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World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN

DeBeer Named Corporate Consultant

FasTracKidsSM Sponsors Journal and
Newsletter

The Executive Committee of the World Council is pleased to announce the appointment of Johann DeBeer, CEO and Chairman of FasTracKidsSM, as Corporate Consultant.

Dr. DeBeer is internationally known for his work in gifted and talented education. He is recognized for his contributions to higher education for elevating performance standards for children of all ages. He holds doctorate degrees in literature (linguistics) and education philosophy, as well as a masters in clinical psychology. DeBeer has served as an education consultant and advisor to a number of governments.

The FasTracKidsSM curriculum was developed by DeBeer over a period spanning two decades—during which he helped develop enriched learning courses for thousands of children worldwide.

As the World Council's Corporate Consultant, DeBeer will assist the Executive Committee in finding sponsors for scholarships, awards, and international exchanges, and will offer his business expertise to the committee as they explore other areas of financial support.

Additionally, FasTracKidsSM will sponsor the production, printing, and mailing costs of the World Council journal, *Gifted and Talented International* and its newsletter, *World Gifted*.

Perspectives of Education for the Gifted and Talented in Indonesia

BY S.C. UTAMI MUNANDAR, University of Indonesia, Jakarta, Indonesia

Abstract

Indonesia, a country of nearly 190 million people representing different cultures, languages, customs and varying educational advancement, faces many constraints and challenges in identifying and serving the needs of gifted (highly able) children. This paper describes the "gifted movement" in Indonesia since the 1980s, culminating in a governmental educational policy to establish "Excellent Schools" in all provinces, and the design of a "Plus Curriculum" to cater to the educational needs of gifted and talented students. The importance of optimizing excellent human resources for personal and national development is supported by the private sectors (e.g., the establishment of the Indonesian Foundation for Education and Development of Gifted Children in 1993).

Educational Policy

The government of Indonesia, c.q. the Ministry of Education and Culture, is fully aware of the tremendous need of educational opportunities for those who are gifted and talented (G/T), not only for the sake of the individual's self-fulfillment, but also for the development and welfare of the nation.

Since the third Five-Year National Development Plan (1979-1984) steps have been taken systematically to plan and prepare for educational services for the G/T in Indonesia. In the Basic Guidelines of National Development 1993 it is explicitly stated that "students with extraordinary abilities and intelligence are entitled to special attention in order that the development of their abilities and achievements can be optimized."

The 1989 law on the national edu-

continued on page 17

Inside

Calendar	2
President's Message	3
News from Around the World . . .	3
House of Commons Report	5
1999 Conference Vignettes	6
1999-2000 Delegates and Committees	9
Parents	10
Book Review	11
World Conference Barcelona 2001	12
Identification Survey Results . .	14
Cross-Culture Knowledge Base—Programs and Services	16

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. It is produced and edited by Sheila Madsen and Barbara Clark. Any article or portion thereof may be reprinted as desired with credit given to the source. Send all news and articles for future editions 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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Indonesia	

Calendar

June 30–July 2, 2000

National Association for Able Children in Education (NACE) Annual Conference

"The Able Child—A New Era"

York, England
For information, contact:
NACE National Office
Westminster College
Harcourt Hill, Oxford OX2 9AT UK
Tel: 1865-245657
Fax: 1865-245658
e-mail: nace@ox-west.ac.uk

July 2–5, 2000

Australian Association for the Education of Gifted and Talented (AAEGT) ***"Development & Education of the Gifted"***

Brisbane, Australia
For information, contact:
James J. Watters
Centre for Mathematics & Science Education
Queensland University of Technology
Victoria Park Rd., Kelvin Grove
Brisbane, Australia 4059
617-3864-3639
Fax: 617-3864-3643
j.watters@qut.edu.au

August 16–20, 2000

Sixth Asia-Pacific Conference on Giftedness

Beijing, China
For information, contact:
Maria McCann
Tel: 61-8-8201-3425
Fax: 61-8-8201-3210
e-mail: maria.mccann@flinders.edu.au.

August 19–22, 2000

Seventh ECHA (European Council for the Highly Able) Conference

Debrecen, Hungary
For information, fax 52-431-216.

July 31–August 4, 2001

WORLD CONFERENCE 2001 BARCELONA

14th Biennial World Conference World Council for Gifted and Talented Children

"The World of Information: Opportunities and Challenges for the Gifted and Talented" Barcelona, Spain
For information, contact:
Centro "Huerta del Rey"
Pío del Río Horta 10
47014 Valladolid, Spain
Tel/fax: 34-983-341382
e-mail: c_h_rey@correo.cop.es
www.tds.es/c h rey

N.A.C.E. ANNUAL CONFERENCE

"The Able Child—A New Era"

June 30–July 2, 2000

University College of Ripon & York, York, England

Goals of the conference include:

- To update colleagues at LEA, School and Governor level on the national agenda for able pupils.
- To provide an overview of current thinking at the theoretical and practical level of aspects of provision

For details, please contact:
NACE National Office, Westminster College
Harcourt Hill, Oxford OX2 9AT UK
Tel: 1865-245657 Fax: 1865-245658
e-mail: nace@ox-west.ac.uk



A Message from the President

In the pages of this newsletter you will find commentary regarding the World Conference held in Istanbul, Turkey last August. It was everything that you will read and even more. The exotic setting steeped in history more ancient than the mind can fathom, the daily headlong collisions with a myriad of cultural differences, the beauty of the country and its people, and all the delightful sights and smells render any description of the experience deficient. Add to this a host of bright, inquiring people from over 30 countries around the world, with their enthusiasm, their ideas, and their quest for information and you come closer to knowing what it was like. For those of us who were there it is hard to render the caring, the sharing, and the collegial support to a description that those who missed this once in a lifetime experience can really understand. The only thing I can say that in any way tells you of its impact is, "I am so glad I was there! It changed us all." Global education has more meaning, world community is more real, and visions for the future are enhanced and expanded.

One of the exciting things that happened at the conference really began years before when, as I began my presidency, I resolved to work toward a method of gaining fiscal stability for the World Council. Most of the operating money for the organization and its publications is derived from membership fees and conference registration. When a conference results in limited funds, for whatever reason, or there is a dip in membership, many of the planned budgetary items cannot be supported and excellent service projects must be abandoned. Needed sponsorship of regis-

continued on page 19

News from Around the World

FROM HONG KONG

Support for Parents and Teachers

Programs aimed at helping parents and teachers better educate gifted children have been established by an allocation of HK\$600,000 from the Chinese government. A bilingual website will be designed to link children, parents, and teachers worldwide. An exchange program will also be facilitated. Parent education programs are being planned as well as seasonal workshops for teachers. China hopes to send parents to the 2001 World Conference in Barcelona, Spain.

**Reported at the Assembly of Delegates in Istanbul, Turkey by Helen Siu Yin Ku-yu
WCGTC Delegate from Hong Kong**

FROM HUNGARY & MACEDONIA

New National Programs

Support for gifted children in Hungary and Macedonia has been established through new programs at the national level.

**Reported at the Assembly of Delegates in Istanbul Turkey by Vigor Majic
WCGTC Delegate from Yugoslavia**

FROM JAMAICA

Correspondence Courses for Children

There is still no official definition of "Gifted Children" nor public policy for the education of the gifted and talented in Jamaica. The Jamaican Institute for Excellence in Education (NGO) and the De-Okoro Magnet School for gifted and talented children (started in 1994 and privately operated) are the only two organizations officially recognized by the MOEYC and therefore receiving some kind of financial "assistance." Currently, there are a few special programs for the gifted offered in individual schools or in clusters of schools or run as private enterprises mainly as after-school activities and Saturday classes. From time to time (not on a regular basis) there is a special workshop or field trip organized by the JIEE specifically for gifted children—usually those attending high schools. Two privately run enterprises prepare "highly able" adolescents for the American SAT and arrange placement for outstanding

performers in summer programs at prestigious universities in the United States.

