



VOLUME 20, NUMBER 2

# World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN



## A Message from the President

*Excerpted from the President's address, 2001 World Conference, Barcelona, August 4, 2001*

**M**y first remarks as new president are addressed to our outgoing president, Barbara Clark. Dear Barbara, we all know how much the World Council owes to you and we highly appreciate how much of your work and lifetime you have devoted to this organization. To recognize your outstanding service we have established the Barbara Clark Scholarship Fund, an idea proposed by Janice Leroux. This fund shall make it possible for *colleagues from* emerging nations to participate in World Conferences by providing assistance for registration fees, travel, and accomodation costs.

Barbara, you have been a wonderful president and it will not be easy for me to walk in your footsteps and set forth a successful pathway. During the past years I have not

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## Distance Learning and Gifted Education

By MARY LANDRUM, University of Virginia, USA

**G**ifted education, like so many other educational initiatives, is slowly being transformed by the inclusion of technology. In particular, options for learning through the use of alternative media, especially distance learning, are emerging. Distance learning involves the use of technology to deliver training in either synchronous or asynchronous sessions. Digital videoconferencing, the Internet, or telecommunications such as television can deliver workshops, coursework, or entire degree programs to pre-K-12 students and their teachers. The success of the various distance learning opportunities in existence is largely dependent upon the validity of the purpose of these programs as well as how effective technology addresses the issues. Initially, programs for gifted learners emerged online and through compressed video. More recently, changes in teacher education are the most likely target of the infusion of technology. As recent initiatives in the field of gifted education have focused on the demand for specific teacher training, so too have innovations in the delivery of such programs become vastly popular. The use of distance learning as a viable medium for staff development and teacher training in the area of gifted education is being discussed as a means for enhancing existing teacher training efforts as well as making training initiatives more accessible to educators who do not live or work in areas where college or university programs are available.

The National Association for Gifted Chil-

dren (NAGC-US) developed standards for gifted education programming in grades pre-k-12 (Landrum & Shaklee, 1999) which emphasize the importance of having qualified educators with appropriate training in gifted education teaching gifted learners. Similarly, standards for graduate degree programs in gifted education (Parker, 1996) call for extensive training in the area of gifted education for all educators who work with advanced learners in grades pre-k-12. Recent NAGC efforts to include gifted education training in

national accreditation association (e.g., INTASC and NCATE) standards for teacher education programs

demonstrate the growing emphasis on extensive teacher education preservice and inservice training in gifted education. Although the newfound emphasis on teacher education is welcomed, it presents a number of challenges in the U.S.

Most preservice teacher training programs in higher education rarely include, much less focus on, gifted education. Therefore alternative personnel preparation strategies are being sought (Gallagher, 2000). Programs focusing specifically on gifted education literally do not exist in undergraduate teacher education programs. And gifted education training programs are included in only a small percentage of colleges and universities internationally. Although limited, emerging distance-learning programs in personnel preparation for gifted education can help to solve problems challenging traditional training programs. Even when training programs in the field are

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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. Any article or portion thereof may be reprinted with credit given to the source. Send all news and articles to Barbara Clark, Editor, clarkbj@earthlink.net or 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

### August 12-16, 2002

#### 7th Annual Conference

#### Asia-Pacific Federation

Bangkok, Thailand

"Igniting Children's Potentials and Creativity"

For information:

Research & Development Center for the Gifted & Talented  
Room 936, Srinakharinwirot University  
Sukhumvit 23 Road  
Bangkok 10110, Thailand  
Tel: 662-2602601, Fax: 662-2602601  
e-mail: usanee\_thai@yahoo.com

### October 9-12, 2002

#### European Council for High Ability (ECHA) Conference

Rhodes, Greece

### October 20-23, 2002

#### 9th National Conference

#### Australian Association of the Education of the Gifted & Talented (AAEGT)

"The Gifted Journey: Reflecting Forward"

Powerhouse Museum, Sydney, Australia

For information, contact sueurban@bigpond.com

### November 1-3, 2002

#### 49th National Convention

#### National Association for Gifted Children (NAGC-US)

Adam's Mark Hotel

Denver, Colorado

For information, contact Lancey Boros, Lboros@nagc.org

### August 1-5, 2003

#### 15th Biennial World Conference

#### Co-sponsored by the World Council for Gifted & Talented Children and the Gifted & Talented Children's Association of South Australia

"Gifted 2003: A Celebration Downunder"

Adelaide Convention Centre

Adelaide, South Australia

For information, www.worldgifted.org

## DEADLINES

### News, Articles, and Advertising Submissions for World Gifted

Publication Date	Deadline for Submission
February 2002 Vol. 21, No. 1	January 7, 2002
June 2002 Vol. 21, No. 2	May 6, 2002
October 2002 Vol. 21, No. 3	September 9, 2002

For advertising rates, contact WCGTC headquarters.



## Let's Multiply!



Two promotional campaigns provide a chance to win a free registration for Australia 2003 World Conference

**T**his year's World Council membership drive offers members two ways to win a free registration for the 2003 World Conference in Adelaide. The promotion deadline is June 1, 2002. Contact Headquarters for new brochures, which you can distribute, or direct prospective members to our website at [www.worldgifted.org](http://www.worldgifted.org) where they'll find a membership form. Make sure your name is on the application form so we know that the membership is due to your efforts.



### "1 by 1"

Sign up one new member and your name goes into a lottery pool. On June 2, 2002, one name will be drawn for a free registration to the 2003 World Conference.

### "1 by many"

Sign up the most new members by June 1, 2002 and you automatically win a free registration for the 2003 World Conference.



## 2001 Executive Committee

In accordance with World Council by-laws, on August 5, 2001 the Executive Committee held elections for 2001-2003 officers. See page 2 for contact information.

