things?	<ul style="list-style-type: none"> • Textbook • All supplementary activities
Patterns		What elements reoccur? What is the sequence? How can we predict what will come next?	<ul style="list-style-type: none"> • Mandate of Heaven and dynastic cycle concepts • Improvisational dramas based on fables
Unanswered Questions		What information and ideas are ambiguous or unresolved? What questions about this topic continue to be puzzlers?	<ul style="list-style-type: none"> • Collective responsibility versus individual freedoms • How do societies legitimize political power?
Rules		What structure underlies this item? What are the guidelines or regulations affecting this? What hierarchy or ordering principle is at work?	<ul style="list-style-type: none"> • Confucian family and political relationships • What would a Confucian/legalistic government look like?
Ethics		What controversies exist regarding this topic? What arguments could emerge from a study of this topic?	<ul style="list-style-type: none"> • Real-life dilemmas in family review activity and flooding scenario
Big Ideas, Principles		What theory or general statement applies to these ideas? How do these ideas relate to big ideas such as change, systems, chaos vs. order, etc.	<ul style="list-style-type: none"> • Does the concept of the Dynastic Cycle confirm or refute the generalization that change is inevitable?
Changes Over Time		How are elements related in terms of the past, present, and future? How has time affected the information? How and why do things change or remain the same?	<ul style="list-style-type: none"> • Family review activity • Continuing influence of Confucianism
Different Perspectives		What are the different perspectives about this? How would this be viewed by an artist, a philosopher, a scientist, etc.?	<ul style="list-style-type: none"> • <i>Tao of Pooh</i> story • Flooding scenario

material about legalism is the understanding of its place in the Chinese dynastic cycle. The disciplined authoritarianism that focuses on punishment for disobedience seems excessive and unappealing to modern American students until they understand that Legalism almost always appeared in the face of famine, invaders, civil unrest, or other crisis. Understood in this context, Legalism is a harsh, but appropriate, response to a chaotic political or economic, or social situation. As one student explained, "Legalism is like the bulldozer that has to clear out the roughest terrain,

so that the limousines of Confucianism and Taoism can follow."

The class also predicts later Chinese history by speculating about whether Legalistic and Confucian principles could be combined in a philosophy of government and why Taoism would be an unlikely governmental principle. An extension activity is to present a modern day scenario and ask student groups to respond from the point of view of each of the three philosophies. (See Figure 4.) This activity, shared with me by another teacher a decade ago, frequently reveals student misconceptions. For

example, American students often envision Taoists as protectors of nature, actively protesting the building of a dam, while true Taoists would be most unlikely to be proactive in behalf of any cause. Philosophies merge in real life, and we talk about the hypothetical Chinese scholar-gentleman who worked in a legalistic bureaucracy, believed in a Confucian world view, and went home every evening to meditate and write poetry about nature. And, I hope, we come away with a beginning understanding and appreciation of a society very different from our own, but utterly human.

Figure 2

Dear Honored Older Person,
Your student has been learning about traditional Chinese values, especially the Confucian view of family and government. Please allow him or her to briefly—and respectfully!—instruct you in these values using the kinship/kingship model. If time permits, you might discuss how you would respond to the following situation. Would Confucius agree with you?

There once was a child whose father robbed a bank in order to get food for his family. After eating the dinner, the son called the police and turned his father in. Did he do the right thing? Why or why not?

Thank you for allowing us to internalize our learning in this way. Your signature below will indicate completion of this assignment.

Sincerely,

Karen Buxton
Esteemed Teacher

Parent Signature

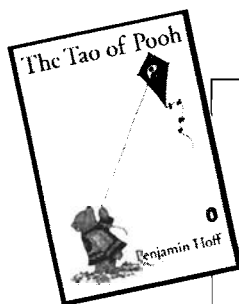
Figure 4

The Emperor has asked you, his most trusted advisor, for advice in dealing with this national crisis: The Yellow River has flooded again this year, inundating thousands of farms and villages. Millions of displaced people in the provinces bordering the river are dying of starvation. A western foreign government has offered to bear the cost of materials and labor to build a series of dams along the river in exchange for unlimited trading rights within all of China.

The waters of the proposed new dams will permanently cover hundreds of family burial grounds and numerous family compounds that have housed generations of Chinese citizens. However the dams will guarantee that peasants who are able to relocate will have dependable acreage, free of the threat of intermittent flooding.

Using the above scenario, predict later Chinese history by speculating about whether Legalistic and Confucian principles could be combined in a philosophy of government and why Taoism would be an unlikely governmental principle.