Further, there is a *lack of specialist training for teachers in gifted education*. Last year, there was a new unit on special education added to the curriculum in teachers' colleges. However *only one hour* is allocated to the topic of "Giftedness and Creativity"!

Since 1996, the S.T.A.R. enrichment programs, which consist of after-school workshops and a summer camp, have been developed by Jamaican World Council Delegate, Marguerite Narinesingh. S.T.A.R. seeks to provide programs and services that meet the needs of highly able/gifted and talented children in Jamaica. The programs cater mainly to children of primary school age. Services include screening/testing, counseling, and special courses for adults about the education and nurturing of gifted children.

During the last year, Narinesingh has also made presentations about the identification and education of the gifted and talented at various staff and parent/teacher meetings. She was the presenter on this topic at the National Conference on Special Education.

**Submitted by Auma T. Folkes and
Marguerite Narinesingh
WCGTC Delegates from Jamaica**

FROM JAPAN

Early Entrance to University Started: Extremely Exceptional Measure

Seventeen-year-old students entered the university in 1998 for the first time since World War II. Monbusho, Ministry of Education, authorized this "exceptional measure in education." By the amended ministerial ordinance, students of "specially excellent quality" in mathematics or physics can skip the 12th grade. The recruitment was only in physics at the College of Technology, Chiba University (national); 3 students out of 11 applicants were admitted in 1998 and 3 out of 14 in 1999. They were selected from the applicants who were recommended by their teachers by an examination in physics that required high academic skills and creativity.

Gifted education has been taboo in the formal education system because of the strong demands for equity. Yet a hierarchy exists among secondary schools and universities with regard to academic abilities. Informal education such as "juku" (cram school) pushes students into examination hell. The introduction of the "exceptional measure" reflects the recent trends in educational reform to break the conformity of education.

Though extremely exceptional in that it concerns only a few millionth of the students all over the country, the exceptional measure is certainly the beginning of official gifted education. The six students are given special care at the university, and typically maintain a good reputation without being regarded as elite. The problem with the new measure is that no other university is currently participating, and teachers are reluctant to recommend talented students for fear of doing something unusual.

The ministry avoids the terms gifted or talented, but the exceptional measure will hopefully be progress in gifted and talented education, however small a step it may be. At the same time, I believe, talent development should be implemented for all students and it may be possible in the near future with the trends toward individualization.

Submitted by Nobutaka Matsumura
WCGTC Delegate

FROM JORDAN

Arab Council for the Gifted and Talented

Founded in 1996 in Amman, Jordan at the Jubilee School for Gifted & Talented Students, the Arab Council for the Gifted & Talented (ACGT) represents 13 Arab nations: Bahrain, Egypt, Jordan, Kuwait, Lebanon, Libya, Morocco, Palestine, Qatar, Saudi Arabia, Syria, Tunisia, and UAE. An independent organization, the council's activities include:

- providing a network for the exchange of ideas related to teacher training of gifted students among individuals and institutions in the Arab world
- promoting public awareness of the intellectual abilities of children

- conducting research demonstrating practical methods of teaching and counseling for gifted students
- providing a database and technical facilities to extend relations between Arab academics and experts in innovation and creativity

Under the leadership of its current president, Fathi Jarwan, the ACGT also organizes a biennial conference and conducts regional workshops.

For additional information, contact:
ACGT
P.O. Box 830578
Amman 11183, Jordan
Tel: 962-6-5238216
e-mail: jubilee@go.com.jo
www.welcome2jordan.com/jubilee

FROM MEXICO

First International Seminar Held in Guadalajara

On July 30 and 31, 1999, the First International Seminar "Meeting the Needs of Gifted Children" was held in Guadalajara, Jalisco, Mexico. The event was organized by the Psychology Department of Guadalajara University and the Special Education Department of the Mexican State Education Office.

Keynote speakers included: Yolanda Benito (Spain), Janet Saenz (USA-Mexico), Celedonio Castanedo (Spain), Judith Roseberry (USA), Miguel Angel Casillas Gabirle Artur, Sandra Avalos, Julián Betancourt, and Dolores Valadez (Mexico).

Sessions covered a variety of topics including: recent theories on human intelligence, early identification of gifted children, traits of gifted children, underachieving gifted, developing intelligence and creativity, and multidisciplinary strategies for the gifted in regular classrooms.

Mexican educators described the event as having very positive results, particularly because it provided an opportunity to share and to exchange experiences related to gifted children and their educational needs and problems.

For additional information, contact María de los Dolores Valadez Sierra, Scientific Coordinator of the First International Seminar, e-mail mvaladez@cucs.udg.mx.

Submitted by Juan Alonso
WCGTC Executive Committee Member

FROM SAUDI ARABIA

New Foundation for Gifted Established

The Crown Prince, with support from other sectors, has established a new foundation to support projects benefiting gifted peoples. The foundation will establish high schools for gifted youth, enrichment programs for gifted children and youth as well as other projects of merit. The vice-president of the foundation is the Minister of Education.

Reported at the Assembly of Delegates in
Istanbul, Turkey by Abdullah Al-Nafie
WCGTC Delegate from Saudi Arabia

FROM THAILAND

Thailand Government Recognizes Gifted Education

Gifted education has been promoted in Thailand for years and now the government has established a National Committee for Gifted and Talented. A National Association is being formed and a law has been passed to enforce consideration of gifted children in education.

Reported at the Assembly of Delegates in
Istanbul, Turkey by Usanee Phothisuk
WCGTC Delegate from Thailand

FROM THE UK

Correspondence Courses for Children

Frieda Painter of the United Kingdom has established COBY—Correspondence Courses for Bright Youngsters. At present, courses are available for preschoolers, (4- and 5-year-olds) and 6-year-olds in Maths. The more advanced course material will come later as well as courses in English.

The maths content of the courses aims to achieve children's fundamental understanding of mathematical concepts and to do this through a problem-solving approach. The application of the maths principles introduced are brought about by the raising of numerous and varied real life questions. The first modules are relatively easy as the aim is not to put young children off maths at the start. However, the work rapidly becomes more difficult to challenge and stimulate mathematically talented youngsters.

Contact Frieda at Fax number: 1438 815232 in U.K. or e-mail her at able@able.dial.pipex.com

Submitted by Shirley Kokot
Secretary, WCGTC

House of Commons Education and Employment Committee Report: Highly Able Children

BY DEBORAH EYRE, Research Centre for Able Pupils, Westminster College, Oxford

In May of this year the UK parliament reported the findings of its investigation into the education of highly able children and called for a national strategy on the education of the highly able. In introducing the report the Chair of the committee, Malcolm Wicks MP said, "We deplore the view that children of high ability need little support and can easily cope, simply due to their ability. Due perhaps to an emphasis on raising overall national standards, and an understandable focus on under-performing children, Britain's brightest children sometimes get unfair treatment. We must ensure that good minds, and precious assets, are cherished and encouraged, not neglected."

This report therefore marks a new position for the education of gifted pupils in the UK education system. To date some good work has occurred in UK schools but it has been patchy, with some regions or individual schools developing highly effective programmes and others providing no specific opportunities for the highly able. For families this has meant that obtaining a suitable education for a gifted child has been something of a lottery. This report moves the issues of educating the highly able/gifted into the educational mainstream with every school, and every region being required to make appropriate provision.

