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World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN



A Message from the President

Dear Members and Friends,
These are difficult times, when the global political order is uncertain, when power needs seem to battle against human rights, and when terrorism endangers peace-loving people all over the world. May such times remind us of our educational responsibility to strengthen our focus on developing the extensive range of gifts in our children. We must not only encourage and support their intellectual needs, but their social cooperation, their communication skills, their need of justice, their interest in ethical and moral questions, and their responsibility for the world community. We do this with the hope that the children may become the responsi-

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Bildung und Begabung e.V. A National Agency for Talent Development in Germany

BY HARALD WAGNER, Executive Director, Bildung und Begabung e.V.

Bildung und Begabung e.V. (Education and Talent Inc.) was founded in 1985 on the initiative of the Stifterverband für die Deutsche Wissenschaft (Donors' Association for the Promotion of Science in Germany) and in cooperation with the Federal Ministry of Education and Science. It is a nonprofit, nonpartisan association. The association and its projects are



financed predominantly by the Federal Ministry for Education and Research and by the Stifterverband. A few individual projects are funded by other foundations or

sponsors. At present the offices of Bildung und Begabung e.V. are located in Bonn with a staff of 15 employees and an annual budget (2003) of 2,350,000 Euro (2,540,000 US\$). In addition to the programs and activities of Bildung und Begabung e.V. it accommodates the Secretariat of the European Council for High Ability (ECHA).

The activities of the association are based on the belief that: (1) there are gifted and able young people within our educational system who wish to work in their own special fields beyond the limits of their particular course of education, and (2) for optimal development, even the most talented students require extensive support. Programs that supplement the voluntary extracurricular courses and activities already available at existing educational establishments must be developed to encourage these young people's talents and interests to grow. Such programs should offer young people an opportunity to work according to their own interests, level of ability, and pace of learning. The association's activities are concentrated primarily on:

1. National competitions in mathematics and foreign languages; the Stifterverband founded the Bundeswettbewerb Mathematik (National Mathematics Competition) in 1970 and the Bundeswettbewerb Fremdsprachen (National Languages Competition) in 1979. The association is responsible for the selection, preparation, and participation of the national team to take part in the annual International Mathematical Olympiad. The federal president of Germany is the patron of the competitions and they are run in close cooperation with the individual German federal states.

2. The organization of residential academic summer programs for highly gifted and motivated upper-secondary pupils. Begun in 1988, the Deutsche SchülerAkademie (German Pupils Academy) has developed into the major effort to promote talented adolescents in Germany.

3. A documentation and information service dealing with all aspects of research on talent development and support for the gifted such as: programs within Germany and abroad; grants, competitions, and prizes; national and international organizations, and conferences; vocational training; experts on talent research, advice, and support; and publications and bibliographies.

4. Initiatives to enhance and promote knowledge about talent development and education.

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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 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

August 3-9, 2003

3rd International Conference

Creativity in Mathematics Education and the Education of Gifted Students

Rousse, Bulgaria
For information, contact Emiliya Velikova
University of Rousse
emily@ami.ru.acad.bg

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, USA
For information, www.nagc.org

March 19-21, 2004

AMEXPAS International Conference

"Educating Brilliant Minds to Improve the Future"

Acapulco, Mexico
Send proposals to amexpas@prodigy.net.mx by September 15, 2003.
For additional information, visit www.geocities.com/amexpas

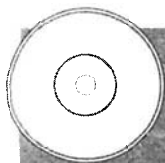
July 26-30, 2004

8th Asia-Pacific Conference on Giftedness

**Rebirth of Giftedness in the Trans-Modern Society:
"Vision, Values and Leadership"**

Korea
For information, contact Jenny Choi
Tel: +82-2-3462-2525
Fax: +82-2-3402-0589
giftedness@ioconvex.com
www.koreagifted.org

Update from Headquarters



13th Biennial Conference Proceedings

The Proceedings of the 13th Biennial World Conference, Istanbul, Turkey are available. 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

THANK YOU!

The Executive Committee thanks
Harald Wagner, Executive Director,
and **Bildung und Begabung e.V.**
(Education and Talent Inc.) for
sponsoring the printing and mailing of this issue of *World Gifted*.



