

الملاحق

ملاحق الدراسة

دراسة مقارنة لنظم تربية الطلاب الموهوبين فى الولايات المتحدة الأمريكية وألمانيا وامكان الإفادة منها فى جمهورية مصر العربية



ملحق (١)

أصول الخطابات التي تم إرسالها لبعض الهيئات الأجنبية والعربية
المتخصصة في رعاية الطلاب الموهوبين .



Sohag Faculty of Education
Comparative Education Dpt.



Dear Sir,

I'm an assistant lecturer at Sohag Faculty of Education, Comparative Education Department

I'm doing my research about :

“A Comparative Study Of The Systems Of The Gifted Students Education In The United States And Germany, And The Possibility Of Benefiting From Them In The Arab Republic of Egypt”.

And I hope that you would provide me with information about the following :

- 1- The system of Gifted students' education in U.S.A .
- 2- The system of Gifted students' education in Germany .

And if there are any Publications or other information, Please send me some of them in case they are free . If they are not so tell me How much, they cost and I'll send you the money.

Thank you very much

Yours Sincerely

Abdel Baset M. Dia

Address :

Sohag Faculty of Education
Comparative Education Dpt.
P.O. Box: 82524 Sohag
Sohag - Egypt
E-mail: adiab68@yahoo.com



Sohag Faculty of Education
Comparative Education Dpt.

٤٧١

Dear Sir,

I'm an assistant lecturer at Sohag Faculty of Education, Comparative Education Department .

I'm doing my research about :

“A Comparative Study Of The Systems Of The Gifted Students Education In The United States And Germany, And The Possibility Of Benefiting From Them In The Arab Republic of Egypt”.

And I hope that you would provide me with information about the following :

- 1- The current Criteria Used in recognizing the gifted students in the advanced countries.
- 2- The Educational plans and programs for the gifted students in the and their funding resources.
- 3- The System of gifted education (System, Management “Administration”, Funding) .
- 4- The role of the teacher in gifted education and the criteria of teacher education.
- 5- The problems of gifted education and their causes.
- 6- The effect of Social, Economic, Political and Educational Factors on educating the gifted students in the advanced Countries .

And if there are any Publications or other information, Please send me some of them in case they are free . If they are not so tell me How much, they cost and I'll send you the money.

Thank you very much

Yours Sincerely

Abdel Baset M. Diab

Address :

Sohag Faculty of Education
Comparative Education Dpt.
P. Box: 82524 Sohag
Sohag - Egypt
Email: adiabo8@yahoo.com

ملحق (٢)

خطابه موجه من كلية التربية بسوهاج إلى مكتب وكيل أول وزارة التربية والتعليم رئيس قطاع التعليم العام ، وذلك بشأن حصول الباحث على المعلومات والقرارات الوزارية فيما يتعلق برعاية المتفوقين والموهوبين في مراحل التعليم العام في مصر ، وكذلك الرد على هذا الخطاب .



السيد الأستاذ/ وكيل أول الوزارة رعييس قطاع التعليم العام

تحية طيبة وبعد

يقوم الباحث/ عبد الباسط محمد دياب، المدرس المساعد بقسم التربية المقارنة - بكلية التربية بسوهاج، بإعداد رسالة دكتوراه في التربية تخصص "تربية مقارنة"، والمعونة: "دراسة مقارنة لنظم تربية الطلاب الموهوبين في الولايات المتحدة الأمريكية - ألمانيا وإمكان الإفادة منها في جمهورية مصر العربية".
برجاء تيسر مهمته البحثية وحصوله على المعلومات، والقرارات الوزارية التي تفيده في موضوع الدراسة.

وتفضلوا بقبول وافر التحية والاحترام

عميد الكلية

أ.د/ حسنين الكامل

التسديد :

سرى

وزارة التربية والتعليم

مكتب الوزير

الادارة المركزية للامن

الصادر : ٢ / ٥٠٩٦

التاريخ : ١١ / ٦ / ٢٠٠٢

السيد الاستاذ / الدكتور وكيل أول الوزارة رئيس قطاع التعليم العام

تحية طيبة وبعد،

إيماء لما نشره من سيادتكم بتاريخ ٢٠٠٢/١١/٣ فى شأن طلب الباحث ، عبدالباسط محمد دة -
المدرس المساعد بكلية التربية بسوهاج الحصول على بعض البيانات والمعلومات عن التعليم فى مص
أنشرف بالاحاطه أنه ليس هناك مايمنع من وجهه نظر الامن - من الموافقه على ذلك
حدود المتاح للنشر العام فقط .

وتفضلوا بقبول وافر التحية ،

وكيل الوزارة

رئيس الادارة المركزية للامن

الأحمد احمد عريف)

ملاحق (٢)

بعض الوثائق الواردة للباحث نتيجة المراسلات والاتصالات ببعض
الهيئات والمؤسسات التي تهتم بالموسميين والتي قام
الباحث بمراسلتها سواء بالبريد العادي
أو البريد الإلكتروني .



المجلس العربي للموهوبين والمتفوقين
THE ARAB COUNCIL FOR THE GIFTED AND TALENTED

رقم: ٦٨١ - ٢٤٢

تاريخ: ١٨ - ٤ - ٢٠٢٠

تلفونات: ٩٦٢ ٦ ٥٢٣٨٢٣٦

الأستاذ عبد الباسط دياب المحترم
مدرس مساعد، قسم التربية المقارنة
جامعة جنوب الوادي، جمهورية مصر العربية

تحية طيبة وبعد،

لقد وصلتنا رسالتكم التي تطلبون فيها الحصول على أوراق عمل المؤتمرين الأول والثاني، وبالنسبة لأوراق المؤتمر الأول وخصوصا ورقة الأستاذة فاطمة الجاسم فهي غير منسوفة، وبخصوص المؤتمر الثاني فهناك مجلدين بضمنا جميع أوراق المؤتمر، ولكن امكانية ارسالهم بالبريد العادي صعبة جدا، ويمكنك ترتيب طريقة أخرى للحصول عليهم، وذلك من خلال أحد الأشخاص الذين يمكن أن يحضروا الى الأردن من طرفكم.