Figure 3



In this version of the classic story by A. A. Milne, Pooh and Piglet decide to give Eeyore presents for his birthday. Pooh starts to Eeyore's house with a jar of honey as a gift for Eeyore. On his way, he begins to eat the honey. Suddenly he realizes that the honey is gone. Assuming that Pooh is a Taoist, what would he do?

LOOK WHAT'S WAITING FOR YOU IN BARCELONA! miró • lots and lots of museums • tapas •



2001 WORLD CONFERENCE

JULY 31–AUGUST 4, 2001

Barceló Hotel Sants • Barcelona, Spain



The 14th Biennial Conference of the World Council for Gifted and Talented Children, co-sponsored by Centro Huerta del Rey, brings together a global multicultural community of educators, parents, researchers, and members of business and government, all sharing a common goal—to support the education of gifted and talented youth worldwide.

PRE-CONFERENCE, July 31, 2001

Half-day pre-conference sessions provide in-depth presentations with ample time for questions and answers. Presenters include: Yolanda Benito, Spain; Barbara Clark, USA; Deborah Eyre, UK; Lannie Kanevsky, Canada; June Maker, USA; Klaus K. Urban, Germany

CONFERENCE, August 1-4, 2001

The academic program includes diverse sessions: panels (symposia), research papers, poster sessions, and workshops covering both theory and practice. Daily plenary sessions offer keynotes by: Todd Siler, USA, Lannie Kanevsky, Canada, Deborah Eyre, UK, Richard Shope, USA. In addition, the World Conference Barcelona 2001 features two new strands: Technology and Parents.

The technology strand offers a CyberCorner, where you will have the opportunity to engage in hands-on exploration of the Internet under the guidance of skilled leaders. Enrollment for these sessions will be on a first-come first-serve basis as space is limited. The daily programs will also include presentations related to technology.

The parent strand is designed for parents of gifted students to assist them in dealing with the special needs of their children at home and at school. Parents can broaden their knowledge of giftedness, find answers to frequently asked questions, and discover how to advocate for gifted students. Topics include: Characteristics and needs of gifted children, How to set up a parent group, Advocating for gifted education, and Living with your gifted child.

YOUTH SUMMIT, August 1-4, 2001

A Youth Summit, sponsored by Centro Huerta del Rey will be held concurrently with the World Conference. For details, contact the center.

SPECIAL EVENTS

Evening Tours have been planned to provide you with a sampling of the historic and cultural sites of Barcelona. And you won't want to miss Friday night's **Gala Dinner** in the ambience of a 17th century farmhouse.

HALF-DAY & PRE- AND POST CONFERENCE TOURS

A variety of full-day and half-day tours are offered for family and friends accompanying conference attendees, as well as personalized tours for any length of time before and after the conference. For information, contact Blanca Sánchez at Barceló Viajes, 34-93-342-6010, fax 34-93-342-6011, e-mail incbcn.events2@barcelo.com.

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e-mail: WorldGT@earthlink.net
www.WorldGifted.org

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World Conference Hotel Reservation Form

14th Biennial World Conference

World Council for Gifted and Talented Children

Barceló Hotel Sants • Barcelona, Spain • July 31–August 4, 2000

Please reserve accommodations at the Barceló Sants Hotel for the following persons:

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A limited number of rooms have been reserved for the following World Council group rates. Reservations must be received by **June 15, 2001** to qualify for conference rates. Reservation requests after June 15, 2001, or after the reserved block of rooms have been filled will be confirmed on a space-available basis. All rooms are subject to a 7% VAT (value-added tax). *Children under age 2 sleeping in cribs may occupy the room with adults free of charge. Maximum occupancy of a room with 1 bed is 2 people and a room with 2 beds is 2 people. Conference rates are available 3 days prior to and 3 days after conference dates, based on availability.*

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ZÜRICH WORKSHOP

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(gymnasium) in Westfalen, mentioned the importance of close and frequent contacts with parents as a starting point for success. All pioneers present entirely shared this view.

Individual learning style and active solution of problems

Swiss pedagogical experts, Elisabeth Foster from Ecole La Garanderie in Lausanne and Joëlle Huser, Zürich, author and trainer of teachers, spoke about the predominance of building up a personal, well-adapted learning program for each child and about the necessity of establishing learning settings/frameworks that allow talented children to solve complex problems by themselves and in peer groups. As a positive, practical and flexible example, Joëlle Huser presented the development programmes (accompanied by Frans Mönks) at the Stedelijk Gymnasium in Nijmegen (Holland) for 15% of the pupils leading up to university courses.