The report found current provision to be inadequate and recommends a range of strategies be implemented based on the following principles:

- The development that would make the most difference in the education of the highly able is a change in attitude among teachers and LEAs, but perhaps even more importantly among the public and society at large;
- The emphasis must be on improving provision in mainstream

schooling;

- There is no single "best way" to meet all these children's needs;
- Highly able children must be allowed to enjoy their childhood;
- There is already good practice in a range of areas.

The report is clear that the UK strategy for the highly able should focus on educating gifted pupils in their local school, with additional enhancement opportunities as needed. Therefore among the more than 40 recommendations in the report are the appointment to each school of a named person with responsibility for gifted children and improvements to funding and teacher training. One particularly interesting section of the report focuses on the possibilities that information technology offers in developing the education of the gifted and providing opportunities for gifted pupils to work together while remaining in their own schools. For those of us interested in research it was also gratifying to note that the report recognises the lack of research in this field in UK and recommends that more funding be made available for work in this field.

All UK experts in this field have welcomed the report. Four months after the report's publication aspects of it are already being implemented and we look forward to rapid development over the next few years. The challenge of providing for gifted pupils in ordinary schools is immense and much work will need to be done. However we welcome the recognition that the education of the highly able is a major field of educational endeavour which needs appropriate support and funding.

The full report can be obtained from the Committee's website at:

www.parliament.uk/commons/selcom/edamhome.htm

Reference: Third Report from the Education and Employment Committee, Session 1998-99, HAC 22-1.

The report is also available from:
Parliamentary Bookshop
12 Bridge Street
Parliament Square
London SW1A 2JX
Fax: +44 171 219 3866

NEW WORLD COUNCIL AFFILIATE

The National Association for Able Children in Education (NACE) of the United Kingdom has been approved by the Assembly of Delegates as an affiliated organization to the World Council. The vote on recommendation of the Executive Committee was taken at the Assembly of Delegates at the 1999 World Conference in Istanbul, Turkey. NACE joins the World Council's other affiliated organizations and federations in strengthening the council's mission worldwide.

For additional information about NACE:

Westminster College
Oxford OX2 9AT
UK
Tel: 44-1865-245657
Fax: 44-1865-245658
www.ox-west.ac.uk/nace

For information regarding affiliation with the World Council, contact Headquarters.

Conference Vignettes

Reflections on the 13th World Conference, August 2–6, 1999, Istanbul, Turkey

A Challenge for the New Millennium

No need to wonder whether concern for educating children with gifted potential, appropriately and according to their individual needs, is alive and well the world over. The 13th Biennial Conference of the World Council for Gifted and Talented Children met in Istanbul, Turkey, August 2–6 with about 300 participants from over 30 different countries present. Even smaller countries such as Bahrain, Saudi Arabia, Slovenia, Yugoslavia, Macedonia, Jamaica, and Nigeria were represented, along with the People's Republic of China, Australia, New Zealand, Brazil, Taiwan, Israel, Japan, South Korea, UK, the US, and Turkey of course among others.

In keeping with the conference theme of challenges for the new millennium were the many presentations describing visionary programs for meeting needs of gifted learners, developed especially when governments and general education were not supportive financially nor through state directives for curriculum or teacher education.

There was a strong emphasis in presentations on moving toward experiential learning models—"Learning based on real-life projects: A model for the Istanbul Science and Arts Center," which begins with teachers experiencing staff development in the same participatory, choice-based model they will be expected to implement for their students. Problem-centered learning was featured in The Petnica Science Center in Yugoslavia, where carefully prepared small research projects become the main attractor for secondary-level programs, and exploring and studying a country's heritage conducted with UNESCO and history resource personnel was described by Jamaican presenters. Videotherapy as a

counseling technique was described by a Brisbane Australia presenter.

Creativity was a frequent focus, emphasized in exciting keynotes by Eunice de Alencar from Brazil and by Morris Stein from New York University along with a preconference workshop on creativity by Klaus Urban from Germany. Individual presentations on creativity included one in which instructional events were designed to promote the Csikszentmihalyi concept of "flow" and several with various mentoring arrangements.

All was not just work, however. A two-hour sunset cruise on the Bosphorus and a Turkish Gala dinner with unique night spot dancing and singing were outstanding opportunities to sample Turkish culture and to network with new and old friends from around the world. More networking and experiencing our historical origins occurred for those who went on the pre- and postconference travel tours through the cradle of civilization in western Turkey, from 6th century B.C. Greek and Roman architecture to the travels of Mary and Apostles John, Paul, and others, to the 15th century Byzantine and Ottoman Empire grandeur. We even squeezed in the solar eclipse as partially

seen in Aphrodesia!

The closing session of the conference was very moving, with a panel presenting challenges for the future of gifted education and individual participants adding their voice. These challenges might be summed up as *Courage* to find new forms of giftedness and to educate gifted children to tolerate, respect and love, to move away from war and the military to peace and welfare. The other challenges were framed as using *Vision* to apply the newest in brain research and technology while finding ways to integrate gifted education with regular education; and *Peace* as emphasized in a statement to the world in which educators of gifted learners must believe and promote peace as the way of lives developed to full potential.

It is the fervent hope of all who attended that many of you will find your way to Barcelona, Spain in 2001 for the 14th Biennial Conference of the WCGTC, to learn more about how educators from various countries have moved forward on these visionary goals in the education of gifted learners. Do begin to plan now!

—Patricia Haensly
US Delegate, WCGTC



POSTCONFERENCE

TOUR MEMBERS
traveled through
the cradle of
civilization in
western Turkey
and viewed a
partial solar
eclipse in
Aphrodesia.

Post-Conference Tour

The post-conference tour was a marvellous success not just for our shared opportunity to step with the Roman legends, or the experience of oratory in Ephesus, but for the abundant compassion and camaraderie established throughout our journey. We started by exchanging passions, philosophies and theories about giftedness. We shared techniques, curriculum, favourite books and research. Finally, we swapped addresses, e-mails and the names of our children.

As we arrived home cyberspace rang with the shared sense of tragedy at the devastation the earthquake had wrought. Our feelings of loss and impotence compounded our fleeting sense of intimacy with this country of living history.

Our fresh interconnections and our shared understandings established through our mutual experience in Turkey have forged bonds and friendships that can only serve giftedness well.

—*Paule Eckhaus*
Victoria, Australia

Vision from Indonesia

We all work as professionals in our field doing the best we can to serve our gifted children. But without government support our work will never be optimized.

So, I think our first duty as experts in the area of gifted education is to open our government's eyes to the importance of our gifted children in the new millennium.

My point is that each of us, from every country must make sure that our countries have laws and regulations for gifted education. Only under these laws will our work as experts have lasting impact.

—*Reni Hawardi*
WCGTC Delegate, Indonesia

Observations and Notes on the 13th World Conference

An admittedly partial and biased reporter offers the following observations of our conference in Istanbul. It was unfortunate that many chose not to attend because of supposed "hostilities" in the area. The "terrorist propaganda" as it was termed in one of the local newspapers, did cut into our conference attendance. The final number of participants was just over 300. However, the size of the conference was a blessing. There was more international mixing and sharing than I have noticed in the seven other World Conferences that I have attended. And since there were fewer Americans, we didn't "take over," as we are often wont to do. In short, the conference was great!

Wherever, I traveled in Istanbul, I met only friendly, courteous, and helpful people, who, at least in my experience, were very pro-American without exception. The police were visible but not obviously so. There were no military on the streets and the general mood was one of fun, even festivity, and a relaxed political atmosphere existed. I had absolutely no problems—wait a moment, there was this one very persistent shoeshine boy, who I think I tipped 5 million lira instead of 500,000, good tip that day! As one of our colleagues from another country, which I will not name to protect the not so innocent, said, "It's so wonderful to travel in such a safe county!" [emphasis added]

When I got off the plane at just about High Noon, a significant time for anyone who has lived in Western America, a wonderful blue sky dotted with clouds greeted me. I also met a temperature level and humidity rate that was about the same as I had left at home in Mississippi. Then on the taxi ride (very reasonable and yes, a little breath taking!) in, I experienced the deeper blue of the Bosphorus, which dramatically offset the lighter blue of the sky. All of which made me want to pull out my canvases and paint box, until I remembered that I didn't paint!

