



# WorldGifted

Newsletter of the World Council for Gifted and Talented  
Children

## AUSTRALIAN RESEARCHER VISITING SCHOLAR AT HEADQUARTERS



Dr. Peter Merrotsy, currently a lecturer in Gifted and Talented Education at the University of New England (UNE), at Armidale, Australia, spent part of his sabbatical last fall at the University of Winnipeg as a visiting scholar. After having conducted research with Margaret Sutherland and Niamh Stack at Glasgow University, where he researched gifted education in the highlands and islands of Scotland, he made his way to the Canadian prairies, where he examined programs for at-risk youth in inner city Winnipeg, working with Dean Ken McCluskey, Kevin Lamoureux, and Phil Baker. He spent some of his time in rural Manitoba, including Thompson, some 750 kilometers north of Winnipeg. In Manitoba, as at home, he worked largely with Aboriginal children.

Dr. Merrotsy's research interests include gifted education in rural

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## A MESSAGE FROM THE PRESIDENT

Den-Mo Tsai

The major goal of the World Council for Gifted and Talented Children is to focus world attention on gifted and talented children. Gifted children are found everywhere in the world, but not everywhere are their special needs fully recognized and matched with appropriate education.

We, educators, should challenge ourselves to promote global awareness of the special needs of our gifted children. Teachers, parents, administrators, and the public need to recognize the characteristics of gifted students, and they must understand that the needs of these students are not met by rigid school systems and traditional regular curricula that target the needs of average-ability students. Without an adjustment in the school systems and curricula, the potential of high-ability students can not be achieved. To help students achieve their potential, educators need to create an awareness about the nature of the gifted learner in the following respects:

1. Gifted students tend to learn more quickly than other students. They can absorb information at a faster rate and process it efficiently. They should not be treated all the

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# EXECUTIVE ADMINISTRATOR'S MESSAGE



With June beckoning us toward the summer, I consider what has been accomplished over the winter months and anticipate what lies ahead as we approach the midpoint between our biennial conferences. A number of the points highlighted in this report are elaborated upon elsewhere in this newsletter.

The revitalization of the WCGTC continues as the entire operation of the work at Headquarters is becoming more electronically supported and dependent. Much of the routine and mandated work is channeled through our website that is being developed as the operations are reformed accordingly.

In this issue, you will see that we are announcing a membership fee increase, something that has not happened in ten years. A personal e-mail with this announcement has already been sent to each of our 750 WCGTC members and to another 800 past members. We allowed everyone the opportunity to purchase a one-year membership at the old rate until June 15, at which time the new rates go into effect.

The December 2007 issue of *Gifted and Talented International* went to press earlier this year and has been posted on the website, as indicated on our homepage. We are fortunate to have Dr. Taisir Subhi Yamin, who has been producing and editing the journal as interim editor, appointed as the official editor for a five-year term. His work on Volume 23, No. 1 is already well underway, and is due for publication in July.

Our membership database that has been in operation since January 1, 2008 is functioning well, resulting in a more stable membership base. The database has also increased our efficiency in managing the status of delegates and countries in our organization. In the previous newsletter, I outlined the responsibilities and duties of delegates and directed them to our website to the Delegate Registration Form, which was to be completed and sent to Headquarters. Delegates must be registered by January 1, 2009 for participation in the Delegates' Assembly in the 2009 conference. Thank you to those of you who have already completed this task. I also requested the completion of the Delegates' Annual Report to Headquarters, which is to be done using the template, located in the "Delegates' Area" of the website. It was due May 31, 2008. I look forward to receiving these from our delegates.

In preparation for the next biennial conference, we solicited countries represented in our organization who are without delegate representation. We are pleased to have added four new countries with delegate status, namely, Mexico,

Serbia, Turkey, and Poland.

Over the past months, we have had numerous inquiries about the Proceedings for the Warwick Conference. The editing and preparation for production is progressing very well. When this project is complete, we will announce it on our website and post the proceedings accordingly on the website.

During the past month, especially, much work has been done on the planning for the 2009 Biennial Conference. With Headquarters assuming full responsibility for the conference registration and the proposal submissions, I have been heavily involved in all areas of planning and negotiating and working very closely with the Conference Chairperson, Janice Leroux, with the Executive Committee liaison, Edna McMillan, and the staff at International Conference Services. We anticipate having our first formal announcement on the conference mailed out to over 1500 individuals who are or have been WCGTC members or participants in previous World Council Conferences. The proposal submissions will be done online for this conference. Details are found on page 8.

Considerable organizational work has also been done for the Youth Summit. Details on this parallel conference can be found on pages 9 and 10.

While our work at Headquarters is globally oriented, we also receive many requests for assistance and resources locally. One way in which we are addressing the requests from parents and university students for material resources is having our WCGTC library catalogued by the University of Winnipeg Library. When this work is completed, our resources will be integrated into the main library for students' use.

Several times a year, we also hold parent information meetings. At our first such meeting last fall, we had the privilege of having Dr. Peter Merrotsy from the University of New England in Armidale, Australia address the parents. Our mid-winter session was conducted by Kevin Lamoureux, an instructor in Gifted Education in the Faculty of Education, University of Winnipeg.

Congratulations go out to our president, Dr. Den-Mo Tsai, who, in early April, was the recipient of the "Hamadan Bin Rashid Al Maktoum Award for Distinguished Academic Performance". Radiant Media Group in the United Arab Emirates was appointed by the Sheikh Hamadan Awards Committee of Dubai to produce a testimonial of Den-Mo Tsai. Further details about this event will be posted on our website soon.

Cathrine Froese Klassen



# WCGTC APPOINTS *GTI* EDITOR

The WCGTC Executive Committee is pleased to announce the appointment of Dr. Taisir Subhi Yamin as editor of the World Council's journal, *Gifted and Talented International*. Dr. Yamin has a long history of extensive involvement in the WCGTC. Subsequent to serving as a delegate between 1994 and 2000, he was elected to the Executive Committee. Currently, he holds the position of secretary on the Executive.

A professor of gifted education, Dr. Yamin's holds a B.Sc. in Physics, an M.A. in Special Education, and a Ph.D. in Gifted Education and e-learning from Lancaster University in England.

He is the recipient of academic prizes and fellowships from Jordan, England, and the U.S.A., including a Fulbright Award in 1996. He has held professorial positions in universities in Europe and the Middle East, including Arabian Gulf University in Manama, Bahrain, University of Qatar, Al al-Bayt University in Jordan, and, since September 2007, at the Université Paris Descartes as visiting professor. He is also a frequent supervisor of Master's and doctoral students.

