



World Gifted

May, 2005

Newsletter of the World Council for Gifted and Talented Children

Volume 24, Number 1



A Message from the President

Dear Members,
Colleagues and Friends,

It is with regret that I must share with you the reason that this newsletter has been delayed. After a long and severe illness Sheila Madsen, our Executive Administrator, the soul of our headquarters, died during the night on Friday, April 8. This is very sad for all of us who loved her, however, she was in such pain that it is a relief to know she will not have to suffer further. We will never forget her and all the wonderful, professional work she did for the World Council.

For an interim period through the New Orleans Conference, the World Council Headquarters will be operated by John Gould, and supervised by the Distinguished Advisor to the Executive Committee, Dr. Barbara Clark, and by Dr. Richard Boolootian, an administrator at the Mirman School for the Gifted, as Interim Headquarters Director. We are grateful to them for helping us in this difficult situation.

At this time I wish to inform you about three major decisions the Executive Committee has made during the last few months. All three were difficult decisions because we were deciding between two excellent alternatives. The bids and proposals and the people behind them demonstrated an incredible amount of responsibility and commitment to the interests, goals, and purposes of our organization. My sincere thanks go to all of these persons, especially those whose bid or proposal was not successful in the end.

The first decision was in regard to the future site of the World Council Headquarters.

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LATEST CONFERENCE INFORMATION

Conference Dates Change to August 6-10

Due to unforeseeable circumstances, the WCGTC conference to be held in New Orleans, Louisiana, USA, has been rescheduled to August 6 - 10, 2005. The conference schedule of events, meetings, and presentations remains unchanged except that the previous dates of August 3 - 7 are now replaced by the dates of August 6-10, 2005.

WCGTC staff members are working with the conference hotel to establish a policy of reimbursement to any registrants for extra costs incurred if they need to alter an existing flight due to the date change.

The contacts at the Hyatt hotel who will be dealing with reimbursement issues are:

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*Catering/Convention Services
Group Reservations Coordinator*

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The hotel contact for general information is:

Hyatt Regency New Orleans

at Louisiana Superdome

500 Poydras Plaza

New Orleans, LA 70113-1805

Telephone: (504) 561-1234

Fax: (504) 587-4141

Please contact Bob Seney, Conference Chair at bseney@muw.edu, (662) 329-7112, or the new interim World Council Headquarters with any other questions or issues related to the conference. We regret any inconvenience you may experience and will work with you to ameliorate your concerns. We are enthusiastically putting the finishing touches on what will be a rewarding and stimulating educational and travel experience.

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World Gifted

*The Newsletter of the World Council for Gifted
and Talented Children*

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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July 11-22, 2005

Confratute 2005

University of Connecticut,

Storrs, Connecticut, USA

For information:

www.gifted.uconn.edu/confratu.html

July 11-14, 2005

China - U.S. Conference

Aligning Assessment with Instruction

Beijing, China

For information:

www.globalinteractions.org

July 19-22, 2005

China - U.S. Conference

Integrating Multiple Intelligences,

Creativity, and Problem Solving

Beijing, China

For information:

www.globalinteractions.org

August 6-10, 2005

World Council for Gifted

and Talented Children

16th Biennial Convention

New Orleans, Louisiana, USA

www.worldgifted.org

November 9-13, 2005

52nd Annual Convention

National Association for

Gifted Children

Louisville, Kentucky, USA

For information:

www.nagc.org



UPDATE FROM HEADQUARTERS

Important news and updates

World Council Headquarters has Changed Office Locations

Our new contact information is:

World Council for Gifted and Talented Children

370 S. Carmelo Avenue

Pasadena, CA 91107 USA

Phone: (626) 584-9751; Fax: (626) 584-9751

Secondary Fax: (818) 700-0028

Email: worldgt@earthlink.net; worldgt@gmail.com

SILVER AND GOLD MEMBERSHIP!

We encourage you to consider renewing your membership in one of the following categories and also to contact community members - businesses, organizations, leaders- who are interested in supporting gifted education. The additional contributions help ensure ongoing member services and 10% of these special category fees are contributed to the newly created Barbara Clark Scholarship Fund, that will assist educators and gifted youth with registration and travel expenses for World Conference attendance.

Silver	1-year US\$100	2-year US\$190
Gold	1-year US\$250	2-year US\$475
Platinum	1-year US\$500	2-year US\$950
Lifetime Membership	1-year US\$1250	

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.



Time is running out...

Make your plans TODAY for the 16th Biennial Conference.

August 6-10, 2005

New Orleans, Louisiana USA



Registration

For your convenience you can now register online at worldgifted.org
From the home page click on Biennial Conference; next, click on Register Online

Or

Mail /fax to World Council Headquarters

Conference Registration Form located on page 15

Hotel Accomidations

To reserve your room at the Hyatt:

Online: visit www.worldgifted.org and click on the Hotel Reservations Link

By phone: (504) 561 1234 - Tell Hotel Reception you are part of the World Council Gifted and Talented Conference

If you have problems booking your room please e-mail or call World Council Headquarters or contact:

Doris DeRoche

*Catering/Convention Services
Group Reservations Coordinator
Phone (504) 587-4176
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Barbara Tyler

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Catering/Convention Services,
Phone (504) 552-4207
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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 20, 2005



16th Biennial World Conference

Celebrating Les Enfants Surdoues du Monde



World Council for Gifted and Talented Children August 6-10 Conference Schedule, New Orleans Louisiana

Friday, August 5

10:00 a.m. 9:00 p.m. Registration
9:00 a.m. 9:00 p.m. Executive Committee meeting

Saturday, August 6

8:00 a.m. 7:00 p.m. Registration
9:00 a.m. 12:00 p.m. Pre-Conference
Morning Panels
1:00 p.m. 3:00 p.m. Pre-Conference
Afternoon Workshops
3:30 p.m. 5:00 p.m. Meeting of 2003-2005 and
2005-2007 Elected Delegates
7:30 p.m. 9:30 p.m. Opening Ceremony
9:30 p.m. 11:00 p.m. President's Reception

Sunday, August 7

7:30 a.m. Registration Continues
8:00 a.m. 5:00 p.m. Exhibits Open
8:30 a.m. 10:00 a.m. First Plenary Session:
Keynoter Hall Davidson
"Uniting Children Around the
World Through Technology"
10:30 a.m. 11:45 a.m. Breakout Sessions A
12:00 2:00 p.m. Lunch on your own
2:00 p.m. 3:15 p.m. Breakout Sessions B
3:30 p.m. 4:45 p.m. Breakout Sessions C
5:00 p.m. 7:00 p.m. Meeting of 2005-2007
Elected Delegates
8:00 p.m. 11:00 p.m. Dinner: Celebrating
New Orleans (at hotel)