Klaus K. Urban Germany	President
Janice A. Leroux Canada	Vice President
Maria McCann Australia	Secretary
Shirley Kokot South Africa	Treasurer
Sandra Kaplan USA	Member
Den-Mo Tsai Taiwan ROC	Member
Taisir Subhi Yamin Jordan	Member

2001-2003 EXECUTIVE COMMITTEE Klaus Urban, president; Maria McCann, secretary; Janice Leroux, vice president; Shirley Kokot, treasurer; Sandy Kaplan, member; Taisir Subhi Yamin, member; Den-Mo Tsai, member



## Executive Committee Advisors Appointed

**K**laus Urban, president, is pleased to announce the appointment of **Barbara Clark**, past-president of the World Council, to the position of Distinguished Advisor to the Executive Committee and World Gifted Editor. "We are very grateful that Dr. Clark will bring her expertise and advise in the service of the World Council," said Urban. Delegates and members who are willing to help on the newsletter Committee are asked to nominate themselves in a message to headquarters.

Also appointed is **Jean-Jacques Bertschi**, WCGTC Swiss Delegate and member of the Zürich Parliament, to the position of Co-operative Consultant to the Executive Committee. Dr. Bertschi brings his extensive management expertise and experience to assist the Executive Committee in obtaining sponsorships and funding.

## New Membership Categories Approved by Executive Committee

**D**uring the annual meeting of the Executive Committee, four new membership categories were approved to allow members to contribute more significantly to the work of the organization.

<b>Silver</b>	1-year	US\$100	2-year	US\$190
<b>Gold</b>	1-year	US\$250	2-year	US\$475
<b>Platinum</b>	1-year	US\$500	2-year	US\$950
<b>Lifetime membership</b>	US\$1250			

If you are able, we encourage you to consider renewing your membership in one of these categories and also to contact community members—businesses, organizations, leaders—who are interested in supporting gifted education. Ten percent of these special category fees are contributed to the newly created Barbara Clark Scholarship Fund (see page 8).

## News from Around the World

### FROM ARGENTINA

#### The Foundation for the Gifted and Talented Children

The main goal of the Foundation for the Gifted and Talented is to help actualize all the talents of the children and youth of Argentina. It was founded with the purpose of helping those who can give the most to the culture of their country achieve success despite their differences. From the beginning, the Foundation has supported the identification, nurture, and treatment of talented children and youth, the training of teachers and other professionals, and research investigations, and has provided their families with support and advice.

The members of the Foundation have worked very hard since the Hague 1991 World Conference when we became Argentina's delegates to the World Council and co-founded the Federación Iberoamericana. In August 1994, both organizations sponsored the first International Congress on Intelligence, Talent, and Creativity in Buenos Aires.

Since its inception the Foundation has worked jointly with the CAECE University Center of High Studies on Exact Sciences. University Rector, Professor Jorge E. Bosch, collaborated on the development of Enrichment Workshops for adolescents, and aligned himself and the other university professors with the Foundation's objectives, especially in the areas of mathematics, science, and information technology. Collaboration at the highest academic levels are needed due to today's demands for more complex interdisciplinary problem solving. Such joint efforts can take advantage of technological advances and increase intellectual resources.

Argentina does not have any continuous or creditable educational programs specializing in development of talent so we have created a Master's degree program that will allow qualified professionals to do academic and scientific research of the highest quality. The projects include enrichment workshops on the development of talented children and adolescents and inquiry into the contribution and interaction of families of gifted and talented youth. A new project, "Intelligence with no age, source of all knowledge—defining a new era," was based on philosophical principles that contemplated the Argentinean profile, the education politics, and human and material resources.

From the very beginning, the search for

knowledge about intelligence and the validation of the concept as it relates to human happiness has been a compelling factor in the development of the nation.

Submitted by **María del Carmen Maggio, María P. Carracedo, Karen Gerson, and Susana Gabriell**



### FROM ASIA-PACIFIC FEDERATION

#### 2000–2002 Officers

Following are 2000–2002 officers of the Asia-Pacific Federation:

##### President

Usanee Anuruthwong, Thailand  
E-mail: usanee\_thai@yahoo.com

##### Vice President

Jiannong Shi, China  
E-mail: shijn@psych.ac.cn

##### Treasurer

Jan-der Wang, Taiwan  
E-mail: t14020@cc.ntnu.edu.tw

##### Secretary

Helen Siu Yin Ku-Yu, Hong Kong  
E-mail: kimhelen@netvigator.com



### FROM AUSTRALIA

#### Senate Inquiry in Final Stages

The Commonwealth Government of Australia is in the final stages of a Senate inquiry into the education of gifted and talented children. Teachers, parents, academics, and psychologist were invited to give evidence. Some of the proposed recommendations include:

- increase the awareness and knowledge of giftedness in the community
- increase funding for research
- fund development of more effective methods of identification for minority groups such as Koorie, low socioeconomic, disabled students, and students with English as a second language
- provide grants to promote the education of gifted and talented students

The outcome of the inquiry is anticipated with interest.

There has also been a state government review into gifted and talented education in Western Australia.

Submitted by **Karen Morrison**  
**WCGTC Delegate, Australia**

### FROM CHINA

#### New Journal Launched

The *Journal of Gifted Education* (JOGE), published by the Chinese Association of Gifted Education, made its debut with the June 2001 issue. The purpose of JOGE is to publish empirical research papers and theoretical articles on gifted and talented education in Chinese or English. Research papers must contain originality and have never been presented. Theoretical articles are papers that discuss critical topics with creative opinion. JOGE will be published twice a year, in June and December. For ordering information contact:

Ching-Chih Kuo  
Special Education Center  
National Taiwan Normal University  
162, Ho-ping E. Rd. Sec. I  
Taipei, 10610, Taiwan, ROC  
Tel: 886-2-23922784 x318



### FROM JAMAICA

#### Caribbean Conference

Almost 700 educators, parents, counselors, policy-makers, and gifted children and youth from seven countries bordering the Caribbean Sea gathered at the **Jamaica Conference Center** in Kingston to participate in the **First Regional Conference on the Gifted and Talented**.