يمكنك مراسلة الأستاذة فاطمة الجاسم على العنوان التالي:

ص.ب: 43 المحرق - البحرين

وتفضلوا بقبول وافر التقدير والاحترام،،،.

.. فتحي جروان

رئيس المجلس العربي للموهوبين والمتفوقين



٤٧٧

UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202-_____

May 8, 2001

Abdel Baset M. Diab
University of South Valley
Sohag Faculty of Education
Department of Comparative Education
Sohag, Egypt

Dear Abdel Baset M. Diab:

Thank you for contacting the United States Department of Education as a resource for your research on gifted education.

An excellent resource for information concerning gifted students in education is the Educational Resources Information Center (ERIC) Clearinghouse on Handicapped and Gifted Education. This clearinghouse provides an array of information resources and digests concerning gifted education and outcomes and focuses on several of the points that you outlined in your letter. You may contact them at 1-800-328-0272 or by visiting their website at <http://ericec.org/>.

The National Association for Gifted Children (NAGC) supports and engages in research and development, staff development, advocacy, communication, and collaboration with other organizations and agencies who strive to improve the quality of education for all students. They may be reached at 202-785-4268; 1707 L. Street, NW; Washington, DC 20036 or by visiting <http://www.nagc.org>.

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. They may be reached at 1-888-CEC-SPED (1-888-232-7733); 703-620-3660; 1110 North Glebe Road, Suite 300; Arlington, VA 22201-5704 or by visiting <http://www.cec.sped.org/>.

The American Association for Gifted Children (AAGC) can be reached at (919) 783-6152 or by visiting www.jayi.com/aagc.



Page 2 – Abdel Baset M. Diab

Other federally-funded resources that you may wish to consider in your research include the following:

National Research Center on Gifted and Talented at the University of Connecticut
<http://www.gifted.uconn.edu/nrcgtxt.html>

National Research Center on Gifted and Talented at the University of Virginia
<http://curry.edschool.virginia.edu/curry/dept/edes/gifteded/NRC>

Northwest Regional Educational Laboratory
<http://www.nwrel.org/nwedu/fall%5F97/>

Once again, thank you for contacting the U.S. Department of Education. I hope this information helps.

Sincerely,

Barbara Patterson
Public Affairs Specialist

**THE NATIONAL FOUNDATION
FOR
GIFTED AND CREATIVE CHILDREN
395 DIAMOND HILL ROAD
WARWICK, RHODE ISLAND 02886**

ABDEL BASET M. DIAB
UNIVERSITY OF SO. VALLEY
SOHAG FACULTY OF EDUCATION
DEPT. COMPARATIVE EDUCATION
SOHAG EGYPT

1 MAY 2001

Dear Sir,

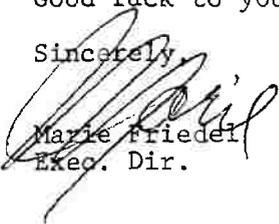
Here is the material I have that may assist you in your research. There is no shortage of material available that would overcome this ugly drugging of gifted children with lots of creative energies.

I find the neglect of these children is world wide! You will read of the test we give that are the best for the gifted and creative children. I think the TORRANCE TEST OF CREATIVITY are great for assisting people to understand the gifted child's special needs. His test let us know how the gifted child may have the need to learn in different ways!

As you will learn as you read this material it is THE CATHOLIC CHURCH that has created this great injustice! I believe that my material will assist you to discover how these very complex, sensitive children have learning preferences.

I hope you can find some of the books on the reading list. Your continued questions and concerns are welcome. Once you read my material I hope you can find some of the books in the reading list. We know what to do and how to teach the potential genius children - we have to overcome the enemy! Good luck to you - I am willing to continue this dialogue!

Sincerely,


Marie Friedel
Exec. Dir.



PURDUE UNIVERSITY

JOHN F. FELDHUSEN, PH.D.
THE ROBERT B. KANE DISTINGUISHED
PROFESSOR EMERITUS OF EDUCATION

Abdel Baset M Diab
Sohag Faculty of Education
Comparative Education Dept
PO Box 82524 Sohag
Sohag EGYPT

Dear Dr Diab,

I am sending you under separate cover a number of reprints of articles that address the issues enumerated in your letter.

I hope they are useful.

Do you know Nadia Sherief? She earned her Ph.D. at Purdue University under my supervision.

Sincerely,


John Feldhusen, Ph.D.



THE NATIONAL FOUNDATION
FOR
GIFTED AND CREATIVE CHILDREN

395 DIAMOND HILL ROAD
WARWICK, RHODE ISLAND 02886

Address to Warwick School Committee

LEARNING DISABILITIES
May 2, 1972

Since I am discussing gifted children, I will have to mention "learning disabilities". In a state like Rhode Island that has ignored the kinds of environment needed to support creative offerings many children appear to have learning disabilities.

John Ciardi said in the Saturday Review for December 15, 1956

"The truly creative, whether in art, in science, or in philosophy, is always and precisely that which cannot be taught. And yet, though it seems paradoxical, creativity cannot spring from the untaught. Creativity is the imaginatively gifted recombination of old elements into new. And, so it may be seen there is no real paradox. The elements of an invention or of a creation can be taught; but, the creativity must be self-discovered and self-disciplined."

Only in a democracy can creativity flourish. There is a group of children who are the true creative minority. Dr. Paul Witty, long ago said that the intelligence test does not usually elicit imaginative, original or unique response. It has been found that to limit selections of "gifted" pupils to those of I.Q. 130 and higher, the majority of creative children would be eliminated.