Monday, August 8

7:30 a.m. 8:45 a.m. Breakout Sessions D
8:00 a.m. 5:00 p.m. Exhibits Open
8:45 a.m. 10:00 a.m. Second Plenary Session:
Keynoter Joseph Renzulli
10:30 a.m. 11:45 a.m. Breakout Sessions E
12:00 1:15 p.m. Breakout Sessions EE
Open Afternoon: Visit and
enjoy New Orleans and
Optional Evening Activities

Tuesday, August 9

7:30 a.m. 8:45 a.m. Breakout Sessions F
8:00 a.m. 4:00 p.m. Exhibits Open
9:00 a.m. 10:15 a.m. Third Plenary Session: A Harry
Passow

Memorial Lecture:

Shirley Passow, "A. Harry
Passow: For Him Everyone Was
Potentially Gifted"

10:30 a.m. 11:45 a.m. Breakout Sessions G
12:00 2:00 p.m. Lunch on your own
2:00 p.m. 3:15 p.m. Breakout Sessions H
3:30 p.m. 5:00 p.m. General Assembly of World
Council Members
6:00 p.m. Board Buses for Optional
Gala Dinner
(Dinner on the
Steamboat Natchez)

Wednesday, August 10

8:00 a.m. 9:15 a.m. Breakout Sessions I
10:00 a.m. 1:00 p.m. Closing Ceremony
1:30 p.m. 9:00 p.m. Executive Committee Meeting

Highlighted are large group sessions

PREVIEW

World Council Highlights

A Comparison of Assessment Techniques In the Identification of Gifted Learners

*Richard A. Booloottian, Ph.D. and
Linda Kreger Silverman, Ph.D.*

On Sunday, August 7th, the World Council for Gifted Children will host a symposium on assessment of the gifted from 10:30 AM to 4:45 PM. The symposium will evaluate the latest assessment techniques in the identification of gifted learners. Organized by Richard A. Booloottian and Linda Silverman, speakers also include Dawn Flanagan, John Wasserman, Annemarie Roeper, R. Frank Falk, Deirdre V. Lovecky, Kathi Kearney, Bobbie Gilman and John Thomas West. Beginning with an overview of the complexity of assessing gifted children with the new instruments, presenters will then discuss the use of the fourth edition of the Wechsler Intelligence Scale for Children (WISC-IV), the new General Ability Index, research with gifted children on different versions of the Stanford-Binet Intelligence Scale and the WISC-IV, the utility of nonverbal measures, and the effectiveness of qualitative assessment.

All of the major IQ tests used to select gifted students have been completely reformulated in the last two years. The scores they generate are not comparable to scores derived from previous versions. Therefore, it is essential for all personnel who rely on intelligence tests to understand how to interpret information from these new instruments.

We are currently in a transition phase, using a whole new series of tests and trying to find what works, and which segments to use to satisfy a range of needs. There have been both improvements and losses for gifted students. Test ceilings have been extended, which enable gifted

learners to demonstrate more of their knowledge, but scoring protocols do not reflect this higher performance. The new tests provide better assessments of visual-spatial abilities; however, the increased emphasis on processing skills lower scores.

The new General Ability Index (GAI) of the WISC-IV generates a reasoning score for gifted children, especially those with learning disabilities, that is not depressed by working memory and processing speed. The GAI is in wide use in the United States, but is not yet known in other countries.

The symposium will address:

- Appropriate use and interpretation of different IQ tests
- Strengths and weaknesses of various tests
- Performance of children in different ranges of giftedness on different instruments (i.e., gifted, highly gifted, exceptionally gifted, profoundly gifted)
- Which tests or parts of tests to use for which purposes
- Assessment of gifted children with learning disabilities
- Where do we go from here?
Qualitative assessment of the gifted

The Symposium is important for program coordinators, psychological examiners, teachers, policy makers and parents throughout the globe to become knowledgeable about the interpretation of new assessment tools. Arrangements have been made to publish the results of the symposium as a book.

Following is the program for the symposium:

Opening Remarks

John Thomas West, Headmaster
Mirman School for Gifted Children
Los Angeles, CA

Introduction

Richard A. Booloottian, Ph.D.
Mirman School for Gifted Children
Los Angeles, CA

Overview of Issues in

Assessing Gifted Learners

Linda Kreger Silverman, Ph.D.,
Director
Gifted Development Center
Denver, CO

Use of the WISC-IV in the Assessment of Giftedness

Dawn Flanagan, Ph.D.
St. John's University
Queens, New York

A Comparison of the Stanford-Binet 5 and the Stanford-Binet Form L-M In the Assessment of Gifted Children

Kathi Kearney
Nobel V1 School
Berwick, Maine
Deirdre V. Lovecky, Ph.D.
Gifted Resources of New England
Providence, Rhode Island

Research on the WISC-IV With 103 Gifted Children

Bobbie Gilman
Gifted Development Center
R. Frank Falk, Ph.D.
University of Akron

Utility of Nonverbal Measures with the Gifted

John Wasserman, Ph.D.
George Mason University
Washington, D.C.

Qualitative Assessment of Gifted Children

Annemarie Roeper, Ed.D.
Roeper Consultation Service
El Cerrito, California



Austria

Austrian teachers in gifted education trained by national and international experts

During 2004 many different activities took place in Austria that broadened the knowledge of teachers regarding the field of gifted education. Professional programs such as the ECHA Diploma program and special programs at the Teachers Colleges and Teacher Training Institution are continuing. They provide basic information about gifted education and usually last three to four terms. In addition, a lot of interesting symposia and in-service teacher training courses were held, especially in the second term of the year. This report will present the most remarkable teacher training initiatives and an international conference.

In May, the annual meeting of teachers who completed the ECHA Diploma was held. The topic of the conference was "Highly Gifted Students with Learning Problems." At the conference researchers from Germany and Austria presented new research developments, and practitioners reported on different models used at the kindergarten, elementary, and secondary schools (e.g., early entrance, grade skipping, and inclusive education of gifted students).