Sir Howard Cooke, H.E. the Governor General, officially opened the conference. Hosted by MICO College, with support from the Government of the Netherlands and contributions from the Jamaican business sector, its main objectives were to sensitize the public to the value of the gifted and talented and to emphasize the need for teacher training in the field of gifted education.

In addition to keynote speaker Joseph Renzulli, there were over 24 sessions facilitated by leading educators and psychologists from the region, along with colleagues and experts from neighboring countries. These included Alexinia Baldwin, University of Connecticut (and a USA Delegate to the World Council); Caridad Salazar, University of Havana; Delores Carson, Harding University, Arkansas; Candice Hollingseed, Minnesota State University; and Sharon Ferriss, Quincy School District, Minnesota. They presented on a wide range of topics, such as the identification of gifted, social-emotional development, moral issues, creativity, and underachievement, with several hands-on sessions dealing with strategies for the teaching of literature, math, science, and information technology.

## News from Around the World

On the second day, there was a concurrent Youth Forum during which younger participants attended seminars and workshops on environmental issues, the arts as a career, and video production. The day's program also included a presentation on the DeOkoro Model as well as an important interactive session which gave parents a chance to share their common experiences and to air their concerns about the nurturing and education of their gifted and talented children.

Submitted by Marguerite Narinesingh  
WCGTC Delegate, Jamaica



## FROM USA

### Federal Gifted Education Legislation: Two-Pronged Effort

**Elementary & Secondary Education Act (ESEA).** The Conference Committee on ESEA continues its work to reconcile the differences between the House and Senate-passed versions of the federal umbrella K-12 bill.

The original version of ESEA did not include any specific program for gifted education. The Javits program was eliminated because the administration felt that gifted education services should instead, be part of a large block grant program.

Thanks to the efforts of gifted education advocates, the Javits research program has been restored in both versions of the bill. The grants-to-states legislation introduced by Senator Charles Grassley (Iowa) and Elton Gallegly (CA-23) is part of the Senate version of ESEA and there is hope that the Conference Committee will adopt a compromise version of that bill.

**Appropriations.** Although the specifics of federal support for K-12 programs will not be completed until the ESEA Conference Committee has finished its work and the House and Senate have passed a final version of ESEA, the appropriations process has moved forward for fiscal year 2002.

The House has completed its work on fiscal year 2002 education and, thanks to gifted education supporters across the country, it included \$7.5 million for the Javits program. This is the same amount of funding the program received in fiscal year 2001.

In the Senate, the full appropriations committee adopted the funding recommendations

from the Labor/HHS/Education Subcommittee. The Senate committee has approved \$15 million for the Javits program—the most ever. The Chairman of the Subcommittee, Senator Tom Harkin (Iowa), included some directions to the Department of Education that it should use the increase in funding to fund grants to states and local school districts.

The full Senate must now vote on the Committee-passed bill and then there will be a conference committee established to work out the differences between the bills.

Submitted by Jane Clarenbach  
NAGC-USA

### Neag Website Awarded Five-Star Rating

The website of the Neag Center for Gifted Education and Talent Development at the University of Connecticut has been awarded a Five-Star rating by *Child and Family Web Guide*. The citation stated that this website earned the highest rating possible because of its "useful and extensive resources on enrichment programs and links for families and those working with children." You can visit the web site at [www.gifted.uconn.edu](http://www.gifted.uconn.edu).

### New Journal on Gifted Education Launched

The California Association for the Gifted recently launched a new journal in gifted education. The first issue of *Gifted Education Communicator* was unveiled at the association's annual conference in March 2001.



The goal is to provide practical information and resources that can be used by educators and parents in their daily work with gifted children. Research information and best practices regarding gifted education will be disseminated in a form directly usable by practitioners in the field—parents and educators who live and work with gifted children on a regular basis.

Each issue features a particular topic or theme related to gifted education and experts are asked to prepare pertinent articles. Themes during the year 2001 included: Issues in Gifted Education; Professional Development; History and Social Science for Gifted Learners; and Equity vs. Excellence for Underrepresented Populations. Themes planned for 2002 include: Social and Emotional Needs of Gifted Children; Assessment of Programs and Student Performance; Language Arts for Gifted Learners; and Gender Issues.

In addition to the feature theme, each issue includes a number of departments. Among the departments are: Parents Ask The Expert, Teacher Feature, Underrepresented Populations, Web Watch, Software Review, Especially for New Teachers, and Talking About Books.

Here are comments from two subscribers:

In the field of gifted education we have professional journals of quality reporting on research both nationally and internationally. We have magazines for parents and newsletters for updates and providing currency. With the publication of the *Gifted Education Communicator* we now have an excellent journal that provides a bridge from theory to practice, meeting a need and strengthening the support for researchers and practitioners. Congratulations are in order.

—Barbara Clark, past president, World Council for Gifted and Talented Children

Congratulations on the national launch of a helpful, comprehensive magazine that addresses both parent and teacher issues relating to gifted and talented students and gifted and talented education. I am delighted that this excellent resource will now be available to more persons interested in talent development. The Communicator is an outstanding resource!