There will soon be a study released made on Rhode Island children who were prescribed drugs and said to have learning disabilities. We are finding that many of the children on prescribed drugs are high in originality and elaboration. It does appear that the schools prefer to change the child rather than adopt an atmosphere that allows freedom of thought and movement.

America's creatively gifted children are being tormented. They must be recognized and given the psychological freedom to grow into productive Americans. In order for them to be constructive rather than destructive, they must have democratic disciplines. They are extremely independent and trying to control them by authoritative disciplines we find they resist. Conservative people say, "they have to respect law and order."

Of course, they do. If these children are treated as valued human beings and if they are loved and accepted as they are, they will respect law and order.

Many children who have come to our foundation are no longer able to function. We recently are seeing a boy of 13 who is now brain damaged. However, prior to his having been on heavy dosages of drugs, a pediatrician reported, in writing, that his E.E.G. was normal.

This boy was called strange; he seemed able to predict future events. He always wanted to do things in a different way. As soon as he was put into a nursery situation, his parents were repeatedly told there was something wrong.

In my opinion, this boy has been damaged severely because of our failure to do for the gifted.

A couple of years ago. Senator Pell arranged meetings between me and people interested in the gifted. One of these gentlemen is the man who wrote the bill for children with learning disabilities. When I informed Mr. Smith I did not see the relationship between my interest and his, he was very annoyed. It seems to me that to label children negatively when they are creative is the best way to defeat them. These children are very, very sensitive and most vulnerable to what people feel about them. This bit about learning disabilities has caused the great abuse of drug-use in the classroom.

I later discussed my sentiments on learning disabilities with Lanora G. Lewis, Reports Officer of the Bureau of Research. She wrote me a letter after my return to Rhode Island and I quote: "You will be interested to know that the "Learning Disabilities" testimony has been following a more positive approach than you anticipated. The work 'disabilities' may actually help build public acceptance that some otherwise normal children do nevertheless need special kinds of educational treatment to facilitate their learning. This negative disabilities approach to positive action is similar to your effective use of poignant case studies to stimulate concern where other efforts have failed to open up educational opportunities for the gifted and creative."

If there are experimental programs being conducted in Warwick, the community should be informed and parental written consent given before tests are administered to their children. One of our parents recently told us of this questionnaire she was asked to fill out. I would hope the Warwick communities are fully involved in any such projects. There is a growing trend of behavior control in America today that is frightening. How come so many of our children (one of Warwick's principals informed this Mother one out of three children have one of these disabilities) are so afflicted.

Is it not likely more attention should be given to the task of democratizing the schools? To the retraining of some of our teachers and of vital concern, better guidance personnel?

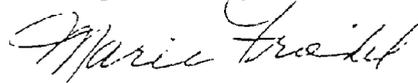
This questionnaire states it has been developed by Meeting Street School. Does Dr. Eric Denhoff have some affiliation with

the Warwick School System? I believe, in view of the recent information given by Mr. DeLuglio that 800 elementary school children are on behavior controlling drugs, we, as tax-payers, should question the current practice.

In February of this year, the Center for Study of Democratic Institutions held a conference on social and philosophical implications of behavior modification. Dr. Harvey Wheeler noted that one of the functions of politics has always been to modify behavior. However, this use of behavioral drugs could be used for more general repressive purposes. He said, "A modern Hitler, for example, might use behavioral drugs."

Remember, freedom is expensive. We have to work at it to maintain it.

Respectfully Submitted,



Marie Friedel
Executive Director



PURDUE UNIVERSITY



GIFTED EDUCATION
RESOURCE INSTITUTE

4 October 2002

Dr Abdel Baset M Diab
University of North Valley
Sohag Faculty of Education
Dept Comparative Education
PO Box 82524 Sohag
Sohag – Egypt

Dear Dr Diab:

Thank you for your letter of 22/9/2002 about your research on gifted programs. I hope you will find the enclosed article useful in your work.

Best wishes,

Sidney Moon
Director, Gifted Education Resource Institute
Professor, Educational Studies Department

SM/jb

ENC



Professor Dr. Wilhelm Wiczerkowski



Gorch-Fock-Weg 1, 22844 Norderstedt
Tel. + 49 40 5252960
E-mail w.wiczerkowski@wtnet.de

Norderstedt, September 20, 2001

Mr. Abdel Baset M. Diab
University of Soith Valley
Sohag Faculty of Education
Dept. Comparative Education
P.O. Box 82524 Sohag

Sohag, Egypt

Dear Mr. Abdel Baset,

Enclosed you will find the paper Die Förderung Hochbegabter zwischen demokratischen Anspruch und pädagogischer Herausforderung written by Klaus K. Urban. The author gives here an overview over common ideas in the area of Gifted Education which could be of interest for your research. I'm sure you will find help in translating this paper in English either in the German Department of your university or maybe by Dr. Mamdouh in Qena who has been a doctoral student of mine in the Hamburg University.

Strongly recommend can I the international handbook to you which I mentioned to you in my e-mail letter. Here you will find the most complex and complete overview about ideas, problems and solutions in the field of giftedness around the world. I should say, it is the real standard work in this area. Maybe you can convince your faculty or your department to include this book into your library.

A wide field of information is open to you in the Internet. By looking into a search machine like Altavista I could have had access to more than 10000 papers. But I guess that you of course have done a search there too.

Professor Hassanin El Kamel who now is in Kairo had started research in Gifted Education some years ago. It would be reasonable to try to get in contact with him as well as with Dr. Mamdouh in Qena.