Dr. Yamin's career in editorial work began in 1978 as scientific editor of the Jordanian daily *al-Akhbar*. Since then, he has held editorial positions in a variety of publications, as managing editor and general director. He also holds a managing position in a publishing company, namely, the Scientific Enlightenment Publishing House in Amman, Jordan. In 2005, Prof. Yamin was named co-editor of *GTI* and has, subsequently, acted as interim editor.

While he has proven himself very efficient in the publishing field, he has also been active in the field of science popularization and has written ten books and published a large number

of articles and research papers in science and technology field and in gifted education. In addition, he has developed a number of training packages to develop productive thinking skills. He has two books on gifted education in press.

In addition to his work as writer, editor, researcher, and educator, Dr. Yamin has been instrumental



in co-founding a number of education centres and acting as project coordinator, consultant, or director for these centres. Among the projects was the development of the UAE project for the gifted and talented at Ulm University. Most recently, he was a co-founder, in cooperation with Prof. Todd Lubart, of the International Centre for Innovation in Education, Paris-France and serves as its scientific director. In this capacity, he is organizing the *International Conference on Excellence in Education 2008: Future Minds*, taking place July 1<sup>st</sup> to 4<sup>th</sup> in Paris. His work spans Europe and the Middle East.

Our new editor is a member of several well-recognized professional associations, such as the British Educational Research Association (BERA), the European Council for High Ability (ECHA), the Bahrain Association for the Gifted and Talented, the National Committee for Gifted Education, and the Qatari Centre for the Gifted and Talented; and, he holds positions on others, such as the presidency of the Jordanian Association of Physicists and the National Chancellor and regional representative of the International Association of Educators for World Peace.

The WCGTC is most fortunate to have Dr. Yamin working for the organization.

Cathrine Froese Klassen

## Australian Researcher

*cont'd from p. 1*

and isolated contexts, gifted children from background of disadvantage, mathematics and problem solving, and gifted and psychopathology.

In recent years, Dr. Merrotsy has been involved in the Wii Gaay<sup>1</sup> Project, which identifies underachieving gifted Aboriginal children, most of whom are invisible underachievers. The objective of the Wii Gaay Project, managed jointly by UNE and the Catholic Schools Office and supported by the Telstra Community Development Fund, was to identify gifted Aboriginal children, at about age nine, and then to deliver interventions to address the perceived causes of underachievement and help them to achieve their academic potential. The Chaffey Dynamic Assessment is used to identify the underachieving gifted children. The intervention consists of two three-day camps and ongoing related activities in school. Post-testing is used to determine the children's potential and the effectiveness of the activities. Observations in regards to the children's participation in school, their engagement in classroom activities, the time spent on homework and individual projects, and their positive attitude toward learning are also considered in measuring their academic performance.

While carrying on his research in Manitoba, Dr. Merrotsy also shared his Wii Gaay Project research with a public audience at the University of Winnipeg. He also spoke at a parent forum on raising gifted children.

In 2006, Dr. Merrotsy published a paper in *Aboriginal Studies: Making the Connections* on the project, entitled "The Wii Gaay Project: Gifted Aboriginal Students". It will be interesting to see the results of Dr. Merrotsy's most recent research in Scotland and Canada.

<sup>1</sup> "Wii gaay" means clever child in the Gamilaraay language.

Dr. Peter Merrotsy and  
Cathrine Froese Klassen

same in a lock-step, rigid school system that promotes them grade by grade. Flexible school systems should be provided which allow gifted children to enrol in schools early, skip grades, or use other options of acceleration. Without flexibility, gifted students will have to wait for others and waste their time and their valuable potential.

2. Gifted students are able to comprehend information in greater depth than their classmates. With advanced-level abilities, they need curricula that adjust the level of materials and complexity of student tasks. Without challenging, differentiated curricula, gifted students will be frustrated with boredom and not able to develop positive learning habits and attitudes.

3. Gifted students come to classes with a readiness different from that of the average-ability students. If they are being provided with matter they already know, they are not learning at all. Learning is learning only if students are learning something new. Educators need to know the readiness of each gifted student, eliminate what he or she already knows, and provide challenging curricula for them so they are, indeed, learning what they do not yet know.

4. Gifted students are gifted in their particular areas of strength, but not gifted in everything. Educators need to set the expectations that are appropriate. Gifted students may suffer because of their mental capacity. They may be bored and inattentive in class because they are able to learn at a faster pace and at a higher level. They may have difficult relationships with their age-peer group. Gifted students may be vulnerable because their social and emotional needs are not met. They need our psychological support.

5. Gifted students may have different learning style preferences. They prefer learning by complex associative methods rather than by rote drill. They are most motivated when they are offered the opportunities for creativity, self-expression, and high-level thinking. Educators need to know the learning style preferences of their gifted students. By matching instructional strategies with students’ learning style preferences, educators can maximize the learning and enhance the enjoyment of learning of their gifted students.

No one would want to have the potential of our gifted children wasted. As members of the world gifted family, we need to speak out loudly and advocate for our gifted children and support the differentiation of school systems and curricula. Through your commitment, the global awareness of the special needs of our gifted children can be expanded and enhanced.

NEW MEMBERSHIP FEE STRUCTURE

The Executive Committee has approved the new membership fee structure—the first increase in ten years. One-year membership purchases or renewals will be available at the old rate until June 15<sup>th</sup>. All other membership rates have moved to the new rate structure. All present members and the past members whose records are in our system have already been notified of these changes by e-mail.

WCGTC Headquarters is making every effort to operate with greater efficiency and greater effectiveness through recent initiatives, such as installing a new membership database system, developing a new website, making our newsletters and journals available online to our membership, and redeveloping almost every area of office operations. These initiatives have been made possible largely through hundreds of hours of donated time in technical support.

Our new membership and subscription rates (all in US dollars) are listed below.

1-year individual:	.....\$75
2-year individual:	.....\$140
1-year graduate student:	..... \$50
1-year Silver:	.....\$150
2-year Silver:	..... \$285
1-year Gold:	.....\$375
2-year Gold:	.....\$725
1-year Platinum:	.....\$750
2-year Platinum:	.....\$1425
Lifetime:	.....\$1875
Affiliate:	..... \$150 annually
Journal subscription:	.....\$60 annually
Single issues of journals:	..... \$30

WCGTC members will receive a discounted registration rate for the next biennial conference, which is taking place in Vancouver, British Columbia, Canada from August 3<sup>rd</sup> to 7<sup>th</sup>, 2009.

Cathrine Froese Klassen

# DELEGATE DISCOURSE



## Argentina

The “Fundación para la Evolución del Talento y la Creatividad” is a foundation which works with talented and gifted children and teenagers from the age three up to when they finish high school. Maria del Carmen Maggio presides over the foundation.

