



VOLUME 21, NUMBER 3

World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN



A Message from the President

Dear members, colleagues and friends,

It has been little more than a year, since my presidency began, but it seems time already to look at the future, at least in several ways.

The first issue refers to the future location of World Council headquarters. I am very glad that our Executive Administrators, Sheila Madsen and Dennis Stevens, have agreed to stay with us until the end of my presidency. In order to make the business transfer to the next headquarters as smooth as possible it seems wise to begin now to look for a future site. If you have a personal and professional interest in locating headquarters at your institution or association or if you know about any institution or association that might be able and willing to house and direct the World Council headquarters, please, let me know. If you wish, this correspondence will be kept confidential.

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Gifted 2003 A Celebration Downunder

"She'll be beaut, mates!"

Adelaide, the graceful capital of South Australia, will host the 2003 biennial conference of the World Council for Gifted and Talented Children.

Nestled between the Mount Lofty Ranges and the Indian Ocean, Adelaide is a charming planned city laid out with lush parks, gardens, squares, and grand Victorian buildings. Conference-goers can enjoy the nearby beaches, walks through the Adelaide Hills, art galleries, museums, international cuisine, and shopping.

The Local Conference Committee has planned an exciting program—opening with keynoter, Adam Spencer, a well-known Australian who was very obviously a gifted child and now holds high degrees in mathematics and is a radio presenter. See page 8 for a complete list of invited speakers.

Registration

Your registration includes the President's Welcome Reception that follows the Opening Ceremony with light snacks and a drink on Friday evening, August 1, 2003. In addition, you'll receive lunch daily. Australia and New Zealand residents can register online at www.gtcasa.asn.au. Residents from the rest of the world can use the centerfold registration form. Register early to receive discounts on fees.

Pre-Conference Workshops

Half-day pre-conference workshops provide you with an opportunity for in-depth experiences and time for interaction with our expert presenters. The twelve sessions—you can only choose one—cover a broad range of topics including curriculum, creativity, technology,

brain integration, female and underachieving gifted.

Academic Program

Drawing from an international community of educators, researchers, professors, psychologists, and others interested in giftedness, the 4-day program presents a global perspective of trends in raising and educating gifted children.

Posters, papers, workshops, round tables,
continued on page 9

APA Style— An Overview

Newspapers, magazines, journals, other publications, and even corporations have an in-house editorial style—guidelines that ensure consistency, accuracy, and clarity in their written materials and presentations. The *Publications Manual of the American Psychological Association* (APA) is widely used by writers, students, educators, editors, and scholars in psychology, other behavioral and social sciences, and many other disciplines as the style manual to prepare journal articles, theses, dissertations, papers, oral presentations, and reports. The World Council's journal, *Gifted and Talented International*, and the biennial conference proceedings are edited according to APA style.

What Is APA style?

Originally published in 1927 as a seven-page
continued on page 14

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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Tel: 818-368-7501
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www.WorldGifted.org

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

March 31–April 2, 2003

Conference of the Americas

CINTERMEX Convention Center
Organized by

Mexican Association for the Gifted,
Mexican Ministry of Education,
World Council for Gifted and Talented Children, and the
American Institute of Monterrey

For further information contact AMEXPAS@prodigy.net.mx

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 or
www.gtcasa.asn.au/world.htm

October 5–7, 2003

National Association for Gifted Children (UK)

"Gifted Children: Myths and Realities"

A partnership between The National Association for Gifted Children and Nottinghamshire County Council

www.nagcbrtain.org.uk

For information contact: Alison Fawley

Eastbourne Centre, Station Road, Sutton in Ashfield
Nottinghamshire NG17 5FF

Tel: 01623 466704

alison.fawley@education.nottscc.gov.uk

November 12–16, 2003

50th Annual Convention

National Association for Gifted Children

Indiana Convention Center
Indianapolis, IN

For information, www.nagc.org

News & Ad Deadlines for World Gifted

Issue	Deadline
February 2003	January 7, 2003
June 2003	May 6, 2003
November 2003	October 9, 2003

For advertising rates, contact WCGTC headquarters at worldgt@earthlink.net.

DELEGATES & AFFILIATES

Don't forget to send "News from Around the World" and "Calendar" events. If you send photos electronically, make sure they are at least 300 dpi.

Update from Headquarters

THANK YOU!

The Executive Committee thanks **Joseph Renzulli, Director, and the Neag Center for Gifted Education and Talent Development, The University of Connecticut** for sponsoring the printing and mailing of this issue of *World Gifted*.

Theresa Gerson, Canada, for renewing as a 2-year Silver member.



Back Issues of *Gifted and Talented* Available

Previous issues of *Gifted and Talented International* (GTI), the World Council's journal are available at US\$20 per copy, postage included. You'll find a listing of contents for each issue on the website at www.worldgifted.org.

13th Biennial Conference Proceedings

The Proceedings of the 13th Biennial World Conference, Istanbul, Turkey are now available. If you attended the conference, your proceedings CD is in the mail. Additional copies are available for US\$8 (postage included). To order by credit card, send a fax to 818-368-2163 with complete shipping instructions. To order by check, send complete shipping instructions to:

WCGTC, Proceedings

18401 Hiawatha St.
Northridge, CA 91326 USA

Correction

In the Winter 2003 issue, a caption incorrectly identified the person seated at far left as Daniela Gaspari. It is Mary Parkinson, WCGTC member from Australia. Our apologies to Mary.

Mary
Parkinson



UPCOMING DEADLINES

**Don't forget the following dates—
mark them on your calendars!**

January 31, 2003

Delegate Election results due. If you are in charge of elections for your country, notify the newly elected delegates and send results to:

Taisir Subhi Yamin
taisir@rocketmail.com and
Den-Mo Tsai
denmo@nknucc.nknu.edu.tw

January 31, 2003

2003 Conference papers
To submit papers electronically, visit
www.gtcasa.asn.au/world.htm.

March 15, 2003

Award Nominations
Complete the nomination form on page 12. Send or fax information to WCGTC Headquarters.

March 15, 2003

Executive Committee Nominations
Complete the nomination form on page 11. Send or fax information to WCGTC Headquarters.