ONE-YEAR SILVER MEMBERS

Center for Gifted Studies, Murray State University, Murray KY, USA
Nadia Bhannad, Dubai, UAE
Maria Michaelidou, Athens Greece

ONE-YEAR GOLD MEMBER

Manuela Heuthaler, karg-stiftung, Frankfurt, Germany

TWO-YEAR SILVER MEMBER

Den-Mo Tsai, Kaohsiung, Taiwan ROC



It's later than you think...

make your plans now for the
15th Biennial World Conference
August 1-5, 2003
Adelaide Australia



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: +61-8-8227-025

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 or fax forms
with payment to World Council
Headquarters.

HOTEL ACCOMMODATIONS

For a complete listing of hotel accommo-
dations, from deluxe to budget, visit the
World Council website at

www.worldgifted.org, click on **Biennial
Conference**, then **Accommodations**.

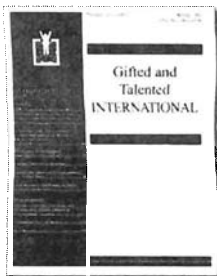
To book your room, select **Electronic Hotel
Reservations** and complete the form online.

CONFERENCE REGISTRATION DEADLINE

Register early and save!

Avoid the hassle of on-site registration and
save money by submitting your conference
registration form **before June 13, 2003**.

Back Issues of Gifted and Talented International 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.

Your vote counts!

Remove the Bylaw Ballot from the
center of this issue. Mark your ballot
and send it to Headquarters. Ballots
must be received on or before **June
30, 2003**.

DELEGATE MEETINGS

Check the World Council
website at www.worldgifted.org
for a posting of meetings
to be held during the 2003
World Conference.

News from Around the World

FROM AUSTRALIA

Queensland on the Move

Queensland's state conference takes place in April. We hope the Minister, The Hon. Anna Bligh, will make an announcement in relation to the tabled report on gifted education she had previously commissioned. Apparently her office has been costing the recommendations.

Recent Queensland state education policies and guidelines include many elements of gifted education as program requirements for all teachers to implement under the headings of "productive pedagogies" and "rich tasks."

There have been some exciting new inclusive program innovations in schools including, the recent development of middle schools in P-12 colleges using the "New Basics" guidelines. Also, a new state P-12 college at the Gold Coast is being developed that will have close connections with universities and other postsecondary-sector educational service providers. Many of these innovations will be showcased at the Middle School Conference in Brisbane, in May.

Multi-age programs in schools have been a welcome development over the last decade or so. The multi-age concept facilitates the process of program differentiation and meeting the needs of gifted children as well as other children with special needs in inclusive, regular classroom settings. Some of these will be highlights at the Multi-Age conference "Free to Learn," to be held at Queensland's Gold Coast, August 8-9 of this year.

While more is more happening in Queensland in gifted education today, there is still more progress to be made. The Australian Senate Report (2001) has been tabled with current events taking precedence, and no decisions have been made so far.

There has been a great deal of interest in the World Conference in Adelaide in August. Despite the current world situation, there has been a very positive response from overseas presenters as well as people involved in various aspects of gifted education in Australia and the Asia-Pacific region. With the Barossa Valley offering its welcome to wine lovers, the current value of the Australian dollar, and the Adelaide conference organizers offering participants a range of new experiences, the conference promises to be worthwhile in many ways.

Submitted by Harry James O. Milne
WCGTC Delegate, Australia

FROM BULGARIA

An Invitation

You are invited to attend the Third International Conference, Creativity in Mathematics Education and the Education of Gifted Students in Rousse, Bulgaria, August 3-9, 2003.

The conference is being presented in cooperation with the University of Rousse, Pedagogical Faculty, Bulgaria; Union of Bulgarian Mathematicians, Rousse, Bulgaria; V-publications, Athens, Greece; Vlamos Preparatory School, Athens, Greece; Gratia Artis Center for Civilization, Education and Science, Athens, Greece; World Federation of National Mathematics Competitions, Australia; Mathematical High School, Rousse, Bulgaria; University of Veliko Turnovo, Bulgaria; and the Ministry of Education and Science, Bulgaria Inspectorate of Education, Rousse, Bulgaria.

The conference will be held at the University of Rousse. The town of Rousse, created by the Romans 1,800 years ago, is situated on the river Danube, 65 km from Bucharest, Romania, 200 km from the Black Sea, and 320 km from Sofia, Bulgaria's capitol.