We develop our work through creativity workshops, exploring subjects such as music, plastic art, computer science, invention workshops, and social groups. The pedagogical dynamics we employ are rooted in a holistic vision of knowledge, where children learn to discover, create, and develop their different intelligences or skills by integrating all areas of knowledge and dedicating more attention to the subject each individual finds most appealing.

I coordinate the “Parents Workshop” where parents do not only learn everything concerning their children’s characteristics, their needs, and their general conditions, but where we also give general culture lessons which help them to understand the problematic of “parenting talented children.” These parents are also working on a research project about the subject, which we hope can be published when financed.

We support the pedagogical goal of schools by mandating courses for teachers, in order for them to be able to integrate these children into the rest of the class, when possible.

*Maria del Carmen Maggio*



## Australia

The VAGTC conference “Head and Heart” was held at the Docklands in Melbourne from November 14 - 16, 2007. This was predominantly attended by Victorian teachers from all education sectors. Michael Piechowski (USA) and John Geake (UK) were the two main keynote

speakers, giving their perspectives on gifted education research, focusing on the “heart” and the “head.”

In addition to the Victorian Department of Education and Training now having 34 secondary schools providing a Select Entry Accelerated Learning (SEAL) Program for the learning needs of students with high academic abilities, plans have been announced recently by the Victorian government to introduce two new co-educational Select Entry High Schools for students in years 9 to 12. One of these is to be placed at Monash University’s campus in the developing southeast of Victoria, while another is planned northwest of Melbourne.

Gifted education is receiving a greater focus at the undergraduate level in Education courses at Monash University, in Victoria. As well as being offered as a general elective for all education courses, gifted education is also now being offered as a core elective within the secondary education program, both on-campus and through off-campus learning. Approximately 140 students completed the undergraduate unit in the first semester of this year, and the number is expected to increase substantially over the next few years. Recommendation 14 of the 2001 Australian Senate Inquiry focused on the view that “newly graduated teachers have at least one semester unit on the special needs of gifted children in their degrees.” Postgraduate education for the gifted at Monash University had visiting scholar, Professor Barbara Kerr, from the University of Kansas, teaching on issues related to the psychology of the gifted for on-campus and off-campus Australian and International students during the first semester in 2008.

Western Australia is continuing its focus on developing gifted education. Their Select Entry High School is progressing well, while PEAC primary programs continue to thrive, and there is a focus on developing gifted and

talented education for rural students by integrating internet facilities.

The Australian Association for the Education of the Gifted has its 12<sup>th</sup> biennial conference in conjunction with the Tasmanian Association for the Gifted being planned for early July. The focus of the conference is “Celebrating Ability”.

*Leonie Kronborg, Margaret Plunkett, and Susan Knopfmacher*



## Jordan

A Royal Education Consultative Committee has been formed in Jordan to generate practical ideas for the development of education programs and curricula. Her Majesty, Queen Rania, underlined the importance of the mission of the Committee in drawing up education programs and curricula to reflect the Kingdom’s educational process and its product.

During a meeting with Committee members, the Queen reiterated that the private sector, civil society institutions, and students’ families need to cooperate with the Ministry of Education to support its various projects and programs. She emphasized the need for ongoing professional development and the need to improve teachers’ conditions, highlighting the role that educators play in fostering the sense of citizenship among students by enhancing their knowledge about the country and its civilization and acquainting them with their duties and rights.

The committee presented the government with three initiatives on enhancing the effectiveness of teachers, school administration, and the education environment.

In November 2007, King Abdullah issued instructions for the Committee to provide the monitors of the educational process with ideas, plans, and suggestions to serve as guidelines for developing domestic education strategies. He indicated that such plans



should focus on enhancing intellectual development among students and teachers by upgrading and computerizing curricula, enhancing teaching methods, ensuring equal educational opportunities and high-quality education, as well as encouraging a culture of creativity and excellence among students.

Chairing part of the committee's first meeting at the Royal Court last December, the King urged panel members to produce practical ideas for the development of education program and curricula in a manner that will bolster creativity and excellence.

*Janette Wakileh*



## Mexico

Mexico has recently joined the ranks of the WCGTC delegates. Delegate Dr. Dr. Janet Sáenz has just been appointed as advisor at the national level in Mexico for new program for the gifted. The program is to begin in the near future. Dr. Sáenz plans to be a presenter at the upcoming biennial conference.

*Janet Sáenz*



## Peru

The FICOMUNDYT is organizing the next academic, scientific, and cultural meeting to be held on August 12–14, 2008, at the Pontificia Universidad Católica del

Perú, as part of the 50<sup>th</sup> Anniversary of the Psychology Specialty. Please, refer to the announcement on page 15.

*Yolanda Benito*



## Turkey

Education Programs for Talented Youth (EPTY), a new university-based program for gifted youth, began as a prototype at the Faculty of Education at Anadolu University in Turkey in March, 2008. It was founded by Dr. Ugur Sak, Associate Professor and Director of the Division of Gifted Education and Coordinator of EPTY, and his research team, with support from the Scientific and Technological Research Council of Turkey. The EPTY aims to identify gifted students and provide selected programs and services for gifted students and their parents and professional

development to promote leadership and exemplary practice.

A mixed program model—an integration of enrichment and acceleration—is used throughout the EPTY Programs. Courses are taught both by subject-area teachers with graduate diplomas in gifted education and professors of mathematics and hard sciences. The EPTY Program consists of three semesters, fall, spring, and summer, within a year. Each semester includes 36 hours of mathematics, 36 hours of science, and 12 hours of guidance and character education. Each unit in each course starts with a documentary movie in related subjects, followed by two lessons of two-hour lectures by university professors and six hours of classroom and laboratory activities carried out by students and led by their teachers. Also, a two-hour seminar is offered to parents of the students each month.

Visit [www.uyep.anadolu.edu.tr](http://www.uyep.anadolu.edu.tr) or contact Ugur Sak at [usak@anadolu.edu.tr](mailto:usak@anadolu.edu.tr) for further information about the EPTY.

*Ugur Sak*

# WCGTC TREASURER VISITS HEADQUARTERS

World Council treasurer, Edna McMillan, had the occasion to pay a visit to Headquarters en route from visiting a niece in Western Canada. During the day-and-a-half that Edna spent here, we had the opportunity to have breakfast with Dean Ken McCluskey and to meet former acquaintances and office staff.

Much of our meeting time focused on the upcoming biennial conference, especially financial matters surrounding conference planning and the call for papers. Edna's experience in having coordinated the WCGTC conferences in Toronto in 1993 and in Istanbul



in 1999, and her contributions in assisting Bruce Shore in reviewing papers for the Montreal conference in 1981 is proving most valuable in our current planning. As liaison for the Executive Committee on the Organizing Committee for the 2009 Biennial Conference and as Program Chair, she has assumed critical responsibilities in the organizational work. We appreciate and value her generous and devoted contribution to the World Council and to the Vancouver Conference.