If there are any questions don't hesitate to contact me. Wishing you excellent results in your research
Sincerely

(Dr. Wilhelm Wiczerkowski
Professor of Psychology)



Trost, Günter

Von: Trost, Günter
Gesendet: Donnerstag, 2. Januar 2003 19:23
An: 'adiab68@yahoo.com'
Cc: 'adiab73@hotmail.com'
Betreff: Your request

Dear Dr Diab:

I sincerely apologize that I did not respond earlier to your letter dated September 22, 2002, which I received an October 16. The reason is a series of business trips I had to undertake to several countries.

I am afraid I can only give you a few hints and references. Our institute you referred to is no longer existing. And we were only concerned with the identification of gifted UNIVERSITY students and graduates from upper secondary school. At least I can send you - per air mail - an article describing the procedures of identification of gifted universities in Germany.

For further information please address the Federal Ministry of Education and Science. They ought to be able to provide you with some material in English on the topics you are interested in. E-mail address: Books@bmbf.bund.de

I think the actually best overview on different kinds of programs in various countries is provided by the International Handbook of Giftedness and Talent, 2nd edition, Amsterdam: Elsevier, 2000, that you probably know.

I hope these hints will help you, and I wish you good success in your study.

Best wishes,

Günter Trost

Prof. Dr. Günter Trost
ITB Consulting GmbH
Koblenzer Str. 77
53177 Bonn
Telefon 0228-820900
Telefax 0228-8209038
E-Mail-Adresse: Guenter.Trost@ITB-Consulting.de



**INSTITUT FÜR
BEGABUNGSFORSCHUNG UND BEGABTENFÖRDERUNG IN DER MUSIK**
IBFF in der Universität-GH Paderborn in Kooperation mit der Hochschule für Musik Detmold

Neue Adresse: IBFF, Pohlweg 85, D-33100 Paderborn

Abdel Baset M. Diab
Sohag Faculty of Education
Comparative Education Department
PO Bos: 82524 Sohag
Sohag - Egypt

Institutsdirektor:
Prof. Dr. Heiner Gembris
Pohlweg 85
33100 Paderborn
Tel. 05251-60-5210
Fax 05251-60-5209

Paderborn, den 26.09.2002

Dear Abdel Baset M. Diab

In your letter dated September 9, 2002, you ask for literature about comparative studies on the music education system of different countries. I can recommend you the following excellent publication, which provides an overview about the different music education systems all over the world:

Hargreaves, D. J. & North, A. C. (Eds.): *Musical Development and Learning: The International Perspective*. London/New York: Continuum 2001

Yours sincerely,

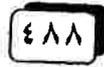
sgd. Prof. Dr. Heiner Gembris

p.p. Martina Schrade

Kuratorium:

Prof. Dr. W. Joel (Vors.)
Prof. Dr. E. Altenmüller
Prof. Dr. K.-E. Behne
Dr. H. E. Bräuniger
Prof. Dr. A. Engler
Prof. Dr. W. Fischer
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Dr. E. Giese
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Prof. Dr. R. Luttmann
Prof. I. Ozim
Prof. Dr. H. Rauhe
Prof. M. Chr. Redel
Prof. Dr. H. A. Richard
Dr. Eckart Rohlf
Dr. F. Rumler
Prof. Dr. M. Sander
Prof. K. Saßmannshaus
Chr. Schmidt-Hofmann
Prof. Christian Schneider
Prof. Dr. G. Tulodziecki

Konto:
Sparkasse Paderborn
Konto 16000242
BLZ 472 501 01



SEKRETARIAT DER STÄNDIGEN KONFERENZ
DER KULTUSMINISTER DER LÄNDER
IN DER BUNDESREPUBLIK DEUTSCHLAND

GeschZ.: - II A 2 - 2392-1 -

Bei Antwort bitte angeben

BONN, den 25.10.2001
53113 Lennéstr. 6
53012 Postfach 22 40
Tel. 0228/501-655
Fax (0228) 501 777
Tx 886587 kmk d
e-mail: schulen@kmk.org
<ls252re01.doc>

Herrn
Abd Elbaset Mohammed Diab
Sohag Faculty Of Education
P.O. Box: 82524 sohag

Ägypten

Egypt

Sehr geehrter Herr Abd Elbaset Diab,

für Ihre E-Mail vom 22.10.2001 danke ich Ihnen und darf Ihnen als Anlagen die im Sekretariat der Kultusministerkonferenz zu Ihrer Anfrage einschlägigen Papiere übermitteln.

Darüber hinaus darf ich auf zwei weitere umfangreiche Publikationen aufmerksam machen, die allerdings in unserem Hause nicht verfügbar sind:

"Begabte Kinder finden und fördern" - Ein Ratgeber für Eltern und Lehrer, herausgegeben vom Bundesministerium für Bildung und Forschung, Referat Öffentlichkeitsarbeit, 53170 Bonn

"Begabtenförderung" - Ein Beitrag zur Förderung von Chancengleichheit in Schulen, Heft 91 der Materialien zur Bildungsplanung und Forschungsförderung, Bundes-Länder-Kommission für Bildungsplanung und Forschungsförderung, Geschäftsstelle, Hermann-Ehlers-Str. 10, 53113 Bonn.

Mit freundlichen Grüßen
Im Auftrag

(Dr. Christoph Leusmann)

489

UNIVERSITY OF CALIFORNIA, RIVERSIDE

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SANTA BARBARA • SANTA CRUZ

Graduate Degree Programs Office
School of Education
Riverside, California 92521-0128
(909) 787-5990 FAX (909) 787-3942
edgrad@ctrus.ucr.edu

February 23, 2001

Abdel Baset M. Diab
University of South Valley
Sohag faculty of Education
Sohag, Egypt

Dear Abdel:

Thank you for your recent inquiry concerning our graduate degree programs in the Graduate School of Education at the University of California, Riverside.

