



VOLUME 22, NUMBER 3, 2003

World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN



A Message from the President

Dear Members and Friends,

When Erika Landau, our member of many years, and Delegate from Israel, sent me a brochure with the report about last summer's activities of her Young Persons' Institute for the Promotion of Creativity and Excellence in Tel-Aviv (see p. 4), I immediately thought that the topic she had used there, could be *helpful and fruitful*, too, for my wishes to you for the new year 2004. Humor is a kind of creative thinking. During all the struggles of life, humor helps us to cope with problems, even if it does not solve the problems directly. Humor enables us to step back for a moment, and to take another perspective, "a different angle, revealing new contexts which create the comic surprise, enabled by emotional and mental flexibility." Especially in these times, with all of the unsolved economical, ecological, political, and global problems, we need to share humor as a "survival kit" and source of energy. Thus I wish you all a very creative, healthy, and successful year filled with humor.

Let me briefly address two other issues. In

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Releasing Talent in Inner City Schools

Eleven Strategies to Help Students Manage Adversity and Stress

By Toby Manzanarez-h

The Department of Energy, as the largest single employer of scientists on the planet, provides high paying jobs for over 30,000 scientists. In addition, there are the National Institute of Health, the National Oceanic and Atmospheric Administration, and the Center for Disease Control, among other institutions needing properly trained graduates to fill critical scientific positions. Then there are the thousands of scientists employed in education, business, and industry. But the U.S. education system does not prepare nearly enough students to meet this demand. What if all those scientific jobs could be filled with talent from the inner city? What are some of the issues that prevent that from happening and some ways we can encourage this population of gifted students who are so often at-risk?

Competition

What is the purpose of competition in education? Often it is said to promote academic excellence and stimulate performance to the highest levels. I've personally witnessed the extra push students invest in connection with competition, and I place a high value on its place in business, education, and industry. Many students thrive on competition and rise to the challenges of the competitive edge. However, competition can also stifle the expression of talent for most teens, and in particular, those who operate in noncompetitive modalities. Underachieving gifted and highly able learners are quietly walking the halls of our nation's high schools, some hoping never to be discovered. Add the students who have not yet reached what I call their "point of academic spontaneous combustion"—the point where learning becomes so exciting it feels addictive. Added together the total is a huge amount of talent going to waste.

Every student has experienced these feelings of academic spontaneous combustion even though they occur only when the necessary conditions are present, when the chemistry is just right! Only then does learning become ingeniously unconstrained. Abraham Maslow's research into Peak Experiences confirms my experience in the classroom. When spontaneous combustion occurs, I have the incredible feeling that: "What ought to be, actually is!" When this happens, there is no better career anywhere. This is a great job!

I see this bright light nearly every day, one way or another, even in the population of at-risk students that has taught me most of what I know about working in inner city schools. Surprising and noticeable from my first weeks in the classroom (1971) was the number of gifted students in my continuation school science classes, three to four times the national average! Why was the number of gifted dropouts so high? Why were so many gifted students being expelled

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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

March 19–21, 2004

AMEXPAS International Conference

"Educating Brilliant Minds to Improve the Future"

Acapulco, Mexico

www.geocities.com/amexpas

March 20–21, 2004

13th State Conference of the Queensland Association for Gifted and Talented Children Inc.

"Learning Communities for the Gifted: Pathways to Excellence"

www.qagtc.org.au or e-mail conference@qagtc.org.au

June 3–5, 2004

Gifted Education Conference

"Nurturing the Highly Able: From Promise to Flow"

Singapore

Organized by the Ministry of Education and Nanyang Technological University

Contact Shirley Seet. Tel: +65-6790-3307, educon@nie.edu.sg

July 26–30, 2004

8th Asia-Pacific Conference on Giftedness

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

Korea

Contact Jenny Choi, Tel: +82-2-3462-2525, Fax: +82-2-3402-0589
www.koreagifted.org or e-mail giftedness@ioconvex.com

August 15–17, 2004

10th National Conference of the Australian Association for the Education of the Gifted and Talented

Melbourne Convention Center

Hosted by the Victorian Association for Gifted and Talented Children

www.vagtc.asn.au

September 10–13, 2004

9th Conference of the European Council for High Ability (ECHA)

"Educational Technology for Gifted Education—From Information Edge to Knowledge Era"

Pamplona, Navarra, Spain

Contact Conference Secretariat Ortra Ltd. 1 Nirim Street, P.O. Box 9352, Tel Aviv 61092, Israel; Tel: + 972-3-638-4444, Fax: +972-3-638-4455

www.ortra.com/echa/ or e-mail: echa@ortra.com

November 10–13, 2004

Fifth Latin American Congress of Giftedness and Talent Iberoamerican Federation of the World Council for Gifted and Talented Children

"For education, toward a more intelligent life together"

Loja, Ecuador

Conference in Spanish, For information, visit xxxxx

August 3–7, 2005

16th Biennial Conference

World Council for Gifted and Talented Children

"Celebrating Les Enfants Surdoués du Monde"

New Orleans, Louisiana, USA

www.worldgifted.org

Update from Headquarters

New Briefs



Win a Free Registration for the 2005 World Conference!

Two ways to win! Join the 2004 World Council Membership Drive. Sign up the most new members for the year and you automatically win a free registration for the 2005 World Conference in New Orleans. Contest ends June 1, 2005. **OR...** Recruit one new member and your name goes into a lottery pool. On June 1, 2005 one name will be drawn for a free conference registration.

Openings

Two World Council positions are currently open: Editor, *Gifted & Talented International* and World Council Headquarters site. Responsibilities for these two positions will commence after the 2005 World Conference in New Orleans. See page 9 for details.

2005 World Conference Call for Papers

Proposals are now being accepted for the 2005 World Conference, August 3–7, 2005, New Orleans, LA USA. Submit hardcopy form (centerfold of this issue) or preferably, complete the online form at www.worldgifted.org. Papers and proposals are due November 30, 2004.

New Honor Society for Gifted Education Majors

Epsilon Sigma Delta, an international honor society for gifted educators, has been established at the University of South Alabama. It is the first honor society dedicated to recognition of excellence and scholarly achievement for gifted and talented educators. Universities and colleges interested in establishing a chapter should contact Bettie P. Bullard, director of the Gifted Program. See page 7 for details.