*Cathrine Froese Klassen*



**Promoting the Dream**

# 18<sup>th</sup> World Conference for Gifted and Talented Children

**August 3 - 7, 2009**  
**THE SHERATON VANCOUVER WALL CENTRE HOTEL**  
**Vancouver, Canada**

## IMPORTANT DATES

Online Abstract Submission Opens	<b>01 October 2008</b>
Online Registration Opens	<b>01 October 2008</b>
Abstract and Paper Submission Deadline	<b>19 January 2009</b>
Author Notification of Acceptance	<b>30 March 2009</b>
Final date to register and present at the Conference	<b>04 May 2009</b>
Conference Early Registration Deadline	<b>15 May 2009</b>
Preliminary Program appears online	<b>12 June 2009</b>
Conference Hotel Reservation Deadline	<b>01 July 2009</b>
Conference Regular Registration Deadline	<b>15 July 2009</b>

## 18<sup>th</sup> Biennial Conference Information

**[www.worldgifted2009.com](http://www.worldgifted2009.com)**



### INTRODUCTION

As we are about to enter the biennial world conference year, conference planning is gaining momentum. In order to assist you in your planning to attend and present at the conference, I am providing you with important dates and with the guidelines for submitting proposals for presentation and papers for publication.

The registration and the submission of proposals is being managed by Headquarters. It is important that you remain well informed about the process and the various deadlines. Please, direct inquiries to [conference@world-gifted.org](mailto:conference@world-gifted.org).

### CONFERENCE REGISTRATION

Registration will open on October 1, 2008. For further information, please, visit the Registration Information section of the website at [www.worldgifted2009.com](http://www.worldgifted2009.com). If you wish to receive a copy of the registration package, along with a more complete description of the Conference, please, complete and return the self-addressed reply card found within this brochure.

#### Early Registration Fees (all fees in Canadian dollars) 01 October 2008 - 15 May 2009

Member Fee	\$485.00
Non-Member Fee	\$585.00
Student Fee	\$260.00

For more information on Registration, please, visit the Conference website or contact [conference@world-gifted.org](mailto:conference@world-gifted.org).

### KEYNOTE SPEAKERS

- **Dr. Lloyd Axworthy** (Canada), President and Vice-Chancellor of the University of Winnipeg
- **Robert Bateman** (Canada), artist and naturalist
- **Dr. John Geake** (United Kingdom), researcher and educator
- **Dr. Lannie Kanesky** (Canada), researcher and educator
- **Janet Matthews** (Canada), inspirational speaker and author
- **Dr. Joseph S. Renzulli** (USA), researcher and educator



World Council for Gifted and Talented Children, Inc.  
[www.world-gifted.org](http://www.world-gifted.org)

### COMMITTEE MEMBERS

#### CONFERENCE ORGANIZING COMMITTEE

**Conference Chair:** Dr. Janice Leroux  
**Program Chair:** Dr. Edna McMillan  
**Headquarters Liaison:** Cathrine Froese Klassen  
**Registration Chair:** Dr. Stephen Klassen  
**Youth Summit Chair:** Pegi Furanna-McIntosh  
**Proceedings Editor:** Dr. Louesa Polyzoi  
**Assistant Program Chair:** Dr. Janneke Frank

#### CONFERENCE SECRETARIAT:

**International Conference Services, Ltd.**  
 2101 - 1177 West Hastings Street  
 Vancouver, BC, Canada V6E 2K3  
 Phone: +1 604 681 2153 • Fax: +1 604 681 1049  
 E-mail: [wgcgc2009@meet-ics.com](mailto:wgcgc2009@meet-ics.com)

**[www.worldgifted2009.com](http://www.worldgifted2009.com)**

# GUIDELINES FOR SUBMISSIONS

A proposal consists of the information contained in the first two pages of this form. Your proposed presentation is described and summarized in the abstract. The abstract is required for publication in the conference program.

## A. Judging of Proposal Abstracts

- Presentations must be based on research, theory, practice, or policy. Preference will be given to work that has not been published elsewhere.
- All proposal abstracts will be reviewed by a panel of experts who are appointed by the Conference Program Committee and who have exclusive and binding authority to accept or reject any proposal.
- Presentations should address the concerns and interests of researchers, education professionals, policy makers, and / or parents who seek to respond to the needs of gifted and talented young people. Proposal abstracts will be evaluated using the following criteria:
  - Significance of the proposal
  - Clarity and organization
  - Grounded in the literature
  - Soundness of concepts
  - Soundness of the methodology
  - Originality
  - Appropriateness for a conference committed to global concepts of giftedness

## B. Submission of Papers to the Conference Proceedings

- Contributions to be considered for publication in the Conference Proceedings must be original.
- Papers must be submitted in Microsoft Word format according to the style conventions of the American Psychological Association (APA), except, that 12-point Times New Roman font and single spacing with 1-inch margins must be used. Abstracts and author information must be included.
- All files submitted must be named with the surname and initial of the first author followed by the word paper (e.g., Tsai-D-paper.doc).
- Any papers to be considered must be received on or before January 19, 2009.
- All papers will be reviewed by a panel of experts who are appointed by the Conference Program Committee and who have exclusive and binding authority to accept or reject any paper.
- Any papers accepted for publication will become copyright of the WCGTC.

## C. General Regulations

- The Conference Program Committee will accept only up to one individual and one group proposal from any single presenter or primary author or organizer.
- All proposals must be submitted by means of the attached electronic form by e-mail to [submissions@world-gifted.org](mailto:submissions@world-gifted.org) or online at [www.worldgifted2009.com](http://www.worldgifted2009.com). All papers are to be e-mailed to [submissions@world-gifted.org](mailto:submissions@world-gifted.org).
- All communications in regards to receipt, acceptance, or rejection of a proposal or a paper will be carried out by e-mail.
- All proposals and papers must be submitted in English.
- Proposals and papers must be received on or before Monday, January 19, 2009. Proposals received after Monday, January 19, 2009 will not be acknowledged and cannot be considered for the conference program.
- Potential presenters will be notified in regards to the acceptance or rejection of their proposals and papers on or before March 30, 2009.
- Potential presenters will receive only a conditional acceptance of their proposal until they have registered for the conference.
- All presenters, whether individual or group, must have registered for the conference by May 4, 2009; otherwise, their conference presentation will be cancelled automatically and not included in the program.
- The Conference Program Committee reserves the right to edit all abstracts for length and clarity before they are published.
- Presentations, whenever possible, should be structured to allow for audience participation through questions and discussion.
- Presentations should not be longer than 20 minutes, leaving 5 minutes for set-up and introduction and at least 5 minutes for questions.
- Expenses for travel and attendance, including the conference registration fee, are the responsibility of each presenter.
- Any questions for clarification or assistance should be directed, by e-mail, to [worldgt@uwinnipeg.ca](mailto:worldgt@uwinnipeg.ca).