The goal of the conference is to formulate the problem and globally define the direction of the development of creative mathematics education of gifted students on the basis of:

- Contemporary realia (e.g., educational systems, culture, technologies)
- Positive practices, theories, and research

In addition to the plenary reports, paper presentations, and workshops the following types of activities are planned: activity displays with discussion groups, challenges, project presentations on creativity in mathematics education, reports on experiences, and open classes.

The following discussion topics are suggested:

- Stimulating mathematical creativity in gifted and talented students
- Mathematics for gifted and talented students.
- Identifying gifted and talented students.

A detailed program will be posted on our website in due course

Submitted by Panayiotis Vlamos, Program
Committee President, Hellenic Open
University, Greece and Emiliya Velikova,
Scientific Secretary, University of Rousse,
Bulgaria

FROM MEXICO

Conference of Educational Innovations of the Americas

From March 30 to April 2, 2003, the Ministry of Education of the State of Nuevo León,



organized one of the largest educational conferences ever presented in Latin America, "Conference of Educational Innovations of the Americas." Collaborators in this event

were the Mexican Association for the Gifted (AMEXPAS), Partners in Education (COMPARTE), a Mexican Research Group in Creativity (LA VACA INDEPENDIENTE), and all the numerous departments and areas of education from both the federal and state levels in Mexico.

The opening took place on Sunday afternoon with the participation of Governor Fernando Elizondo; Dr. Reyes Tamez, Federal Minister of Education, Mrs. Martha Fox, wife of President Vincent Fox, and Mr. Jose Martinez, State Secretary of Education. After the ceremony, dignitaries, guests, and the general public toured the more than 100 exhibits of Mexico's innovative projects in education.

One project was about the Development of Gifted Abilities Program (DHS), that Dr. Janet Saenz piloted 5 years ago in Monterrey, the capital of Nuevo León. The project has now been implemented throughout the state in urban and rural areas to train teachers, school directors, supervisors, psychologists, and special education teachers about the definitions, characteristics, and needs of the gifted. The project also provides enrichment activities and other innovative strategies to improve educational methods not only for gifted students but for all students in the regular classroom.

The 3 days of the conference included many international and national speakers such as:

- Rigoberta Menchu, Nobel Peace Prize Recipient, "Intercultural Education for Peace"
- Joseph Renzulli, "An Innovative Program for the Development of Creative Abilities"
- Sally Reis, "Developing Talents and Creativity in Gifted Girls and Women" and "Utilizing Innovative Strategies for Improving Reading Achievement Levels"

- Janet Saenz, "The Development of Gifted Abilities—an Innovation in Public Schools in Nuevo León" and "The Identification of Multiple Intelligences in Indigenous, Rural Populations in the State of Tlaxcala, Mexico"

Other presenters included Elizabeth Huergo, Carmen Zeisler, Marina Payan, Hector Garcia Jose Martinez, Laura Magaña, Eloisa Ballina, Rosa Elia Gonzalez, Emma Hernandez, and Eugenio Villegas.

More than 7,600 people attended this event in the International Convention Center of Monterrey.

AMEXPAS also held a special dinner to honor the State Secretary of Education who has been one of the most dynamic, innovative state secretaries to date. Joseph Renzulli and Sally Reis offered a panel discussion that motivated all those in attendance to continue striving towards the improvement of Educational Programs for the Gifted in Mexico. *Special patrons* and donors to the Mexican Association for the Gifted received awards at this event including the World Council for Gifted and Talented Children (WCGTC) and the California Association for the Gifted (CAG) who have both continued to support AMEXPAS activities in Mexico.

AMEXPAS wishes to advise all interested persons of a "Call for Papers" for their next International Congress in Acapulco, *March* 19–21, 2004. Proposals may be sent to amexpas@prodigy.net.mx. The deadline to submit proposals is September 15, 2003. All papers will be reviewed by the Academic Committee and potential speakers will be advised before the end of the year. The conference theme is "Educating Brilliant Minds to Improve the Future." For additional information, visit the AMEXPAS website at www.geocities.com/amexpas.

Submitted by Janet Saenz
WCGTC Delegate, Mexico

FROM TAIWAN

New President Elected

Den-Mo Tsai, World Council executive committee member has been elected president of the Special Education Association of R.O.C. for a 2-year term. The association deals with both the disabled and the gifted, and is a sister association of the Chinese Association of Gifted Education.