Web Updates

Check the World Council website at www.worldgifted.org. Continuously updated, we need your help in expanding the list of international sites appropriate for parents, educators, and students. Sites may be in languages other than English. Submit your suggestions to worldgt@earthlink.net.

Al-Hussan Group Sponsors World Gifted

This issue of *World Gifted* is sponsored in part by the Al-Hussan Group of Schools & Institutes, an educational organization in the Kingdom of Saudi Arabia. The Executive Committee extends its appreciation and thanks to the group's president, Rashid Abdul Aziz Al-Hussan for his generous contribution to the World Council.

UPCOMING DATES AND EVENTS

2005 Conference Deadlines

- **Call for Papers**
Deadline: November 30, 2004
- **Barbara Clark Scholarship Applications***
Deadline: January 15, 2005
- **Conference Pre-Registration***
Deadline: June 20, 2005

Elections

- **2005–2009 Executive Committee Nominations/Elections***
Deadline: December 31, 2004/February 28, 2005
(Elected by membership)
- **Call for President Nominations/Elections***
Deadline: December 31, 2004/February 28, 2005
(Elected by Delegates)
- **Call for Awards Nominations***
Deadline: January 15, 2005
- **2005–2007 Delegate Elections***
Deadline: February 28, 2005

* Forms will be included in upcoming newsletters and posted on the website at www.worldgifted.org.

THANK YOU!



ONE-YEAR SILVER MEMBERS

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World Council for Gifted & Talented
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BARBARA CLARK SCHOLARSHIP FUND

Shirley Passow
Englewood, NJ USA

SPECIAL THANKS

Taisir Subhi Yamin, Elected-Member

World Council Executive Committee
Amman, Jordan
Dr. Yamin has recruited 13 new members this month bringing his total of new members to 45.

News from Around the World

FROM AUSTRALIA

New Publication Available

Miraca Gross and Helen van Vliet (2003) have compiled a set of reviews of documents dealing with "Radical Acceleration of Highly Gifted Children." *The Annotated Bibliography of International Research on Highly Gifted Children who Graduate from High School Three or More Years Early* deals with topics such as "incidence and prevalence of radical acceleration, procedures, variables predicting success, home schooling, distance education, university success, cognitive outcomes and affective outcomes." A grant from the Templeton Foundation supported the research and publication of the report.

Gross and van Vliet provide a summary chapter which outlines the main findings of their review. Full references for the articles discussed are provided, enabling readers to locate the primary sources for further reading.

The 242-page, A4, paperback, which should be of interest to most people involved in gifted education, is published by GERRIC, at the University of NSW. For additional information, call 61-2-9385-1072, or e-mail gerric@unsw.edu.au.

Submitted by Harry Milne

WCGTC Elected-Delegate, Australia

FROM BRAZIL

Recent Developments in Gifted Education

The Brazilian Council for Giftedness (ConBraSD) was founded in Brasília, in March 2003. It is a Brazilian NGO that nationally and internationally gathers and represents, federal, state, and local associates, both persons and institutions, who are developing actions or interested in teaching, research, and services within the area of high abilities/giftedness.

The main goals of ConBraSD are to:

1. Promote community recognition of situations and issues related to gifted people;
2. Collaborate with public and private institutions in charge of designing and promoting public policies for gifted people;
3. Congregate persons and institutions, both domestic and foreign, interested in high abilities/giftedness in order to establish knowledge and experience exchanges, coordinating their efforts, studies and actions;

4. Promote conferences, seminars, symposia, meetings, talks, courses, and other activities concerning ConBraSD purposes;
5. Encourage scientific studies and research on topics related to the giftedness;
6. Encourage education and training of human resources for education, research, identification, and services designed for gifted people and their relatives;
7. Provide the creation of a database on high abilities/giftedness;
8. Create, keep, and disseminate publications on topics considered interesting for ConBraSD. (conbrasd@uol.com.br)

Different Brazilian states have provided programs and services regarding the education of the gifted.

The Brazilian Association for the High Abilities/the Gifted, a nonprofit organization, founded in Vitoria, Espirito Santo has been involved in: educating teachers and parents to understand and deal with gifted and talented children; conducting studies and research, working with partners, such as university, state and municipal boards of education; promoting courses, seminars, and workshops; and developing different projects. (abahsdes@terra.com.br)

The Enrichment Program for Gifted and Talented Children, conducted by the State Secretariat of Education of the Federal District, Brasília, currently handles more than 800 pupils of public and private schools, ranging from elementary to high school. It has been adapting its actions based on the theoretical references of the Enrichment Triad Model (Renzulli). A team of psychologists has been working on the process for the identification of gifted students.

The State Secretariat of Education of the Federal District and the University of Brasília since 2002, have conducted the Psycho-educational Service for Parents of Gifted and Talented Students that has the following purposes:

1. Present and discuss topics related to giftedness;
2. Offer opportunities for parents to share their doubts, difficulties, and successes related to the education of their gifted children;
3. Discuss stimulation strategies to develop their children's potential; and
4. Raise parents' awareness of the need

to follow the school performance of their children.

Nine meetings are held with parents, and the topics discussed are: myths, socioemotional development, family dynamics, the importance of limits, and self-concept. The methodology employed involves reading, discussion, group dynamics, and videos. The service has the purpose of offering an opportunity for parents to discuss information regarding giftedness, interchange experiences, and receive guidance regarding strategies to be implemented in the familial context.

The Objetivo Program for Fostering Talent In Sao Paulo (POIT), sponsored by Objetivo Educational Center and Paulista University, provides enrichment extracurricular activities for gifted children from the Objetivo School. It also offers free psychological assessment and counseling to underprivileged families of gifted children, and psycho educational services at youth centers and shelters located in poor areas of the city.

The Program of Creative Cerebral Stimulation is an interesting program that has been implemented in Rio de Janeiro. It is implemented by the Department of Psychology of the Catholic University of Rio de Janeiro and involves 3-year-old children. The results obtained from eight groups are very promising and confirm the premise that talent and giftedness need to be stimulated at all ages through interesting activities and exercises in perception, memory, verbal language, intellectual organization, capacity of communication, sensibility, and creativity.