It was an intense and demanding workshop that, besides many practical clues, resulted in five common statements:

1. The concern about the small number of girls in most programmes for talented children.
2. The methodological prevalence of enrichment as compared to mere acceleration.
3. The difficulties in early identification of gifted pupils (certainly, the research by Juan Alonso in Centre Huerta del Rey, Valladolid, will make a relevant contribution).
4. The decisive character of close cooperation with parents of gifted children.
5. The role of the media in fostering high public awareness of the problems of giftedness.

Good-bye, hasta luego, auf Wiedersehen, au revoir, arrivederci! ■

14th Biennial World Conference

GALA DINNER

Relax with your friends and colleagues and enjoy an evening of fine Catalan dining in the ambience of Can Travi Nou, a typical 17th century Catalan farmhouse. Reserve early—seating is limited.

Date: Friday, August 3, 2001 8:00–11:00 pm

Cost: US\$35/person



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Northridge, CA 91326 USA

CROSS CULTURE SURVEY

continued from 1

tries—Brazil, Germany, Indonesia, Spain, Taiwan, and the US (on a limited basis). Five countries provide state or province level appropriations—Australia, Canada, Germany, Taiwan, and the United States. Most of the funding in Canada and the US come from this level, although not all provinces or states are involved. The funding will depend on which provinces and states legislate such provisions. Local-level appropriations fund gifted programs in nine countries—Australia, Brazil, Hong Kong, Indonesia, New Zealand, Philippines, Spain, Taiwan, and the US. In some US districts the state funds will be supplemented by local district funds, however, this is usually not the major source of funding. In Australia fees are paid to schools for gifted programs and conference profits from local organizations provide for other program costs. Private funding is an important source of support in nine countries—Brazil, Canada, Germany, Indonesia, Jamaica, Korea, Philippines, South Africa, and Spain. In Jamaica parents pay fees for gifted programming.

3. Is service mandated in your country?

National-level legislation mandates service to gifted students in six countries reporting—Brazil, Indonesia, Korea, Philippines, Spain, and Taiwan. State-level legislation or decree for mandation is found in only three countries Canada, Germany, and the US. However, these countries acknowledge that not all states or provinces have such a mandate for service. In Canada only a few provinces, in Germany only a couple of states, and in the US slightly over half of the states provide a mandate for service.

4. Where are the gifted students served in your country?

Public schools provide service for gifted students in 11 countries—Australia, Brazil, Canada, Hong Kong, Indonesia, Jamaica, New Zealand, Philippines, Spain, Taiwan, and the United States. In Germany and South Africa the comment was made that the gifted students are in the public schools, but are not appropriately served there. Gifted students are served in private

schools in 11 countries—Australia, Canada, Germany, Hong Kong, Indonesia, Jamaica, New Zealand, Philippines, South Africa, Spain, and the United States. In Indonesia this is the primary site for gifted programs. Gifted centers provide service for gifted students in 10 countries—Australia (in selective centers and programs provided by the gifted associations), Brazil, Canada, Hong Kong, Indonesia, Korea, New Zealand, Philippines, Spain, and the United States. In the US, Magnet Programs (usually at elementary level) and Early Entrance Programs (within universities) also provide educational services to gifted students.

5. What program modifications are provided for gifted students in your country?

Content acceleration and enrichment are the modifications most commonly provided for gifted students. Least often found is organizing across grade levels for instruction. Eleven countries use both content acceleration and enrichment as ways to modify curriculum—Australia, Canada, Germany, Indonesia, Jamaica, Korea, New Zealand, Philippines, Spain, Taiwan, and the United States. Brazil also uses enrichment making 12 countries reporting the use that strategy. Grade skipping and early entrance are used by nine countries—Australia, Brazil, Canada, Germany, New Zealand, Spain, Taiwan, and the United States. Jamaica is the ninth to use grade skipping while Korea is the ninth to use early entrance. Six countries use compacting, ability grouping, and differentiation in their programs—Australia, Canada, Indonesia, New Zealand, Taiwan, and the United States. In addition, Germany and Spain, use compacting; and Hong Kong and the Philippines use ability grouping and differentiation. Only four countries use cross-grading—Australia, Canada, New Zealand, and the United States.

6. Is teacher education available in your country?

Degree programs at universities are available to some extent in 10 countries—Australia, Brazil, Canada, Indonesia, Jamaica, Korea, Philippines, South Africa, Taiwan, and the United States. In-service in public schools is available in nine coun-

tries—Australia, Brazil, Canada, Germany, Indonesia, New Zealand, Spain, Taiwan, and the United States. Only seven countries report having credentials available for teachers of the gifted—Australia, Canada, New Zealand, Philippines, Spain, Taiwan, and the United States. Teachers receive their knowledge of gifted education at teacher centers in six countries—Australia, Canada, New Zealand, Spain, Taiwan, and the United States. Jamaica has teacher colleges, Hong Kong offers short courses at universities and in their Department of Education, and Australia offers teacher education at conferences and in seminars sponsored by their gifted associations.