Submitted by Wu-Tien Wu
WCGTC Delegate, Taiwan ROC

FROM TURKEY

New Developments in Gifted Education

For the first time in our country, a Classroom Teacher Training Program for Gifted Students began in Istanbul University, Hasan Ali Yücel Faculty of Education, Department of Special Education. It is a licensed program of 150 credits to be completed in 4 years. The program includes subjects such as mathematics, physics, science of living creatures, environmental science, computer science, Turkish literature, literature for children, history, geography, human rights and civics, art, music, drama, child development and learning, and planning and assessment in teaching. Other subjects directly connected to gifted education are offered such as: models in the education of gifted, differentiated curriculum, creativity, critical thinking, affective education, counseling for gifted, and gifted children with learning difficulties.

The second important development pertaining to gifted education is the signing of a protocol between the Ministry of Education and Istanbul University on June 30, 2002. This protocol focuses on a project to develop a culture-specific differentiated program to meet the intellectual, affective, and social needs of gifted children without isolating them from their peers who are intellectually within the normal range. The project addresses the needs of gifted children and their families, as well as the training needs of their teachers.

A public school, Beyazıt İlk Ogretim Okulu, was identified as a laboratory school for the project. The school contains pupils from grades 1–8, but the project started with only grade 1, adding a new grade each year.

In this model, the gifted children are separated from their normal age-mates in mathematics and science classes, to make the necessary acceleration commensurate with their learning rates, and to provide enrichment according to their individual interests and ability levels. In the first term, since most of the gifted students in grade 1 have learned to read and write in preschool, they also have reading and writing classes separately. In the second term, when average students begin to read and write, gifted students have these lessons in mixed-ability classrooms. At this phase, groups are also formed in other subjects. These groups include students from the normal or gifted IQ range according to their ability levels. The program is flexible and allows transitions among the ability groups.

The same new teaching strategies, techniques, and methods are used to teach both

gifted students and students within normal IQ range. Pretests, posttests, and evaluations are being conducted in different domains. The progress of all students (within normal as well as gifted IQ range) will be assessed at different time intervals. These results will be compared with students within the same IQ range who are continuing their education in other regular schools where this differentiated program is not implemented.

We look forward to collaboration and discussion with other schools who apply similar innovative approaches in their classes all around the world.

Submitted by Ümit Davasligil,
Deputy Dean, Head of Special Education
Department, Istanbul University

PRESIDENT'S MESSAGE

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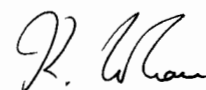
ble leaders of a future where peace, environment, nourishment, and democratic progress for all is not in danger.

With this responsibility in mind, we earnestly invite you to come to our World Conference in Adelaide in as numerous a worldwide representation as possible to make our conference a strong signal for peaceful global cooperation. It is our hope attendance at this conference may not become impaired by the issues engaging the world.

To our World Council member of many years, Dr. Harald Wagner, who is also a German delegate, and his institution "Bildung und Begabung" in Bonn, Germany, it is my great pleasure to say "Thank you." Dr. Wagner and the organization have been responsible for fully sponsoring this issue of the World Council newsletter, which includes, among other interesting contributions, information on "Bildung und Begabung." We hope this financial contribution will serve as a most welcome example for others to follow, or to encourage delegates and members to actively seek the help of other possible sponsors for future newsletters.

I am looking forward to meeting you at our Adelaide conference.

Best wishes, your president,



Executive Committee Members Elected to Serve 2003-2005

Two nominations were received by the Elections Committee in response to the Call for Nominations for the two Executive Committee positions open for the 2003-2005 term of office. In accordance with "Robert's Rules of Order," the parliamentary guide used by the World Council for Gifted and Talented Children, it is therefore unnecessary to conduct an election by the membership due to the nomination of only two candidates for the two positions. As president, I declare that the nominations have now been closed and that the two members nominated are now duly elected.

Edna McMillan from Canada and Den-MoTsai from Taiwan will serve on the Executive Committee of the World Council for Gifted and Talented Children for a term of 2 years beginning August 5, 2003 at the conclusion of the World Conference to be held in Adelaide, Australia.

—Klaus Urban, President,
World Council for Gifted and
Talented Children, April 18, 2003

EDNA MCMILLAN

Edna McMillan has originated numerous programs for gifted children at both elementary



and secondary levels. She developed the program design, supervised its implementation and taught in the classrooms. She has also developed and taught university graduate

programs for several Ontario universities.

Dr. McMillan organized the first international gifted conferences and problem-solving competitions in Canada. She is the founder of the Association for the Gifted of Ontario, and the Consultants of Gifted Association in Ontario. She has served as president and in other executive roles for these organizations.