Submitted by Denise Fleith

WCGTC Elected-Delegate, Brazil

FROM ISRAEL

Humor—A Summer Workshop



Our summer activities at the Young Persons' Institute for the Promotion of Creativity and Excellence are usually on "burning" topics and problems, spoken of in our society. This summer there were (and still are) so many problems (economic, social, political, etc. etc.) that it was hard to choose among them. We decided to work on how to cope with problems instead of working on the problems. One of the creative ways to cope and confront problematic situations is humor, "Humor, like all creative thinking, is

seeing something from a different angle, revealing new contexts which create the comic surprise, enabled by emotional and mental flexibility.”

The belief that people are either born with a sense of humor or doomed to live without one is nothing but prejudice. Creative flexibility is a skill that can be developed and nurtured, a fact that is important to remember. It is in our hands (our minds) to create a free, enjoyable experience by creating humoristic situations or by understanding them. The true existential creativity is finding another perspective, another alternative within the boundaries, thus solving the problem without dissolving the framework.

Bernard Shaw sent Churchill an invitation to the premiere of one of his plays telling him that he can bring a friend provided he has one. Churchill answered that he regrets being unable to come, but he would be happy to attend another time, provided that there will be another time. The aggressiveness and enmity between them was expressed humorously in an elegant and creative fashion, with ease, without breaking the framework.

Humor enables us to deal with anger and aggression, suffering and distress, anxiety and uncertainty, to perceive the intolerable from a new perspective, to react with humor, despite our pain and helplessness. The opposite is when you take yourself too seriously. As Einstein put it, if one takes himself too seriously, he will end up walking the paths set by others. One of the special attributes of the creative personality is to walk a road that nobody has walked before. If we lack the mental flexibility to see things from another perspective or we fear to take a few steps back and regard things from a new standpoint, there will be neither creativity nor humor. We could learn from the painter who loses himself in the details he is painting, then takes three steps back and sees how the details blend into the whole, the whole picture, to perceive how the single moment blends into the continuity of existence.

There is no absolute humor. Humor is the result of the interaction of an external stimuli and our internal world. It is an intrapersonal and interpersonal creative communication process, a bi-polar activity, like all creative thinking processes are.

The participants (seven groups aged 7 to 15) experienced through humor in sciences, mathematics, biology, music, art, and mythology, a deep understanding, both intellectual and emo-

tional, of humoristic reactions. As we dealt with the humorous side of seriousness, we ended up with the serious side of humor. Charlie Chaplin helped us to see hunger and poverty in a comic way, being able to laugh at oneself, as sublimation, a way of dealing with reality, to disarm cynicism, to create interactions in a group, with other individuals in society.

The children were so open in their perception, so wonderfully creative in their ways of responding. Our problems are getting worse and worse, especially the economic ones, but we hope that the children, as well as each of us, shall be able to cope with them.

Erika Landau

WCGTC Elected-Delegate, Israel

The Young Persons' Institute for the Promotion of Creativity and Excellence

www.yplpce.org.il

FROM JAPAN

Publication of the First Japanese Book on Gifted Education



There is little knowledge in Japan about the practice and research of gifted education even that used in the United States. However, Japanese educators in the era of educational reform in

Japan can learn much from the field of gifted education, and should acquire a common recognition and knowledge base. Also, the special educational needs of the gifted as well as the disabled should be addressed equally.

Education of the Gifted and Talented in the United States: Special Support Addressing Varieties of Learning Needs, written by Nobutaka Matsumura and published in September 2003, is the first Japanese comprehensive overview of the theories and practices of gifted education/talent development from the viewpoint of educational psychology. Although it is considerably more compact than the typical American textbook, it provides an excellent framework and rationale that suggests to readers a new direction for individualized and special-support education.

The book emphasizes that:

- Provisions in gifted and talented education should nurture gifts and talents in many students rather than target only a small number for limited and fixed special gifted programs.
- The conceptions of giftedness and intelligence should be expanded from con-

ventional ones.

- Many kinds of talent should be identified and various methods for learning and assessment should be used.
- The social and emotional needs of the gifted and talented should be recognized and addressed in proper psychological ways.

Contents include:

- Contemporary history of gifted education
- Definitions of giftedness
- Conceptions of intelligence and creativity
- Identification of gifted and talented students
- Types of acceleration
- Types of enrichment
- Schoolwide Enrichment Model
- Multiple Intelligences practice
- Psychological support for gifted and talented students
- Provisions for gifted students with disabilities
- Suggestions for gifted and talented education in Japan

Dr. Matsumura, now a visiting Fulbright Scholar at the University of Connecticut, is expected to write another Japanese book on gifted education with more concrete and detailed descriptions.

Submitted by Nobutaka Matsumura

WCGTC Elected-Delegate, Japan

FROM SOUTH AFRICA

Report from South Africa



The University of South Africa is offering a one-year certificate course in Gifted Child Education and teachers have responded very positively over the last 3 years with even the inclusion of four

Irish students in the program this year. As a distance education university, there is the ability to offer the course to teachers, parents and other professionals in countries outside South Africa's borders. Many of the students have commented that their attitude toward gifted children has changed as a result of their studies and they feel more empowered to accommodate such children in their classrooms, or advocate for their own children in the education system. It is interesting to note that the majority of teachers complete the course with

aims of beginning some kind of enrichment program at their schools. Unfortunately, many are disheartened by the lack of enthusiasm and support they receive from their colleagues and school management. It seems that we have a long way to go to regenerate interest in gifted learners following the new inclusion policy in South Africa. However, the National Association for Gifted and Talented Children continues to attract members. This association sends out a quarterly newsletter containing relevant articles, information, and resources, and is another way of networking with parents and teachers. As far as gifted child education is concerned, we may not have our programs any more but we still have the drive to rekindle interest!

**Submitted by Shirley Kokot
Professor, WCGTC Treasurer,
South Africa**

FROM SPAIN

The 5th Latin American Congress of Giftedness and Talent

The Universidad Técnica Particular de Loja through the Latin American University Institute for Talent and Creativity (I-UNITAC), working with the Latin American Federation of Giftedness and Talent (FYCOMUNDYT) will be in charge of organizing the 5th Latin American Congress of Giftedness and Talent that will take place on November 10–13 in Loja, Ecuador. November 13 will be designated for specific workshops. The purpose of the Congress is to exchange experiences, discuss focuses, and present novelties in the field of giftedness, talent, and creativity and it will have the following theme, "For education, to-

ward a more intelligent life together."