7. How are parents involved in gifted programs in your country?

Parents are involved in the identification process in 11 countries—Australia, Brazil, Canada, Hong Kong, Indonesia, Jamaica, New Zealand, Philippines, Spain, Taiwan, and the United States. They are involved in the implementation of programs in only six countries—Canada, Indonesia, New Zealand, South Africa, and Spain. In the US parents may provide assistance in the classroom for specific teaching assignments on an occasional basis. The evaluation process involves parents in only six countries—Australia, Indonesia, New Zealand, Philippines, Taiwan, and the US. In Australia parents are provided with training in gifted programming and counseling by the gifted associations.

8. Do gifted programs in your country include areas other than the cognitive?

The arts and creativity are the most often provided for areas beyond the cognitive. Eight countries provide programs in the area of social-emotional development—Australia, Brazil, Hong Kong, Indonesia, New Zealand, Philippines, Spain, and Taiwan. Eleven countries provide for the area of creativity—Australia, Brazil, Canada, Hong Kong, Indonesia, Jamaica, New Zealand, Philippines, Spain, Taiwan, and the United States. Leadership is included in programming in eight countries—Australia, Canada, Hong Kong, Indonesia, New Zealand, Philippines, Taiwan, and the United States. Fine and

performing arts has special programming in 12 countries—Australia, Brazil, Canada, Germany, Indonesia, Jamaica, Korea, New Zealand, Philippines, South Africa, Taiwan, and the United States.

9. Does your country have groups that advocate in the interest of gifted students?

Parent organizations devoted to advocacy for gifted students are found in nine of the countries reporting—Australia, Canada, Germany, Hong Kong, New Zealand, South Africa, Spain, Taiwan, and the United States. There are only three teacher organizations advocating for gifted issues reported, however, and they are in Australia, Philippines, and the United States. Twelve countries have national organizations in the area of gifted advocacy—Australia, Brazil, Germany, Indonesia, Jamaica, Korea, New Zealand, Philippines, South Africa, Spain, Taiwan, and the United States. Australia, Canada, Indonesia, and the US have gifted associations at the state or province level.

While 14 countries are a small sample of those represented by the World Council, the picture of service this sample provides is both hopeful and concerning. It is clear that there is a wide range of programming being offered to gifted children worldwide. It is equally clear that there is much work yet to be done in every country if we are to give this unique population of children consistently appropriate educational experiences. To provide them with opportunities and challenges that will allow their growth and assure that their abilities will not be lost to themselves or to their world, we who are their advocates have much work ahead.

Table 1.

	Australia	Brazil	Canada	Germany	Hong Kong	Indonesia	Jamaica	Korea	New Zealand	Philippines	South Africa	Spain	Taiwan	US
SERVICES														
Educational	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Counseling	•			•		•	•					•	•	•
Early Learning	•		•				•			•		•		•
FUNDING		•		•		•						•	•	•
National														
Province or State	•		•	•									•	•
Local	•	•			•	•			•	•		•	•	•
Private		•	•	•		•	•	•		•	•	•		•
MANDATE		•				•		•				•	•	
National				•										
Province or State				•										•
Local									•					
WHERE SERVED														
Public	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Private	•		•	•	•	•	•	•	•	•	•	•		•
Centers	•	•	•		•	•		•	•	•	•	•		•
CONTENT MODIFICATION														
Acceleration	•		•	•	•	•	•	•	•	•		•	•	•
Compacting	•			•		•			•			•	•	•
Grade skipping	•	•	•	•			•					•	•	•
Early entrance	•	•	•	•	•				•			•	•	•
Enrichment	•	•	•	•	•	•	•		•	•		•	•	•
Ability Grouping	•		•		•	•			•	•			•	•
Cross-Grade Grouping	•		•						•					•
Differentiation	•		•		•				•					•
TEACHER EDUCATION														
In-service	•	•	•	•		•			•	•		•	•	•
Credential	•		•							•		•	•	•
Degree	•	•	•			•	•	•		•	•		•	•
Teacher Center	•		•						•			•		•
PARENTS		•	•		•	•	•			•		•	•	•
Identification	•					•	•			•		•	•	•
Implementation	•		•			•			•		•	•		
Evaluation	•					•			•	•				•
COGNITIVE +														
Socioemotional	•	•			•	•			•	•		•	•	
Creativity	•	•	•	•	•	•	•		•	•		•	•	•
Leadership	•		•		•	•			•	•			•	•
Fine & Performing Arts	•	•	•	•	•	•	•		•	•	•		•	•
ADVOCACY														
Parents	•		•	•	•				•			•	•	•
Teachers	•									•				•
National	•	•		•		•	•	•	•	•	•	•	•	•
State	•		•			•								