The ride in was wonderful: the ancient walls and castles of both Turkish and



BANNER ANNOUNCES CONFERENCE. Edna McMillan, Conference Coordinator; Dennis Stevens, Executive Administrator; Barbara Clark, president; Klaus Urban, president elect; Janice Leroux, treasurer; Nazif Ülgen, Founder of Yeni Ufuklar Koleji, conference co-sponsor, Utami Munandar, EC member; Shirley Kokot, secretary; Dorothy Sisk and Bob Seney.

European origin; the activity on the Bosphorus; the cool breeze off the water; and the skylines of a both ancient and modern city. All, portents of good things to come and did they come! On Sunday afternoon at Registration, I met my harried but ever efficient friend Edna McMillan, who was the organizer for the conference and she immediately put me to work. Since the conference programs had not been delivered to the hotel as faithfully promised, we had to drop back and punt—no problem! By the way, this was my first encounter with the Turkish version of what we called the “mañana attitude” in Texas. An attitude, I quickly slipped into and therefore had a much more enjoyable time. Maybe I can keep that pace now that

I am back home. After all, just what does the hustle and bustle of so-called American efficiency really accomplish?

Now what can I say about the conference? Well, let me start with the end. When was the last time that you were at a conference and they had to bring in additional chairs for the final plenary session? Yep, that’s what we did! We ended with a panel, (Bruce Shore, Canada; Morris Stein, USA and this year’s recipient of the Torrance Award; Deborah Eyre, UK, and Den-Mo Tsai, Taiwan) who shared with us what they thought was the “Challenge of the Millennium.” There was also an opportunity for participants to share their visions and hopes for the World Council and its work.

After this extraordinary session and

we were adjourned until Barcelona in 2001, groups formed all over the hall and continued conversations, sharing of cards, addresses, and e-mail addresses. We just didn’t want it to end! What more can we say about a conference?

The venue of the conference, the Ceylan International Hotel, was wonderful and even plush. There was a nice variety of sessions and the evening activities were fun. Including the jaunt over to Gar Music Hall for the Turkish Gala, where we enjoyed typical Turkish food and belly dancers! Really incredible feats of muscular control, which were watched from a purely scholarly point of view, of course. I now have a new example for Gardner’s Bodily/Kinesthetic Intelligence—in the gifted realm!

Elsewhere in the newsletter, my good friend Pat Haensly has described the content and focus of the conference, so no need to repeat. Just let me say to close that Istanbul offered a conference venue that was just about unparalleled and that the conference offered us the challenges that Pat has described. We should all look forward to Barcelona and build on the foundations of the successes of our Istanbul conference.

—Bob Seney

Mississippi University for Women,
USA



NEWLY ELECTED EXECUTIVE COMMITTEE MEMBERS for the 1999-2000 term Den-Mo Tsai (Taiwan) and Janice Leroux (Canada) with President Barbara Clark. Leroux was appointed by the Executive Committee to the position of World Council Treasurer.



CRUISE OF THE BOSPHORUS is enjoyed by conference attendees. Erika Landau, Israel, right and Shirley Kokot, South Africa, center.



1999 DISTINGUISHED SERVICE AWARD recipient, Wu-Tien Wu (Taiwan R.O.C.), receives award from Shirley Kokot, World Council Secretary.

1999–2001 World Council Delegates

*alternate

Argentina

Maria del Carmen Maggio
Karen Sabina Gerson
*Valentina Kloosterman

Australia

Julie Landvogt
Lynne Mackenzie-Sykes
Harry Milne
*Johann DeBeer

Austria

Hanna Braidt
Gerhard Pusch

Bahrain

Omar Khaleefa

Bermuda

H. C. Juliette Harris

Brazil

Christina Cupertino
Maria Lucia Sabatella
Eunice Soriano de Alencar
*Marsyl Mettrau

Canada

Edna McMillan
Dianna Shaffer
Carolyn Yewchuk

China

Zengxing Gong
Pengzhi Liu
Daheng Zhao

Denmark

Ole Kyed

Germany

Ida Fleiss
Annette Heinbokel
Kurt A. Heller
*Harald Wagner

Hong Kong

Rosemary Barrett
Helen Siu Yin Ku-yu
Annie Hing Fung Tsui

Indonesia

Lydia Freiani (Reni) Akbar
Hawadi
Ashar Munandar
H. Maulwi Saelan

Israel

Erika Landau
Netta Maoz

Jamaica, W.I.

Auma Tess Folkes
Marguerite Narinesingh

Japan

Nobutaka Matsumura

Jordan

Taisir Subhi

Latvia

Jelena Davidova

Macedonia

Mirca Ilieva
Loupcio Kevereski

Netherlands

Marieke Schuurman-van der
Heyden
Hans van Elten

New Zealand

Roger Moltzen

Nigeria

Kalu Emanuel Kalu
Ibahim Zaifada

Philippines

Aurora Roldan
Florina F. Castillo

Portugal

Paulo Alexandre Braga
Fernandes
Maria de Lourdes Saleiro
Cardoso
Helena Maria Cerejo

Saudi Arabia

Abdullah Al-Nafie
Abdul Rahman Cluntun
Abdullah A. Qataee

Scotland

Grace Gunnell

Slovenia

Ivan Ferbezer

South Korea

Myoung-Hwan Kim
Jung Ok Park
*Koon-Hyun Lee

Spain

Yolanda Benito
Mercé Martinez
Camino Pardo
*Leopoldo Carreras

Taiwan

Emily Tai-Hwa Liu
Kuen-Shouh Wu
Wu-Tien Wu

Thailand

Usanee Phothisuk

Turkey

Ayflügül Ataman
Ümit Davasligil
Nazif Ülgen

UK

Deborah Eyre
Frieda Painter
Johanna Raffan

United States

Alexinia Baldwin
Patricia Haensly
Sally M. Todd
*Richard E. Lange

Yugoslavia

Vigor Majik

Delegate election results were not received from the following countries:

Brunei Darussalem
Bulgaria
Egypt
Finland
France
Hungary
India
Italy
Kazakhstan
Kuwait
Malaysia
Mexico
Peru
Qatar
Russia
Singapore
South Africa
Sweden
Switzerland
United Arab Emirates

If you are interested in applying for a Delegate position of a country with no Delegates, contact Headquarters.

Committees

Awards & Scholarships

Den-Mo Tsai, Chair
Shirley Kokot
Janice Leroux

Bylaws & Policies

Klaus Urban, Chair
Barbara Clark
Janice Leroux

Elections

Janice Leroux, Chair
Klaus Urban
Den-Mo Tsai

Finance

Janice Leroux, Chair

Parents

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Parent Concerns

By SHIRLEY KOKOT, WCGTC Secretary,
South Africa

At the parent meetings held during the conference in Istanbul, various issues were discussed that reflect the concerns of parents of gifted children around the world. Here are some of the questions asked that we feel should be addressed at the World Conference in Barcelona in 2001:

- What do we need to know about the emotional life of a gifted child?
- What books should we read with our children?
- How can we stimulate our child?
- How do we become involved with schools and teachers?
- What are the program options for gifted learners?
- How do we support nongifted siblings?
- How does inclusion affect our gifted child?
- Can we have a workshop for parents of underachievers?

It would be appreciated by many parents if those of you who are considering a presentation at this conference would work around these important issues. Parents ask for very practical advice—preferably in the form of hands-on workshops, where interaction with the participants is encouraged.