CONFERENCE DEADLINES Register early and save!

April 30, 2003

Early Registration

June 13, 2003

Regular Registration

LOOKING FOR RESOURCES?

Check the World Council website at www.worldgifted.org. You will find direct links to dozens of organizations and publications around the world.



News from Around the World

FROM THE ASIA-PACIFIC FEDERATION OF THE WORLD COUNCIL

New Executive Committee Members Elected

At the 7th Biennial Asia-Pacific Federation's Conference in Bangkok, Thailand, the 2002-2004 APF Executive Committee was elected.

- Professor Jiannong Shi (China), President
- Dr. Seokhee Cho (Korea), Vice-President
- Asst. Professor Helen Siu Yin Ku-Yu (Hong Kong S.A.R.), Secretary
- Professor Ching-Ching Kuo (Taiwan), Treasurer
- Dr. Usanee Anuruthwong (Thailand), Immediate Past President
- Ms. Hjh Zaiton Binti Hj. Damit (Brunei), Executive Member
- Ms. Penny Van Deur (Australia), Executive member
- Professor Mauricia D. Borromeo (Philippines), Executive Member

Bangkok Conference Presents Challenges and Commitments

The 7th Asia-Pacific Federation Conference on Giftedness in Bangkok brought together educators, scholars, researchers, teachers, students, and parents, from over 20 countries representing more than 100 universities and institutions, and 40 gifted and talented centers. The participants committed themselves to a global partnership to protect and promote the gifted and talented children and youth of the world. A summary of the specific challenges include:

1. The challenge to develop potential talent and gifts so that society can be shaped in a

spirit of peace, dignity, responsibility, tolerance, freedom, equality, and solidarity, while mindful of the traditions and cultural values of each individual

2. The challenge to reaffirm the Convention of the Rights of the Child that entitles every child to the right of a free and appropriate education without discrimination based on the equal opportunity to develop each child's morality, personality, talents, and mental and physical abilities to the fullest potential benefiting both the child and humankind.
3. The challenge to use multiple types of assessment to identify potential in a variety of different areas of talent and ability.
4. The challenge to provide appropriate ways to identify and serve gifted and talented students who also have disabilities and learning difficulties.

(See page 11 for complete "Commitments")

To open the conference and affirm its importance, Deputy Prime Minister Pongpol spoke to the assembly on the issue of human resources development as critical in today's globalized world. He acknowledged the importance of gifted and talented children worldwide and expressed regret that often their needs and challenges are not fully appreciated. He stated that the government of Thailand is well aware of its duty "to provide suitable curricula, appropriate means for accelerated growth and development, enriched and extended environments, and well-trained mentors who are deeply empathic." He spoke of the "duty of us all to create a dynamic and vibrant environment" so that "gifted people can truly and freely contribute to their society." The

Deputy Prime Minister commended several local organizations for their good work on behalf of gifted and talented children and then welcomed all participants to this most important international conference.

Thailand's Present Educational Situation for Gifted and Talented Children

Assistant Professor Maliwan Lubpairee (Chulalongkorn University, Thailand) presented an overview of the status of Thailand's educational opportunities for gifted and talented children. Some of the major points were:

- The Act of National Education of 1999 stating the "Education management for a gifted person must be organized in the appropriate method as to the ability of that person" provides funding and support for programs for gifted and talented children.
- Limited knowledge regarding gifted and talented children makes it difficult to provide appropriate support for these children.
- Research on the programs provided to gifted and talented children in Thailand was conducted using approximately 5% of the educational institutions in the country.
- Results showed that many schools have serious problems with the clarity of their policies and must rely on their own resources to provide for their gifted and talented children,
 - 40% reported having gifted and talented children in their school.
 - 62% have special activities or programs for class development, and scholarship funds or extra educational equipment for gifted and talented children.
 - 64% of these schools report that they have no official program documents, no teacher teamwork, lack of coordination within the school, and poor parent participation in the program.

It's sooner than you think...

...SO START MAKING YOUR PLANS NOW FOR THE 15TH BIENNIAL WORLD CONFERENCE, AUGUST 1-5, 2003, ADELAIDE AUSTRALIA



Call for Papers

You'll find an interactive form on the website www.gtcasa.asn.au. If you don't have Internet access, use the form in the centerfold of this issue.

Deadline: **January 31, 2003**

Registration

Residents of Australia and New Zealand

Register online at www.gtcasa.asn.au/world.htm or contact

Gifted 2003 Conference Secretariat

P.O. Box 6129 Halifax Street, Adelaide South Australia 5000

Tel: +61-8-8227-0252, Fax: +61-8-8227-0251, e-mail: gifted2003@sapro.com.au

Residents of the rest of the world

Use the registration form in the centerfold of this issue or print out a form from the World Council website at www.worldgifted.org. Mail forms with payment to World Council Headquarters.

It was suggested that Thailand set up a central organization for programs with a special task force of knowledgeable individuals to establish overall policies for identification, classroom management, and training for administrators and teachers.

Submitted by Helen Siu Yin Ku-Yu
Secretary, Asia-Pacific Federation;
WCGTC Delegate, Hong Kong

FROM BRAZIL

Brazilian Conferences, Programs & Books

The First State Seminar for the inclusion of the gifted and talented was held in Vitoria, Espirito Santo, from September 18–20, 2002. The main purpose of the seminar was to discuss diversity in the classroom and strategies to attend to students with different needs. The event was sponsored by the Ministry of Education, the Brazilian Association for Gifted Children, the Federal University of Espirito Santo, and the National Service of Industrial Learning.

At the end of November 2002, a 3-day National Meeting on the Education of the Gifted took place in Lavras, Minas Gerais. Coordinated by Dr. Zenita Guenther, director of the Center of Talent Development, the event was the fifth National Meeting held in this town. The meeting was sponsored by the Ministry of Education, the Federal University of Lavras, and the Center of Talent Development. The theme of the event was "Talent and Human Capacity: The Challenge" and was an opportunity to discuss the effectiveness of Brazilian programs and services for gifted children.