Dr. McMillan has presented at conferences of the World Council since 1979 and has also made presentations at other international and national events. She has published *Smart Teaching* and *Kits in Bloom*, developed for classroom teachers, and numerous journal articles. Dr. McMillan co-authored the original *Guidelines for Developing*

a *World Conference Proposal* for the WCGTC in 1979.

Her organizational skills and her experiences with national conferences led to her being asked to coordinate the 1993 World Conference in Toronto. This success was followed by an invitation from the host of the 1999 World Conference in Istanbul, Turkey to serve as the conference organizer. She fell in love with the country and people, and spent another year consulting for schools for the gifted in Istanbul.

Dr. McMillan's goals for the World Council Executive Committee include helping to find:

- more economical and efficient ways of operating an international organization,
- new incentives for increasing membership,
- new ways for members to feel an integral part of the World Council

Nominated by Carolyn Yewchuk, Canada
Seconded by Dorothy Sisk, USA

DEN-MO TSAI

Dr. Den-Mo Tsai is a professor in the Department of Special Education at National Kaohsiung Normal University, Taiwan. He has



served as chairman of of the department and the dean of general affairs for the university. He earned his doctorate from the University of Connecticut, USA under Dr. Joseph S. Renzulli.

Dr. Tsai's publications include over 100 articles in Chinese and English journals and two popular books in Chinese: *Help Your Child Exceed* and *Help Your Child Reverse from Failure*. He has been frequently invited as a lecturer and consultant by educators and parents of gifted children and is always eager to help.

Dr. Tsai's commitment to the World Council for Gifted and Talented Children began in 1993 at the 10th World Conference in Toronto, Canada. Since then, he has continued to participate and present papers at each World Conference, along with other members from Taiwan.

Dr. Tsai is currently a member of the World Council Executive Committee and

has been actively involved in the work of the committee. As a part of his commitment to the World Council, in 2000, Dr. Tsai successfully recruited a private Taiwanese company to donate US\$6,507 to the World Council. He has demonstrated his commitment to serve our gifted world and is eager to continue his work with the Executive Committee.

Nominated by Wu-Tien Wu, Taiwan ROC
Seconded by Barbara Clark, USA

Book Review

The Teaching of History in Primary Schools

Hilary Cooper

David Fulton Publishers, 2000 (3rd Ed.)
London

REVIEWED BY BELLE WALLACE

This edition is updated to incorporate the revisions of the National Curriculum (UK) 2000. The text responds to the need expressed by teachers for guidance in developing cross-curricular projects: and the author has shown how learners' skills can be enhanced through combining the Learning Objectives of Literacy, Numeracy, History and ICT to produce holistic and rigorous investigative projects.

Hilary Cooper clearly interprets recent theory of how children best learn into good classroom practice, using history topics to develop children's understanding of the world in which they live. Applying a thinking skills approach, she stresses the importance of regular periods of reflection when children consider the skills they are developing and how they can incorporate those skills into other areas of the curriculum thus moving more effectively towards transfer of skills across the curriculum.

"History...is a lively, challenging, indeed thrilling subject which deserves—and I would say has to be the centre of any well balanced curriculum...the primary purpose of education is to produce well-rounded and sensitive human beings. If that is our belief history must be central to the education of our children" (Davies, 1998, p. vii).

(Used with permission: Gifted Education International Vol. 16 No. 1)

BELLE WALLACE is president of the National Association for Able Children in Education (NACE), UK.

Creativity's Global Correspondents —1997 to ???

By MORRIS I. STEIN, Professor Emeritus, New York University, USA

Editor's Note: The following article contains interesting anecdotes from Dr. Morris Stein, the 1999 recipient of the International Creativity Award from the World Council. Such insights can be very informative to those beginning their research in the field of creativity and such remembrances can give all of us a closer view of an important contributor to this field.

This paper consists of two parts. The first is a memory of an event that occurred some 20 years ago. The second consists of an activity in which I am currently involved in and, in fact, started some 6 years ago.

I began my professional career after leaving Harvard University where I had obtained my Ph.D. It was a difficult decision to leave since I found it very difficult to leave my major professor, Henry A. Murray. I had been offered a position to stay at Harvard but I turned it down to stay at the University of Chicago for 10 years.