*Cathrine Froese Klassen*



# 18<sup>TH</sup> WCGTC BIENNIAL CONFERENCE

## YOUTH SUMMIT

What would you do if you had the power to make a difference in your community? This is the key question to be posed to the participants in the Youth Summit at the Vancouver 2009 Conference, August 3 – 7, 2009.



*Elizabeth Torres*

While adult participants from around the world attend the 18<sup>th</sup> WCGTC Biennial Conference to discuss programs and research that promote the advancement of high-ability learners, young gifted students, ages 15 to 18, will be meeting to explore their own ideas and plans. There is no better place for the youth of the world to gather and share their experiences and future dreams than in the beautiful and captivating city of Vancouver, British Columbia, Canada.

The overarching theme for the Youth Summit, *Promoting the Dream*, will provide students with many avenues to explore their visions of the future. The Youth Summit will focus on assisting participants in finding their passions and creating action plans to take back to their home communities. Youth participating in these interactive events will explore sustainability, poverty, social justice, global community, and many other topics through technology, the arts, discussions, and problem solving.

The keynote address will be given by Simon Jackson, a young man, who, at age 13, began a quest to make a difference in the Canadian wilderness.

Recognizing the “Power of One”, Simon set out to protect the habitat of North America’s rarest bear—the white Kermode or Spirit Bear. Five years later, legislation was introduced that became an historic land use agreement to protect the wonders of his community. Today, at 24, Simon is the volunteer chair and spokesperson of the Spirit Bear Youth Coalition. He brings to the youth of the world not only the lessons he learned in promoting his dream, but a toolkit for anyone wanting to take action. He will lead the week as talented participants explore their visions for the future and then are guided through a series



*Simon Jackson*


of workshops to prepare plans for their implementation.

Another young motivational speaker will be author, poet, and painter, Elizabeth Torres, who is featured in this newsletter. At age 20, she has already appeared on stages around the world, inspiring the young and old alike.

The Youth Summit will be held on the campus of the University of British Columbia, in Ritsumeikan residences. <http://ubconferences.com/accomodation/residences>. Meals will be provided in the cafeteria, and the program activities will take place in the Forest Sciences building nearby. Exciting and entertaining sightseeing and recreational activities will supplement the program. A full program will be available on the website soon.

*Pegi Furanna-McIntosh*





World Council for Gifted and Talented Children Biennial World Conference

## Youth Summit Vancouver 2009

Hosted by the Lower Mainland Gifted Contact Committee (LMGC)

# Promoting the Dream Visions for the Future






PHOTO BY IANIV & ARIANNA

### Why be a participant?

- meet like-minded students from around the world
- be inspired by keynote speaker **Simon Jackson**, founder of the **Spirit Bear Youth Coalition** ([http://speakers.ca/jackson\\_simon.aspx](http://speakers.ca/jackson_simon.aspx))
- enjoy student living at University of British Columbia's scenic campus ([www.ubcconferences.com](http://www.ubcconferences.com))
- investigate, problem-solve, and create action plans that will unite you with students from around the world in realizing a dream for a better future

Registration for 15-18-year-old participants begins in October 2008  
for more information contact **Pegi Furanna** at [pfuranna@ndrs.org](mailto:pfuranna@ndrs.org)

### Important Information

The registration fee of \$645 includes a conference fee of \$495 and an activity fee of \$150. The fees include all meals, accommodation, program elements, and tourism activities. Summit facilitators will begin checking in students on Sunday afternoon, and the program will run from Monday morning to 11:00 A.M. on Friday.

To book your place, contact Pegi Furanna-McIntosh at [pfuranna@ndrs.org](mailto:pfuranna@ndrs.org). You can also follow the blog at <http://www.worldgifted2009.com> to make connections with other youth.

### Deadlines:

**Youth Summit Early Registration Deadline: March 27, 2009**

**Youth Summit Registration Deadline: June 26, 2009**

### Pictures—Do you have pictures?

The 2009 Conference Committee would like to acquire pictures of past biennial conferences. If you have any that you would like to share, please, e-mail them to [ednamcmillan@hotmail.com](mailto:ednamcmillan@hotmail.com) or mail them to

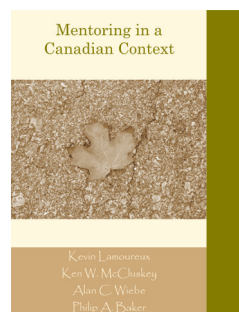
Edna McMillan  
Apt.1404  
500 Green Rd. N.,  
Stoney Creek, Ontario L8E 3M6  
Canada

They must be clear, bright, and reasonably close up. Please, identify the people and the place. Thanks for your help.

*Edna McMillan*

## NEW PUBLICATION

### *Mentoring in a Canadian Context*



A new publication on mentoring, being published by the Institute of Urban Studies at the University of Winnipeg, is due for release by the end of June, 2008. The editors of *Mentoring in*

*a Canadian Context*—Kevin Lamoureux, Ken McCluskey, Alan Wiebe, and Phil Baker—have collected numerous articles on mentoring that focus on talent development perspectives and target at-risk populations. The book features local programs, such as the Global Welcome Centre that was established to provide direction for newcomers to Canada, providing them with social, emotional, educational, and career awareness guidance. Other articles centre on community outreach initiatives, such as the ones at the Wii Chiwaakanak Learning Centre that provide mentoring and other support for at-risk learners.

If you have publications that you would like to advertise in *World Gifted*, please, send the information to Headquarters before the next newsletter publication deadline.



## ERIKA LANDAU HONOURED

On May 7<sup>th</sup>, one of our WCGTC delegatess, Erika Landau of Israel, received a special honour at the Lighting of Twelve Torches event on Har Herzl, Jerusalem, on the eve of Israel's 60<sup>th</sup> Independence Day anniversary. In receiving the Israel Prize for Citizen Achievement Award, Erika was given the honour to light one of the torches for her contribution to the education of the creative and gifted children of her country. She also delivered a brief message at that occasion:



I, Erika Landau, came to Israel after four years in concentration camps in Europe, met my late husband who taught me how to love again: him, myself, and our country, Israel. Forty years ago, I founded the Young Persons' Institute for the Promotion of Creativity and Excellence—an enrichment program for gifted and talented children. More than 30,000 students have attended our workshops.

I was chosen to light this torch for my persistence in asking what more and what else I could do to shape our future as a society and as a nation, towards an education which traces the good and the beautiful in every young person, to foster their intellectual abilities, as well as their emotional maturity, for the future and wellbeing of Israel and to contend with the helplessness of our hurting past.\*

This double event—for Israel and for her institute—was for Erika “one of those moments worth living for.”