At the World Conference Barcelona 2001, a two-pronged approach will be initiated to include parents in the conference activities:

- 1) providing help to parents to address their concerns, and
- 2) providing help to teachers to help parents become more a part of the educational team.

All World Council members are encouraged to submit titles of resource materials that would be helpful for parents to be placed on the World Council website. ■

Literature for Children

By SHIRLEY KOKOT, WCGTC Secretary,
South Africa

A call was made by parents at the Istanbul conference for members to contribute to a list of suitable literature for children of different ages in different countries.

As a starting point, I would like to introduce English-speaking countries to a book that I co-authored with the aim of developing children's thinking skills.

The Adventures of Whackles is the first in a series of books for caring adults to read to young children (aged 5–9 years). Whackles and two friends are small creatures travelling through the wilderness areas of South Africa on a quest. Along the way they meet other delightful (and less delightful) creatures. Together they learn to solve problems, to make decisions, and many other important lifeskills while exploring the remarkable natural world of South Africa. The book contains

five stories aimed at developing critical and creative thinking skills. The animal characters model thinking skills which help children to learn by identification and imitation. In addition, questions that adults may ask children are given in the book to help children acquire and practice the thinking skills that they will need to help them succeed in formal education and beyond. These questions also help adults to know how to use literature to develop thinking skills. The book may be used by parents and/or teachers in preschools and grade classes.

The book is available from Radford House Publishers, P.O. Box 15156, Lyttelton 0140, South Africa or e-mail queries or orders to kokot@icon.co.za. The cost of the book is US\$4 plus postage to your country.

Send in other titles of books that you feel may be of help to fellow parents (and teachers) everywhere! ■



Need help with the Internet?

Ever wonder what your child is doing on the Internet? Wish you knew how to "surf the net" or even what it means? Worry about your child's safety online? something about not affording a computer.

Then check the Children's Partnership website at www.childrenspartnership.org. The "Parents' Guide to the Information Superhighway" section provides parents, especially those new to the "net," with step-by-step instructions on how to access (connect to) a site, advice on purchasing equipment, ways to keep kids safe online, a glossary of terms, resources for additional help, and alternatives for families who cannot afford a computer, plus more. The site has an added feature for World Council members—in addition to English the guide is online in **Spanish, German, and Italian**.

Book Review

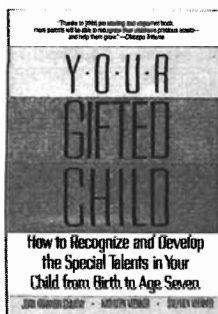
YOUR GIFTED CHILD

How to Recognize and Develop the Special Talents in Your Child from Birth to Age Seven

by Joan Franklin Smutny, Kathleen Veenker, & Stephen Veenker

Ballantine Books, 1991, US\$10.00, 212 pp

REVIEWED BY MARILYN MORRISON



My child is dismantling all the small appliances in our house to see how they work—what should I do?”

“My 3-year-old son can already

read—where can I send him to nursery school?” “My daughter hates kindergarten because it’s too easy—what should I say to her teacher?” Questions like these, from desperate parents of young gifted children, are the ones I hear most often. The job of developing and nurturing a child’s potential giftedness falls first on the parents, and many feel unprepared, especially if this is their first child. A book such as *Your Gifted Child: How to Recognize and Develop the Special Talents in Your Child from Birth to Age Seven* is a wonderful resource for these early years, and serves as an excellent primer on gifted education.

The book is not a guide to creating “superbabies.” Instead, it encourages parents to expose their children to many different experiences, both academic and nonacademic. Indeed, the authors suggest that “curiosity is the key element in the emerging toddler” and that giving infants every opportunity to learn from their curiosity is the most important thing parents can do to develop their children’s intelligence.

Creativity, problem-solving skills, and the importance of play are emphasized throughout the book, as is the significance of reading to children, be-

ginning in infancy. The authors offer specific ideas for drawing children into the experience of reading and using books as a springboard to higher-level thinking. Other suggestions are made for developing preschoolers’ skills in math, science, art, music, and social studies, and parents are wisely encouraged to “keep your options open for all your child’s potential. Don’t specialize too early.”

Your Gifted Child contains many helpful lists of traits and behaviors commonly observed in gifted children, and provides an introduction to many of the top names and theories in gifted research. Parents are also shown the

steps to becoming advocates for gifted education, including excellent tips on talking to their child’s teacher, organizing a parent advocacy group, and testifying before the school board.

Although written almost 10 years ago, *Your Gifted Child* still accomplishes its goal of arming parents with an understanding of the basic elements and jargon of gifted education, and offering them concrete ideas for everyday activities with their children. There are, however, many new resources on giftedness available today, notably through the Internet, and the book seems dated in its lack of current listings. A revision would certainly be welcome, but *Your Gifted Child* continues to be a concise, insightful guide for parents seeking practical answers to their questions about the challenge of raising a young gifted child. ■

Reprinted from the Communicator with permission from the California Association for the Gifted.

What’s new at www.worldgifted.org?

GLOBAL CONNECTIONS is the latest addition to the World Council website. At the meeting of the General Assembly during the World Conference in Istanbul, members requested a web bulletin board for the exchange of ideas. Thanks to Dennis Freitas, our webmaster, the bulletin board under the name Global Connections is available to anyone who visits our site. To post a question or items of interest:

- 1 Access the World Council website at www.worldgifted.com.
- 2 Click on Global Connections. The Global Connections page displays.
- 3 Click on Join the Discussion!. The Post a Message! page displays.
- 4 Enter information in fields.
- 5 Press Post Message to enter your message or press Reset to clear your message.
- 6 To reply to a posting, click on the title of the message. The Follow up page displays.
- 7 In the Post a Follow up section, enter information in fields.
- 8 Press Submit Follow ups to enter your message or press Reset to clear your message.

INTERNATIONAL RESEARCH AND PROJECTS has been moved and now has a button on the homepage.

WORLDWIDE RESOURCES section is being reorganized. Check our website at www.worldgifted.org for new information.

World Conference Barcelona 2001 Moves Forward

14th World Conference, July 31–August 4, 2001



*"The World of Information:
Opportunities and Challenges for the
Gifted and Talented"*

Mark your calendars now for the 14th biennial World Conference co-sponsored by Huerta Del Rey Center and the World Council for Gifted and Talented Children. This important international event brings together a diverse global community from over 40 nations. In addition to exchanging ideas with educators, researchers, psychologists and parents, you can draw from the experiences of members of gifted associations, ministries of education, training centers, universities, businesses, and other professionals interested in giftedness. The conference includes traditional forms of presentations and discussions as well as new features including a parent strand and technology workshops. The official language of the 2001 World Conference is English. Some translation will be available.

World Conference Barcelona 2001 moves forward, the world of information

The technological advances of the last century of this millennium have opened up a vast "world of information" and myriad telecommunications opportunities creating a new worldwide education environment—one without

frontiers. These new tools present challenges for the new millennium:

- How do we as educators, researchers, and parents optimally make use of new technologies?
- How do we teach the gifted to use the technologies productively and wisely?
- What programs do we need to train gifted youth to become visionaries and designers of future technologies?
- What is the role of traditional resources and methodology?
- What is the impact on gifted education of the amazing growth of new knowledge (e.g., brain research, learning theory)?

The 2001 World Conference program will include presentations and workshops that address these themes.