In due time I became involved in a study of creativity and, before too long, I was ready to check out my knowledge of this area by seeing if I could predict the creativity of selected chemists. Over a period of years I had been funded by the Industrial Research Institute (IRI) to study the relationship between a number of tests and creativity. I was now at the point where I approached the IRI for further support to study the relationship between the tests I had been using and the creativity of selected individuals that came from four different companies.

I was quite excited about the possibilities. The IRI had been supporting my work over a number of years and I was now waiting for their decision—would they now support a study of creativity. I waited outside the hotel door of the room in which members of the IRI were discussing a decision. Essentially some 25 companies would contribute about \$2,000 each to carry out this research. I don't know how long I waited. The first 10 minutes were easy. It was going to be a "snap"—I thought. The next 10 minutes felt like 10 hours. What took them so long? What was going on?

My good friend, Dr. Jules Porsche, of what was then Armour and Company came out to "talk" to me. I cannot recall exactly what he

said but it was something like, "Sorry, Moe, but you didn't get the support." Needless to say, I was dumbfounded. The data I had looked "Great!" I was going to differentiate between the two groups. Why didn't I get the opportunity?

These were only some of the questions that ran through my mind as Jules and I sat at the bar drinking. I talked about all the great things I anticipated from the data. Jules was a fabulous listener. I went on and on—to no avail.

Memories of that event have stayed with me these many years. I had come "close" to but never got the chance to see if I could predict the Creativity of the men I studied. What great fantasies! All unresolved!!

But I went on to study, work, and talk.

I gave many talks, wrote many papers, and contributed to or wrote 14 books—including a two-volume series on *Stimulating Creativity* and, one of my favorites, a small booklet, *Making the Point—Anecdotes, Poems & Illustrations for the Creative Process* which has been translated into a number of languages.

But there is a second item I want to discuss that is quite different from the one I just presented.

I hadn't really planned much about traveling for the summer of 1996. But, then an invitation came for me to address the First Portuguese Conference on Creativity in the Arts and Sciences. I couldn't refuse. What I did not expect was the extent to which the trip snowballed.

So long as I was going to Portugal why not jump over to Cracow, in Poland, where I could check on how the translation of my work on *Making the Point* was going. I could also learn about the early lives of my parents who had lived in Poland. Then, as long as I was in Poland, why not jump over to Romania. And, from Romania, why not also visit two people I had met in Buffalo who lived in Germany. It wasn't a simple matter, going from one place to the other, but, I shall not bother you with the details. The important thing was that I got to meet with several people with whom I've had memorable relationships—Dr. Fernando Sousa in Portugal, Dr. Ed Necka in Poland, Dr. Ana Constantin in Romania, and Suzanne Polewsky and Hermann Will in Germany.

All of these people were, and still are, doing

important work on Creativity. It was fascinating meeting each of them in their home towns, learning all about what they were doing in their research—and, simultaneously visiting places that I had heard of. I learned so much about Bialystok, Poland, from which my parents had come.

The critical thing is that during the next year, 1997, I gave a report to the American Creativity Association (ACA) on my visit to the people I just mentioned and I also included several others with whom I had had contact—Dr. Klaus Urban, Germany; Yuan Zhang-du, China; Dr. Gadi Alexander, Israel; Marc Tas-soul, The Netherlands; and Dr. Phan Dung, of Vietnam.

Dr. Tanner, formerly of the DuPont Company, was President of the ACA at the time and he recommended that I follow my first report with similar reports in the future. With the aid of Ms. Diane Kessenich, founder of the Foundation for Concepts in Education, Inc., a formal annual report was established and Ms. Kessenich wrote the Introduction to the report until 2002. Since then I have continued publishing an annual report. The 2002 report contains 32 works of 35 investigators of 19 different countries—and I am currently working on the 2003 report waiting for papers to come in. Its Editorial Board represents different countries and hopefully the number will increase in due time. It should be mentioned that three honorary board members have also been named—E. Paul Torrance, Ph.D., Sidney Parnes, Ph.D., and David Tanner, Ph.D.

Anyone interested in obtaining a copy of the report may do so by writing to: www.stuart.iit.edu/steinbook The 2002 book is already on file and the 2003 report, on which work is currently being done, should be ready by June 2003.

The field of Creativity is exciting. The problems that are researched are quite interesting and the people involved are most fascinating. There are enough exciting problems in this area to satisfy a whole host of individuals. So, don't delay! Come join in!!