In September, three seminars were given by Prof. Wilma Vialle, of the University of Wollongong, Australia. Her topic, "Multiple Intelligences in the Classroom," was presented to middle and secondary teachers. She explained the components of the Multiple Intelligences (MI) theory, focusing on the eight intelligences and how they are manifested in children. She also presented some "best practice" examples of how teachers throughout the world have used MI in their classrooms. She showed some concrete possibilities as to how whole-school approaches could be promoted and implemented, drawing on a number of

successful case-studies conducted in Australian schools.

At the beginning of October, an interesting symposium took place at the Sir Karl Popper School in Vienna. There were 168 participants from Austria, Germany, the Netherlands, Slovakia, and the USA. The symposium served three major purposes: First, the symposium was held to commemorate the tenth anniversary of Sir Karl Popper's death and to reflect on his work, especially his ideas on gifted education. The work done at the Sir Karl Popper School is informed by his concepts. Prof. Erhard Oeser (University of Vienna) spoke about the work and life of Sir Karl Popper and how he was searching for a better world. In science he tried to achieve this end, while in society his major objective was the realization of the "open society." Prof. Gerhard Zecha's (University of Salzburg) lecture was titled "Learning by Making Mistakes." He presented two approaches to gifted education: "critical rationalism," which he saw as further reaching than "fixed truths," because of its openness to modification and falsification. Prof. Jean-Luc Partry (University of Salzburg) pointed to similarities between Popper's book, "All Life is Problem Solving", and the constructivist approach. Experience has shown that especially gifted students are very good at using Popper's concept of problem solving.

Second, the symposium offered the opportunity to listen to two of the main proponents of gifted education, Prof. Joseph Renzulli and Prof. Sally Reis (University of Connecticut). They provided an overview of the development of the Schoolwide Enrichment Model based on more than 20 years of research, and explained specific strategies (e.g., Total Talent Portfolio, and Curriculum Compacting) and how to implement them in schools. They also focused on some of the most important issues of gifted education: the underachievement of gifted and talented students and meeting the special needs of gifted females.

The third aim of the symposium was to give an overview of the different activities in and around Austria and to offer teachers, parents, and students the possibility to meet and to share ideas as well as different experiences. Prof. Miriam Groensmit (Stedelijk Gymnasium Nijmegen) and Günter Schmid (principal

of the Sir Karl Popper School) presented the principles of their curricula and the structures of their schools.

From November 11 to 13, the Centre for Gifted Education and Research ("Österreichisches Zentrum für Begabtenförderung und Begabungsforschung") organized the largest educational conference on gifted education in Austria. The conference theme, "Researchers of Tomorrow," drew attention to ways of searching for and challenging young researchers. A group of 368 participants from 9 different European countries used this opportunity to get new information and to exchange ideas on a cross-cultural level. One of the keynote addresses was given by Prof. Penninger, the Scientific and Administrative Director of the Institute of Molecular Biotechnology (IMBA) of the Austrian Academy of Science, Vienna. He shared his education and professional life to support his thesis that the development of giftedness sometimes is also a matter of chance. For example, how meeting the right person at the right time of life can help us to find the right way, such as an enthusiastic teacher who becomes a role model. Also, he made a strong plea for nurturing more lateral and creative forms of thinking at school.

The other keynote speeches were presented by Prof. Stapf, University of Tübingen, Germany ("Early Identification of Highly Gifted") and Prof. Beutelsbacher, University of Gießen, Germany ("The Fascination of Mathematics"). Concurrent presentations were given in the areas of identification of giftedness and talent, elementary students as researchers, how to identify and nurture gifted students in maths and science, new teaching and learning methods, gender sensitivity, and successful high school models (including new technologies and participation at competitions).

In the closing ceremony H. Wagner, Chair (Germany), summed up the crucial points. Education of gifted students can only be successful if it happens consistently and regularly from an early age through the university level. It is also important to see identification not as a single result of determination but as a process that is conducted by thoughtful teachers and psychologists. Another essential issue is the school climate.

Gifted students need a climate that uses their ability, their task commitment, and their creativity in solving problems. Furthermore, it is necessary to strengthen learner autonomy concomitantly fostering their moral and ethical education. Yet, it would be asking too much of schools, he suggested, to see them as solely responsible for gifted education, help is needed from universities, the economy, the ministry, and others.

At the end of this conference the participants were most impressed when elementary students presented their "art work", done during the morning sessions. They had to build up a tall tower with the help of paper and very thin wooden sticks, and they had to put a basket ball on top.

Once again it became obvious that conferences are very important, since they can create a forum where teachers have the opportunity to connect with other teachers, to learn about new developments, and to discuss different experiences when building programs at their respective schools. We all look forward to the next conferences.

Submitted by Kornelia Tischler,
WCGTC Elected-Delegate, Austria

England

Gifted and talented education is currently high on the agenda in England with a *National Programme* that seeks to improve the education of gifted and talented children and young people in schools and colleges throughout the country. This has been highlighted recently with the publication of the government White Paper outlining education policy for the 14–19 age group. This policy document marks a move away from a 'one size fits all' model of education and towards an increasingly personalised approach where age and attainment are uncoupled and personal pathways secured. Education for individuals will take place both in school and outside the school context. The Government paper firmly foregrounds The National Academy for Gifted and Talented Youth (NAGTY) in this policy as leading this work in England.

NAGTY's Student Academy continues to grow from strength to strength and we now have 50,000 members. NAGTY

is proving to be making a huge difference to the lives of gifted and talented children. Hannah, a NAGTY member aged 15 years recently wrote:

'At the end of Yr 8 I joined NAGTY and since then it has been a major influence in my academic and personal life. I love NAGTY activities. I have met so many different people and faced so many new challenges. The opportunities have been tremendous and I have grown in confidence and experience.'

Other aspects of the National Programme of gifted and talented education in England are:

- Excellence in Cities, an initiative which provides a programme of support for schools in economically disadvantaged areas of the country and includes a strand concerned with gifted and talented education for children and young people in these areas.
- London Gifted and Talented, which aims to raise the aspirations and attainment of the top 10% of students in the 33 Boroughs of London and prioritises students from economically disadvantaged backgrounds.
- The development of quality standards for gifted and talented education and continuing professional development to support educational professionals working with gifted and talented children and young people.
- Other initiatives such as Physical Education School Sport and Club Links (PESSCL) include a talent support programme to provide mentoring to gifted and talented pupils in sport. The Music and Dance Scheme aims to help to identify, and assist, children with exceptional potential, regardless of their personal circumstances, to benefit from world-class specialist training as part of a broad and balanced education.