The awareness of the importance to attend to the needs of gifted people is increasing in Brazil. The Federal University of Lavras, for example, has been offering a graduate program in gifted education. Almost 100 teachers have been certified to work with gifted students. Some of the courses are: Creativity, the Family of the Gifted, Differentiation in the Classroom, and Characteristics of the Gifted. Also, a new book on giftedness was published in 2001, *The Gifted: Determinants, Education, and Adjustment* by Eunice Alencar and Denise Fleith. It has chapters on intelligence, identification, misconceptions, socioemotional development, Brazilian gifted programs, and the education of gifted around the world. Also, the Ministry of Education is preparing a document for teachers regarding how to differentiate instruction for young gifted students.

Submitted by Denise Fleith
WCGTC Delegate, Brazil

FROM GERMANY

Delphic Games—A Challenge for Gifted and Talented Children Worldwide

The history of the Delphic Games begins in ancient Greece, where they took place one year before the Olympic Games. While the Olympic Games have endured over time, Delphic Games were forbidden.



Originally focusing on art, theater, poetry, and music, the Delphic Games were omissions to the god Apollo who symbolized beauty, music, poetry, medicine, prophecy, and the oracle. Many centuries later, the Delphic Games were reestablished in 1994 in Berlin with 19 nations from all over the world constituting the International Delphic Council.

- 1997 Tbilisi, Georgia—first Delphic Games for children and youngsters
- 2000 Moscow—held under the auspices of president Putin
- 2003 Dusseldorf, Germany

The Delphic Games include traditional ancient arts such as music, dance, theater, painting, architecture, sculpturing, poetry, rhetoric, storytelling, handicraft, mosaics, and woodcarving. The new arts are also included: social arts—media, design, communication, pedagogics, cyber-Delphics, and medicine; ecological arts—landscaping, recultivation, and protection of buildings and nature.

The Delphic Games are open to all gifted and talented children ages 6 to 18. There are different groupings of ages and every country may send 100 participants (accompanying adult included).

It would be wonderful if many gifted and talented children could enjoy the Delphic Games 2003 in Dusseldorf, Germany! Please

inform your groups about the games.

For further information, check the website at www.delphic.org or e-mail your questions to mail@delphic.org.

Submitted by Ida Fleiss
WCGTC Delegate, Germany

FROM THE IBEROAMERICAN FEDERATION OF THE WORLD COUNCIL

General Conclusions from the Fourth Latin American Conference for the Intellectually Gifted and Talented Student

First Conclusion - The Fourth Latin American Conference for the Intellectually Gifted and Talented focused on the lack of attention that Latin American states are giving to the legal, ethical, and political obligations they have to find and encourage gifted and talented students, and to train teachers to work with them. Initiatives directed at the support of the gifts and talents of children in each nation must be encouraged. The pressure created in the '90s by groups of psychologists, researchers, teachers at all levels, and parents in Latin America has begun, in a slow but positive way, to show the fruits of former labors. National legislation has recognized the advantage and obligation of the states to detect and support those students with intellectual gifts and talents. However, the policies of integration that have recently been adopted in Latin America do not offer a response to the special educational needs of the gifted and continue to show a lack of knowledge about the complexity and diversity of these exceptional people. Group models of enrichment and acceleration programs have proved to be valid alternatives for the development of special gifts and talents on the cognitive and social friendship levels.



BOGOTA, COLUMBIA Participants from Spain, Argentina, Brazil, Mexico, Ecuador, Cuba, Peru, and Colombia attended the Fourth Latin American Conference for the Intellectually Gifted and Talented Student

Second Conclusion – Identification should be done at an early age, preferably around 4 years of age. However, depending on the area of talent, it is not always possible to identify exceptional ability at such an early age. Also, it is necessary and advantageous to continue looking for valid, reliable, and practical research-supported instruments for identification. With a diverse population and dimensions of talents and gifts that must be recognized, instruments that reflect more than just the monolithic visions of intelligence and gifts dominant during the greater part of the 20th century are especially needed today.

Third Conclusion - Training programs that prepare teachers and psychologists to deal better with the nature and complex, unsynchronized dimensions of the intellectually gifted exist only marginally. Such training must offer the didactic and pedagogical program tools that teachers will need to work successfully with these exceptionally talented children and youth. Especially worrisome is the sparse attention given to the themes of the intellectually gifted, exceptional, and talented children in undergraduate university programs as well as the training of university docents and pedagogical psychologists. The general public and the media continue to show a low level of understanding with regard to the topic of exceptionality and talent.

Fourth Conclusion - Despite some very important and timely progress, there is a general lack of research into the nature, characteristics, and the processes involved with intellectually gifted, exceptional, and talented children. In general, there is a need for research to clarify the lack of uniformities that exist with respect to the exceptional. Specifically, psychological research on the nature and characteristics of the exceptional is lacking as well as pedagogical research about the possible impact that can be achieved through innovative pedagogical interventions.

In the proceedings of the 4th Latin American Conference, the *Latin American Magazine of the Intellectually Gifted and Talented* was presented and approved. This is an electronic publication which will be prepared editorially by the Alberto Merani Institute of the Ministry of Publications. The Honorary Editorial Ministry came together in this event where all of the international delegates attending the 4th Conference from Spain, Argentina, Brazil, Mexico, Ecuador, Cuba, Peru, and Colombia were invited to take their seats.

Fifth Conclusion - The division between individualism and collectivism should be

resolved through a proposal that complies with the purpose of favoring the development of autonomous beings, nurtured and transformed through their relationships with others.

Moral education with the exceptional takes two central aspects: social justice and understood equality, not in the sense of distribution but rather in the recognition of diversity. Exceptional people should be understood in their singularity and this is the reason why exceptional people should be spoken about rather than speaking about exceptionality in general. To attend adequately to exceptional people, an interdisciplinary team that consists of at least an assembly of specialized psychologists and docents is required.