In response to your request we have enclosed general information which describes our program offerings and an application. You may also download an application from the Graduate Division web site at <http://www.graddiv.ucr.edu>. The Graduate School of Education also has a web site that you may look at for further information at www.education.ucr.edu.

If you have any questions or desire any other information, please contact me at (909) 787-5990 or by e-mail at elizabeth.reynolds@ucr.edu. I look forward to hearing from you in the near future.

Sincerely,

Elizabeth H. H. Reynolds
Administrator
Graduate Degree Programs

EHHR/mb

Enclosures

May 12, 2001

Neag School of Education and Talent Development
University of Connecticut
2131 Hillside Road, U-7
Storrs, CT 06269

Dear Sir;

I am responding to your letter concerning research into international education of gifted students. If you have access to web information, you might check the websites on the attached list, especially our site at www.gifted.uconn.edu.

Another excellent current resource is the International Handbook of Giftedness and Talent (2nd Edition, 2000). The editors are Kurt Heller, Franz Mönks, Robert Sternberg, and Rena Subotnik and it is published by Pergamon Press. Their website is: www.elsevier.nl/locate/isbn/0080437966

Good luck on your continued research.

Sincerely,

Robin Schader
Graduate assistant for Dr. J.S. Renzulli

The National Research Center on Gifted and Talented (NRC/GT) is sponsored by the U.S. Department of Education to investigate, develop, and disseminate new methods for identifying and teaching gifted students. The NRC/GT, located at the University of Connecticut, is run collaboratively with the University of Virginia and Yale University, and works in conjunction with more than 300 public school districts as research study sites.
<http://www.gifted.uconn.edu/>

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or gifted students.
<http://www.cec.sped.org/index.html>

The Association for the Gifted (TAG) was organized as a division of The Council for Exceptional Children in 1958 to help both professionals and parents deal more effectively with gifted children.
<http://www.cectag.org>

The Gifted Resources Home Page contains links to online gifted resources, enrichment and summer programs, talent searches, and early acceptance programs. It also contains contact information for local gifted associations and government programs.
<http://www.eskimo.com/~user/kids.html>

The **ERIC Clearinghouse on Disabilities and Gifted Education** is part of the National Library of Education (NLE), Office of Educational Research and Improvement (OERI), the U.S. Department of Education. ERIC is operated by The Council for Exceptional Children (CEC) and provides information on a wide-variety of education topics such as ADD, gifted, behavior disorders, early childhood, inclusion, and learning disabilities.
<http://ericec.org/gifted.htm>

The National Association for Gifted Children (NAGC) is an organization of parents, educators, other professionals and community leaders to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences.
<http://www.nagc.org/>

Supporting Emotional Needs of the Gifted (SENG) focuses primarily on the adults (parents, educators, etc) in the lives of gifted children. SENNG provides information on identification, guidance, and effective ways to live and work with gifted individuals.
<http://www.SENGGifted.org/>

The National Parent Information Network (NPIN) is a project of the ERIC system and is administered by the National Library of Education and the U.S. Department of Education. The mission of NPIN is to provide access to research-based information about the process of parenting, and family involvement in education.
<http://npin.org/>

Hoagies' Gifted Education Page is a resource guide for the education of gifted children with links to resources on nearly every aspect of gifted education available on the Internet, plus annotations and first hand information provided by parents.
<http://www.hoagiesgifted.org/>

Gifted-Children.com: Identification, Encouragement, and Development (GCC) is an online parents' newsletter with networking and information dedicated to making a difference in the education of children with special talents and abilities.
<http://www.gifted-children.com/>

GT World is an on-line support community for parents of Gifted and Talented children.
<http://www.gtworld.org/index.html>

The Gifted Development Center serves parents, schools, and advocacy groups with information about identification, assessment, counseling, learning styles, programs, presentations, and resources for gifted children and adults.
<http://www.gifteddevelopment.com>



Main Identity

From: "Request" <request@nagc.org>
To: <cpowers@nagc.org>
Sent: Monday, April 09, 2001 10:00
Subject: Re: informations

Dear Mr: Diab:

Unfortunately, NAGC does not have the resources to provide library-type services to you. My best advice is for you to use the Educational Resource Information Center. It is the largest education database in the world. You should be able to find all of the information (and more) from their website: www.accesseric.org

Another resource for information is the World Council for Gifted and Talented at www.WorldGifted.org

or, The National Resource Center on Gifted and Talented:
www.gifted.uconn.edu/nrcgt.html

Regards,

Ross Lagasse
 NAGC

----- Original Message -----

From: "Cora Powers" <cpowers@nagc.org>
To: <request@nagc.org>
Sent: Monday, April 09, 2001 9:19 AM
Subject: FW: informations

> Ross, Can you direct him to other websites that would have this.

>

> Cora

>

> -----Original Message-----

> **From:** Abd Elbaset Diab [mailto:adiab68@yahoo.com]

> **Sent:** Sunday, April 08, 2001 4:03 PM

> **To:** cpowers@nagc.org

> **Subject:** informations

>

> Dear Sir:

>

>

> I am doing my research about :-

> "A Comparative Study of the systems of gifted students

> Education and Care in the United States, Japan and

> Germany and the possibility of Benefiting from them in



- > Egypt."
- > And I hope that you would provide me with information
- > about the following:
- > 1-The Current Criteria Used in recognizing the gifted
- > Students in the advanced Countries.
- > 2-The Education al plans and programs for the gifted
- > students and their funding resources.
- > 3-The system of gifted education [System, Management
- > (Administration) , Funding] .
- > 4-The role of the teacher in gifted education and the
- > Criteria of teacher education
- > 5-The problems of gifted education and their causes
- > 6-The effect of Social, economic, Political and
- > education al Factors on educating the gifted students
- > in the advanced countries.
- > And if there are any publications or other
- > information, please send me some of them in case they
- > are free. .