—Sally Reis, past president, National Association for Gifted Children

Subscriptions for *Gifted Education Communicator* are US\$35.00 per year (US\$50.00 for addresses outside the USA). Requests for subscriptions may be made to the California Association for the Gifted, 15141 East Whittier Boulevard, Suite 510, Whittier, CA 90603, USA. For more information, contact the CAG office at 562-789-9933 or [CAGoffice@aol.com](mailto:CAGoffice@aol.com), or [www.cagifted.org](http://www.cagifted.org). *Gifted Education Communicator* is edited by Margaret Gosfield.

Submitted by Margaret Gosfield  
California Association for the Gifted-USA

# The National Research Center on the Gifted and Talented

University of Connecticut, University of Virginia,  
Yale University

By E. JEAN GUBBINS, University of Connecticut, USA

**T**he mission of the NRC/GT is to plan and conduct a program of high quality research that is theory-driven, problem-based, practice-relevant, and consumer oriented.

The National Research Center on the Gifted and Talented (NRC/GT) is funded by the Jacob K. Javits Gifted and Talented Students Education Act, United States Department of Education, Office of Educational Research and Improvement. We are a nationwide cooperative of researchers, practitioners, policy makers, and other persons and groups that have a stake in developing the performance and potentials of young people from preschool through postsecondary levels. Our consortium consists of:

- 3 Core Research-I Universities (University of Connecticut, University of Virginia, and Yale University)
- Over 360 Collaborative School Districts representing every state and two territories (Guam and U.S. Virgin Islands)
- Content Area Consultant Bank that consists of over 165 researchers throughout the United States and Canada
- 20 Senior Scholars at Collaborating Universities
- 52 State and Territorial Departments of Education

## NRC/GT Collaboration

Preexisting arrangements with over 360 multiethnic and demographically diverse school districts throughout the nation allows us easy access for research studies in over 8,000 schools and classrooms (5.4 million students) across the nation.

The formation of a critical mass also comes into play in our consortium through cooperation with the state and territorial education agencies and the Content Area Consultant Bank. Access to researchers who have already made a commitment to assist the center greatly expands the repertoire of expertise at our disposal.

Membership in the NRC/GT consortium has created an atmosphere of ownership and in-

volvement in a national effort, and this attitude has resulted in proactive steps to disseminate information both within members' own districts and agencies, and to other persons and agencies who can benefit from the work of the center.

## NRC/GT Research Agenda

The Jacob K. Javits Gifted and Talented Education Program gives highest priority to identifying and serving high potential students who may not be identified through traditional assessment criteria, including individuals of limited English proficiency, individuals with disabilities, and individuals from economically disadvantaged groups. Since 1990, theory-based models of identification, alternative assessment, programming, evaluation, professional development, curriculum, and intelligence have been the hallmarks of our quantitative and qualitative research portfolio. Our new research agenda addresses questions such as the following:

- What are the personality and behavioral characteristics of gifted underachievers?
- To what extent can teachers modify reading practices for above average reading students in regular classroom settings?
- What variables predict high achievement on international assessment of mathematics and science?

- What is the degree of consistency between teachers' philosophies about giftedness and classroom practices?
- What is the impact of differentiation of curriculum and instruction on students?
- What are the effects of state testing on schools and teachers relative to curriculum and instruction?
- To what extent will creative and practical abilities be of increasing importance to giftedness, with increasing age and across domains (reading/writing performance, mathematics/scientific performance, music performance, and gifted students with learning disabilities)?

## National Research Center— International Impact

Over the past 11 years, it has become increasingly evident that many of the same issues studied are pertinent to practitioners, researchers, and parents around the world. Some researchers replicate studies using instruments developed for a particular study. Parents and practitioners often contact the center after they visit the website ([www.gifted.uconn.edu](http://www.gifted.uconn.edu)) and want to learn more about specific projects that may help them with local issues. As soon as the website was launched, it was obvious that people all over the world could have instant access to research-based findings. The use of technology has increased the opportunities to disseminate the work of the center worldwide.

The NRC/GT continues its mission through the year 2005. The center has created and continues to create a body of research that will help shape and influence the educational opportunities for young people and their teachers. ■

## Principal—Gifted K-12 Program

**ABC Charter Public School** (Calgary, Canada) requires a strong educational leader with exceptional skills, knowledge, and experience in school administration, team building, gifted education, multiple intelligence programming and differentiation. ABC presently provides programming for more than 600 high able/gifted students from K-8, with plans to expand to grade 12. Due to illness, the start date is as soon as possible. Applications will close at noon, January 18, 2002. Please send your resume in confidence to:

**Dr. Gerald R. Porter, Superintendent**

**ABC Charter Public School**

**2519 Richmond Road S.W., Calgary, AB Canada T3E 4M2**

Tel: 403-217-0426 Fax: 403-217-0252

E-mail: [admin@abccharter.com](mailto:admin@abccharter.com) [www.abccharter.com](http://www.abccharter.com)



## In Memoriam

**Dr. Sally M. Todd**

**1936–2001**

**By Barbara Clark, past president  
World Council for Gifted and Talented Children**

Last summer the World Council lost a very dear friend. Professor Sally Todd succumbed to cancer at her home in Provo, Utah (US) July 11, 2001, with her husband, Henry, at her side. Only weeks before she had sent her regrets that she would be unable to attend the World Conference in Barcelona and asked that we cancel her presentation sharing her disappointment that she would miss the visit with her world family. As the news came of the seriousness of her illness, it was impossible to imagine the world without the loving, wise strength and guidance of this gifted woman. While still seeking to understand the dramatic change in the state of her health, Sally sought to provide care and concern for her commitments and her friends. She took all of my calls personally and only allowed me to share my concern after she had inquired about me and assured herself that those she cared about were alright. When last we spoke she still held the opinion that this was just a temporary setback, but was at peace with whatever path she would now be asked to follow. She wanted me to express her gratitude for all of the messages of healing and caring that she had received. Her strength still supported all of us through this most difficult time. Dear Sally, how typical.