Submitted by Julián de Zubiría

Conference President

Juan A. Alonso, President, IberoAmerican Federation of the World Council

FROM IRELAND

IAGC Third Biennial Conference

The Irish Association for Gifted Children recently hosted its Third Biennial Conference "Supporting Exceptionally Able Children: Coping with Complexities" in October 2002. We were delighted with the support of three key international speakers who enthused and motivated parents, teachers, and psychologists. Shirley Kokot, the keynote speaker from South Africa, gave a good overview about the "Winning Way" and introduced us to Integrated Learning Therapy. We are hoping Shirley and her husband Mike will become regular visitors to Ireland. Shelagh Gallagher's focus on Project Insights demonstrated how Americans manage with a middle school program. This was supported by both David Carey and Julie Anne Stevens who spoke about educating a gifted child within the Irish educational system. Ellen Fiedler, an expert on social



AN AMERICAN VIEW IN DUBLIN Shelagh Gallagher presents Project Insights and discusses middle school programs

and emotional issues, enthralled the participants at her keynote and later in her workshop on perfectionism. This was followed by national presenters, Sheila Hawkins who focused on stress and Nicky O'Leary who spoke on ways to support gifted children.

The conference success is a tribute to the dedication of a few key people with a large commitment to advocating for gifted children. We thank you one and all.

Submitted by Nicky O'Leary

WCGTC Delegate, Ireland

University College, Dublin, Ireland

FROM JAMAICA

High Tea (and Mary Landrum) in Jamaica

"Differentiating the Instruction, Challenging All the Learners" was the theme for an intensive 5-day summer course organized by the S.T.A.R. Enrichment Centre and attended by kinder-



JAMAICAN HOSPITALITY From left, Marguerite Narinesingh, Mary Landrum, and friends enjoy "high tea."

garten and elementary teachers in Kingston, Jamaica during the second week of July.

The overall objective of the course was to expose "nonspecialists" to the applicability of the pedagogy of gifted education to teaching and learning in the regular classroom. In particular, the focus was to train teachers in the use of practical strategies for differentiating instruction to develop higher order thinking.

In a simulated "regular Jamaican" classroom situation, 47 "students" of mixed ability experienced the steps of a hands-on, process-oriented approach to an independent project. The project, complete with work in the field and a final product, explored the "wickedest city" of Port Royal. The sessions included such skills as using information technology, incorporating creative writing, children's literature, science activities, and drama, to challenging the learners in their classrooms, and implementing alternative types of assessment.

The Jamaican tutors were assisted by Dr.

Mary Landrum from the University of Virginia who made a well-received full-day presentation on differentiating grouping practices and questioning techniques. There was enough time for her to visit the famed Port Royal, attend a cocktail party al fresco, stop briefly at an elementary school to talk with the children and enjoy a Jamaican style High Tea!

Submitted by Marguerite Narllesingh
WCGTC Delegate, Jamaica

FROM MEXICO

Conference of the Americas Goes Global!

To be held in Monterrey, Mexico, on March 31–April 2, 2003, the Conference of the Americas will be part of a magnanimous effort by the State of Nuevo Leon, Ministry of Education to showcase global innovations in all aspects of K–12 education. This conference promises to be one-of-a-kind and will bring together renowned educators and experts in the following fields:

- Early Childhood Education
- Special Education
- Gifted Education
- Indigenous Education
- Education of Migrant Children

The gifted education conference has already received confirmations by leading gifted educators: Barbara Clark, Joseph Renzulli, and Sally Reis, as well as the leading gifted specialist in Mexico, Janet Saenz. The World Council for Gifted and Talented Children is one of the sponsors of this event.

Despite growing excitement for this conference, the attendance will be limited to 2,000 people. If you are interested in receiving more information regarding this conference, please contact: AMEXPAS (Mexican Association for the Gifted) at amexpas@prodigy.net.mx. As soon as they are ready, registration and hotel forms will be available on the web page www.geocities.com/amexpas.

In addition, there are still some slots open for presentations that can highlight leading innovations in the education of gifted students. If you are interested in participating please send your proposals to Janet Saenz at amexpas@prodigy.net.mx. The conference organizers are particularly interested in presentations from countries in the Western Hemisphere. The deadline for proposals is September 25th.

Submitted by Elizabeth Huergo
Member of the Organizational Committee,
Monterrey, Nuevo León, México.

FROM USA

2003 Conference of the California Association for the Gifted (CAG)

The 41st annual CAG conference is scheduled for March 7-9, 2003 in Santa Clara, California at the Convention Center and Westin Hotel. Make plans now to be in Santa Clara for this much-anticipated event.

Three Pre-Conferences are planned with speakers and sessions in the areas of Administration, Secondary Education, and Community and Parent Involvement. Participants of all three pre-conferences will enjoy a luncheon and speaker and choose afternoon breakout sessions from any of the three pre-conference themes.

The conference theme, "A World of Learning," will feature ways to meet the standards set forth in the new California legislation. Parents and educators will have the opportunity to hear major speakers and attend workshops, clinics, panels, and other special sessions.

Invited speakers include Carolyn Callahan, Carol Ann Tomlinson, Donald Treffinger, Michele Borba and Peter Giles. Other presenters include Sandra Kaplan, Barbara Clark, and other leaders in gifted education.

The Friday Educational Excursions are especially exciting this year. Trips to Alcatraz Is-

land, Sunset Gardens, Steinbeck Center, Monterey Bay Aquarium, San Jose Museum of Art, as well as the Angel Island Historic Tram Tour are among the choices included. There are also visits to several elementary, middle, and high schools to observe exemplary practices in gifted education.

Saturday evenings at the CAG conference have been very popular over the years. This year CAG presents a dessert spectacular at the Tech Museum where the galleries will be open exclusively for conference participants. The evening event will include a current IMAX showing, access to exciting and interactive exhibitions, and a choice of very special desserts.

The best part of any CAG Conference is the opportunity to spend time with educators, parents, and others who are committed to improving education for our gifted and talented young people. The members of the Conference Committee of the California Association for the Gifted look forward to seeing you in beautiful Santa Clara in March.