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**

Barbara Clark Scholarship Application

The Barbara Clark Scholarship Fund provides partial fiscal support to be used toward WCGTC World Conference attendance, such as registration fees, housing, or transportation for World Council members who show evidence of need for such support.

Selection Criteria

Applicants must be dedicated educators who are involved in gifted and talented education—such as a researcher, professor, classroom teacher, or other education professional. They must demonstrate a financial need such as that resulting from citizenship in an emerging nation, a nation that prohibits use of funds outside of that country, or other financial hardship. Those applying must document a substantial commitment to gifted and talented education.

Evidence of Need and References

Applicants must send a brief statement that describes their need for assistance and commitment to gifted and talented education, and two letters of reference to World Council Headquarters with the completed application form. Applications must be received by **June 15, 2003**.

Application Form

Your Name _____ **Position/Title** _____

Affiliation (school, university, organization) _____

Address _____

City _____ **State/Province** _____ **Country** _____ **Zip/postal code** _____

Preferred telephone number _____ **Preferred fax number** _____

E-mail _____

Name of Reference _____ **Position/Title** _____

Affiliation (school, university, organization) _____

Address _____

City _____ **State/Province** _____ **Country** _____ **Zip/postal code** _____

Preferred telephone number _____ **Preferred fax number** _____

E-mail _____

Name of Reference _____ **Position/Title** _____

Affiliation (school, university, organization) _____

Address _____

City _____ **State/Province** _____ **Country** _____ **Zip/postal code** _____

Preferred telephone number _____ **Preferred fax number** _____

E-mail _____

Include your statement of need and commitment, and two letters of reference with a completed application form and return by mail or fax to:

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

Deadline for submissions: June 15, 2003

2003–2005 World Council Delegates

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India	New Zealand	Saudi Arabia
Indonesia	Nigeria	Singapore
Iran	Portugal	South Africa
Italy	Philippines	

BILDUNG UND BEGABUNG

continued from 1

cational approaches in this domain by means of specialist conferences, publications, and pilot studies.

Bundeswettbewerb Mathematik (The National Mathematics Competition)

The aim of this competition is to stimulate interest in mathematics by encouraging young people to devote increased time and attention to mathematics in their free time. Its exacting problems provide mathematically gifted youngsters with an opportunity to test and further develop their skills.

The competition takes place in three rounds over a period of 13 months. The problems to be solved in the initial round are circulated to all senior high schools throughout Germany and German schools abroad. Each of the first two rounds consists of four problems, not necessarily linked to school curricula, to be solved independently at home within 2 months. The main areas are geometry, number theory, and theory of graphs. The third round is a colloquium during which each contestant converses for an hour with two mathematicians—one from a university and one from a high school. The national winners are determined as a result of these interviews.

The German National Scholarship Foundation awards national winners a scholarship for university study. Each year between 1,500 and 2,000 pupils participate, 70–75% of whom are boys.

Bundeswettbewerb Fremdsprachen (The National Languages Competition)

The aim of this competition is to raise the status of language skills and to encourage the learning of languages, especially those languages that are less widely taught in German schools. The competition consists of four levels:

- **A group competition for students in grades 6 to 10 (12- to 16-years-old).** Participants, under the guidance of a teacher, submit a piece of work with both oral and written sections, usually an audio or videotape or a CD-ROM. The choice of topic is left entirely to the group. About 1,000 groups with a total of 10,000 pupils participate annually.
- **An individual competition in one foreign language taught in school for students in grades 8–10.** Participants take an exami-

nation with oral and written sections; there are about 6,000 participants, 75% of whom are girls.

- **An individual competition for students in grades 11–13 in at least two foreign languages of their own choice.** This level includes oral production, written examination (tests, summary, translation), a 10-page essay on a given topic, and a one-hour multilingual discussion in groups of four candidates plus individual oral examinations. Given in four rounds, the competition extends over a period of 12 months and has about 800 participants, 75% of whom are girls.
- **A group competition for adolescents in vocational training and in vocational schools.** The task is similar to the group competition for students. There are about 50 groups participating with a total of 500 people.

Attractive prizes are awarded to deserving candidates. The German National Scholarship Foundation awards the national winners of the senior individual contest scholarships for university study.

Summer Academies for Gifted and Motivated Students

The extraordinarily positive experiences with seminars for prizewinners in the national mathematics and languages competitions and the excellent example set by certain academic summer programs in the USA inspired Bildung und Begabung in 1988 to develop a pre-college program of summer academies for gifted and motivated students, Deutsche SchülerAkademie. Within a few years a distinct organizational structure evolved supporting a tremendously successful educational setting for outstanding senior secondary students. Since 1988 over 6,100 participants have attended 69 academies. The federal president of Germany is also the patron of this program.