Her website address is [erika-landau.net](http://erika-landau.net).

\*edited with permission

*Cathrine Froese Klassen*

## NEW DIRECTOR FOR THE CENTRE FOR GIFTED EDUCATION AT U OF C

On February 11<sup>th</sup>, interim Dean Bruce Clark announced the appointment of Dr. Janneke Frank as Acting Director of the Centre for Gifted Education at the University of Calgary.

Janneke Frank spent twenty-five years as an educator, coordinator of a secondary gifted program, staff development consultant, assistant principal, and principal with the Calgary Board of Education. During this time, she worked specifically with gifted students and teachers in gifted education. She has extensive experience as an administrator in schools that offer the Gifted and Talented Education program. In 2004, Janneke received the Society for Advancement of Gifted Education (SAGE) Award for her outstanding contribution to gifted education in Alberta. She currently serves as a board member of Westmount Charter School for the gifted.

We are pleased to have Janneke Frank assume the responsibility of Assistant Program Chair for the 18<sup>th</sup> Biennial Conference. While Edna McMillan assumed the position of Program Chair, upon the passing of Dr. Michael Pyryt, Janneke has committed herself to assisting in the production of the program book and offering generous assistance, as needed. We are grateful to Janneke for providing this measure of support to a most vital part of the conference work.

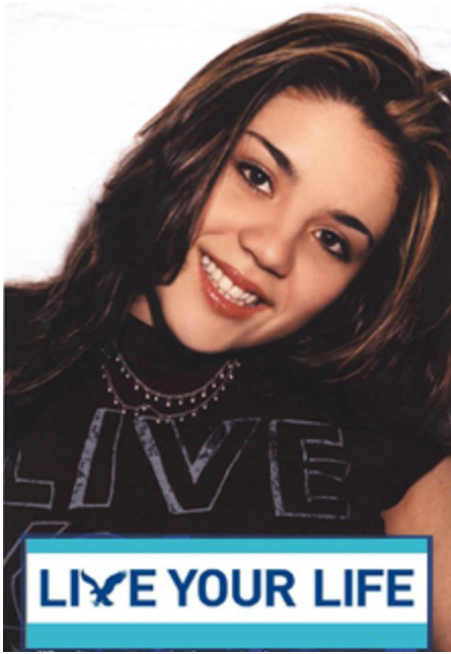
*Cathrine Froese Klassen*



Soldiers handing Erika Landau the torch as children in white look on







## AN INTERVIEW WITH ELIZABETH TORRES

signing events to give us a complete education and allow us to develop our talents. During vacations and on the weekends, we would travel to Suesca and the oriental plains of Colombia, to be in touch with nature. Most of my poems were created there, away from the rush of the big city.

**Question.** When did you first realize that you had a special gift, and did you discover it by yourself or did someone identify it for you?

**Elizabeth.** I started drawing and painting around the age of six, and both activities were so natural to me that I found no regard for them. My parents had to teach me to respect my talents by providing me with proper materials and filing my work. Soon, I had a collection of 500 poems, and the dream of publishing my work was born. We started knocking on doors to ask for support. Publishing companies often wrote to me apologizing because they did not work with kids, but asking me to write back when I got older. People would say, "You need to grow old to have a story to tell." I wanted to prove them wrong. Journalists would ask me what I wanted to be when I grew up, and I corrected them by saying that I already was. Seeing the lack of support, I decided to become the voice of the talented youth, to prove that we have opinions, ideas, goals... and that we do not want to wait all of our lives to change the world....I was seven.

**Question.** In what way, did schooling help or hinder you in developing your talent?

**Elizabeth.** Unfortunately, I didn't find appropriate support in school. Teachers would make me stay after class or during lunch break to make classroom decorations or to write letters for their colleagues. After publishing the book, it got worse. I

started getting into trouble for drawing and writing during class or for missing talent shows because of interviews. I felt repressed because in spite of being a straight A student, I wasn't being motivated or even understood by them. Thankfully, my parents kept me focused, fighting back so that I could have the time to do what was really important to me and creating a shelter of books and paintings and great music at home, where I finally felt free.

**Question.** At what age did you have your first work published and of what importance was that event?

**Elizabeth.** *Preguntas sin Respuesta (Questions without Answer)* was published shortly before I turned ten, and it received the award of best book of poetry of the year in 1999 by the Colombian Book Chamber. Before that, I had self published small editions of my book and two audio recordings of my poetry. Publishing my book gave me credibility; I suddenly became a published author, and tons of interviews and conferences followed. It also proved to me that there were no limits to my dreams and that I was making a difference in the lives of other young kids like me, who could use my story as a motivation to believe in themselves.

**Question.** What do you see as the largest obstacle in children and young people developing their potential?

**Elizabeth.** The most common obstacle is the lack of support from schools and parents. I was fortunate, but along the way I had the chance to see parents who were petrified because their children were different. They didn't know what to do, where to go, how to help them. The lives of gifted and talented children are often lonely ones because their interests aren't the same and their thoughts are much more mature compared with other children

Recently, I had the opportunity to interview a young motivational speaker, the winner of the "Live Your Life" contest, Elizabeth Torres. Elizabeth is currently a Poet-in-Residence at Kean University, Union, New Jersey, where she is enrolled in a media and film program.

Upon spending time conversing on the telephone and exchanging e-mail, I invited the organizer of the Youth Summit, Pegi Furanna-McIntosh, to engage Elizabeth for Youth Summit. We are happy that she will be present to speak to the youth and the adults.

In my communication with Elizabeth, I posed a large number of questions, which prompted some lengthy responses, which have been edited.

**Question.** Tell me something about your early childhood.

**Elizabeth.** I was born and raised in Bogota, Colombia, a city known for its culture and diversity, home to thousands of artists. Brushes and pencils were my toys, stages and TV stations my playground. I grew up surrounded by cameras and learned to love the energy of big audiences. My parents would take my brother and me to museums, art exhibits, science fairs, and book

of the same age. Many can't find the resources to develop their potential or the environment needed to nurture their abilities.

**Question.** If there were one thing in the school system that you could change, what would that be?

**Elizabeth.** Although the academic curriculum currently being taught in schools is, indeed, important for children, there are many fundamental things being left aside. Children are being educated with the belief that life only happens after they graduate. They are being raised to be obedient and to be good employees, but I don't see schools creating leaders, educating those who could open small businesses that would improve the economy within their own communities, and, over all, languages and culture are being taught as lessons that do not relate to our daily life, as if art weren't all around us, as if it weren't our main instrument of communication.