For further information, check the CAG website at www.CAGifted.org

Submitted by Judith Roseberry
President Elect, California Association for the
Gifted, WCGTC Affiliate

CALIFORNIA ASSOCIATION FOR THE GIFTED

41st Annual CAG Conference

Santa Clara, California • March 7 - March 9, 2003



- | | |
|---|---------------------------------|
| • Pre-Conference | • Classroom Observations |
| • Educational Excursions | * Exhibit Hall |
| • Dessert at the Tech | * Major Speakers |
| • Clinics, Panels, Seminars | * Parent Resource Room |
| • Parents' Day at the Conference | • CyberHall |

For more information on the CAG conference and CAG membership, go to www.CAGifted.org.

15th Biennial World Conference

Gifted 2003—A Celebration Downunder

**August 1–5, 2003
Adelaide, South Australia**

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

WHY YOU SHOULD COME TO THE CONFERENCE

- To hear quality speakers from around the world
- To share practice and theory with colleagues from the five continents
- To listen to leaders in the field
- To gain practical ideas for extending education of gifted children
- To learn more about critical and creative thinking, curriculum for gifted students, modifying the program for gifted students, and much more
- To participate in special sessions for students gifted in Information and Communication Technology and Music and The Arts
- To understand more about the characteristics and behaviors of gifted children
- To have a really great time among your international colleagues
- To enjoy an Australian conference dinner with a difference
- To relax and explore our safe city, go shopping and eat at excellent restaurants all in close proximity to the new, state-of-the-art Conference Centre.

Invited Speakers

Katherine Hoekman, University of New South Wales, Australia
Barbara Clark, California State University, USA
Sandra Kaplan, University of Southern California, USA
Jiannong Shi, Chinese Academy of Sciences, China
Graeme Koehne, Composer, University of Adelaide
James Koehne, Artistic Director, Adelaide Symphony Orchestra
Diane Montgomery, Middlesex University, UK

For further information, Call for Papers, and registration details please check the website **www.gtcasa.asn.au**

Or contact the Conference Secretariat:

PO Box 6129 Halifax Street, Adelaide, SOUTH AUSTRALIA 5000
Tel: +61 8 8227 0252 Fax: +61 8 8227 0251 E-mail: gifted2003@sapro.com.au

World Council for Gifted and Talented Children
18401 Hiawatha Street, Northridge CA 91326 USA
Tel: 818-368-7501 Fax: 818-368-2163 worldgt@earthlink.net www.worldgifted.org

CONFERENCE 2003

continued from 1

and symposia will cover myriad topics such as: socioemotional development, underrepresented populations, underachievers, creativity, identification, curriculum, program models, gifted students with learning disabilities, special talents, and policies and procedures.

Plenary Sessions delivered by Barbara Clark, Katherine Hoekman, Sandra Kaplan, Diane Montgomery, and Jiannong Shi will inspire and energize you with new visions and possibilities to take back to your homelands.

Technology and Arts Strands

Two days—Sunday, August 3 and Monday, August 4—will feature an ICT strand. Keynote speaker, Tom March from Sydney, will introduce this strand of papers and hands-on presentations devoted to Information and Communication Technology.

Tuesday's Music strand focuses on musically talented youth, with sessions that showcase their gifts as well as presentations that address their unique needs. James Kohn, Artistic Director of the Adelaide Symphony Orchestra, and Graeme Kohn, composer, will

set the tone for this strand during their keynote address.

"Surprise" Evening Downunder

The local committee won't reveal a clue about this special evening but they promise that this will be a fun-filled, memorable evening—one you won't want to miss. The only hint they offer is that it will be typically Australian in cuisine, entertainment, and ambience.

Classroom Visits

On Wednesday, August 6, 2003, you can observe exemplary primary and secondary gifted programs in action. You'll also have the opportunity to speak to administrators and teachers.

Fun and Games

In keeping with the Australian reputation for hospitality and good humor, you'll be entertained by student performers during lunch and tea breaks, have a chance to win a raffle basket filled with goodies, and learn a bit of *Ozzie strine* along the way.

* Australian "strine" or slang is the colorful language of "oz" (Australia). ■

PRESIDENT'S MESSAGE

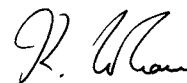
continued from 1

The second issue refers to the position of president, the person who will be my successor in the year 2005. It seems reasonable and helpful for the next president to have some experience working with World Council business in the Executive Committee and to be familiar with an officer's function. I strongly recommend that any member interested in the position of president become a candidate for the Executive Committee at the next election which will be held early in 2003. Any person who has previously held a position on the Executive Committee is also eligible to run for the office of President.

Another issue that is important for the future of the World Council is the continuing effort to get our association on solid and substantial financial grounds. We are seeking sponsors, but have no commitments at this time. Therefore it is very important that we continue efforts to increase our membership. We very much appreciate members like Taisir Subhi Yamin from Jordan, Executive Committee member, and Ken McCluskey, our Canadian Delegate, who have been so effective in convincing many people to become new World Council members. Much needed support has also come from our American Delegate, Joseph Renzulli, who volunteered to sponsor this issue of the newsletter *World Gifted*. A big THANK YOU goes to all these members.

I am sure we have many more members like those mentioned above who are willing and able to engage themselves for World Council purposes. Do consider how you might help and let me hear your ideas and suggestions regarding these important issues. Thank you all for your attention and efforts to provide for a better future for the children of this world,

Warm Seasons Greetings and best wishes for a Happy New Year!



Save on 2003 Conference Airfare

Qantas Airways, the official airline for the 15th World Conference for Gifted & Talented Children, is offering special fares for participants of World Gifted 2003.

Domestic Travelers

Special discounted fares of 45% off the full normal economy class airfare excluding taxes have been negotiated for Australian-based participants (subject to class availability at time of booking and conditions apply). Please call Qantas Association Sales at 1-800-684-880 (Australia-wide) and quote reference code **2959443** to receive the applicable discount or any special fares at the time of booking.

International Travelers to Australia

Qantas has an extensive international network with sales teams located worldwide who can assist you with travel to Australia. Using our network of travel partners we are able to offer you local contacts who have the knowledge and experience in conference travel to Australia. Our travel partners have access to the best Qantas airfares available and will be able to negotiate a competitive rate for your travel. To inquire about the best travel options to Australia, please contact your local Qantas travel partner (for a listing, visit www.worldgifted.org) and quote reference code **QAN09**. If your local travel partner is not listed, please contact your local Qantas office or visit www.qantas.com.