The objectives and fundamentals of the summer academies are:

- to provide suitable intellectual challenges for highly able and motivated young people;
- to provide the participants with an opportunity to work under the guidance of highly qualified tutors who encourage and support independent study;
- to encourage a group of intellectually gifted and motivated young people to establish contacts and friendships by bringing them

- together for several weeks;
- to confront the participants with new disciplines on a high-intellectual level by combining programs of various subjects;
- to enrich the academic program by diverse sporting, cultural, musical, and social activities.

An academy has a duration of 16 days and comprises six courses, each held by 2 instructors with up to 16 participants. Courses are offered from a broad variety of subjects, such as mathematics, computer science, creative writing, music, languages, history, ecology, philosophy, psychology, economics, law, as well as diverse scientific areas such as oceanography, meteorology, astronomy, biology, and physics.

Students are eligible for participation if they attend grade 10, 11, or 12 (16- to 18- years-old) and have successfully participated in one of the intellectually challenging national competitions or have received a qualified recommendation from their school. Each school may nominate one candidate per year. Participants are expected to pay a fee (500 Euro/535 US\$) to cover part of the program cost. This contribution can, however, be reduced or waived for families in need.

In the summer of 2003 seven academies will be held in boarding schools in various parts of Germany with a total attendance of 650 students; some 50 of them come from all parts of the world. An additional multinational academy will convene 64 students from Germany, Poland, Hungary, and the Czech and Slovak Republics. Furthermore an extension to 13-14 year-olds will be introduced as a "Junior Academy" for 64 pupils.

Information Service

As there are only a few advisory centers in Germany specializing in the highly gifted, parents and teachers, in particular, complain of a lack of up-to-date, reliable information on supportive measures for talented children and young people. Gaining access to relevant literature, programs, or qualified help is laborious. To meet this need, Bildung und Begabung provides documentation and information on all areas associated with the support of particularly able children and young people. It is directed towards parents, teachers, educational counselors, school psychologists, university students, researchers specializing in the psychology and education of the gifted and, of course, towards the young people themselves.

This overview is but a brief presentation of the work of the association. For further information, contact:

Godesberger Allee 90
53175 Bonn, Germany
Tel.: +49-228-95915-0
Fax: +49-228-95915-19
e-mail: info@bildung-und-begabung.de
www.bildung-und-begabung.de

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.



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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.

WORLD COUNCIL SURVEY

This survey has been prepared by the Research Committee of the World Council in an effort to define curricular terms used in the education of gifted and talented students internationally. As these terms are used often in articles and conferences about gifted programs, an understanding of whether differences in perceptions of these terms exist will be helpful for both researchers and practitioners. Your help in this process is appreciated.

Name: _____ Country: _____

Affiliation (school, university, foundation, etc.): _____

Position (please circle all that apply): Teacher Professor Administrator Parent Other _____

Directions: Each of the following terms represents a concept often referred to in discussion on curriculum in gifted education. The terms are listed in Column 1 and one definition (representing one interpretation) of the term is provided in Column 2. Please complete Columns 3 and 4. In column 3, define the term as it is used in gifted education in your country. In column 4, provide an example of how the term is used in gifted programs in your country.

Return completed surveys by July 1, 2003 to: Sandra Kaplan, USC Rossier School of Education, 3470 Trousdale Parkway, WPH 1002C, Los Angeles, CA 90089-0031.

The survey can also be completed and submitted **online** at www.worldgifted.org.

1	2	3	4
Academic Rigor	The demand of intellectual activity required for a task.		
Challenging Curriculum	A curriculum that requires application of sophisticated content and skills commensurate to the perceived abilities of gifted students.		
Differentiated Curriculum	A curriculum modified to meet the needs, interests, and abilities of gifted students.		

1	2	3	4
High-end Learning	The expectations for students to exceed expectations held for the typical range of students.		
Expertise	Defining learning that is commensurate to the work of a practicing professional.		
Creativity	The expression of an original idea by a student.		
Critical Thinking	A form of thinking that requires pondering and decision-making.		
Independent Study	The opportunity for a gifted student to pursue a self-selected area of interest to investigate.		

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

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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

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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 _____

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