World Conference Barcelona 2001 moves forward, Pre-Conference and Academic Program

The 5-day conference will feature an academic program of keynote addresses, symposia, individual presentations, and poster sessions. You also have the option of attending the Pre-Conference, which provides in-depth half-day sessions with leaders in the field of gifted education. General conference presentations will cover a spectrum of contemporary issues and topics including:

- Innovative programs for gifted learners and classroom implementation
- International, national and local educational policy in gifted education
- Talent development
- Creativity
- Information technologies for gifted students
- Gender and giftedness
- Gifted youth with disabilities
- Emotional development of gifted individuals

- World challenges for education of the gifted individual
- Input from gifted youth
- Updates of specific subject areas (e.g., math, science, language)
- The arts
- Leadership
- Brain research relevant to intelligence and giftedness

World Conference Barcelona 2001 moves forward, our commitment to gifted youth

The 2001 Gifted Youth Summit for students 8–25 years old aims to promote global awareness and tolerance by:

- 1) Understanding the economic, social and cultural life of Spain by interacting with the people of Spain.
- 2) Creating cooperative and friendly relationships among youth from different countries.
- 3) Exchanging ideas and discussing mutual interests.

Participants will be divided into three groups: Children's Summit for 8–12 year olds, Youth World Forum for 13–17 year olds and another session for 18–25 year olds. Each group will engage in age-appropriate activities that will use a variety of group techniques, seminars, outdoor activities, and sightseeing tours around the city.

Youth applying for the summit must have the endorsement of a professional group such as educational organizations, state organizations, ministries, governments, societies, or specialized institutions.

Participants or each country group of participants must have an adult accompanying them who will be responsible for their welfare throughout the summit.

World Conference Barcelona 2001 moves forward, our commitment to parents

New at the 2001 World Conference will be a strand especially for parents. Re-

sponding to requests from parent members of the World Council, a series of practical presentations, question-and-answer sessions, and hands-on workshops will address the concerns and questions of parents of gifted youth. Topics include:

- What should parents know about the emotional or intellectual life of a gifted child?
- How can parents stimulate their child?
- How can parents support schools and teachers?
- What are the program options for gifted learners?
- How can parents support nongifted siblings?
- How does inclusion affect gifted students?
- How do we reverse underachievement?
- What books are available for parents to read to gifted children?
- What should parents know about the highly gifted child?
- What is the importance of early learning?
- How can parents nurture giftedness?

World Conference Barcelona 2001 moves forward, VIII Exhibition of Creative Paintings for the XXI century

Conference attendees will have the opportunity to visit the VIII Exhibition of Creative Paintings in Barcelona. The exhibit focuses on the creative development of major artists graphically displayed through a continuum of early works to masterpieces that illustrate the full potential of their artistic talents. First opened in Valladolid in 1994, this traveling exhibition has been a major attraction in Spain, Italy, and Portugal with a changing roster of artists from around the world at each site.

portunity to visit the VIII Exhibition of Creative Paintings in Barcelona. The exhibit focuses on the creative development of major artists graphically displayed through a continuum of early works to masterpieces that illustrate the full potential of their artistic talents. First opened in Valladolid in 1994, this traveling exhibition has been a major attraction in Spain, Italy, and Portugal with a changing roster of artists from around the world at each site.

World Conference Barcelona 2001 moves forward, Barcelona the host city

Barcelona is a fascinating city—a blend of cosmopolitan Europe with the charm of a mediterranean port. With its proximity to France and its own language and customs, it is a unique mixture of cultures. With an excellent public transportation system, you'll find it easy to get around the city by underground, buses, and taxis. Explore the medieval Gothic Quarter; stroll Las Ramblas—a milelong pedestrian thoroughfare—where you can browse through shops, sample endless cuisines, and delight in street entertainers; visit the superb museums dedicated to the works of Picasso, Miró, and other major artists; and admire the Art Nouveau architecture of the city.

Barcelona-El Prat Airport has three interlinked terminals which guarantee an air traffic volume of 15 million passengers per year. Its international terminal is the origin and destination of daily direct flights to and from the major cities of Europe and the world.

terlinked terminals which guarantee an air traffic volume of 15 million passengers per year. Its international terminal is the origin and destination of daily direct flights to and from the major cities of Europe and the world.

Iberia Airlines of Spain will participate in the 14th World Conference offering attendees special discounts on all domestic, European, and international flight fares.

The World Conference Barcelona 2001 promises to be another exciting educational adventure in global sharing for those who care about gifted children and youth worldwide.

For further information, contact:

Centro "Huerta del Rey"
c/ Pío del Río Hortega 10
47014 Valladolid, Spain
Phone/fax : 34 - 983 - 34 13 82
e-mail:c_h_rey@correo.cop.es
www.tds.es/c_h_rey

or

World Council for Gifted and Talented Children
18401 Hiawatha Street
Northridge, California 91326, USA
Phone: 818-368-7501
Fax: 818-368-2163
e-mail:worldgt@earthlink.net
www.WorldGifted.org

Sixth Asia-Pacific Conference on Giftedness, August 16–20, 2000, Beijing, China

"The Future of Gifted and Talented Education"

I'm interested in attending and participating in the conference. Please send me further detailed information to the following address.

Name: (Mr./Mrs.) _____

Occupation: _____ Organization/Company: _____

Address: _____

City: _____ State/Province: _____ Country: _____

Tel: _____ Fax: _____ E-mail: _____

Please do not hesitate to contact us. Mail or fax this form to:

2000 Conference Office, Beijing International Business Consultant & Service Center
4F, No. 16 Xizhimen Nan Dajiem Beijing 100035, CHINA
Tel: 0086-10-6616-3852 Fax: 0086-10-6616-0676 e-mail: bibcs@netchina.com.cn

Survey Results

BY BARBARA CLARK

In the last newsletter we asked that you respond to a survey regarding practices used in identifying gifted students in countries around the world. Here are the results of the survey that include 32 responses representing 17 countries: Australia, Brazil, Canada, Denmark, Germany, Indonesia, Israel, Jamaica, Macedonia, Nigeria, Saudi-Arabia, South Africa, Thailand, Turkey, United Kingdom, United States, and Yugoslavia. Most of those responding were affiliated with a university or center for gifted studies. In addition, respondents were psychologists, lecturers, and members of the government in their countries.

Which methods are used in your country to identify gifted children?

Identification practices most commonly used for screening by the countries reporting were (1) high levels of achievement ascertained from class grades or achievement testing and/or (2) teacher recommendation. Parent recommendations were also used by many countries; characteristics checklists and creativity tests were each used by at least five countries. For actual identification, individual standardized intelligence tests were used more often than any other measure. Characteristics checklists or creativity tests were used more for identification than they were for screening. Teacher recommendation, achievement measures, and group standardized tests of intelligence were each used by some countries for identification although these methods were used far less often. Only one country, Australia, used teacher recommendation for both screening and for identification. (See Table 1.)

Tests used for identification include: the Stanford-Binet Intelligence Scales, the Wechsler Intelligence Scale (in forms

specific to various countries), the Ravens, Cognitive Abilities Test, Leiter, Peabody, Thurston Primary Abilities Test, Test of Non-Verbal Intelligence, Otis-Lenon Intelligence Test. Many respondents use national tests designed and normed in their own countries. The cutoff scores reported on the most often used tests ranged from 140 to 130 on the Stanford-Binet; 140+ to 120 on the Wechsler, and the 95th percentiles on achievement tests. The subjects most often used to inform the process on the achievement of students were math and science, with reading and language arts less often mentioned.

Reflecting new trends in education some countries reported the use of portfolios, interviews, non-verbal instruments, peer and self-nomination, and multiple criteria in the identification process.

At what age are children commonly identified for gifted programs in your country?

The responses give evidence of a wide variety of ages countries use for identification. (See Table 1.)

What definition is most commonly used for children identified as gifted and talented in your country?