Share your ideas with the world...

Submit an article to *Gifted and Talented International*, the World Council's peer-reviewed journal.

Submit manuscripts to
Joyce VanTassel-Baska, Editor
College of William and Mary
P.O. Box 8795
Williamsburg, Virginia 23187-8795

All in ERIC

Education database provides information 24 hours a day

BY THERESA K. GERSON

St. Thomas of Villanova College, King City, Toronto, Canada

Editor's Note: One of the most frequently asked questions World Council headquarters receives is "Where can I find information about...?" ERIC is one of the sites to which we refer our members. For additional resource and information sources, visit our website at www.worldgifted.org

If you enjoy shopping under one roof and can usually find everything that you need or want, why bother with exasperating short trips to different places that you think might have what you want. The Educational Resources Information Center (ERIC) is the perfect shopping mall. ERIC forms the American national information system with access to a wide body of information of education-related information and documentation. Regarded as the largest educational database in the world, the reader is offered journal articles, research reports, curriculum and teaching guides, conference papers, and books.

Resources include: a comprehensive and detailed description of the system, recent accomplishments, ERIC News, and ERIC Slide Show, a visual introduction to the database, and an overview of products and services. The academic writer will be pleased to find a guide to submitting documents to ERIC.

A special feature of this system is the clearinghouse. There are 16 subject-specific clearinghouses and associated adjunct clearinghouses that support a wide range of uses by offering research syntheses, electronic journals, online directories, reference and referral services, and document delivery. Although the aim is to improve American education these clearinghouses focus on practice in learning, teaching, educational decision making, and research that can be of value worldwide.

One of the clearinghouses available covers "Disabilities and Gifted Education" including: identification, assessment, intervention, and enrichment in the mainstream class as well as special settings. The names of the organizations involved in these categorical areas, their addresses, contact numbers, email addresses, and URLs are provided with a synopsis of what each site covers. ERIC Searches, however, are controlled by the user-defined and limited "search terms." Instead of using "dual exceptionalities" the searcher must enter "gifted disabled"; instead of "learning style" one must choose "cognitive style." There is a proper vocabulary and structure of language that must be learned and used if one hopes to find exactly what ERIC has available. Thus, one must make use of the ERIC Thesaurus to find the proper search terms.

For those involved in programs of higher education, the ERIC Clearinghouse on Higher Education provides listings of college and university programs, problems, students, curricular and instructional programs, and institutional research. This clearinghouse is located at

George Washington University in Washington, D.C.

With more than one million records, educators of the gifted will find a rich source of up-to-date information administered by the National Library of Education. The Frequently Asked Questions (FAQ) section provides subtopics for those interested in how to get around in ERIC's vast territory. The FAQ section listed the following topics for those involved in education for the gifted:

- Alternate assessments
- Assessing and nurturing the talents of young gifted children
- Classroom/program placement and gifted students
- Curriculum compacting
- Developing appropriate curriculum for gifted students
- Developing a program for the gifted in a school system
- Early entrance to college
- Enrichment activities for gifted students
- Evaluating gifted programs
- Funding for gifted education
- Gifted children with disabilities; children with disabilities and giftedness
- Gifted students and attention deficit disorders
- Gifted students and learning disabilities
- Gifted students and learning disabilities (diagnostic tests)
- Gifted students in the regular education (inclusive) classroom
- Gifted students in the regular education (inclusive) classroom (grouping practices)
- History of gifted education
- Identifying gifted students (for use by school districts)
- Identifying students for GT programs (for use by parents)
- Legal issues and gifted education
- Longitudinal studies on gifted students
- Models or "best practices" for teaching the gifted
- Problem-based learning
- Racial and ethnic minorities and gifted education
- Resilience
- Teaching gifted ESL students
- The value of gifted programs

ERIC is a powerful tool that every educator and parent should know, understand, and make use of frequently. Graze, or feast, but do not pass by www.eric.ed.gov. ■

AskERIC

AskERIC is a personalized service that provides education information—research, issues, and practice. If you need the latest information on a topic or development in education, you can "AskERIC."

To ask a question, send it via e-mail to askeric@askeric.org and you'll receive an individualized e-mail reply within 2 working days from an information specialist. In addition, you will receive a citations from the ERIC database relevant to your topic, related Internet resources, and sources of further information.

Commitments from the Participants of the 7th Asia-Pacific Federation Conference on Giftedness

For the benefit of humankind and the gifted and talented, the participants of the 7th Asia-Pacific Federation Conference on Giftedness have come together to:

1. *Provide* opportunities and supportive systems for the gifted and talented (who are individuals with high abilities and talents).
2. *Give* priority to action for the full and harmonious development of the gifted and talented.
3. *Create* differentiated educational programs in order to fully develop their potential.
4. *Advocate* and mobilize educational support specifically for teacher education and to ensure that adequate financial and nonfinancial resources are available to promote appropriate education for the gifted and talented.
5. *Increase* knowledge and improve practices for the gifted and talented through encouraging and supporting the establishment of research and resource centers.
6. *Encourage* and support centers, institutions, and associations for the gifted and talented.
7. *Enhance* the role of the family, including that of the child, especially in the social, emotional, and moral development of the gifted and talented.
8. *Adapt* or modify procedures for identification, teaching methods, and programs for special populations of gifted and talented, such as those in isolated and/or rural areas, those living in poverty, cultural minority groups, and others with special needs.
9. *Review* and revise, where appropriate, laws, regulations, policies, programs, and practices necessary to meet the needs of the gifted and talented.
10. *Mobilize* political and other partners, national and international communities, including intergovernmental organizations, nongovernmental organizations and private sectors to assist countries by means of cooperation, networking and exchange of knowledge and information, to develop and to implement plans and programs for the gifted and talented.