Dr. Sally Todd was born in San Francisco, California July 26, 1936. She received her Bachelors degree from Brigham Young University and her Masters and Doctoral degrees in Educational Psychology from the University of Arizona. She was on faculty at Brigham Young University and retired as Assistant Dean of Student Affairs. Sally served on the Board of the National Association for the Gifted for many years, and as the Chair of the NAGC Creativity Division and the NAGC Diversity Task Force. She presented at international, na-

tional, and state conferences, and published in leading journals in gifted education.

Her world family will remember her for her presentations at international conferences including her keynote address at the World Conference in Istanbul, Turkey. She served as the US Delegate to the World Council for many years and was active in promoting and contributing to the Council's work in the US with what she referred to as her personal stewardship. In 1987 Sally was a primary organizer of the very successful World Conference that was held in Salt Lake City, Utah.

It was my privilege to know her as a valued colleague and I was especially blessed to have her as a personal friend. I drew often from her wisdom, her sage advice, and her uplifting view of problems and circumstances. She was a person that always made you feel better just being *with her*. She was continually finding new ways to serve the field and her students. The last time I was with Sally she was capturing on videotape the thoughts and exploring the concepts held by all of the leaders in the field of gifted education to make this information available to her students and for students of gifted education in the years to come.

Joining all of her friends worldwide I wish to express our sorrow at her loss and the joy of having known her with these words from the hymn "Each Life that Touches Ours for Good" that was sung by her colleagues at her funeral. They perfectly express thoughts of Sally.

"When such a friend from us departs,  
We hold forever in our hearts  
A sweet and hallowed memory."



## Barbara Clark Scholarship Award

By JANICE LEROUX, WCGTC Vice President, Canada

One of the major goals of the World Council has always been to support the exchange of information available through the organization and to support the ever-growing need for teacher development. World Conference attendance is a valuable professional development experience and it is important to increase the opportunities for educators and researchers around the world to attend and participate. To this end, a group active in WCGTC for many years, initiated a scholarship fund. The fund will make it possible for educators who, due to financial constraints, might be unable to attend future conferences, the chance to participate. The fund is named after Barbara Clark, our outgoing President, in order to create a lasting testimony to the valuable service she has given to the WCGTC over the years.

To start the fund drive, four raffles were held during the 14th World Conference in Barcelona, Spain, August, 2001. Books, a painting, porcelain ware, an Australian bush hat, and a quilted wall hanging were some of the items offered as prizes in these raffles. The result provided funds which are the start of a bank account for the award. We anticipate the continuous growth of the scholarship fund in the years to come.

The Barbara Clark Scholarship Award will be available prior to the World Conference to be held in Adelaide, Australia in August, 2003. The goal is to help pay for registration and travel expenses for an educator working with high-ability children in areas where there is little or no financial help available to attend the conferences. Criteria for funding are now being developed and will be published in upcoming WCGTC newsletters. The dream is to help needy educators share the wealth of information available at World Conferences and then return home to enrich the lives of their students and colleagues. Any person, business or group wishing to contribute to this very worthwhile new endeavor, is asked to contact our Headquarters or check our website at [www.worldgifted.org](http://www.worldgifted.org). ■

### Barbara Clark Scholarship Raffle Donors

Adelaide Tourist Bureau and  
the Adelaide G/T Association  
California Association for the Gifted  
Barbara Clark  
Shirley and Michael Kokot  
Janice Leroux  
David and Alice Silvian  
Dennis Stevens and Sheila Madsen  
Klaus and Sigrid Urban  
Harald Wagner

The following people sent materials for the raffle, but due to problems at Spanish customs, we were not able to access their kind donations:

Joseph Renzulli  
Morris Stein  
Robert Sternberg

### 15th World Conference

Gifted 2003  
A Celebration Downunder



August 1-5, 2003  
Adelaide, South Australia

Co-sponsored by  
World Council for Gifted and  
Talented Children  
and  
Gifted and Talented Children's Association  
of South Australia

### Conference Venue

The Adelaide Convention Centre is one of the world's top ten convention centres. It is located on the banks of the Torrens River, adjacent to international hotels, cafés, restaurants, and nightclubs, all within walking distance. Adelaide is Australia's arts capital, and is also famous for its internationally renowned wineries and as the world capital of opal, Australia's gemstone.

### For information

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# Views from Barcelona

## BOB'S BIENNIAL REPORT

### Camaraderie, Cutting-Edge Theories and Creative Presentations

By BOB SENEY, Mississippi University for Women, USA

I am happy to be serving again as your "roving" reporter and observer for another great World Conference. The first thing that we must say is "thank you" to the Spanish organizing group for inviting us to beautiful Barcelona. What a wonderful city and what a personal treat for me! Just think Miró, Picasso, and Gaudí all in one place—just waiting for me, well, okay for all of us. While I understand that it was a bit warmer than usual (no problem for this ole Mississippi boy), the weather was great and it certainly was obvious why so many artists chose to come to Barcelona to paint under that beautiful blue Spanish sky.

While a few organizational problems popped up at the beginning, our fantastic staff from headquarters, Dennis Stevens and Sheila Madsen, stepped in and put things right. We also have to say a big thank you to Barbara Clark, our outgoing president, who orchestrated the efforts to ensure a smooth beginning and a good conference.

The conference opened on Tuesday, July 31 with Richard Shope, USA. His opening "keynote" surprised some, confused a few, and pleased many. His creative presentation of the highly technical concepts of two Spanish scientists, who are indeed rewriting our understanding of the universe, was a wonderful example of how we can more effectively teach our gifted learners. His presentation at the closing session on Saturday provided a wonderful bookend for the conference. No straight-laced lecture here! To be honest, I don't think that some of our participants quite knew how to respond to these "alternative" keynote presentations. I enjoyed them.