The 5th Latin American Congress of Giftedness and Talent in Ecuador will enable the re-conceptualization of: intelligence, giftedness, creativity and talent; the identification of children and teenagers with levels of giftedness, educational laws, specialized curricula, courses on the right attitude, and other topics. To accomplish these goals, different modes of communication will be used including video conferences, newsletters, forums, and posters.

Apart from the face-to-face conference, this congress will have a virtual campus for the first time, which will enable participants to be connected in the national territory, as well as in the territory of the countries that form part of the Global Network of Learning for Development, which is an organization established by the World Bank. This congress follows the steps that were taken in the four previous Latin American congresses (Argentina, 1994; Portugal, 1996; Brazil, 1998; and the last one in Bogotá, Columbia in 2002). Those congresses expressed concern about the advancement of attention in the Latin American states to help exceptional and talented people through the training of professionals and the support of initiatives for scientific research focused on the aid for gifted and talented people.

The 5th Latin American Congress of Giftedness and Talent takes place in Ecuador because the latest educational reform has the development of thought as a main part of the curriculum. Actions that inform and incorporate different experiences from the last decade in Ecuador can be used to analyze the accomplished goals, as well as to work out strategic

and organizational policies that can take us to form future steps toward further advancement.

The Congress is aimed toward national and foreign professionals who are related to research, psychological, educational, and social sciences, as well as parents and students. Participants will have the opportunity to get to know new experiences in this field, reinforce reflection, move toward the necessary changes, and accept responsibility in the sociocultural environment.

The deadline for receiving correspondence, forums or posters is March 31, 2004 (PDF, RTF or PageMaker format). For information: 593-7-2-570-275 ext. 2413, Fax 593-7-2-585-974, csuperdotacion@utpl.edu.ec, www.utpl.edu.ec, or www.viberoasuperdotacion.org

**Submitted by Juan Alonso
World Council Elected-Delegate, Spain**

FROM THAILAND

Thailand National Conference on Gifted and Talented

Thailand held its first meeting in a three-part conference series, "Identifying, Developing, and Maximizing Opportunities for the Gifted and Talented."

World Council President, Prof. Klaus Urban, was a keynote speaker at the conference in Bangkok, Thailand on December 11, 2003. Sponsored by the government of Thailand, the meeting was opened with a taped speech by the Prime Minister, Thaksin Shinawatra, outlining the government policy on Gifted and Talented Education. The conference was nationwide in scope, with 220 participants in Bangkok and 600 in the 10 provincial centers, using the latest technol-



WORLD COUNCIL PRESIDENT MEETS WITH THAI PRIME MINISTER (left to right) Visuth Jirathiyut, Parent Group Representative; Pichak Siripoonsap, World Council Elected-Delegate, Thailand; Klaus Urban, WCGTC President; Thaksin Shinawatra, Prime Minister Thailand; Sirikorn Maneerlin, Deputy Minister Education; Ngarmmars Kasemset, World Council Elected-Delegate, Thailand, Head of Office of Gifted and Talented Thailand, Government House; Yongyut Tiyaipirat, Secretary General to Prime Minister

ogy in telecommunication.

The focus of this first meeting was identification. While keynote speeches dealt with a broad spectrum of identification issues, the 800 conference attendees also participated in workshops to formulate an action plan. The rest of the series will deal with development and opportunities for gifted and talented children. With the recent cabinet approval to establish the National Center for the Gifted and Talented, Thailand has made a commitment to implement her gifted and talented program on a national scale. The new center should be fully operational in a matter of months.

Submitted by Ngammars Kasemset
World Council Elected-Delegate, Thailand
ngammars@giftedthai.org

FROM USA

First Gifted Education Honor Society Established at University of South Alabama

The creation of Epsilon Sigma Delta was achieved by a desire to give recognition and reward excellence in scholarship of majors in Gifted Education. Under the leadership of Dr. Bettie P. Bullard, Director of the Gifted Program at the University of South Alabama, Epsilon Sigma Delta was chartered in June, 2003. *With 26 charter members, the goal is to promote the highest standards of friendship, scholarship and service based on ideals of truth and justice and to provide network opportunities for personal and professional growth. To be nominated, students must have completed 2 years of undergraduate study and have an overall average of 3.5 or above on total semester hours.*

Epsilon Sigma Delta is the first honor society dedicated to recognition of excellence and scholarly achievement for gifted and talented educators. If you are interested in more information or in sponsoring a chapter at your school, contact Dr. Bullard: bbullard@usouthal.edu or 251-380-2766.

Highlights from the National Association for Gifted Children (NAGC) Convention

The 50th Annual Convention of the National Association for Gifted Children (NAGC) was held in Indianapolis, Indiana, November 13 to 16, 2003. The program of the convention included many sessions, panels, keynote addresses, institutes, special events, and a variety of meetings.

In addition to the Action Labs that provided access to interesting and informative learning excursions around the Indianapolis

area, the Pre-conference focused on the presentation of the Parallel Curriculum Model that was developed by a group of NAGC Board of Directors members several years ago. The essential feature of the Parallel Curriculum Model is the provision for gifted students to engage in four types of curricular experiences: the Core Curriculum, curriculum opportunities basic to the schooling experience; the Curriculum of Practice, curriculum opportunities that stress the importance of learning about the disciplines; the Curriculum of Connections, curriculum opportunities that define the need for and the methods to develop relationships within, between, and among the disciplines; and the Curriculum of Identity, curriculum experiences focusing on the recognition of self as a gifted learner and scholar.

A panel of Past Presidents of the organization discussed the current concerns and issues each individual perceived as important to resolve for the future of gifted education. The issue of the identification of students representing linguistic, cultural, and economic diversity was discussed with consideration for redefining the characteristics of the gifted to match contemporary behaviors of learners and setting realistic academic expectations for these students. The relationship between the basic program and curriculum for all students and the differentiated services and curriculum offered to gifted students was explored with concern for when and how these programs and curriculum reinforce, detract from, and/or enhance each other. Recognition of these relationships was seen as important in that they can support or deter advocacy efforts on behalf of gifted education.

The effects of the national educational legislation "No Child Left Behind" was a dominant point of discussion during several major presentations. Central to this legislation is the role of standardized tests as accountability measures. The impact of standardized tests on the identification process for gifted students and on the determination of their academic success was outlined. The implications of this legislation for gifted education was reviewed with respect to defining academic rigor and the effectiveness of teachers.

Throughout the convention a wide range of theoretic constructs, research, practices, and ideas were presented in areas such as computers and technology, parent and community concerns, assessment and evaluation, arts and creativity, special populations, and global awareness.