August 16, 2002
Bangkok, Thailand

Executive Committee Nomination Ballot

World Council for Gifted and Talented Children 2003 Executive Committee Members Election

Eligibility Requirements

- Nominees must be current members in good standing of the WCGTC.
- Nominees must be willing to serve and must be attending the 2003 World Conference in Adelaide. (Please verify this information with the person you are nominating.)
- The Executive Committee may only have **one member** from **a country**. The following Executive Committee members have 2 years remaining in their terms of office; therefore, the nominations you make for the two new Executive Committee members may **not** include:

Australia (represented by Maria McCann)

Germany (represented by Klaus Urban)

Jordan (represented by Taisir Subhi Yamin)

South Africa (represented by Shirley Kokot)

USA (represented by Sandra Kaplan)

You may nominate members from any other country.

Nomination Procedures:

- Nominees must be World Council members in good standing.
- Type or print the names and addresses of persons you wish to nominate for the position of Executive Committee Member.
- Use a separate form for each nomination if you are nominating more than one individual.
- Complete this form and enclose a short (half-page single spaced) biography and statement about the qualifications of the person.
- Include verification of willingness to serve.
- Include the signature of the seconder who must be a current member from a different country than the original nominator.
- Send nomination materials to WCGTC, Nominations, 18401 Hiawatha Street, Northridge, CA 91326 USA or by fax to 818-368-2163.
- Nominations must be received by **March 15, 2003**.

Your Name _____

Address _____

City _____ State _____ Country _____ Zip/Postal code _____

Preferred telephone _____ Preferred fax _____ e-mail _____

Name of Nominee _____

Address _____

City _____ State _____ Country _____ Zip/Postal code _____

Call for Award Nominations

The World Council for Gifted and Talented Children is accepting nominations for the following awards which will be presented at the 15th Biennial World Conference in Adelaide, Australia, August 1-5, 2003. **Nominations must be received by March 15, 2003.**

Distinguished Service Award

Selection Criteria: Outstanding contribution to gifted education as reflected in service to the World Council and the furtherance of its purposes over 10 or more years.

International Creativity Award

Selection Criteria: International recognition as a researcher in creativity; significant contribution in promoting creativity in education.

International Award for Research

Selection Criteria: International recognition as a researcher in gifted education; significant contribution through research in establishing gifted education as a recognized field of study in education, in extending the knowledge base of gifted education, and in improving the practice of gifted education.

A. Harry Passow International Award for Leadership in Gifted Education

Selection Criteria: International stature as a leader in gifted education; a person whose life and work has significantly influenced policy and practices in gifted education; outstanding contribution in promoting the cause of gifted education worldwide.

Award Nomination Form

.....

Your name _____		Position/Title _____	
Address _____			
City _____	State _____	Country _____	Zip or postal code _____
Preferred telephone number _____		Preferred fax number _____	
E-mail _____			

I nominate the following person for:

- ☐ Distinguished Service Award ☐ International Creativity Award ☐ International Award for Research
☐ A. Harry Passow International Award for Leadership in Gifted Education

Nominee's name _____		Position/Title _____	
Address _____			
City _____	State _____	Country _____	Zip or postal code _____

Attach a letter of nomination and nominee's curriculum vitae with completed form and return by mail or fax to:

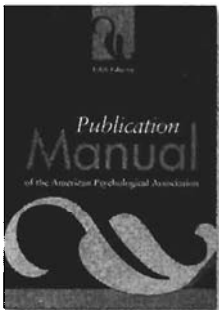
World Council for Gifted and Talented Children
Award Nominations
18401 Hiawatha Street
Northridge, CA 91326 USA
Fax: 818-368-2163

Deadline for submissions: March 15, 2003

APA STYLE

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report the *Publication Manual of the American Psychological Association*, now in its fifth edition, presents the elements of APA style.



APA editorial style describes the mechanical aspects of style such as spelling, punctuation, capitalization, italics, quotations, referencing, preparation of figures and tables, and treatment of numbers

and statistical data. An entire chapter is devoted to citing and formatting references. In addition, the manual includes considerations authors should weigh before writing for publication, ethical principles in scientific publishing, preparation of tables and figures, and writing without bias.

Although the APA publication manual offers general principles, with concrete examples, for improving writing style, providing instruction on how to write with clarity and correct grammar is not the major purpose of the manual.

Why is APA style necessary?

The guidelines that are provided are necessary to produce a publication with consistency and clarity, especially when there are several authors or when the material includes mathematical and statistical data.

A set of rules simplifies the tasks of editors and authors, and allows for timely and cost-effective production of publications. The resulting uniformity allows readers to concentrate on content without distracting inconsistencies.

How does APA style differ from other styles?

The APA publication manual omits general rules that can be found in the many style books available. For example, two excellent references are: *The Chicago Manual of Style* (University of Chicago Press, 1993) and *Words Into Type* (Skillin & Gay, 1974). Keep in mind, however when styles disagree, APA style takes precedence.

What is new in the fifth edition?

Keeping in step with advances in technology a number of additions have been made in the new edition including:

- new guidelines for referencing electronic and online sources—for example, Internet articles based on a printed source, technical and research reports retrieved from a database, message posted to a newsgroup
- expanded guidelines for submitting papers electronically
- simplified formatting guidelines for writers using up-to-date word-processing software

Writers, scholars, and researchers will also find:

- improved guidelines for avoiding plagiarism and bias
- new advice on establishing written agreements for the use of shared data
- new information on the responsibilities of co-authors
- expanded guidelines on the retention of raw data
- revised ethical principles of scientific publishing

REFERENCES

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington DC: Author.

Merriam-Webster's collegiate dictionary (10th ed.). (1993). Springfield, MA: Merriam-Webster.

Skillin, M. E., & Gay, R. M. (1974). *Words into type*. Englewood Cliffs, NJ: Prentice-Hall.

An old book, but nevertheless a comprehensive guide for grammar and word usage.

Strunk, W., Jr., White, E. B. & Angell, R. (2000). *The elements of style* (4th ed.). New York: Macmillan.

This "little" classic focuses on the art of clear and concise writing with examples of most frequently made mistakes. A must for anyone who writes.

University of Chicago Press (1993). *The Chicago manual of style* (14th ed.). Chicago: Author.

This "very large" classic (921 pp) is a standard reference that provides clear and simple guidelines for preparing, editing, and producing copy. It is an essential guide for authors, editors, copywriters, proofreaders, and publishers.

lishing

- new guidelines for presenting case studies

Where can I find updates?