> Thank you very much.

> address:

- > Abd Elbaset Mohammed Diab
- > Sohag Faculty Of Education
- > P.O.BOX:82524 sohag
- > Egypt.

> Yours Sincerely
> Abd elbaset Diab

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(202) 785-4268

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Brian Creamer

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Date: Thu, 14 Feb 2002 19:15:52 +0100

From: "Prof. Dr. K.A. Heller" <heller@edupsy.uni-muenchen.de> | This is Spam | Add to Address Book

To: "Abd Elbaset Diab" <adiab68@yahoo.com>

Subject: re. international handbook

Dear Colleague,

Thanks for your email of February 14th and your interest in the international handbook of giftedness and talent. The first edition of the handbook (edited by Heller, Moenks and Passic) appeared in 1993. Oxford: Pergamon Press. The second edition of the mentioned handbook (edited by Heller, Moenks, Sternberg and Subotnik) appeared end of 2000. Amsterdam/Oxford: Elsevier Science/Pergamon Press. The second edition consists of 80% new material. With best wishes,
Prof. Dr. K. Heller

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Date: Mon, 13 Jan 2003 10:31:31 +0100

From: "Prof. Dr. K.A. Heller" <heller@edupsy.uni-muenchen.de> | This is Spam | Add to Address Book

To: "Abd Elbaset Diab" <adiab68@yahoo.com>

Subject: Re: The pace 1

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Dear Mr. Abd Elbaset Diab,

thanks for your e-mail of December 28, 2002. To your request:

The most comprehensive information is available in the International Handbook of Giftedness and Talent:

Heller, K.A., Mnks, F.J., Sternberg, R.J. & Subotnik, R.F. (Eds.).(2nd ed., 2000).

International Handbook of Giftedness and Talent (reprint of 2nd ed. 2002).

Oxford/Amsterdam: Pergamon/Elsevier. ISBN 0-08-043796-6 (hard cover).

With best wishes.

Prof. Dr. K. Heller

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From: KlausUrban@aol.com | This is Spam | Add to Address Book
Date: Sun, 13 Oct 2002 16:50:54 EDT
Subject: Your gifted research project
To: adiab68@yahoo.com, adiab73@hotmail.com

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Dear Mr Diab
 These are the most recent, comprehensive articles about situa Germany:

Holling, H. (2001). Bestandsaufnahme und Evaluation von Madna Begabtenfrderung in der Bundesrepublik Deutschland. In Arbeit Forum Bildung (Ed.), Finden und Frdern von Begabungen. Fachtagung d Bildung am 6. und 7. Mrz 2001 in Berlin (S. 45-75). Bonn: Bund-Lnder-Kommission fr Bildungsplanung und Forschungsfrde (=Materialien des Forum Bildung, Bd. 7)
 Holling, H., Preckel, F., & Vock, M. (2002). Schulische Begabtenfrderung in Deutschland - Evaluationsbefunde zur Effektivitt von Frderma und Darstellung der Angebote der Bundeslnder. In H. Wagner (Ed.) Begabungsforderung und Lehrerbildung. Beitrge zur Tagung des in Knigswinter 26.-28.10.2001 (S. 131-162). Bad Honnef: Bock.
 And see: www.karg-stiftung.de
www.worldgifted.de

Sincerely,
 Klaus K. Urban

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Subject: Your request
Date: Thu, 2 Jan 2003 19:23:27 +0100
From: "'Trost, Günter'" <guenter.trost@itb-consulting.de> | This is Spam | Add to Address Book
To: adiab68@yahoo.com
CC: adiab73@hotmail.com

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Dear Dr Diab:

I sincerely apologize that I did not respond earlier to your letter dated September 22, 2002, which I received an October 16. The reason series of business trips I had to undertake to several countries.

I am afraid I can only give you a few hints and references. Our institute you referred to is no longer existing. And we were only con with the identification of gifted UNIVERSITY students and graduates f upper secondary school. At least I can send you - per air mail - an article describing the procedures of identification of gifted univers in Germany.

For further information please address the Federal Ministry of Education and Science. They ought to be able to provide you with some in English on the topics you are interested in. E-mail address: Books@bmbf.bund.de

I think the actually best overview on different kinds of programs in various countries is provided by the International Handbook of Gifted and Talent, 2nd edition, Amsterdam: Elsevier, 2000, that you probably know.

I hope these hints will help you, and I wish you good success in your study.

Best wishes,
Günter Trost

Prof. Dr. Günter Trost
 ITB Consulting GmbH
 Koblenzer Str. 77
 53177 Bonn
 Telefon 0228-820900
 Telefax 0228-8209038
 E-Mail-Adresse: Guenter.Trost@ITB-Consulting.de



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Date: Wed, 2 Oct 2002 09:46:14 -0400

To: adiab68@yahoo.com

From: "Francoys Gagne" <gagne.francoys@uqam.ca> | This is Spam | Add to Address Book

Subject: request

Dear Mr. Diab, I have just received your request for information about gifted progra in the United States.

I am a Canadian citizen and not very informed about U.S. programs. Mc over, I have recently retired from my professorship in gifted education.

I recommend that you contact Dr. Joseph Renzulli at the National Research Center for the Gifted, located at the University of Connecticut, in Storrs, CT.

His email address is: renzulli@uconnvm.uconn.edu.

My best wishes for success in your research projects. Have a wonderful day.