PRESIDENT'S MESSAGE

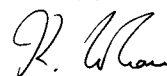
continued from 1

my functions as president I especially enjoy new developments concerning the needs of the gifted in various countries. Therefore, I would like to mention the forthcoming establishment of a National Center for the Gifted and Talented in Thailand. During my last visit in December I had the great opportunity and honor to talk to Prime Minister, Dr. Taksin Shinawatra who personally, and with his cabinet, are actively initiating and supporting this great endeavour. The National Center will certainly make a difference, not only for the gifted and talented, but also for all children, and contribute to the improvement of education and standards in the country.

During the course of this year it must become clear who might be the candidates for the next President of the World Council to be elected before the 2005 World Conference in New Orleans. Therefore, I would like to ask all members to seriously ask themselves and others who are eligible and suited for this position. It is a question of survival to find an experienced and engaged person who, in close collaboration with competent members of the Executive Committee, will lead the body for another 4 years. At the same time a change in the Headquarters site will be necessary. I ask that you please help us in finding an adequate place and/or a hosting institution. Share your ideas with us, and don't hesitate to write or mail me.

Think creatively and don't forget humor.

Sincerely yours,



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The Growth of Gifted Education in Austria

Submitted by KORNELIA TISCHLER, WCGTC Elected-Delegate, Austria



There have been encouraging trends and developments in gifted education in Austria.

Although the first initiative started in Salzburg in 1986, with the “plus courses,” an after school program,

there has been a growing awareness of and interest in educating the gifted in Austria since the 1990s. This can be seen from efforts within the educational community, in politics, and through research in Austria. This positive impetus to gifted education has led to diverse activities in instructional models and practices, teacher training, federal involvement, and journal publication.

Instructional Models and Practices

There is now a wide range of different programs and practices for gifted learners available from segregation to integration, within and out of school. One specialized school, that is actually one class in an Austrian Gymnasium, was founded in Vienna in 1998. The Sir Karl Popper-Schule offers various programs to meet the different needs and interests of gifted students 14 to 18 years of age. Other schools focus on integration and nurture gifted students through varied enrichment and acceleration programs. Enrichment programs can refer to classrooms differentiated in process and content, pull out programs that allow students to work on a project for one day instead of attending regular classes, special afternoon classes (e.g., preparation to participate in competitions), or programs using Renzulli’s revolving door model. Acceleration refers to early entrance, grade skipping, or dual enrollment in upper grade level (9 through 12) and university classes. The dual enrollment project started as a pilot project in Salzburg and Graz in 2001, because of an initiative of the Austrian Center for Gifted Education and Research. Since Fall 2003 it has been offered in all parts of Austria and 44 students now participate.

There are also a great variety of out-of-school activities including special summer camps for gifted and highly interested children that have been established in different parts of Austria. Although most of these camps are for students above 15 years of age, there are also some camps for younger elementary and middle school students. The University of Vienna also offers a special summer program for gifted students and in Salzburg students may attend the “Plus-Kurse” or the “SEMOKI-Klub,” special afternoon courses for kids aged 6 to 14 years of age. The main focus of all out-of-school programs is to provide a vital learning experience for gifted students in various subject areas.

Teacher Training

All these activities were made possible through professional programs and inservice courses that provided realistic and useful information about the characteristics, development, and needs of gifted students. In 1996 the first teacher training programs—the ECHA-Diploma—started in cooperation with the University of Nijmegen by Prof. Franz Mönks. Then 25 teachers took part; today 80 teachers participate in one of the three courses in different areas in Austria. Since the beginning of these programs 450 teachers from kindergarten to the Austrian gymnasium have taken this 3-term program and have received the European Advanced Diploma in Educating the Gifted. In addition, in 2000, a network started to build. The group has already met four times to discuss new developments. The topics of this year’s meetings were, “The Autonomous Learner Model,” “Creativity,” and “Guidance and Identification of Gifted Students.” Next year the focus will be “Gifted Students with Learning Difficulties.”

The second important development in teacher education is the development of special programs at most of the teacher’s colleges and teacher training institutions, such as the Pädagogische Akademien in Linz, Klagenfurt or the Pädagogische Institute in Graz, in Vienna. Most of the training programs are very similar to the ECHA-Diploma but take care of regional needs.

In addition, more and more one-day courses or one-term programs are available at the inservice teacher training institutions (e.g., teaching gifted students in elementary schools).

Federal Involvement

A lot of these activities, especially for summer camps or for the dual enrollment, are happening because of the increasing financial support of the Austrian Ministry of Education. For the dual enrollment, the ministry gives a one-time financial support for each student aged 15 to 19 if he or she attends university courses while still attending the upper secondary level. The administrative work is done by the Austrian Center for Gifted Education and Research.

The Center for Gifted Education and Research

The agreement of the Minister of Education and the Governor of Salzburg to set up an Austrian Center for Gifted Education and Research, “Österreichisches Zentrum für Begabtenförderung und Begabungsforschung,” in Salzburg in 1999, is of great importance for the education of gifted students. This was possible because of the committed work of Mag. Gerhard Schäffer, President of the Board of Education in Salzburg. The aim of this Center is to provide on-going information about the different activities in gifted education throughout Austria, to advise parents and teachers on the identification of special gifts, to develop teaching models and programs, and to conduct research. In order to provide a high quality of research, the Center cooperates with the Universities of Salzburg and Vienna, as well as with universities in Germany and Spain. At the moment the main research interests include the effectiveness of summer camps, the practice of gifted education in Austria, and the development of new programs (e.g., multi-age classes where students can do grade skipping more easily). The Center also or-

ganizes national and international conferences. Next year's topic: "Forscher/innen von Morgen" (Researchers of Tomorrow) has an overall goal of presenting different models of conducting research focused on math and science with students at all levels and in all classes to help them develop their creative problem-solving ability. A detailed program will be posted on the Center's website at www.begabtenzentrum.at

Journal Publication

The Austrian Center for Gifted Education and Research also publishes *Newsletter*, a journal that informs teachers and parents about research programs and results, conferences, and successful practices in gifted education.

A second journal of importance for gifted education, *Journal für Begabtenförderung*, was founded in 2001. Its goal is to provide new research results, practical information, and resources that can be used for teachers and parents. Each issue features a particular topic, like "Programs for Gifted Education," "Grade Skipping," or "Identification."