We are also delighted that England has been chosen to host the conference of the World Council for Gifted and Talented Children (WCGTC) in Summer 2007. The Conference will be held at the National Academy for Gifted and Talented Youth (NAGTY) in and around the University of Warwick.

Director of the Academy, Professor Deborah Eyre said: *"We are delighted that we have been chosen to host the 2007 conference for the World Council and even more delighted that this will provide us with an opportunity to showcase the English model of gifted and talented education to an acutely interested international audience of policy makers, researchers, and educators. We are looking forward to playing a key role in ensuring that gifted children and educators of gifted children internationally can access the very best professional and policy practice."*

Submitted by:
Deborah Eyre, Director
WCGTC Elected-Delegate, UK

Germany

Acceleration in Germany

Until the mid-90s of the last century, acceleration was rarely seen as an option for gifted children in German schools. It was not recommended by parents, by educators, or by psychologists. Early entrance into primary school was allowed, but disapproved of, and very early entrance was strictly forbidden. Grade skipping as one form of acceleration was in theory allowed, but not done. The same can be said of all other forms of acceleration.

A study on grade skipping conducted by the author in 1990 in one of the states (Lower Saxony), but representative for all of them, showed that parents and teachers in general strongly disapproved of it. However, 99.6% of the primary schools, 99% of the grammar schools and 100% of the comprehensive schools had no experience with it.

In the 90s attitudes towards gifted education resulted in changes in the laws. Different forms of acceleration are now not only possible but becoming more and more acceptable. A follow-up study of grade skipping, conducted in the autumn of 2001 and published in 2004, found that the number of children who took this option had increased dramatically. Between 1980-1989 the number of children who skipped a grade in Lower Saxony was 311, in the following 10 years 1,907 children skipped a grade. However, only 40% of the primary and grammar schools, where grade skipping

was to be expected, were involved. This means that the figures are likely to rise even more in the future.

Acceleration is neither the only nor always the best way to challenge and support gifted children. However, any programme for gifted children worth its salt should contain it as one of the options.

Reference: Heinbokel, A. (2004). Ueberspringen von Klassen. In: , E. Schumacher (Hrsg.), Uebergaenge in Bildung und Ausbildung, (p. 233-251). Klinkhardt-Verlag.

Submitted by Annette Heinbokel
WCGTC Elected-Delegate, Germany

Russia

Creativity: A Multifaceted View, An International Conference Under the Auspices of the Russian Academy of Sciences, World Council for Gifted and Talented Children, and Eurotalent

September 15-18, 2005
Hotel Zvenigorodsky of the Russian
Academy of Sciences.
Moscow, Russia

The conference's main scientific directions are: Creative giftedness, biological bases of creativity, development and creativity, cognitive mechanism of creativity, techniques, and theories of stimulating creativity, creativity assessment, creativity and emotion, and creativity in science, art, and education.

Members of the International Committee are:

J. Brunault (France)
E. Grigorenko (USA-Russia)
R. Hogenraad (Belgium)
H. Holling (Germany)
T. Lubart (France-USA)
B. A. Schaefer (Germany)
R. Smith (Great Britain-Russia)
D. Ushakov (Russia)
M. Zeidner (Israel)

Program-at-a-glance

Thursday September 15

Morning and afternoon: Arrival and registration

Evening: Opening reception

Friday September 16

Morning: Opening plenary section

Afternoon: Daily academic program

Saturday September 17

Morning: Sightseeing, visit to a Russian monastery

Afternoon: Daily academic program

Sunday September 18

Morning: Plenary section

Noon: Special event - invited closure lunch

Optional:

Two additional days of Moscow sightseeing Monday September 19,

Tuesday September 20

For more information go to the Web-site:

<http://psychol.ras.ru/ponomarev/main.html>

Submitted by Dmitry Ushakov

United States

Acceleration Strategies: Proven to Work but Underused

National Association for Gifted Children (NAGC) is pleased to endorse a landmark report, released in September, 2004, entitled *A Nation Deceived: How Schools Hold Back America's Brightest Students*. The report, also known as the Templeton Report, was developed by the Belin-Blank Center at the University of Iowa and is co-authored by Drs. Nicholas Colangelo, Susan Assouline, and Miraca Gross. It compiles the decades-long evidence that supports acceleration in its many forms as a successful strategy for high-ability youth. Unfortunately, in spite of the evidence, schools often reject acceleration as an intervention to support excellence. The full report may be downloaded from <http://nationdeceived.org>. Supporting this report is the NAGC revised position statement on acceleration, which is accessible at www.nagc.org/policy/pp_acceleration.html

Quarterly newsletter, "Teaching for High Potential" Launched

NAGC announces a new quarterly newsletter designed as a practical tool for

classroom teachers, *Teaching for High Potential*, which will feature curriculum resources and strategies for meeting the needs of high potential learners.

Meeting the Needs of High Ability and High Potential Learners in the Middle Grades

In November, NAGC and the National Middle School Association (NMSA) issued a joint position statement and call for action to meet the needs of high ability and high potential learners between 10 and 15 years of age. The statement was sent to education and government leaders throughout the United States. It calls for schools, teachers and parents to ensure that all middle school youngsters are in classrooms where "both equity and excellence are persistent goals for each learner." For a copy of the statement, visit www.nagc.org/new/index.html

52nd Annual Convention to be held in Louisville, Kentucky

A special science and math strand will anchor the annual meeting of the National Association for Gifted Children, to be held November 10-13, in Louisville, Kentucky. International leaders in the field will contribute their expertise to more than 25 sessions with this special focus. In addition, four general sessions have been added this year in addition to 300 topics presented by national experts in 14 different strands.