Dr. François Gagné, Ph. D. Honorary Professor of Psychology Université du Québec à Montréal C.P. 8888, station Centre-Ville (or: P.O. Box 8888, Downtown station) Montréal, QC, Canada, H3C 3P8

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Date: Thu, 03 Jan 2002 10:20:20 -0600

From: "Lisa Muller" <epsadm03@uconnvm.uconn.edu> | This is Spam | Add to Address Book

To: adiab68@yahoo.com, adiab73@hotmail.com

Subject: Information Request

Dr. E. Jean Gubbins has reviewed your information request. I am sending you a copy of the 1998-1999 (the most recent) State of the States Gifted and Talented Education Report. Gifted education is not federally mandated in the United States. Whether or not gifted students are identified or have educational programming varies on a state by state basis. The copy of the book I am sending you has the information on state policies, state definitions, funding levels, distribution, and methods, etc...

In addition, Dr. Gubbins thinks you should review the following book:

Heller, K. A., Mönks, F. J., Sternberg, R. J., & Subotnik, R. F. (Eds.) (2000). *International Handbook of Giftedness and Talent (2nd ed.)*. Amsterdam: Elsevier Science Ltd.

I hope this information is helpful.

Sincerely,
Lisa Muller
Program Assistant
The National Research Center on the Gifted and Talented

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Date: Sat, 12 Oct 2002 14:33:50 -0400

From: "Joseph Renzulli" <renzulli@uconnvm.uconn.edu> | [This is Spam](#) | [Add to Address Book](#)

To: "Abd Eibaset Diab" <adiab68@yahoo.com>

Subject: Re: my request

You can find some of this information on our web site
www.gifted.uconn.edu

JSR

Abd Elbaset Diab wrote:

>
 > Dear Sir,
 > I am doing my research about :-
 > "A Comparative Study of the systems of gifted students
 > Education and Care in the United Staes, Japan and
 > Germany and the possiblity of Benefiting from them in
 > Egypt."
 > And I hope that you would provide me with information
 > about the following:
 > 1- The Current Criteria Used in recognizing the gifted
 > Students in the advanced Countries.
 > 2- The Education al plans and programs for the gifted
 > students and their funding resources.
 > 3- The system of gifted education [System, Management
 > (Administration) , Funding] .
 > 4- The role of the teacher in gifted education and the
 > Criteria of teacher education
 > 5- The problems of gifted education and their causes
 > 6- The effect of Social, economic, Political and
 > education al Factors on educating the gifted students
 > in the advanced countries.
 > And if there are any publications or other
 > information, please send me some of them in case they
 > are free.
 >
 > Thank you very much.
 >
 > address:
 > Abd Elbaset Mohammed Diab
 > Sohag Faculty Of Education
 > P.O.BOX:82524 sohag
 > Egypt.
 >



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From: "Prof. Dr. Wiczerkowski" <w.wiczerkowski@wt.net.de> | This is Spam | Add to Address Boo

To: "Abd Elbaset Diab" <adiab68@yahoo.com>

Subject: Re: The pace 1

Date: Mon, 30 Dec 2002 12:00:30 +0100

Dear Mr. Diab, as you understand have i got your request for material about "Gifted Education". It would be very helpful for me to know a little more about 1)

your research project and 2) your supervisor for this project.

As you surely have learned is the Sohag faculty of education a not unknown

institution for me and I would like to know wether Professor Hassanir El

Kamel is back in Sohag again.

Wishing you a Good New Year and awaiting your answer, sincerely Wilhelm

Wiczerkowski, professor emeritus

----- Original Message -----

From: "Abd Elbaset Diab" <adiab68@yahoo.com>

To: <w.wiczerkowski@wt.net.de>

Sent: Saturday, December 28, 2002 1:23 PM

Subject: The pace 1

> university of south vally
> Sohag faculty of education
> comparative education dept.

Dear Sir:

I am doing my research about :-

> "A Compartive Study of the systems of gifted students
> Education and Care in the United Staes, Japan and
> Germany and the possiblity of Benefiting from them in
> Egypt."

> And I hope that you would provide me with information
> about the following:

- > 1- The gifted students education in the U.S.A.
- > 2- The gifted students education in Germany.
- > 3- The gifted students education in Japan
- > 4- The The gifted students education in Egypt.

> Notice:The system of gifted education is including
> {System, Administration, Funding,The Educational plans

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From: "Smith, Donnajo" <Donnajo.Smith@fdoe.org> [Add to Address Book](#)
To: "'Abd Elbaset Diab'" <adiab68@yahoo.com>
Subject: RE: gifted education
Date: Wed, 19 May 2004 15:02:52 -0400

Hello,

Thank you for contacting us. I might consider that you look at the website for the National Association for Gifted Children at (www.nagc.org) and purchase the book, *State of the State, A Gifted and Talented Education Report*.

The book summarizes programs for all the states.

In Florida, students with superior intellectual development who are capable of high performance are eligible for consideration for gifted services through the public schools once they enter kindergarten. At that time, school personnel or a parent can request an evaluation to determine eligibility for these services. Students are identified for gifted services based on State Board of Education Rule 6A-6.03019, FAC, which states that eligibility is based on a) a need for services beyond the general curriculum, b) a majority of characteristics of giftedness based on a standard checklist, and c) a score on an individually administered test of intelligence that is two standard deviations or more above the mean (typically about 130, but may vary depending on the test given). The State Board of Education rule also allows districts to identify alternative eligibility criteria for students from populations traditionally underrepresented in gifted programs. The state board rule is available online at www.firn.edu/doe/rules/6a-63.htm#6A-6.03019.

Once a student has been determined eligible for gifted services, the state mandates that service be provided by the local school district, and the district makes a decision about how that service will be provided. Funding for programs comes from allocations to districts for all areas of special education.

Teachers must hold certification for the subject/grade of the students they are teaching and then hold the gifted endorsement as well. So for a class in 8th

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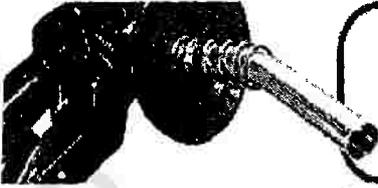
grade math for gifted students, the teacher would have to hold certification for math for middle school and then the gifted endorsement. The gifted endorsement requirements are composed of five classes:

1. Nature and needs of the Gifted Student
2. Guidance and Counseling for the Gifted Student (Social and Emotional Needs)
3. Developing Curriculum for the Gifted Learner
4. Creativity
5. Special Populations of Gifted Learners

I hope that helps.