**Question.** How does a university course of studies in film and fine arts support the development of your talent?

**Elizabeth.** I've always been in front of the camera, and for this reason, through time, I learned to create different settings and ask a lot of questions. The media allowed me to be in contact with the public, and my paintings allowed me to be in contact with my soul. We are always learning, we need to keep improving our skills. I'm always looking for new materials and techniques to express what I visualize, and, for this reason, I chose Fine Arts as my major. My Media and Film major allows me to understand journalists and to expand my vocabulary, and, through documentaries and short films, I can create visual poetry.

**Question.** To be Poet-in-Residence at age 20 is somewhat unusual. What are the demands of this portfolio, and in what ways does this portfolio help you to accomplish your goals?

**Elizabeth.** Being the Poet-in-Residence at Kean University is a true

honor for me. A position of poet- or writer-in-residence is only given to a person by invitation, and there is only one per institution. Usually, nationally and internationally renowned writers receive this type of award, after a whole life of success.

This distinction isn't just a title. The Kean University foundation has given me a full scholarship to continue my education both on campus and abroad. In addition to this, the Kean University Relations department is designing a publication about my work, which includes poetry illustrated by me, some of my recent paintings, and very detailed information about my speeches and presentations. More than 5,000 copies will be distributed to the media, and these will be a great instrument of promotion.

In exchange, I serve as an active presence on campus. I am available for students and faculty who might be looking for guidance in the literary area, and I am the keynote speaker in events such as the freshmen orientation. It benefits us both equally, because by having this title I also promote the image of the university everywhere I go, and since it is such an uncommon title, after I mention it, journalists everywhere always want to learn more about Kean.

It's a great achievement because for the first time, I feel that my life as an artist has found balance with my life as a student, and Kean University has become the place where I am able to develop both parts equally, as I had dreamed of doing my whole life. I am able to focus more on my career without having to worry about tuition, which is often a great obstacle for college students.

It also benefits my career because it proves that I am not a beginner to people who might not have heard of me before. It gives my work authority and trustworthiness. The reason for this unusual recognition matches the unusual story of my life. Although I am only 20, I already have more than 12 years of experience, published books, trips, interviews, awards, and

all the requirements for such position.

**Question.** Your painting is distinctive. Could you describe how it relates to your poetry?

**Elizabeth.** Most of my paintings contain hidden verses, and most of my poems are illustrated, too. I always say that painting is creating poetry with colors, and writing is like creating images that immediately color your spirit.

**Question.** Is it difficult to work in two different languages—English and Spanish—in your creative writing?

**Elizabeth.** It requires dedication because poems can be translated literally, but this would leave behind the music and the message. As a bilingual writer, I have more room to play with metaphors and symbolism, and I can mix the values of both worlds in which I, creating much more complex images in my written work. Another advantage I've found is the multiplication of my audience, and for this reason my greatest desire is to continue learning different languages and traveling around the world, keeping the flame alive.

**Question.** What has been the most significant factor in your doing the work in which you are now engaged?

**Elizabeth.** The main purpose is to use my story as an inspiration for gifted and talented children who might not feel encouraged at the moment to face the challenges that appear while they follow their star, and, at the same time, to create a support system of parents and teachers around the world and cause a positive chain of reaction.

**Question.** You have speaking engagements around the world. What has been your most rewarding speaking engagement?

**Elizabeth.** I've had the opportunity of speaking in Spain, Paris, Costa Rica, Colombia, the U.S. and Mexico and have shared a stage with renowned writers and motivational speakers. The greatest satisfaction is to be able to see the reaction of the crowd after a speech. Many adults, including men, tend to cry while they listen to my words. The silence while I deliver

a speech is an almost sacred one, but their response and interaction is uninterrupted, I know they are listening because their eyes are fixed on me, and their smiles tell me that they understand.

Each event is so different and extraordinary that I cannot speak of just one as the most rewarding one. However, some have left a mark; for example, when I spoke to corporate members of Verizon, who had come from all over the world. This took place in the elegant auditorium of the Verizon building in Manhattan. I felt such pride to have something to share with accomplished professionals who were willing to listen, and welcomed me with open arms.

Another amazing experience took place in Miami, when I received the first place award for the Spirits in the Words poetry contest, organized by Daimler and Chrysler. It was very fulfilling because at the time I was only 13, and the place was packed with intellectuals and celebrities...and I was the youngest one of them all, and they were all there to hear me, meet me, learn from me. Can you imagine how joyful I felt?

But rewarding moments that leave footprints not only happen in expensive places with full crowds. When I was younger, I was walking in Villa de Leiva, a little colonial town in Colombia, with my younger brother. We were eating ice-cream, waiting for a presentation I had later on that day. A lady who was selling jewelry approached me. She was carrying a baby. She said, "You're Elizabeth, aren't you?" I nodded. Then she said, "Look at this baby...he's here because of you." I suppose my puzzled look was too obvious because then she explained that she had gone through a very difficult time in her life, where she felt alone, depressed, scared... and she found out she was pregnant. While she was trying to figure out what to do with her unborn child, she turned on the TV and saw me speaking in this very famous TV show called "Cara a Cara". What she told me afterwards still echoes in my mind. She said, "I realized that if the only

opportunity I had at the time was the one of becoming the best mother and raising my child surrounded with love, so that he could become like you...if I had the chance of raising a leader and helping him develop talents such as yours, then my life makes sense, and that's why he's here." I hugged her baby and thanked her, and my parents cried when they heard what had just happened. What a great responsibility, to pursue your mission.

**Question.** Tell me about your latest book, *Because the Flame is Alive*.

**Elizabeth.** *Because the Flame is Alive* is a bilingual collection of my latest poems and the narration of the anecdotes, obstacles, and decisions that have allowed me to find the path I currently walk on. I tried to tell the story in a very easy-to-read, poetic narration, and also included practical lessons that readers can apply to their own lives immediately. That's why it isn't just a biography, or a book of poems. Each part of the book, each chapter, each page, connects to a greater purpose.

It was published thanks to an award by American Eagle Outfitters, after being chosen as one of their role models for their *Live your Life* project. Thanks to the book, many opportunities have arisen, such as the interview for CNN's show, "Young people who rock", among other many conferences and interviews. It marked a turning point in my career because I am now able to present my message in both languages, and it gives me credibility because it shows that I've kept discipline throughout the years.

The title, *Because the Flame is Alive* (and the metaphor of my poems and my prose) is based on my motto: "Keep the flame alive." My theory is that we can all become guardians, or keepers, of the flame. I am talking about the flame of love, the flame of freedom, the flame of hope...the flame of our personal mission.

It's commonly known that people can survive without food, and without water, but not without oxygen and fire. In my opinion, life is combustion. We do not need to see it to know that

we depend on it and are part of it. Every time we inhale and exhale we are connected to the world around us, and, in the process, our flame breathes. There's light in our path, there's a greater presence giving sense to each one of our days.