Submitted by the National Association
for Gifted Children (NAGC)(USA)
Nancy Green, Executive Director



Delegates, Affiliates & Members

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

2005-2007 World Council Delegates

World Council for Gifted and Talented Children

ARGENTINA

Maria del Carmen Maggio
Maria P. Carracedo
Susana Negri

AUSTRALIA

Harry Milne
Karin Morrison
Lee Wills
*Maria McCann

AUSTRIA

Roswitha Bergsmann
Gerhard Pusch
Kornelia Tischler

BAHRAIN:

Jihan Alumran
Ali Looi
Tawfik A. Tawfik

BELGIUM

Anne Blitz

BRAZIL

Christina Cupertino
Denise Fleith
Maria Lucia Sabatella

CHINA

Zhengxing Gong
Daheng Zhao
Jinghua Zhai
*Weichang Li

DENMARK

Ole Kyed

FRANCE

Monique Binda
Jean Brunault
Jean-Charles Terrassier

GERMANY

Annette Heinbokel
Klaus K. Urban
Harald Wagner
*Albert Ziegler

GREECE

Sofia Theodoridou

HONG KONG

Rudowicz Elisabeth
Chow Ping Yan
Chan Ching Wa
* Tsui Hing Fung

INDONESIA

Evy Tjahjono

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Adams Nonie A.
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Mutlaq A. Al-Mutairi
Kawther A. Al-Qaffas

NETHERLANDS

Marieke Schuurman-van der Heyden
Hans H. van Elten

QATAR

Abdul Aziz Al-Horr

SAUDI ARABIA

Khalid Al-Jabali

SINGAPORE

Anne Backus
Tan Bee Geok
Tan Liang See
*Chong Deanne

SLOVENIA

Ivan Ferbezer

SOUTH KOREA

Seokee Cho
Ho Kam Kang
Jung Ok Park
*Inho Park

SUDAN

Omar Khaleefa

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Regula Hug
Marlis Eeg-Bloechli
*Xaver Heer

TAIWAN

Wu-Tien Wu
Chao- Shun Cheng
Mei-Ling Lin

THAILAND

Ngarmmars Kasemset
Pichak Siripoonsap
Ruangdej Wongsena
*Sakchai Pitakwong

TURKEY

Umit Davasligil
Marilena Z. Leana
Melodi Ozyaprak

UAE

Mohamed A. Albaili
Hanadi A. Al-Suwaidi

UNITED KINGDOM

Deborah Eyre
Tony Hurlin
Johanna M Raffan

UNITED STATES

Gillian Sluti-Erickson
Julia Roberts
Kathy Hargrove
*Kay Gibson

* Denotes Alternate

THE SCOTTISH NETWORK FOR ABLE PUPILS (SNAP): A NATIONAL INITIATIVE TO SUPPORT SCHOOLS AND TEACHERS

Submitted by Chris M. M. Smith Department of Educational Studies,
The University of Glasgow, Scotland, UK.

Unlike many other countries throughout the world Scotland has firmly embedded the education of able pupils within an increasingly inclusive education system. The Scottish Network for Able Pupils (SNAP) is a national organization, supported by the Scottish Executive, with a remit to take forward the development of education for more able pupils within this inclusive framework.

Education in Scotland has a long and distinguished history. The Education Act of 1696 is believed to be the first national education Act in the world and provided a school in every parish in the country, a fixed salary for the teacher and financial arrangements to cover the costs. Today in Scotland the state system covers 387 secondary schools and 2,271 primary schools. All children have a right to education enshrined in law.

The Scottish education system is unashamedly egalitarian. In 1965 the selection system for pupils entering secondary education was abolished and was replaced by a comprehensive system, where all children, regardless of their abilities, attend their local school. The reasons for this development were three-fold. First, research evidence cast doubt on the fairness and reliability of the qualifying examination. Second, there was a strong social class impact on those allocated to the different educational provisions. The senior secondary system was accused of perpetuating the class system in the UK because it favoured middle class, white children at the expense of other groups. Third, as a result of the other concerns, there were doubts raised about the ability of the qualifying examination to accurately identify the 'most able' children. It was felt that many who would have benefited from a senior secondary education were being denied the

opportunity. Instead of early labelling, it was argued, a system which offered opportunity to as many young people as possible would reap benefits not only in terms of individual achievement but also in terms of wider social unity.

In line with this egalitarian approach the education of those we might call 'able pupils' is covered by a framework created for all pupils deemed to have Additional Support Needs (ASN). The Additional Support for Learning Act 2004 is due for commencement in November of 2005.

The Scottish Network for Able Pupils (SNAP)

The term 'able pupils' was adopted following the lead provided by a report from Her Majesty's Inspectors of Education entitled *The Education of Able Pupils P6 - S2*. It was felt that this term suggests a much wider definition than terms used elsewhere and reflects the wide remit that SNAP has within the comprehensive framework. SNAP's work covers four issues related to the development of children and young people's abilities.

- The under-representation of certain groups when able pupils are identified.
- The underachievement of groups and individuals.
- The insufficient challenge made available for some individuals and groups.
- The appropriate education of exceptional individuals who demonstrate remarkable abilities for their age and stage and who may require specialized or individual arrangements.

SNAP is currently managed, at a strategic level, by a steering group consisting of representatives from: schools

and local authorities; national initiatives and organisations; parental groups and industry. The steering group has recently approved a set of principles that should guide SNAP's work and which support the five national priorities in education laid down by the Scottish Executive: achievement and attainment; framework for learning; inclusion and equality; values and citizenship; and learning for life.

SNAP Principles

- All children have a right to an education that is appropriately challenging and takes account of individual needs.
- Each person has a unique profile across a wide range of abilities that should be recognized, enhanced and valued equally.
- Recognition of an individual's ability profile is only possible in partnership with parents and other significant individuals in that person's life.
- Appropriate challenge must be provided at all points on an individual's ability profile.
- The key to recognition of an individual's abilities lies with the provision of appropriately challenging opportunities
- Errors are critical to the learning process thus appropriately challenging opportunities may require challenge that takes the individual to the point of failure. This is only possible, however, within an ethos where it is safe to fail.
- An inclusive education system is the most supportive framework for offering opportunities to prevent underachievement and provide appropriate challenge across the ability range.

In the light of these principles SNAP advocates approaches that will promote more effective learning and teaching experiences for every learner, including those with particular and outstanding abilities. The network exists to encourage the recognition of children's individ-

ual abilities and to enable teachers to identify, respond to, and celebrate these with confidence.

SNAP Aims

- To bring together relevant developments and ideas from a variety of disciplines and initiatives and make them accessible to schools and teachers.
- To ensure a strong national awareness of the issues as they arise and support national initiatives that relate to the education of more able pupils.
- To support and model for schools appropriate challenges for more able pupils within an inclusive framework.

In order to forward these aims SNAP works collaboratively with a range of partners to forward these aims by:

- offering a network of support to schools and teachers through sharing ideas and practice;
- providing forums for debate and discussion;
- offering advice to schools and teachers on how to provide appropriate challenge for their most able children;
- providing the educational community in Scotland with opportunities to hear and question international leaders in the field of 'gifted and talented' education;
- undertaking research and disseminating the findings to the educational community in Scotland and further afield;
- providing links to national support groups such as The National Association of Gifted Children in Scotland (NAGCS);
- acting as a critical friend for school-based innovation and
- offering advice and information to policy makers.