While the first successful steps have been taken towards increasing the awareness of and interest in the needs of gifted students, some tasks remain including the development of special legislation regulating gifted education. ■



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Positions Open

Editor, *Gifted and Talented International*

Dr. Joyce VanTassel-Baska has served as editor of the World Council's peer-reviewed journal *Gifted and Talented International* for the past 7 years. Her term ends in 2005. The Executive Committee of the World Council for Gifted and Talented Children is inviting applications from its membership for the position of editor of *Gifted and Talented International*. Interested individuals should submit a vita and letter describing their interest and qualifications as they relate to the following criteria:

1. Significant scholarly activity in gifted education as reflected in grants, publications, and presentations at conferences.
2. An established reputation in the field of gifted and talented education, preferably at the national and international level.
3. Active participation in the World Council for Gifted and Talented Children over a period of 5 or more years (e.g., regular attendance and presentations on conferences).
4. Experience in editing material for publication.
5. Ability to work with a team of editors in formulating and implementing journal policy.
6. Ability to write clearly, concisely, and correctly using APA format.
7. Appropriate institutional support.

Deadline for submissions: September 31, 2004

Send vita, proposed budget, letter of qualifications, and references to World Council Headquarters.

New World Council Headquarters

By summer 2005, the Los Angeles office of World Council Headquarters will no longer be available. The Executive Committee has begun the search for a permanent Headquarters office. All functions of administering the organization are handled at the Headquarters office including membership, budget and financial matters, publication of the World Council newsletter *World Gifted*, conference registration and other conference-related matters, correspondence, clerical support for the president and executive committee, and all other tasks needed to accomplish the World Council's daily activities. For a more detailed description of the functions of the office and the office staff, contact:

**World Council Headquarters
18401 Hiawatha St.
Northridge, CA 91326 USA
worldgt@earthlink.net
Tel: 818-368-7501
Fax: 818-368-2163**

Details of the office budget and salaries will be negotiated by the President and Executive Committee.

INNER-CITY SCHOOLS

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from traditional high schools? Why are so many of the brightest kids being squeezed out of school? I began by asking these questions of my colleagues, principal, and superintendent. Over the years, my students turned out to be the best source for understanding these and other perplexing questions.

How do you release talent in inner city schools?

Interaction

I've noticed that bright underachievers have three characteristics in common. First, and not surprisingly, students sense a negative expectation. I've heard parents, teachers, and administrators say, "These kids are so smart they get into more than the average amount of trouble. They are too bright for their own good."

Second, gifted students in particular possess an extreme sense of fairness that prevents them from keeping their mouths shut when they witness events that they perceive lack fairness and justice.

Third, by the time they reach high school, many students have been abraded by encounters with authority figures not all of whom are sensitive to the individual needs of very bright, and sometimes rebellious inquiring minds. Most teenagers lack the sophisticated skills necessary to cope with what they perceive as humiliating encounters with authority figures. Though their anger is a knee-jerk response, they can easily learn to use collisions such as these as learning experiences. Furthermore, bright teens tend to test their environment and press their luck more than any other group except for those inclined to crime. Strong adolescent emotions minus social management skills equal a formula for disaster. There is hope. There is an actual emerging curriculum for releasing this talent as will be described in the strategies below.

Lastly, but importantly, the adolescent sense of dignity is easily defiled. Many students have given up because of too many unjust or humiliating experiences on the street, on campus, or at home.

Stress

Stress exacerbates a broader phenomenon in inner city schools where there exists an enormous body of talent constrained by the barriers of environmental adversity.

A recent study of poverty (Costello, 2003) concluded that children from homes with a re-

cent stable income experienced lower levels of stress in their environments and fewer problems in school. This research confirms 33 years of personal experience: Adversity and stress are significant barriers to the release of academic talent.

Anyone interested in releasing talent in inner city schools must first examine strategies that help students manage adversity and stress. It's a good thing kids are so resilient. With healthy adult role models, most students can learn to overcome the obstacles. What follows are strategies from an "at-risk curriculum."



"Surprising and noticeable from my first weeks in the classroom (1971) was the number of gifted students in my continuation school science classes, three to four times the national average!"

Strategies That Work for Teachers and Parents

1. Protect self esteem
2. Build trust, dignity, and a sense of hope
3. Create a "time out" mechanism
4. Use positive quotes
5. Calibrate language
6. Pay attention to body language
7. Use imaging for protection
8. Find interest hooks
9. Remember it's not personal
10. Take trips beyond classroom walls
11. Create small, achievable tasks

These eleven strategies create safe spaces, and rekindle hope in teenagers so that they can be successful. This helps students release their talent.

1. Protect self-esteem. Firmly stop your group at the first instance of laughter that is aimed at a student. Moving quickly to "protect" a student's self esteem is a critical element of building trust. Students soon learn that it's not acceptable to criticize one another or be disrespectful of others. While this is nothing new, it's an important cornerstone of what follows.

Share with your students the belief that each person, regardless of age, has the reasonable expectation of being treated with dignity, and that we each have a series of opportunities to treat others in a like manner. Tell them, "This will be the most dignified learning environment you've ever experienced."

Over time students learn that trust facilitates personal growth. It is internal growth that allows students the safety net needed to unleash their talent. If you can install this protection, your students may not be consciously aware of what you've done, but they will come to understand that "being here, feels good."

2. Build trust, a dignified environment and a sense of hope. Have you ever come across kids who've given up? What do they look like? What have they given up? The look is likely one of the many images of despair and what they've given up is the hope of succeeding in school, and in life. Consider that you may be one of the few stable adults with whom adolescents can listen and interact outside the walls of their own homes.

3. Create a time out mechanism. Not a week goes by without a student colliding with some crisis. These extreme events afford teachers the opportunity to further engineer a trusting environment for example:

Subsequent to the discussion about trust from strategy 2, inform your students that individually they can request a time out from class in the event of a personal crisis. Tell the class, "You can ask to speak with me privately if the need is pressing. When this happens, that student and I need your help. Carry on your assignment quietly while we discuss the difficult situation. Perhaps one day you too will need such an option."