Seven countries report using intellectual, academic, creative, leadership, and/or fine and performing arts abilities to define gifted students (Australia, Brazil, Jamaica, Thailand, Nigeria, Saudi-Arabia and the US). A focus on intellectual ability is used to define giftedness in Germany, Indonesia, and the UK. Canada and Israel report the use of academic and intellectual ability to define giftedness. The UK reports using the term Highly Able rather than Gifted as their identifier for this population.

What placement would be most common for a child identified as gifted and talented in your country?

Clusters in general education classrooms (found in Australia, Canada,

Jamaica, Turkey, the UK and the US), resource rooms (found in Australia, Brazil, Denmark, Canada, Turkey, and the US), and special classes (found in Australia, Indonesia, Israel, Thailand, Turkey, and the US) are commonly used forms of placement. Special schools are a form placement that is often used and can be found in Australia, Indonesia, Nigeria, South Africa, Thailand, Turkey, and the US. The most used form of placement is the adjunct program that includes clubs, seminars, summer programs, and before or after-school programs. Such placements can be found in Australia, Brazil, Canada, Denmark, Germany, Indonesia, Jamaica, Macedonia, Saudi-Arabia, South Africa, Thailand, Turkey, the US, and Yugoslavia.

Of special note are the following comments made regarding programs in various countries:

- South Africa has only one special school and the provisions are usually made for these children by summer programs or after-school programs.
- Saudi-Arabia offers summer and after-school programs that focus on developing thinking skills in creativity, problem solving, critical thinking, leadership, and decision making. These programs use advanced knowledge in school subjects, especially in science, math, and computers.
- Denmark has an egalitarian education system and private or after-school programs are the favored arrangements for these students.
- Canada offers many alternatives including week-long mini-course enrichment; Math Olympiads, science fairs, and university mentors to provide for their gifted students.
- Turkey reports offering magnet schools for music and art.
- In Brazil regular classes are the only choice for the gifted students as there are no special schools or spe-

cial programs. Only eight states work with gifted children. Adjunct programs are taken privately when the parents realize their children are gifted. When children stay only half a day in school, the gifted children go to resource rooms in the other periods. There are several schools for talented students, especially music schools.

- Australia is involved in early entrance programs, mentoring, dis-

covery programs, distance education, Future Problem Solving, and Tournament of the Minds.

- Yugoslavia offers small additional scholarships/stipends for about 10,000 children age 15- to 20-years-of-age from the country-level through the National Foundation for Gifted Students and from local levels. About 3,000 children (12 to 17 years attend summer or winter camps for gifted students in sci-

ence, math, sports, and music.

While this survey drew from only a small sample of the identification and placement activities offered to gifted students worldwide, the window it provided was most interesting and informative. If you would like to know more about the practices of any of the countries mentioned you may contact the Delegates from that country for more detailed information.

Table 1.

	Australia	Brazil	Canada	Denmark	Germany	Indonesia	Israel	Jamaica	Macedonia	Nigeria	Saudia-Arabia	South Africa	Thailand	Turkey	UK	US	Yugoslavia.
SCREENING METHOD																	
Teacher Recommendations	•	•		•	•	•			•		•	•	•			•	
Parent Recommendations	•	•	•	•	•			•					•			•	
Individual Standardized Intelligence Tests															*		•
Group Standardized Intelligence Tests	•	•						•									
Standardized Achievement Tests	•		•			•	•	•					•	•	•	•	
High Academic Achievement		•	•	•	•	•		•			•	•				•	
Characteristics Checklists	•		•			•		•								•	
Creativity Tests	•		*		•	•								•			
IDENTIFICATION METHOD																	
Teacher Recommendations	•		•					•		•				•	•		•
Parent Recommendations	•											•			•		
Individual Standardized Intelligence Tests	•	•	•	•	•	•	•	•	•		•	•	•	•		•	
Group Standardized Intelligence Tests	•		•				•				•			•	•	•	
Standardized Achievement Tests															•	•	
High Academic Achievement	•		•							•			•	•	•		•
Characteristics Checklists		•	•			•	•		•		•	•	•		•	•	•
Creativity Tests	•	•				•	•		•		•		•	•		•	•
AGE OF IDENTIFICATION	6-8	6-12	9-10	5-18	8	6	8-9	7	10	11-12	9-16	8	6	8		6-8	7

* rarely

Building a Cross-Culture Knowledge Base - Programs & Services

This second in a series of surveys will help us understand better the programs and services provided to gifted students worldwide. We are asking your help to get a broad picture of how gifted students are served. Please complete this brief survey and e-mail it to worldgt@earth-link.net or return it to World Council Headquarters, 18401 Hiawatha Street, Northridge, CA 91326, USA or fax it to (818) 368-2163. The results will be reported in the next *World Gifted* newsletter.

link.net or return it to World Council Headquarters, 18401 Hiawatha Street, Northridge, CA 91326, USA or fax it to (818) 368-2163. The results will be reported in the next *World Gifted* newsletter.

PROGRAMS AND SERVICES

1. What services for gifted students are available in your country?

- ☐ Educational services (school programs modified to meet the needs of gifted students)
- ☐ Counseling services
- ☐ Programs for early learning
- ☐ Other _____

2. How are services for gifted students funded in your country?

- ☐ National-level appropriations
- ☐ State level appropriations
- ☐ Local level appropriations
- ☐ Private funding
- ☐ Other _____

3. Is service mandated in your country?

- ☐ by National level legislation or decree
- ☐ by State level legislation or decree
- ☐ by Local level legislation or decree
- ☐ Other _____

4. Where are the gifted students served in your country?

- ☐ In public schools
- ☐ In private schools
- ☐ At gifted centers
- ☐ Other _____

5. What program modifications are provided for gifted students in your country? Check all that apply.

- ☐ Acceleration
 - ☐ Content acceleration
 - ☐ Content compacting (omitting content that has already been learned)
 - ☐ Grade skipping
 - ☐ Early entrance (e.g., to primary school, to college)
 - ☐ Other _____
- ☐ Enrichment (e.g., providing more kinds of experiences; adding experiences not usually available at the age or grade level)
- ☐ Ability grouping
- ☐ Cross-grading (grouping students from two or three grades together for instruction and allowing more flexibility for level of content provided)

- ☐ Differentiation (modification of content or instruction to meet the needs of the gifted learner such as providing more complexity, faster pace, more advanced, and/or more in-depth instruction)
- ☐ Other _____

6. Is teacher education available in your country?

- ☐ In-service in public schools
- ☐ Credential programs at universities
- ☐ Degree programs at universities
- ☐ Teacher centers
- ☐ Other _____

7. How are parents involved in gifted programs in your country?

- ☐ In the identification process
- ☐ In the implementation of programs
- ☐ In the evaluation process
- ☐ Other _____

8. Do gifted programs in your country include areas other than the cognitive?

- ☐ Social-emotional
- ☐ Creativity
- ☐ Leadership
- ☐ Fine and performing arts

9. Does your country have groups that advocate in the interest of gifted students?

- ☐ Parent organizations
Name: _____
- ☐ Teacher organizations
Name: _____
- ☐ National organizations
Name: _____
- ☐ State organizations
Name: _____
- ☐ Other
Name: _____

Comments: _____

GIFTED AND TALENTED IN INDONESIA

continued from 1

cation system states that "Citizens/students with extraordinary abilities and intelligence are entitled to get special attention (Art. 8, par. 1), to obtain educational opportunities/treatment commensurate with their gifts, talents, interests, and abilities (Art. 24, par. 1), to finish an educational program earlier than the regular time period (Art. 24, par. 6), and have the opportunity to develop their abilities through life-long learning commensurate with their gifts, talents, interests, and abilities (Art. 26)."

The aim of education in Indonesia is directed toward the developmental "wholeness" of man, which means on the one hand to develop an independent human being, who on the other hand is committed to the development of the society. It also follows that education should foster all aspects of an individual's development—physically, intellectually, emotionally, and socially.