SNAP is committed to an inclusive system where children are educated within a common framework for learning that is open to all. It is flexibility

within this framework that is key to offering individuals appropriate challenge. The SNAP principles are derived from more general principles related to learning that apply to all learners: those whose abilities are clear and demonstrable, those whose abilities have not yet shown themselves, and those who are in the process of discovering and developing them.

The Current Situation in Scotland

The document, A Partnership for a Better Scotland, has outlined that the Scottish Executive will encourage diversity, permit local authorities to fund specialist schools, and ensure that gifted children have an opportunity to fulfill their talents, with appropriate access to national initiatives to give support in drama, music, sport or academic pursuits. The education of more able pupils has been firmly rooted in an inclusive approach with the vision of the Scottish Parliament being an education system that is inclusive, welcomes diversity and provides an equal opportunity for all children.

The Scottish Executive has also outlined five national priorities for education-achievement and attainment; a framework for learning; inclusion and equality; values and citizenship; and learning for life-and has recently held a national debate on the future of education. The responses clearly indicated national support for the comprehensive system and particularly strong support for the priority of inclusion and equity.

National legislation has been influenced heavily by the United Nations Convention on the Rights of the Child, the UN Standard Rules, and the Framework for Action. Scotland is committed to upholding and promoting these international agreements and as a result, national legislation has been introduced to develop our education system along increasingly inclusive lines and is aimed at reflecting the development of social policy and concepts of social justice throughout the United Kingdom

The Scottish parliament defines inclusion as maximising the participation of

all children in mainstream schools and removing environmental, structural, and attitudinal barriers to their participation. This statement applies to all children and therefore, able pupils must be an integral part of an inclusive approach. Thus in Scotland, at least at a national level, the issues associated with the education of able children are inextricably linked to the education of children more generally.

How well is it working?

Experience has shown that the success will depend on:

1. The quality of communication between the school and parents.
2. The willingness to change things both in the classroom and in the school more widely to accommodate individual needs.
3. The emphasis that is given to strengths over development needs.
4. The extent to which the learning and teaching environment, as well as the curricular challenges provided, are seen as a possible solutions to behavioural issues.
5. The extent to which the class teacher has been supported by the school and by the local authority.

Can able pupils be accommodated in an inclusive system? Absolutely! Are they all being accommodated equally well? Not yet!

In Memoriam

Sheila Yuriko Kunishima Madsen 1940-2005

Sheila Yuriko Kunishima Madsen served as the Executive Administrator of the World Council for Gifted and Talented Children for the past 4 years. Along with her friend and companion Dennis Stevens she oversaw all of the operations of the organization, and managed the day-to-day business. She was the conference registrar and general support person keeping all of the many international threads together and functional to form the experience that we enjoyed during the past two world conferences. Sheila supported the President, the Executive Committee, and the membership providing thoughtful solutions to problems and always presenting the organization to the world as a knowledgeable, sympathetic presence. She produced the World Gifted newsletter, and all of the written material that represented the organization in such a professional and artistic manner.

After completing her degree at the University of California, Los Angeles, Sheila began her working career as a teacher. For her first teaching experience she accepted a 2-year assignment in Germany. There, in addition to developing her skills as a teacher, she began her love of opera and attended many European opera festivals and events. It was always her favorite music. Returning to Los Angeles, she continued teaching bringing her remarkable creativity to the classroom and pioneering the open classroom movement. Sheila was known for her love of her students and her respect for the individuality of each of them. With her husband, Sheila continued her international travel experiences during the summers and even took a year long sabbatical to Spain and another to Israel.

Sheila's amazing creativity was a gift she generously shared with all who knew her. She produced excellent hand-drawn art for books for teachers. Her talent drew her into the business world and she became involved with new companies and took varied positions such as a floral arranger for one and manager of a graphics division for another. She and her friend Dennis Stevens decided to form their own company and when the World Council needed an Executive

Administrator, they agreed to take the organization as a client.

Sheila's struggle against cancer began several years ago, although only in her last weeks had she allowed it to interfere with her work and her life. She devotedly continued providing guidance and leadership to the operations of the headquarters of the organization until her last hospitalization. Only then did friends and colleagues begin to take responsibilities from her, but truly she was in charge to her last day. For all of us who knew her and had the pleasure to work with her and learn from her she will remain in our hearts and minds as an exciting educator, a consummate professional writer and artist, a loyal and caring friend, and a joyously creative human being. For all of the lives she has touched worldwide, we are grateful and she will be truly missed.

Submitted by Barbara Clark,
Immediate Past President (WCGTC)
and Bette Gould, Colleague and Friend

Tom Marjoram 1926-2004

Tom Marjoram was an early pioneer and champion for able, gifted, and talented children, not only in the UK but also internationally. His favorite phrase was 'Every child deserves individual fulfillment and 'two pennorth' of teacher time'.

With his friend and colleague Henry Collis, Tom introduced the field of gifted education to England. A quiet man, he never sought the limelight but behind the scenes he created the conditions for the education of gifted children to become part of the English educational landscape.

Tom began his working life as a secondary teacher of Maths. Students in his classes benefited not only from his considerable intellect but also from his very genuine interest in the individual. As teacher, as in later life, Tom combined the skill of developing an intellectual curiosity in his students with a regard for each of them as a person. Tom was the kind of teacher that students remember with affection and whose wise words live with them long after schooling has been completed.

Following a career in school Tom moved into Her Majesty's Inspectorate, the prestigious body that plays a key role in monitoring, advising, and therefore shaping education in England. Here Tom

had considerable influence over a sustained period. He was highly respected by his fellow HMI's and his ability to see patterns and trends in education ensured that his influence always exceeded his actual remit. As well as undertaking his formal tasks in this role, Tom relished the opportunity to visit schools and talk to pupils. He also enjoyed excellence in its various forms. He would 'drop in' to his local specialist music school to hear up-and-coming violinists doing their practice and the local primary school round the corner from his London office was also a regular haunt. There he discovered budding mathematicians and poets and took time to nurture their aspirations. This epitomized Tom's view that education was broader than formal lessons and infinitely exciting.