Our plenary session speakers were Todd Siler, USA, "Tapping the Creative Power of the Gifted and Talented: The Future of Education in a Civil Society"; Lannie Kanevsky, Canada, "Personalizing the Education of Gifted Individuals," the A. Harry Passow Lecture; and Deborah Eyre, UK, "Improving Provisions for the Gifted in Ordinary Schools: The Evolutionary Approach." Much can be said about each of these three interesting and significant

sessions, but suffice it to say that these speakers set a high standard for key presenters in future conferences.

In terms of breakout sessions, there was plenty for everyone no matter what your interests. If I have counted correctly, there were 36 featured speakers and symposia, 200 individual sessions, and 28 poster sessions. While I always enjoy hearing my more well-known colleagues speak and find out what's new in their work, this year I decided to focus on individual sessions and I am so glad I did. In these sessions, I heard some young(er) scholars who will probably become the future "well-knowns" in our field. Just one example from several that I could cite, I was truly impressed with Romana Morda, University of Melbourne, Australia. In her presentation, "Leadership: Is it a Gift?", she presented some very thought-provoking information on perceptions of leadership of preschool gifted students and their teachers and parents. It was interesting to note that some gender differences and biases were already reported at this young age. I think Romana's work is significant and I look forward to future reports as she continues her study.

Other sessions that I attended also provided much food for thought.

But where does the "real" conference go on, especially at World? In the hotel and conference center lobbies, of course! And what a beautiful lobby our conference hotel, the Barcelo Sants Hotel, provided. Modern, open, and nicely appointed, the lounge area, the lobby bar, and the café were wonderful places to renew acquaintances and to meet new friends. Exchanging cards and e-mail addresses were the activities of the day. This special note of camaraderie was what marked this World Conference for me. Warm and sunny Spain certainly spilled over into our interactions with colleagues from all over the world. With some sorrow, we eventually packed our briefcases and bags and left, but already we are looking forward to 2003 and the 15th World Conference in that beautiful little city of Adelaide, Australia. So until then au revoir and see you in Adelaide, mate!

One Further Note: For several years, we have discussed the need for a scholarship fund to help delegates from third-world countries attend World Conferences. In Barcelona, a fund was established to provide these scholarships. How appropriate it was that the Executive Committee has named this fund the Barbara Clark Scholarship Fund. Contributions from individuals and organizations may be made to our headquarters. Again, thank you Barbara for your leadership in the past several years. ■



TAIWANESE CONFERENCE PARTICIPANTS Wu-Tien Wu (front row, center), Dean of the College of Education, National Taiwan Normal University and WCGTC past president, with Taiwan colleagues at the Barcelo Sants Hotel.

# Views from Barcelona

## GRADUATE STUDENT

### Passion Renewed: The Magic of Spain

By JANINE LEHANE, Graduate Student, College of William & Mary, Williamsburg, Virginia, USA

The period of prolonged creative tension that is the lot of the doctoral student was for me interrupted this summer by a fascinating interlude in Spain. Since my arrival at the Center for Gifted Education of the College of William and Mary, many opportunities have come my way, though none to rival this adventure.

As a representative of the Center for Gifted Education, I attended The 14th Biennial Conference of the World Council for Gifted and Talented Children. This event was held in Barcelona from July 31 until August 4, 2001, and attracted over 550 participants from 57 countries.

Of the many conference sessions, I particularly enjoyed the presentation given by Karen Lee Carroll of the Maryland Institute, College of Art, in Baltimore, on the early work of visual artists, and the symposium delivered by Professor Julian C. Stanley and his colleagues from the United States, Canada, Ireland, and Spain. These speakers described the principles and practices of the Johns Hopkins Talent Search Model and the replication, expansion, and adaptation of the model that has led to the participation of over 200,000 students in annual university-based talent searches throughout the world.

As participants, we were treated by our hosts to Catalan cuisine. One evening, a Gala Dinner was held at Can Travi Nou, a typical 17th century Catalan farmhouse. In the open air, amid the bougainvillea, we relaxed with friends.

Despite the fatigue brought about by international travel, a busy conference schedule, impressive summer temperatures, and the unrelieved excitement that encounters with magnificent art and music and architecture can produce, we reveled in the pace. In the most cosmopolitan city in Europe, astonishment was the order of the day.

I experienced "pastime with good company" over champagne and gazpacho, ice cream and sangria on La Rambla, vegetation that was reminiscent of my native Australia, the vibrancy and passion of the flamenco, the stillness of the plazas during siesta, shopping for castanets and ceramics, mantillas, linens, and shawls, Miró and Picasso, Goya and Murillo, Gaudí and Subirachs.

For me, the pinnacle of this unforgettable experience was a visit to The Façade of the Passion of The Temple of the Sagrada Família (Holy Family). Here the spare and magnetic work of the sculptor Josep Maria Subirachs is said to have reached a synthesis as he continues in his own style the work of Antoni Gaudí. We stood before the Façade and understood more fully his belief that "Creation is not a struggle but rather dialogue with matter."

How grateful I am to my academic advisor and to the conference organizers for the exercise of faculties that are not commonly drawn upon in the graduate experience. Professional growth and aesthetic refinement, work and play, became indistinguishable. In keeping with Cervantes' understanding, this time of "recreation" allowed for the renewal of the spirit. ■

## VETERAN PROFESSIONAL

### Addressing Topics of Foremost Importance

By EUNICE SORIANO DE ALENCAR, University of Brasilia, Brazil

The 14th Biennial World Conference of the World Council for Gifted and Talented Children was a splendid opportunity to get in contact with colleagues from different parts of the world, who, like myself, have dedicated their professional lives to the field of giftedness and creativity.