Soon enough a student will ask for an opportunity to talk. From a position in the doorway with the student just outside, you can supervise the class and quietly chat with the

student in need. Each time this happens, which actually is not frequently, students in class learn that they are helping to build trust and that they have access to an understanding adult role model. You've created two important positive outcomes: the student in crisis has been heard and supported, and the whole class has observed a young person confiding in an adult who can be trusted. Over time, these contribute to an environment where students are willing to risk their private feelings and release the talent pooled inside.

4. Use positive quotes in discussions once a week to subtly guide adolescents. Students are profoundly affected by the discussion of certain quotes. For example:

"If once you forfeit the confidence of your fellow citizens, you can never regain their respect and esteem."

—*Abraham Lincoln*

"The most important human endeavor is the striving for morality in our actions. Our inner balance and even our very existence depend on it. Only morality in our actions can give beauty and dignity to our lives."

—*Albert Einstein*

Taking a few moments once a week to discuss quotes has a subtle and constructive effect upon a young person's general outlook. (You can quickly access a few positive quotes by going to www.PositiveNews.com.)

Allow students enough time to write their thoughts and comments after recording the Lincoln quote above. Inform them that during the following discussion there are no wrong answers. "What is sought are your authentic thoughts and opinions."

It takes time to build hope; it takes time to release talent.

5. Calibrate your classroom language. Teenagers hate taking orders. They bristle at demands. Come to think of it, most of us do. Comb through your verbal classroom instructions for incendiary language. "I'll dismiss the class if everyone is seated when the bell rings," is received better than "Sit down! Now!"

Often, simple "I need" statements, are sufficient for vastly improving student responses. "I need you to work quietly for the next 15 minutes. I'm having trouble concentrating on this." or "I need to see all of your piercing eyes," instead of, "Hello? Is anyone listening?"

After a time, students will begin to feel they are in a more dignified environment. They will feel as though they are being treated like adults. (This will be an important advantage for strategy 8.)

6. Pay attention to body language. It takes a few weeks of observing students to build a sense of who they are. I use this to develop a norm, a reference point for building a mental Individual Education Plan (IEP) for each student. Once a teacher senses this student reference point, then it becomes possible to see deviations from the norm as students go on their roller coaster ride through puberty. Some of these deviations are symptoms of excess stress and students often struggle without knowing the cause. Usually, the deviation is very subtle. But watch closely and you'll soon



RICH INTERACTIVE ENVIRONMENT (top) Student-made museum and science posters fill the classroom of Manzanares-H.

HANDS-ON SCIENCE (middle and bottom) Students prepare a honeybee for a tracking marker to be used in a longitudinal study.

see students walking into class carrying themselves a little differently from this norm. On occasion, it's more extreme.

Alberto startles the class by slamming his books on the table after entering class late. Eyes open wide, students look first at him, then to me. I give him "The Look."

Alberto: "What did I do?"

"That was extremely disruptive, help me out here."

Alberto: "Who cares? I don't."

"I don't recall ever treating you disrespectfully. So I'm sure you didn't intend that for me."

No response. Ever heard the saying, "Kids will act out what they can't speak out?" I walk over to a spot just behind Alberto's seat and whisper close enough for him to hear. "You look pretty upset. Let's take a time out."

As we walk to the door I cast eyes to the class conveying the message, "I need you to work quietly while we take care of this." I have him stand just outside the door. He is too angry to talk. My attempt to break through will take longer than expected, so after a minute or so I say, "No rush, we can work this out. We've got lots of time. Breathe in through your nose. Out through your mouth like you're blowing slowly out a straw. Try it."

He gives me a half-hearted attempt.

"Do it again. This time breathe more deeply. Let it out very slowly. That's better. Repeat that a few times. Come back into class when you're more centered, but enter without making eye contact with anyone but me. You can come back and talk with me after class or whenever you're ready."

Back in class, we return to the lesson. Two minutes later Alberto quietly joins us as though nothing ever happened. The absence of eye contact eliminates the temptation to "act for the audience." He gets to return without losing face, and the class gets the sense that the outburst has been addressed and that the classroom atmosphere has already returned to normal and dignified.

At lunch, privately, in the cafeteria, I finally hear the problem. He tells me, "I didn't mean to be difficult earlier this morning. I dropped all my books in front of the band room. They all laughed at me."

Alberto is small for a senior. He's been picked on for too many years

"Yeah, my mom's really stressed out, too."

Between the jeering laughs from other students and his mother's excess stress, he was way beyond his ability to deal with the challenges of daily life on a high school campus.

The trial of getting past the unfriendly crowds and family stress force Alberto and students in similar circumstances to armor up for protection. By the time he arrived in class, he was ready for combat. My strategy is to focus his attention on his work and to remember that his hostility is not to be taken personally.

Harassment. Public ridicule. Lack of affiliation. One can tolerate only so much mockery. At least in Alberto's situation, he encountered an authority figure who employed non-confrontational strategies. He found a connection at school.

7. Use imaging for protection. Teens can learn to protect themselves from the pain of ridicule. They can learn to "shield or not to shield." However, they also need to learn that protection is only important in a low-trust environment. More importantly, they can learn to put their armor down when the trust level is normal. The weight of that armor is a direct barrier to the release of talent. Teach your students how to use the following imaging tactic for protection.

Sandy has been having some problems at home. Her Dad keeps putting her down. "Saturday he said again, 'You're so stupid. Why don't you drop out of school? Get a job. Make yourself useful. You're wasting your time in school. It's not going to do you any good. You've always been a failure.'"

This girl, already dealing with obesity issues, now hears her father's voice echo in her memory causing tears to flood down her chubby cheeks.

"The words must hit you and stick like sharp arrows. It must hurt a great deal to hear that from your dad. I have a tool (this is the tactic) that you can use to keep your dad's words from hurting you. It works for over 70% of the people who try it. Let me know when you're ready. I'll show you how to use it."

"How does it work?"

"Well, close your eyes for a moment. Imagine that you're standing on the bow of a tall ship looking down at the bow wake in the water directly below. The ship is slicing through a glassy, calm, quiet sea. Can you see it?"

"Yes."

"Continue to watch as the bow plows through patches of paper and other debris floating in the water in front of the ship. Can you see the bow cutting through the floating trash?"

"Yes."

"None of it sticks to the bow. It just floats on by. Now imagine the words coming out of your father's mouth. Kind of like on a roll of

toilet paper. See the words? 'You're a failure.' They drop into the water. Another strip: 'You're stupid.' They just float by, harmless papers that will dissolve and disappear. Just watch for a minute as those papers float by."