In 1975, when the first World Conference for Gifted and Talented Children was held in London, Tom and Henry Collis were the forces behind this event; Henry as the Director of the National Association for Gifted Children and Tom as the key educational leader. This event sparked a new interest in gifted education and led to a national project in which Tom was actively involved. Many of the current leading figures in gifted and talented education in England now came into the field at that time and their on-going commitment is in no small part the result of Tom's unerring enthusiasm for the subject and his support for individuals and groups working to bring about change.

We had the pleasure of working closely with him from 1980 to 1983 on the Schools' Council Project, 'Providing for Able Pupils'. This led, in 1983, to the formation of the teachers' support organization, the National Association for Able Children in Education (NACE), when Tom's expertise was invaluable.

In 1987 Tom retired from full-time work but not from gifted education. He served two terms on the Executive of the World Council for Gifted and Talented Children and brought his wisdom to the international stage. In England, he worked tirelessly to support the work of NACE, becoming its patron in 1992. He also took to writing and began a collaboration with Deborah Eyre who had been introduced to him while she was working, as a young teacher, for Johanna Raffan. They remained friends and colleagues throughout his life and both felt

a justified pride in their book, *'Enriching and Extending the National Curriculum'*.

Tom was a gifted mathematician and a musician - a keen chess player and violinist. He rejoiced that when he retired, he shared another talent with us - his ability to paint delightful miniature watercolours. He was, indeed, a role model of life-long learning. In addition, he will be remembered for his personal characteristics; for being professionally generous and with a wonderful sense of humour. These two qualities will remain at the forefront of the minds of those who had the privilege of knowing him well.

The worldwide field of gifted education will remember Tom with love and respect, appreciating a person of diverse personal talents, who also showed professional dedication and deep understanding of the issues facing both learners and teachers.

Submitted by
Johanna Raffan & Deborah Eyre
UK Delegates to WCGTC
with comments by Belle Wallace
President of NACE

Mary M. Frasier

Mary M. Frasier, was nationally recognized in the United States as a scholar and researcher in gifted education. She founded the Torrance Center for Creativity and Talent Development at the University of Georgia's College of Education. Mary passed away on February 3, 2005.

Dr Frasier was president of the National Association for Gifted Children (NAGC) (US) from 1987-89. She received the Distinguished Service Award in 1991, and the Ann F. Isaacs Founder's Memorial Award in 2002. The US state of Georgia changed its gifted program eligibility requirements to be inclusive of multiple criteria due in large part to Dr Frasier and her work with the Georgia Department of Education Task Force on the Revision of Rules and Regulations for the Identification of Gifted Students. Dr. Frasier is featured in the publication, *Profiles of Influence in Gifted Education*

The current NAGC president, Dr. F. Richard Olenchak, said, "Gifted and talented children - particularly those representing cultural diversity - have lost a devoted advocate, researcher, and change-maker. Not only has the field lost

a tireless champion, but I have lost a personal friend."

Submitted by the National Association
for Gifted Children (NAGC)(USA)
Nancy Green, Executive Director

Presidents Message

continued from page 1

As you may remember, Sheila Madsen and Dennis Stevens had decided long ago not to continue with their outstanding and professional work after the New Orleans Conference this year. Beginning August 31, 2005, World Council Headquarters will be located at the University of Winnipeg, Canada. Dr. Ken McCluskey and his colleagues have shown extensive support and enthusiasm to continue the work of our organization. Long a member and currently a Canadian Delegate to the World Council, Dr. McCluskey with his colleagues will organise and supervise the new administrative headquarters. You will be informed about the details as soon as possible.

With the second issue of Gifted and Talented International, 2005, the 8 years of the editorship of Dr. Joyce van Tassel-Baska will end. She deserves our deep appreciation for her excellent work, editing and publishing our internationally well-accepted journal in such a professional way. Our second decision was to choose the new editor who will be Dr. Maria McCann from Flinders University, Adelaide, Australia. Dr. McCann has been an Executive Committee member for several years and is a Past President of the Asia-Pacific Federation of WCGTC. I really hope that you will support her work by sending many high quality manuscripts to her, since the best editor is helpless when good input is lacking.

The third decision allows us to look far ahead. It is a pleasure to inform you, that the 17th World Conference will be held in Warwick, United Kingdom, hosted by the National Academy for Gifted and Talented Youth and the University of Warwick under the leadership of Dr. Deborah Eyre. Now you can start making plans for participating in the 2007 World Conference.

Since we are planning for the long-term we are now accepting bids for the 18th World Conference to be held in 2009. The deadline for receiving proposals will be July 2005. Proposals for 2011 are also welcome.

We really hope that these decisions will secure and guarantee the further development and progress of our organization as well as encourage many of you to engage in the interests and activities of the World Council and its worldwide goals and purposes.

See you in August (6-10) at our 16th World Conference in New Orleans!

Kind regards,
Klaus K. Urban

Elections Report

Four members of the Executive Committee and the President will finish their terms with the end of the World Conference in New Orleans, August 2005.

For the four open positions in the Executive Committee from 2005 to 2009, only four nominations were received. Thus, no election was necessary, and the President has appointed the four nominees as new members of the Executive Committee and has received their acceptances.

The new members are:

Deborah Eyre, United Kingdom

Sandra Kaplan, USA

Maria McCann, Australia

Taisir Subhi Yamin, Jordan

These new (and old) members of the Executive Committee join Edna McMillan and Den-Mo Tsai whose terms run from 2003 to 2007.

For the open position of President 2005-2009 there was only one nomination: Den-Mo Tsai from Taiwan. Again no election was necessary. Den-Mo has accepted the appointment by the current president.

It was then necessary to replace Den-Mo Tsai as a current member of the Executive Committee for the rest of his term until 2007 (end of World Conference, UK) as the EC is always represented by seven members. Therefore, as president, I am appointing Shirley Kokot (South Africa) to complete the term of Den-Mo Tsai. She brings two advantages to the position: she is already experienced in World Council/EC matters and the big continent of Africa will continue to be represented.

Klaus K. Urban,
President

WCGTC HOPES TO SEE YOU IN



The Crescent City, the City of Mystery, and the "Big Easy" are all names by which New Orleans, Louisiana, USA is known. She is truly one of the most unique cities in the world, but New Orleans is more than jazz and Mardi Gras. Her charm travels far beyond the boundaries of the French Quarter, and her history is not limited to cemeteries and books. Known for its culture, history, and vibrancy, New Orleans is truly an international city with visitors regularly coming from every part of the world. Her architecture, cuisine, music, and gracious southern hospitality make New Orleans a perfect setting for the *World Conference*. Come experience the magic of the "Big Easy" in 2005.