By inviting people to become keepers of the flame, I am inviting them to exist with their greatest potential, to use their abilities, their talents, their senses, towards a better purpose than just surviving. Once we ignite the flame in our hearts and nurture it, we are invincible, no matter what position or situation we currently face. We are all equally powerful because we have the opportunity of sparking the flame in others. This is why my mission is so important; this is why I believe that we really are changing the world. Every time we light up one flame, we take one person away from darkness.

Another way to explain this theory is found on page 23, in my poem "Sunshine Ritual":

In the darkness of the night  
the ever growing and shrinking moon  
guards the door to reality.  
Sacred whispers surround the air.

The prayer of the sun is suddenly  
reborn  
in a language older than words:  
"May the light shine above us"  
"May the light reign within us"  
"May the light guide inside us"

Awoken by the persistent call of life,  
strong, the world endures.

A stream of hope  
explodes throughout the sky.

The wisdom of the universe  
slowly caresses the surface of dreams  
connecting us to the core of truth  
itself.

As the sun shines,  
so does my soul.  
A new day begins,  
because the flame is still alive.



## Torres, cont'd from p. 13

My vision is to continue my work as a writer, motivational speaker, and painter, and, hopefully, become an ambassador of the youth on an international level. I am working in several projects, including the publication of two other books and also the creation of several short films. My focus is to cause a reaction, with art as my instrument, and to create opportunities for children and young adults. By creating leaders and taking the positions of leaderships that belong to us, we can make a tangible difference in our community and our world.

*Cathrine Froese Klassen  
with Elizabeth Torres*

## DEADLINES AND REQUESTS

Barbara Clark Scholarship Applications\* are due June 30, 2008. Headquarters has not received any applications so far. Please, forward applications as soon as possible.

Delegates Registrations forms\* are due at Headquarters. Please, submit them now.

Delegates' Annual Reports\* were due May 31, 2008. Please, submit them to Headquarters at your very earliest opportunity.

Contributions to the next newsletter are due September 12, 2008.

Contributions to the fall issue of the journal are due September 30, 2008.

Program books from previous WCGTC World Conferences are welcomed at Headquarters for the archives. Please, notify us if you have one available from any of the following conferences: London, San Francisco, Jerusalem, Montreal, Manila, Hamburg, Salt Lake City, Sydney, The Hague, Seattle, and Adelaide.

\*denotes forms available on our website:  
[www.world-gifted.org](http://www.world-gifted.org)

## SEVENTH IBERO-AMERICAN CONFERENCE

Welcome to Lima, the City of Kings. On behalf of the Ibero-American Federation of the World Council for Gifted and Talented Children (FICOMUNDYT), we welcome delegates and scholars from all over the world to our 7<sup>th</sup> Biennial Ibero-American Conference. (<http://www.pucp.edu.pe/congreso/ficomundyt>)

The FICOMUNDYT is organizing the next academic, scientific, and cultural meeting to be held on August 12-14, 2008 at the Pontificia Universidad Católica del Perú, as part of the 50<sup>th</sup> Anniversary of the Psychology Specialty. This will be an intercontinental forum on the most significant issues in contemporary psychology, in which attention and promotion of the gifted and talented children and youth will be of special interest. We are particularly pleased to be able to welcome as lead speakers Donald J. Treffinger, Moshé Tatar, Franz Mönks, Joseph Renzulli, Sally Reis, Yolanda Benito, Juan Alonso, Eunice Soriano de Alencar, Denise Fleith, and Sheyla Blumen.

It is our wish that this Conference will be a meeting point of collaboration, of learning from every scholar, teacher, psychologist, social-worker, businessman, policy-maker, and parent, and of helping each other to promote creativity, intelligence, and talent as fundamental topics for the development of a meritocracy of excellence in our countries.

*Prof. Dr. Yolanda Benito*

### CHANGES IN PERSONAL INFORMATION?

Have you changed your

- ✓ name?
- ✓ e-mail address?
- ✓ address?
- ✓ telephone number?
- ✓ educational affiliation?
- ✓ educational status or role?

If the answer is "yes" to any of these questions, please, go "Your Personal Membership Page" in the "Members' Area" of our website, select "Change your password and edit your personal information," and complete the edit. Remember to select "Save profile" when you have completed the editing.

## **World Gifted, January 2008**

Editor

Cathrine Froese Klassen

Assistant Editors

Louesa Polyzoi

Annette Greene

Graphic Design and Layout

Warren Schuetz

*World Gifted* accepts submissions for consideration for publication.

We invite members to forward contributions at any time.

Submissions must include the name of the author and title and the country of residence. Contributions to the "Delegate Discourse" should adhere to the 150-word limit and be formatted double-spaced, 12-point Times New Roman, and not justified. The submission deadline for the remaining 2008 newsletter is **September 12<sup>th</sup>**.

# 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.

We continue to invite all members to contribute and report on anything that would be of interest to other members, such as events or initiatives, news about regional organizations, profiles of individual members, or announcements of upcoming events.

Please, forward submissions to World Council Headquarters, c/o The University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba, Canada R3B 2E9.

*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. It is published twice a year. Prospective authors are requested to submit manuscripts or queries to

Prof. Dr. Taisir Subhi Yamin  
Heilmeyersteige 93  
D-89075, Ulm  
Germany

phone (+49) 731-50-94494  
mobile (+49) 170-309-8610  
taisir@yahoo.com

## CALENDAR OF UPCOMING EVENTS



### ***Gifted and Talented International***

The next issue of *Gifted and Talented International* (Volume 23, Number 1, 2008) will be available in July and will be posted in the "Members Area" of the WCGTC website.

Articles for *Gifted and Talented International* are welcomed and may be submitted at any time. **The deadline for Volume 23, Number 2 is September 30, 2008.** Please, forward all manuscripts to Prof. Dr. Taisir Subhi Yamin.

#### **June 18 – 21, 2008**

Association for Childhood Education International (ACEI) World Conference  
Moscow, Russia  
[www.acei.org/wldconf.htm](http://www.acei.org/wldconf.htm)

#### **July 2 – 4, 2008**

Excellence in Education Conference  
International Centre for Innovation in Education  
Paris, France  
[www.icieconference.net](http://www.icieconference.net)

#### **July 14 – 18, 2008**

10<sup>th</sup> Asia-Pacific Conference on Giftedness  
Nanyang Technological University, Singapore  
[www.10apcgifted.org](http://www.10apcgifted.org)

#### **Augusts 12 – 14, 2008**

7<sup>th</sup> Biennial Congress of FICOMUNDYT  
Lima, Peru  
[www.pucp.edu.pe/evento/congreso/ficomundyt](http://www.pucp.edu.pe/evento/congreso/ficomundyt)