She nods, eyes closed, standing on the bow.

"Can you feel the sea breeze on your face, the warmth of the sun on your skin? Take a deep breath. Breathe in through your nose, out through your mouth. Fresh, clean air."

Her face becomes more calm.

"When someone puts you down, just imagine the words like 'You're a failure' or 'You're stupid' coming out on pieces of paper, landing on the water, floating by without sticking to you. They don't hurt you."

The next day Sandy walks in again at nutrition, a smile on her face. "It worked!"

I look up from my laptop, finally recording grades on the spread sheet on my computer. "Say again?"

"The put downs—floating by on paper."

"Isn't it amazing how powerful the mind is?" She nods. "You know, I bet your dad's only like that when things are pretty tough. Sometimes adults fall into a nasty place when they are stressed out. Sometimes they feel guilty, like they have failed to give their children a better life and they say things they don't really mean. You're a good student. When your dad says, 'You're stupid,' you know it's not true. Something must be eating at him. And I know you're not a failure. You've successfully completed elementary and intermediate school. Soon you'll graduate from high school. I know you'll succeed in the future because you know the importance of determination. You have a great deal of spunk, fortitude. In a way, dealing with your dad's struggle has made you stronger too."

Sandy smiles brightly. "I know!"

Shepherding teenagers through puberty is complicated and fraught with pitfalls. Parenting in the inner city presents an entirely expanded set of conditions to consider and problems to solve. If you're a parent give yourself a lot of credit and take a rest from time to time.

8. Find interest hooks. Every student has a hook, a question, idea, hobby, or thought so compelling that when it's tapped, there's no telling how far it will carry the learner. One of the best tools I have is one of the simplest: The Student Interest Inventory. The activity again, is nothing new, but its ultimate value is beyond measure.

Instruct your classes to create a list of meaningful interview questions for teenagers.

They will later use these questions to interview each other, recording the responses on a formal response sheet. While this serves as a good “ice breaker” at the beginning of a class, I collect the interview sheets after the activity and use the data to help students who are struggling with selecting research topics. The interview information always gives me an idea about what would make projects meaningful for particular students. If I can get them excited about the research they’re required to conduct, then I’ve unleashed, in part, their native high interest level in the pursuit of academic excellence.

I also use the same data when I discover students who are not working up to potential, or severely bright students who seem to have lost their edge. It’s amazing to see them brighten up when I’ve integrated one of their interests into a compelling research topic. I’ve actually had students complain that they went far beyond the requirements and put in way too much work on their research projects. Their complaints were delivered with a little sparkle in their eyes and body language that gave away the pride in their accomplishments. If kids are going to complain, then this is the kind of complaint teachers want to hear.

Getting to know your students through *formal interviews* or by *merely noting the topics* that they find interesting will go a long way to unleashing their talent.

9. Remember that it’s not personal. When Alberto slammed his books on the table and acted out, it wasn’t targeted at me personally. My body, however, has its own knee-jerk reaction. It’s natural to take these incidents personally. I have to force myself to remember the heavy loads being carried by my students. Then it’s easier to remember that the anger is not aimed at me, that it’s overflowing emotion that has nowhere to go but out. And what safer environment than school to express frustration? My students unconsciously know I won’t strike back even though my discipline is firm and swift. At the next outburst, repeat the following to yourself, “It’s not aimed at me. It’s a heavy load about to crash. It’s not personal.”

10. Take trips beyond classroom walls. School can be an exciting place for learning but it doesn’t come close to giving students a place where they can employ all their talents. Perhaps there is no single arena where students can engage their entire intellectual being. That’s where field trips become so valuable. They are yet another source of data tremen-

dously useful in discovering where and what sparks a student’s interest. Over the years, I’ve watched students reach peaks of learning that would inspire hundreds of teachers.

Last May, my science students were presenting their field studies lessons in Yosemite National Park, while on a 4-day learning expedition. One scene in particular stands out. Diana and two of her partners were presenting a lesson about adaptation and speciation.

“Notice, the leaves on those trees are large and the leaves on these are so small. Why?” They solicited responses from the students and teacher trainees, who asked more questions than time allowed. We were on our way to Vernal Falls and had “miles to go before we slept.”

Surprise! They were working right out of the California Science Standards and were using the inquiry approach in their field lesson. Moreover, they were teaching teachers along the way! They were having a great time of it and so was I. Now that’s a great job!

Conclusion and One More Strategy

Schools are filled with incredibly diverse student populations. In addition to cultural diversity, there is tremendous academic diversity: AP students, at-risk, honors, AVID, gifted, underachievers. No matter how they sort themselves, inner city students come to school with a full plate. Many arrive under a heavy load of luggage—the challenges, complications, and problems of living in the inner city. On top of that baggage is the hormonally charged atmosphere of being a teenager.

Consequently, it’s helpful to remember that the young people with whom we work are sometimes staggering under a load too broad to carry alone. Watch for the signs. Not a week goes by without the red flags of adolescence fluttering. Though we are not trained psychologists, we can, nevertheless, be of enormous assistance to students who have yet to learn load management skills. As adults, we’ve navigated through enough crises to help our students learn to do the same.

11. Create small achievable tasks. Start by teaching overstressed students to step back and identify the source of the problem. Ask them, “Is what you’re doing working?” Teach them to break up their projects into small, achievable tasks. Immediately take care of at least one item that requires little time. This will release more energy for the bigger challenges.

Lastly, if meaningful quotes can help students unleash talent waiting to spill out, then

teachers might also be similarly inspired. After all, if kids in the inner city are carrying heavy loads, then so are their teachers.

This quote is therefore dedicated to all my colleagues in inner city schools:

*May the world be your classroom,
its history your teacher,
its future your inspiration,
and its people
the subjects you learn best.*

*May your only boundaries
be truth and trust,
your only horizons hope and faith.*

*May your knowledge always be
well seasoned with wisdom,
your ambition tempered with kindness,
and may your every success
lend a blessing to others.*

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Resources

- Positive News Network: <http://positive-news.com>.
- Society for the Advancement of Chicanos and Native Americans in Science (SACNAS): www.sacnas.org/learn/tchpages.html.

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1999 and 2001 Biennial World Conference Proceedings

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

Proceedings of the 14th Biennial World Conference

Edited by Juan A. Alonso & Yolanda Benito

Barcelona Spain • July 31–August 4, 2001

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