During the conference, several topics of foremost importance were addressed by featured speakers: "Changing view of educating gifted students in the United States" by James Gallagher; "Educating the gifted: A critical overview of international research" by Joan Freeman; "Talented females: Obstacles, challenges and choices" by Sally Reis; "A new look at giftedness for the new century" by Joseph Renzulli; and "Giftedness: Responsibility of parents" by Erika Landau.

There were also a great number of symposia, individual, and poster sessions focusing on relevant questions of interest to parents, teachers, and researchers, such as underachievement, perfectionism, problem solving, diversity and discrimination in gifted education around the world, and cross-cultural views of giftedness and creativity.

It was a wonderful surprise to meet colleagues from many Latin American countries, such as Argentina, Peru, Colombia, Mexico, and Venezuela, in addition to the 28 Brazilians who also participated in the conference.

The children's presentations were also great and unforgettable. The talented musicians and singers enchanted us all.

My thanks to the organizers and many congratulations. ■

### Thank you, Volunteers!

We thank the volunteers who assisted us throughout the conference. Special thanks go to those who contributed many hours above and beyond the call of duty.

Alexinia Baldwin, USA	Leon Leroux, Canada
Carolyn Callahan, USA	Ann Matison, Australia
Deborah Eyre, UK	Edna McMillan, Canada
Dennis Freitas, USA	Johanna Raffan, UK
Sharon Frietas, USA	Dana Reupert, USA
Veronica Gerson, Canada	Roger Reupert, USA
Razan Al Sheik Hussain, Syria	Karen Rogers, USA
Sandy Kaplan, USA	Bob Seney, USA
Mike Kokot, South Africa	Taisir Subhi Yamin, Jordan
Sigrid Urban, Germany	

#### Spanish Volunteers

Samuel Alonso	Jesús López
Anibal Bregón	Fernando Nájera
Susana Guerra	Mario Ramírez
Hugo Ibáñez	Ana Isabel Rodríguez

## OPINION

### Kudos and Concerns

By COLLEEN ABBOTT, Abbott Consulting, Australia

The 14th Biennial Conference of the World Council for Gifted and Talented Children in Barcelona was a great success and the world body and the organizing committee is to be congratulated. The great variety of workshops, featured speakers, panels and symposiums provided a rich table from which to select. The smooth operation of daily routine made the conference a pleasure to attend.

The one area of concern was the nature of the keynote presentations. While finding suitable keynote speakers may be a challenge, it did seem that overall the presentations lacked some of the essential ingredients that lift the spirits and excite the mind with new visions and possibilities.

In discussing this with other delegates the consensus of opinion was that keynotes should *challenge the most experienced delegates* with a new vision, or reframe accepted ideas. They need to entertain, inspire and be controversial so that delegates rush out of the presentations, eager to discuss and contest ideas. Good keynotes provide big, contestable concepts to which other workshop presenters can refer, thus creating both energy and cohesion in the intellectual dynamics of the conference.

Now that it is over, those who have worked so hard should be enjoying the results of a job well done. I hope these comments will be of some help in future planning.

Congratulations once again. ■

## PARENT STRAND

### Bringing Parents Together

By SHIRLEY KOKOT, WCGTC Secretary, Parent Committee Chair

Parents attending the Barcelona conference commented very positively on the opportunities arranged for parents to meet to discuss concerns. They also appreciated the planned Round Table discussion, where a selected panel of presenters were on hand to offer their experiences and suggestions.

Much of the discussion during these sessions was focused on what parents or professionals had done in their various countries and communities to bring parents together and/or to help parents with information about gifted children and their education. It was interesting to hear how diverse the approaches have been—from informal support groups to regular courses arranged for parent education. The underlying message was that parents have a responsibility to “get up and do something” for gifted children. No matter how small the effort seems, it can have a very positive effect and provide important services for fellow-parents and gifted children. Many projects began in a small way and have grown to become established and recognised in the communities.

We hope to be able to print some of these innovations in future editions of this newsletter. To begin with, here is a description of a project in South Africa.

#### Helping parents through a newsletter

Because of many telephone calls requesting advice, I decided to hold a “parent’s forum” at the university at which I lecture to better understand what problems parents were experi-

encing with their gifted children. I advertised the Saturday morning forum through a letter to the editors of newspapers in Johannesburg and Pretoria. The plan was to first give a general talk on giftedness to the entire audience, then to divide participants into smaller groups. Each group would have a colleague of mine to facilitate successful completion of the task they were given. This task was to compile a list of their concerns in order of priority. At the end of the allotted time, each facilitator summarised the content of the group’s discussion and presented its priority list to the re-assembled larger group. Following this, a decision would be taken as to how best to address the concerns on each list.

The response to the forum was so great that we had to arrange for two Saturday mornings instead of one! The end result was that we decided to write a newsletter containing articles relevant to the expressed concerns to send out to interested people. My faculty agreed to sponsor the production and postage of the newsletter. Within two years, the mailing list had grown to 2 000 people and the faculty was complaining about the cost. We subsequently founded the National Association for Gifted and Talented Children in South Africa and made the newsletter the official communicator of this Association. Costs are now covered by annual fees. This all happened nine years ago and we have managed to produce four newsletters each year. It continues to be popular and has definitely made a difference to many parents, who have reported that they find immense value in the news and views offered. ■



**CATALONIAN DINNER** Standing, Janice Leroux (Canada), WCGTC vice president and Juan Alonso (Spain), local conference committee chair. Seated from left, Daniela Gaspari (France), Jean-Christian Brunault (France), Yolanda Benito (Spain), Jean-Charles Terrassier (France), and Robert Pagès (France).