SOME THINGS TO DO WHILE VISITING NEW ORLEANS

- Explore the French Quarter
- Visit one of the many art museums in New Orleans:
 - Ariodante Contemporary Craft Gallery
 - Contemporary Arts Center
 - Louisiana Children's Museum
 - Ogden Museum of Southern Art
- Visit The Audubon Park and Zoological Garden

For more great information about New Orleans visit www.neworleansonline.com

To register for the conference please remove and mail or fax the registration form on the next page.

We look forward to seeing you in August!

Co-sponsored by

August 6-10 2005 • Hyatt Regency New Orleans • New Orleans, Louisiana USA

REGISTRATION FORM (Please print clearly. Use one form for each registrant.)

Last Name/Surname/Family Name	First Name	Middle Initial	Title (Prof., Dr., Mr., Ms.)
Address			
City	State/Province	Country	Zip/Postal Code
Home Tel	Home Fax		
Work Tel	Work Fax	e-mail	

CONFERENCE (August 6-10, 2005) Includes materials, President's Welcome Reception, "Celebrating New Orleans" dinner

ENTER COST

Early Bird Registration
(received by May 20, 2005)

Pre-Registration
(received by June 20, 2005)

On-Site Registration

☐ Member US\$ 325
☐ Non-Member US\$ 375
☐ Graduate student* US\$ 200

☐ Member US\$ 375
☐ Non-member US\$ 425
☐ Graduate student* US\$ 250

☐ Member US\$ 400
☐ Non-member US\$ 450
☐ Graduate student* US\$ 275

US\$ _____

*Must be a full-time graduate student with current WCGTC membership; letter from faculty advisor confirming status must accompany registration form.

OPTIONAL PRE-CONFERENCE (August 6, 2005)

Morning Panels with lunch 9:00 am–12:00, US\$80 per participant. Select one session only.

US\$80 US\$

- ☐ **P1** Early Learning and the Development of Giftedness
- ☐ **P2** Developing Giftedness in the Environment of Poverty
- ☐ **P3** Educating the Gifted Child at School: Structure, Curriculum Modifications, and Instructional Strategies
- ☐ **P4** Creativity in Today's World: Current Research and Applications

Afternoon Workshops with lunch 1:00 pm–3:00 pm, US\$60 per participant. Select one session only.

US\$60 US\$ _____

- ☐ **W1** Creativity: Assessing, Challenging, Nurturing, Klaus Urban, Germany
- ☐ **W2** Rooting Out the Causes of Puzzling Learning and Behavior Problems, Shirley Kokot, South Africa
- ☐ **W3** Origins of Giftedness, the Responsive Learning Environment, Barbara Clark, USA
- ☐ **W4** CONTEXT: A Strategy to Differentiated Curriculum Across the Subject Areas, Sandra Kaplan, USA
- ☐ **W5** Curriculum Design, Development, and Differentiation, Joyce VanTassel-Baska, USA

Morning and Afternoon Panel & Workshop with lunch 9:00 am–3:00 pm, US\$120 per participant.

US\$120 US\$ _____

- ☐ **A1** Select one Morning Panel and one Afternoon Workshop.
Morning Panel # _____; Afternoon Workshop # _____

"DINNER ON THE MISSISSIPPI RIVER" US\$58 per person

tickets at US\$58 per person US\$

MEMBERSHIP ☐ NEW ☐ RENEWAL

US\$

Complete membership application form below.

TOTAL OF ABOVE US\$ _____

Payment Method

- ☐
- Check or money order enclosed (made payable to World Council for Gifted and Talented children, U.S. funds only)

Check No.	US\$
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- ☐ Please bill my credit card. ☐ Visa ☐ MasterCard

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Exp. Date / /

I authorize the WCGTC to charge US\$ _____ to my credit card. Signature _____

MEMBERSHIP APPLICATION

Last Name		First Name		Initial	
Address		City		State	Country
					Zip/Postal Code
Tel (work)		Tel (home)		Fax	e-mail

Membership (includes 2 issues of *Gifted & Talented International* and 3 issues of *World Gifted*)

- ☐ 1-year Individual US\$50.00
 ☐ 1-year graduate student US\$40.00
 ☐ Gifted and Talented International subscription only
☐ 2-year individual US\$95.00
 (requires advisor's signature)
 (2 issues/yr) US\$40

advisor's signature

OR, by selecting one of the following categories, you receive full membership benefits and your additional contribution provides urgently needed support for the ongoing work of the WCGTC. *10% of membership fee is contributed to the Barbara Clark Scholarship Fund.

- ☐ 1-year Silver US\$100* ☐ 1-year Gold US\$250* ☐ 1-year Platinum US\$500*
☐ 2-year Silver US\$190* ☐ 2-year Gold US\$475* ☐ 2-year Platinum US\$950*
☐ Lifetime membership US\$1250*

Role

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

Date Rec'd: _____ **Amt. Rec'd:** _____ **Confirmation Sent:** _____

Comments:

World Council for Gifted and Talented Children, Inc.

MEMBERSHIP APPLICATION

Last Name _____ First Name _____ Initial _____

Address _____

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

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

Name of person who referred you to WCGTC _____

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

- ☐ 1-year individual US\$50 ☐ 2-year individual US\$95
☐ 1-year graduate student US\$40 (to qualify you must be a full-time graduate student with authorization from your advisor)

Advisors signature _____

University _____

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

- ☐ 1-year Silver US\$100* ☐ 2-year Silver US\$190*
☐ 1-year Gold US\$250* ☐ 2-year Gold US\$475*
☐ 1-year Platinum US\$500* ☐ 2-year Platinum US\$950*
☐ Lifetime membership US\$1250*

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

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

Role

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

Special Interests _____

Payment Method

- ☐ Check or bank note enclosed (made payable to WCGTC, U.S. funds only)

- ☐ Please bill my credit card in the amount of US\$ _____

MasterCard _____ Exp. Date _____

Visa Card _____ Exp. Date _____

Signature _____

Mail completed form with payment to:
World Council for Gifted & Talented Children
370 S. Carmelo Avenue, Pasadena, CA 91107 USA



World Gifted

WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN, INC.
370 S. CARMELO AVENUE
PASADENA, CA 91107 USA

Time to Renew?

Check the expiration date on your mailing address label. To continue receiving *World Gifted* and *Gifted and Talented International* as well as conference mailings, make sure your membership is up to date. Fill in the membership application form and mail it with your dues to Headquarters.