Because the print medium cannot keep up with continually evolving changes in spelling conventions and technological terms, check the APA style website at www.apastyle.org for updates in APA style. You will also find:

- Tip of the Week
- Style Tips - excerpts and updates on citing electronic media and removing bias in language (disabilities, sexuality, race and ethnicity)
- Free e-mail updates on changes
- Frequently Asked Questions (FAQs)
- Examples

Advice to Authors

The editors of *Gifted and Talented International* offer these tips to authors.

- Have an expert read your paper before submission and if English is not your first language, be sure that you have a competent English speaker or writer read for correct use of English grammar and APA style.
- Make revisions based on the feedback you receive.
- Make sure your research design is solid and fully described (common errors include inadequate descriptions of the sample and procedures, and analysis that is not articulated in words).
- Include an implications section — What does your study mean for practice and future research? How does your study fit into the larger body of research on gifted education? What contribution does it make?
- Separate discussion of results from the description of research study.
- Use references and include a solid literature review.
- Make sure references cited in text are included in your reference list and vice versa.

Most Frequent Manuscript Errors

Editor's Note: The following examples of common errors in grammar and punctuation were drawn from those most frequently found in the manuscripts submitted to the *Gifted and Talented International* journal, the *World Gifted* newsletter, and the biennial conference proceedings. It is hoped that these examples will clarify for the reader the importance of the contribution of the *Publication Manual of the American Psychological Association*.

Incorrect Punctuation

Comma

- A comma is used between elements in a series of three or more items. While in expository writing in magazines, newspapers, and books the word preceding *and* and *or* in a series of three or more items may be found to have no comma, APA style suggests the use of the comma after each element to clarify the meaning of the information presented.

Examples:

the height, width, or depth
in a study by Madsen, Kagan, and Shapiro (1991)
in the work of Madsen, Jones, Kagan, and Shapiro (2000)

Incorrect Spelling

Preferred spelling

- *Merriam-Webster's Collegiate Dictionary* is the standard spelling reference for APA publications. If there is a choice, use the first spelling of a word.

Examples:

judgment *instead of* judgement
canceled *instead of* cancelled

Note, however, that the dictionary is not a good reference for technical terms related to information technology because new terms and spelling are continually evolving. See the APA website for updates.

Compound words and hyphenation

Most editors and writers would agree that the most difficult questions of spelling concern compound words. Is it *worldwide*, *world-wide*, or *world wide*—closed, hyphenated, or open? Adding to the confusion is that some words are hyphenated as adjectives, but not as nouns. A few general principles:

- Do not use a hyphen unless it serves a purpose.

Examples:

re-pair (to pair again); un-ionized; anti-intellectual

- If a group of words precedes what it modifies, it may need a hyphen, and if it follows what it modifies, it usually does not.

Examples:

client-centered counseling *and* counseling that is client centered; low-frequency words *and* words with low frequency

- Write most words formed with prefixes as one word.

Examples:

socioemotional, metacognitive, multiethnic, nonsignificant, pretest

Incorrect and incomplete references

Citations in text

- When a work has more than two authors and fewer than six

authors, cite all authors the *first* time the reference is used. In subsequent citations "et al." may be used.

Examples:

(Gallagher, Harradine, & Coleman, 1997)
Gallagher, Harradine, & Coleman (1992) describe...

However after the first citing:

Gallagher et al. (1992) describe... or Gallagher et al., describe... (if in the same paragraph and no other study has been introduced.)

Citing direct quotations

- Place page numbers after a direct quote within the citation following a direct quote, or at the end of an indented block quote (over 40 words) after the last period.

Examples:

It has been observed, "You must try to understand truthfully what makes you do things or feel things" (Roosevelt, 1960, p. 63).

Roosevelt (1960) observed, "You must try to understand truthfully what makes you do things or feel things. Until you have been able to face the truth about yourself you cannot be really understanding in regard to what happens to other people" (p. 63).

Roosevelt (1960) made the following observations:

You must try to understand truthfully what makes you do things or feel things. Until you have been able to face the truth about yourself you cannot be really understanding in regard to what happens to other people. But it takes courage to face yourself and to acknowledge what motivates you in the things you do. (p. 63)

Reference list

- References cited in text must be included in the reference list and each entry in the reference list must be cited in text. Both entries must be identical in spelling and year.
- List entries in alphabetical order by first author's last name.
- Make sure references are complete and accurate.
- Do not include *issue* numbers for journals that have continuous pagination.

Guidelines to Reduce Bias in Language

Writing that might show bias against persons on the basis of gender, racial or ethnic group, or disability are among the constructions that should be avoided.

Gender

- Instead of *man* or *mankind* use *people*, *humanity*, *human beings*, *humankind*.
- Instead of *chairman* use *chairperson* or *chair*.
- Instead of *The authors acknowledge the assistance of Mrs. John Smith*, use *The authors acknowledge the assistance of Jane Smith*.
- Instead of *When we give a child choice it empowers him*, use *When we give children choice it empowers them*.

Racial or ethnic identity

- Instead of *We studied Eskimos*, use *We studied Inuit from Canada and Aleuts*.

Disabilities

- Instead of *gifted*, *learning-disabled child*, use *child who is gifted and who has learning disabilities*.

WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN, INC.

MEMBERSHIP APPLICATION

Last Name _____ First Name _____ Initial _____

Address _____

City _____ State/Province _____ Country _____ Zip/Postal Code _____

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

Name of person who referred you to 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*
- ☐ Lifetime membership US\$1250*

*10% of membership fee is contributed to the Barbara Clark Scholarship Fund

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

Role

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

Special Interests _____

Payment Method

- ☐ Check or bank note enclosed (made payable to WCGTC, U.S. funds only)
- ☐ Please bill my credit card in the amount of US\$ _____
- MasterCard _____ Exp. Date ____/____/____
- Visa Card _____ Exp. Date ____/____/____
- Signature _____

Mail completed form with payment to:

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



World Gifted

WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN, INC.
18401 HIAWATHA STREET
NORTHRIDGE, CALIFORNIA 91326, USA

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.