FROM THE PRESIDENT

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pondered and carefully communicated, there are some cautions. As we seek to use the technology to challenge our students let us look carefully at the changes we are making so that we indeed enrich their learning. Let us approach these changes in a way that we preserve the best of human communication, take into account the excitement of human thinking, and include the amazing strides we are making in understanding how human learning can be optimized.

Without the technological advances that have been and continue daily to be made our databases in every area of inquiry would be far more limited. The amazing growth of knowledge in just the past decade has allowed deeper and more far reaching inquiry to be possible. But it is just that constant and explosive increase of information that can become overwhelming. Information is only a path to understanding. It requires the deliberation, thoughtful consideration, and rich synthesis of a *human mind to bring together* the data if meaning and understanding are to be discovered. There are so many mysteries regarding who we are, what our purpose is, and how best to live our lives that more than just the best use of technology must be considered as we bring these modern strategies into our classrooms.

You have probably shared my experience of attending a fascinating presentation from a knowledgeable speaker, sharing the speaker's enthusiasm, and being caught up in the speaker's experience. Then the lights dim and you are directed to attend to a screen where a "PowerPoint" presentation from a computer replaces the speaker's presence leaving only a disembodied voice to lead you through list after list of "important" points presented on the screen. This experience is quite common today and is encouraged as a positive use of technology in learning. It is supposed to more clearly and concisely communicate information. While it may be more graphically colorful, I find that this technique does not favorably compete with the myriad of gestures, expressions, body language, and enthusiasms of the speaker. I become less

interested, less involved, and remember less from such presentations.

A well-made multimedia experience can inform students of elements of history or science that a lecture cannot begin to share. However, it is the deep conviction of teachers, their experience of comparing events and contrasting goals, and their moving discussions of the ethics and morals of given actions that give such presentations real meaning. Contacts between students of different cultures working together through the Internet can create important and unique solutions to global problems, but without the guidance of an experienced and caring teacher such students may miss the deeper meaning of the interactions. As children and youth from diverse geopolitical classrooms interact, they may confront value differences without gaining from them, settle for the limitations that their lack of experience might cause, and remain at superficial levels of communication and discourse.

As we approach this rich experience at the forefront of technology in education, focus on the instant and voluminous pro-

duction of information in the world today, and try to discover ways to incorporate these ideas into our classrooms let us not lose sight of our goals. We work with students that are pushing limits; informational limits and personal limits. As we seek to improve our skills in presenting them with opportunities and challenges in the world of information let us remind ourselves that the goal is understanding; understanding of our world and of ourselves. Technology can produce information and assist learning. It can communicate information efficiently and effectively. But technology cannot develop deep understanding, create ethical solutions, or direct human interaction that balances thinking and feeling, justice and personal gain, history and progress. That requires excellence in teaching and the ability to create the conditions that optimize learning. This conference will present us with the opportunity and challenge of many paths to understanding. As we learn together, it should be an exciting experience and a new adventure in global understanding. ■

Helping Gifted Learners Who Have Problems

Many gifted students are twice-exceptional in that they struggle with learning disabilities as well as being highly intelligent. The labels of ADD, ADHD, Dyslexic, Obsessive Compulsive Disorder, Tourette's Syndrome, Dysgraphia, Dyspraxia, and so on are well known to us all and are commonly found amongst the gifted population—including other symptoms such as disorganisation, slow pace of work and "laziness."

Generally, educators try to treat learning disabilities through various methods of remedial education and drugs. However, these learning problems are nearly always caused by central nervous system dysfunction and such methods cannot cure the root causes. An approach has been developed in the USA which achieves a notably high success rate with learning disabilities in children and adults. Dr Shirley Kokot heard about the HANDLE Institute and trained with them in London and Seattle. She is excited about the possibilities for helping gifted children who fail to thrive in school and, combined with her own clinical work, is conducting research in South Africa into the effectiveness of this approach, with heartening results. She is working towards being able to train in South Africa so that more people can benefit. The Institute has interns working in Britain and Europe. Should you be interested in learning more about this, you can visit their website at www.handle.org. If you contact the Institute, you will be given the name of an intern or a clinician in Europe or the USA that could possibly change life dramatically for those gifted, learning disabled children you know. ■

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