Since the '90s the Ministry of Education and Culture has strongly encouraged and supported the establishment of "excellent schools" (possibly residential schools) for the more able students, minimally one in each province. Next to this ministerial decree, the Center for Curriculum Development of the Office for Educational and Cultural Research and Development is developing a "Plus Curriculum" for schools to meet the educational needs of gifted students.

Constraints and Challenges

One easily recognizes the scope of the challenge to meet the needs of all gifted persons in Indonesia when one considers that Indonesia is the world's largest and most varied archipelago, consisting of more than 17,508 islands.

With a population of more than 185 million people, it is the fifth largest population in the world. It consists of five main islands: Java, Sumatra, Kalimantan, Sulawesi, and Irian Jaya and

about 30 small archipelagoes. Indonesia has 27 provinces; Jakarta is the capital city, home to about 8 million people. About 39% of Indonesians live in an urban area and 61% in rural areas. The state's motto "University in Diversity" is a symbol of the co-existence of many cultures unified in one nation.

For example, with a population of about 30 million elementary school students, assuming that 2% are gifted children, we would have a total of 600,000 gifted students to serve (Minister of Education and Culture, 1996). Gifted children in Indonesia are acknowledged as "exceptional children," and like children with disabilities, they are entitled to special education services. But whereas special schools for the disabled already exist, educational services for the gifted are very scarce.

Several constraints for this situation and the problems that arise can be seen as follows:

1. Special educational services for the G/T are not prioritized. The emphasis is still on education for the masses, hence funds are less available for gifted programs.
2. A part of the society, including some experts in education, still fear that special schooling for the G/T favors "elitism."
3. Teacher training does not prepare a teacher to meet gifted students' educational needs. Practically all teacher training institutes have courses to teach disabled children, but only a very few have courses to prepare teachers for the G/T.
4. The high student-teacher ratio (there are classes with 60 children and one teacher) makes it very difficult for a teacher to give special attention to G/T children.
5. Schools in general have no educational facilities (hardware and software) for the G/T. Consequently curriculum and programs for the G/T cannot be implemented. For enrichment activities, special educational facilities are needed.
6. The rigid educational system does

not provide alternative models. Parents do not have access to models of education suitable for their children's abilities, interests, and personalities. Early or advanced placement and acceleration is possible only by exception.

7. The school curriculum is overloaded and content oriented. Process skills and higher learning abilities for G/T students are less developed.
8. To identify gifted students nationwide is almost impossible due to the lack of professionals and psychological tests. Simple screening tests have already been developed and used on a limited scope, not yet nationwide.
9. Because of the lack of Indonesian experts and professionals in education and psychology for the G/T, foreign experts are needed.
10. Teacher salaries are inadequate to attract as many high quality people as are needed.

Supporting Factors

Of course we should not forget that there are also many plus points; factors and conditions in favor of the "gifted movement" in Indonesia, for example:

1. The 1993 Basic Guidelines of National Development as mentioned previously state clearly that those with outstanding abilities and intelligence should be served in order to fully optimize their potentials. It is hoped that the coming 1998 Basic Guidelines will continue this policy.
2. From the legislative viewpoint (e.g., the 1989 law on the National Education System), Indonesia strongly supports special educational services for their G/T.
3. The establishment of Excellent Schools (1994) which was limited to secondary schools, now has been expanded to include elementary schools (1997).
4. Most teachers are open to the gifted movement. They recognize

that all exceptional children, whether disabled or gifted, are entitled to special educational services.

5. Both the government and the private sector are encouraging outstanding performance in providing scholarships and research grants for outstanding students.
6. More and more science contests are held yearly from the elementary level to higher education, and even for lecturers and professors. These projects are intended to encourage scientific aptitudes and attitudes, creativity, research skills, and productivity, and at the same time support national development programs.
7. The involvement of mass media to promote ability and talent development (e.g., television school quiz programs, scientific journals, and magazines to enhance creativity).
8. More and more seminars and workshops are held to train in-service teachers education for the G/T, and parents in guiding gifted children.
9. Several private organizations and foundations have been set up with the aim of promoting education for the gifted (e.g., the Indonesian Foundation for Education and Development of Gifted Children in 1993).
10. The Plus Curriculum designed for gifted children in elementary special schools, special classes, and in regular schools and classes, provides enrichment programs, both horizontally (extended curriculum) and vertically (in depth).

Identification of G/T Students

In selecting G/T students, schools use

different procedures, but in general apply a combination of achievement tests and psychological tests (intelligence, creativity, and motivation). Only schools in urban areas can afford to make use of psychological tests. To overcome this problem simple screening tests have been designed for teachers by the Center for Curriculum Development. Other identification measures are scales to differentiate underachieving students from gifted students (Yauzmil Achir, 1990) and peer- and self-nomination scales (Reni Akbar, 1993).

From these procedures we can see that in Indonesia the identification of G/T students is based on either innate abilities and aptitudes (psychological tests) or on outstanding performance. Therefore the term "gifted and talented" (referring to innate abilities and aptitudes) as well as the term "outstanding abilities and intelligence" (referring to superior performance) are used.

However, Eddie Braggett (1996) emphasized that both (identification based on psychological tests and achievement tests) are Reactive Models, in which first, gifted students are identified, and then the teacher provides a gifted program. He proposed a Proactive Model, whereby first, an appropriate program is provided for a group of students, and then identify which students respond and develop gifted behavior. This is indeed a very challenging idea that should be tried. Using this approach we do not have to look for G/T students, instead we provide a differentiated curriculum that responds to different kinds of aptitudes, talents, abilities, and interests. As Braggett pointed out, the regular curriculum can be taught (or varied) in such a way that it becomes the means for identifying

gifted students in the regular class. It is time that we do something extra for those who will not be identified by conventional identification instruments. ■

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FROM THE PRESIDENT

continued from 3

tration fees, both for adults and for youth, that would allow the conferences to be more broadly representative of the world community, especially from the emerging countries, have yet to be a possibility for the organization. So it was with excitement that I found my earlier resolve to affect the fiscal situation emerging from the experience in Istanbul.

A part of that vision is the creation of a World Council Advisory Board composed of successful members of the world community whose role it would be to suggest steps to help the organization gain the fiscal resources necessary to better fulfill its mission. Members of the Advisory Board may be nominated from diverse areas of the career spectrum: business, technology, the arts, entertainment, sports, and any other area that would have in-

sights into how to acquire fiscal stability. Such men and women, if committed to enhancing the education of the children and youth of the world, would be most valuable for their counsel and advice. For those of us who think and function as educators, the principles of successful business ventures often seem like part of the mysterious unknown. Although the commitment to the development of human potential may be equally as great, the skills and knowledge base differ, often significantly.

As a result of discussions held at the Istanbul conference, it is with excitement and pleasure that I announce our first source for fiscal support for the operations and activities of the World Council. Dr. Johann DeBeer, previously an educator in South Africa and now a successful businessman/educator in Australia who has branch offices of his company, FasTrackKids, in the US, has offered to sponsor the

World Council journal, *Gifted and Talented International*, and our newsletter, *World Gifted*. He has also accepted a position with the organization that we will be calling a Corporate Consultant. In this role, he will help your president and the executive committee better understand how to contact possible sponsors, as well as important leaders from the world community for the World Council Advisory Board.

In the months to follow, your president will be working to identify possible Advisory Board members and to contact contributors so that we may acquire a solid base for our fiscal condition. Should you have any suggestions for contacts for sponsors or wish to nominate persons for the World Council Advisory Board please contact me or a member of the Headquarters staff. The success of this important effort will allow us to better fulfill our mission and support our vision. ■

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