## PRESIDENT'S MESSAGE

*continued from 1*

only collaborated with a competent and reliable colleague and circumspect administrator, a diligent worker and also a great visionary, but finally with a good friend. I am pleased to announce that Barbara Clark has agreed to serve further as Distinguished Advisor to the Executive Committee and especially as editor of our newsletter, *World Gifted*.

I confess that I am entering my presidency with an uneasy heart. I don't take the position lightly; I know the responsibilities, but I am hopeful and optimistic and very much appreciate the confidence you have offered me.

I have been involved in the World Council since the third World Conference, 1979 in Jerusalem, when I was first elected as a member of the Executive Committee. I served two terms, from 1986 to 1987, as vice president. In 1995 I again entered the Executive Committee, serving to date a total of 14 years. So I really know about the structure, the ups and downs of this organization, its routines, and strengths and weaknesses. I hope this inside information will not block up the view of necessary modifications and changes, and new opportunities and visions. Meanwhile I rely on the growing infrastructure, mainly our headquarters with Sheila and Dennis.

I am eager to cooperate with old and new colleagues of the Executive Committee and hope that together we can develop new ideas for this organization to fulfill the goals of the constitution. I promise that I will do my very best to make this happen. This will work only with the active help and participation of you, the members. Thus let me briefly share with you two thoughts for further work.

### **Increasing World Council Membership.**

I ask for your active help and support in the "3-one action" or "one-by-one-by-one action." Every single World Council member is asked to enlist at least one new member every year. If this vision became reality, we could quadruple our membership by the next conference! Please, help and take this task as a challenge and a voluntary obligation.

**Pool of Expertise.** Another action that I would like to bring forward is the establishment of POE—a World Council "Pool of Expertise." Often headquarters and Executive Committee members receive requests for information, for help or advice concerning all

the different aspects of gifted and talented education and research. Our answers should be guided by a data pool containing the names of experts, classified by country. It would list their academic, research, or practical focus, such as diagnostics, teacher training, parent counseling, and creativity.

You, as members are asked to nominate yourself as such an expert or name colleagues of high expertise, even those who are not World Council members, from your country or abroad who are willing to become part of such a Pool of Expertise. This idea will be discussed by the Executive Committee and you will find more information in a future newsletter.

The World Council has life only by the lively engagement of every single member, by your very personal and professional participation and your communication and active networking.

- Contact your country's delegate, make him or her aware of important events and trends in your region.
- Write a short report and send it to headquarters for the newsletter.
- Offer your expertise.
- Make other colleagues familiar with the World Council.
- Announce and disseminate information from our newsletter and about our conferences in your regional or national journals and association newsletters.
- Bring in new members.

I know that you will become involved in your own professional work when you return home, but, please try to remain an active member of the worldwide World Council family, interested in its growing academic and scientific prosperity, in the growing educational, public and political effectiveness, advocating for the needs and rights of the gifted and talented all over the world.

Have a safe trip home and tell people about this wonderful World Council family, this international community of expertise and peace. ■

## DISTANCE LEARNING

*continued from 1*

provided, the legitimacy of such programs comes into question when core faculty are not specifically trained or active in the field of gifted education. These factors are among those which led Gallagher (2000) to call for a change in personnel preparation in gifted education in order to meet the standards addressed by these initiatives.

Distance-learning programs offer several advantages over present training programs. First, distance-learning programs do not have the geographic limitations created by training opportunities at a limited number of sites. Second, through distance learning a single expert in the field can reach larger numbers of participants, addressing the problem of quality control in local staff development programs. In general, the overall accessibility of training in gifted education can be greatly enhanced through distance learning.

Distance learning also affords the opportunity to offer programs through alternative training formats and innovative scheduling options. Participants can engage in class discussions, attend scheduled chats, work on group approaches to case problems, and access readings from a public or private computer with Internet access. Scheduling problems for training opportunities become literally non-existent.

Distance learning can bring positive change to existing professional development programs in gifted education. The increasingly critical problem of providing quality personnel preparation services in gifted education to a larger number of educators is lessened. Innovative training formats enhance training, increase accessibility, and provide quality control of instructors. Distance learning appears to be a viable medium for personnel preparation in gifted education.

For more information about gifted education training and formal coursework offered through innovative case-based online coursework (CaseNEX), please contact the author at [mlandrum@virginia.edu](mailto:mlandrum@virginia.edu) or CaseNEX at [info@casenex.com](mailto:info@casenex.com) or call 434-817-0726. ■

**Send a colleague to the World Council website at [www.worldgifted.org](http://www.worldgifted.org) for information about the organization, 2003 World Conference, publications, and worldwide resources.**



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# WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN, INC.

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Name of person who referred you to the WCGTC \_\_\_\_\_

**Membership Categories** (includes journal *Gifted and Talented International* and newsletter *World Gifted*)

- ☐ 1-year Individual US\$50      ☐ 2-year individual US\$95
- ☐ 1-year graduate student US\$40 (to qualify, you must be a full-time graduate student with authorization from your advisor)
- Advisor's signature \_\_\_\_\_
- University \_\_\_\_\_

**OR, by selecting one of the following categories, you receive full membership benefits and your additional contribution provides urgently needed support for the ongoing work of the WCGTC.**

- ☐ 1-year Silver US\$100\*      ☐ 2-year Silver US\$190\*
- ☐ 1-year Gold US\$250\*      ☐ 2-year Gold US\$475\*
- ☐ 1-year Platinum US\$500\*      ☐ 2-year Platinum US\$950\*
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\*10% of membership fee is contributed to the Barbara Clark Scholarship Fund

- ☐ *Gifted and Talented International* subscription only (2 issues/yr) US\$40

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- ☐ Professor      ☐ Parent      ☐ Educator
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### 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 is up to date. Fill in the membership application form and mail it with your dues to Headquarters.