Please let me know if you have any further questions.

*Donnajo Smith
Program Specialist for Gifted
Florida Department of Education
Turlington Building Suite 601
325 W. Gaines St.
Tallahassee, Florida 32399
850/245-0478
Fax: 850/245-0955*



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Date: Thu, 20 May 2004 12 24 52 -0500

Subject: Re: gifted education

From: "SAGE" <gifted_sage@earthlink.net> Add to Address Book

To: "Abd Elbaset Diab" <adiab68@yahoo.com>

Dear Mr. Diab,

The education of gifted students in the United States varies great from state to state and school district to school district (and within those districts from school to school). One of the best resources your search is the National Association for Gifted Children: <http://www.nagc.org/>. There are many scholarly reports available their website. You could also research the various state education websites for other information.

Good luck in your quest!

Kaye Winterbauer
SAGE

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From: "Goertz, Jean" <Jean.Goertz@ode.state.oh.us> [Add to Address Book](#)

To: "adiab68@yahoo.com" <adiab68@yahoo.com>

Subject: RE: gifted education

Date: Mon, 17 May 2004 09:17:50 -0400

The email I just sent you didn't include who I am. I am Dr. Jeanie Goertz Educational Consultant for the Ohio Department of Education. I have been with the department for 5 years and my previous experience in gifted education includes university teaching of gifted programs and public school teaching of gifted. Good luck with your study.

Dr. Jeanie Goertz
Educational Consultant Gifted Services
Ohio Department of Education
Columbus, Ohio 43215



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Date: Mon, 24 May 2004 17:45:44 -0700

From: "Sandra Frank" <SFrank@cde.ca.gov> [Add to Address Book](#)

To: adiab68@yahoo.com

Subject: Re: The pace 1

Please see the California Department of Education Web site (at www.cde.ca.gov/sp/gt.
Sandra Frank

Sandra Frank
California Department of Education
Mathematics and Science Leadership
1430 N Street Suite 2401
Sacramento, CA 95814
Phone: 916.323.5505
FAX: 916.323.2807
E-mail: sfrank@cde.ca.gov

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Subject: RE: gifted education

Date: Mon, 17 May 2004 07:32:00 -0500

From: "Welch, David" <David.Welch@dese.mo.gov>

To: "Abd Elbaset Diab" <adiab68@yahoo.com>

In the United States, the system of gifted education is differe state to state. The best thing for you to do is to acquire a cc the State of The States Report published by the Council of State Di of Programs for the Gifted with the National Association for Gi Children. You can purchase a copy of the report from Kristy Eh kristy_ehlers@sde.state.ok.us ; 405.521.4287; 405.521.2971 fax. You can also look for additional information website www.nagc.org

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Date: Mon, 17 May 2004 08:26:17 -0500
 Subject: Re: gifted education
 To: "Abd Elbaset Diab" <adiab68@yahoo.com>
 From: "Kristy Ehlers" <kristy_ehlers@sde.state.ok.us> [Add to Address Book](#)

The Council of State Directors for Programs for the Gifted is a organization that publishes data related to gifted and talented education in the United States. The publication sells for \$35.00 U.S. It might be the most helpful document for you as your question seems very in nature. Included in the publication is information about state funding, identification criteria, personnel requirements, state laws, and other pieces of information.

Please let me know if you would be interested in this publication.

Kristy

 Kristy K Ehlers, Ph.D.
 State Director, Gifted and Talented Education/Advanced Placement
 Office of Standards and Curriculum
 Oklahoma State Department of Education
 2500 North Lincoln Boulevard, Suite 316
 Oklahoma City Oklahoma 73105-4599
 405.521.4287
 405.521.2971 fax
 kristy_ehlers@sde.state.ok.us

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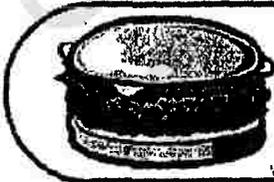
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From: "Goertz, Jean" <Jean.Goertz@ode.state.oh.us> [Add to Address Book](#)

To: "Abd Elbaset Diab" <adiab68@yahoo.com>

Subject: RE: gifted education

Date: Mon, 17 May 2004 09:12:19 -0400

Dear Sir,

Thank you for your interest in gifted education in the United States. Your study should be most interesting. I would recommend you get a copy of the *State of the States Gifted and Talented Education Report 2001-2002* by the *Council of State Directors of Programs for the Gifted and National Association for Gifted Children* (2003). This is the most recent publication of the report. The report contains the result of data collected from all the states about gifted identification, services, funding, personnel etc. A copy of the document may be purchased from Kristy Ehlers, phone 405-521-4287 FAX 405-521-2971 email is kristy_ehlers@sde.state.ok.us

الملخص

ملخص الدراسة

أولاً : ملخص الدراسة باللغة العربية

ثانياً : ملخص الدراسة باللغة الإنجليزية .

دراسة مقارنة لنظم تربية الطلاب الموهوبين في الولايات المتحدة الأمريكية وألمانيا وامكان الإفادة منها في جمهورية مصر العربية



ملخص الرسالة

مقدمة

لقد جاء الاهتمام بالموهوبين مواكباً لعصر يتميز بالتقدم في مجالات المعرفة و العلوم والتكنولوجيا والسباقات الدولية في مجالات الحياة المختلفة، مما أدى بكثير من الدول إلى استثمار وتوظيف طاقاتها البشرية - وخاصة الموهوبين والمبدعين - كي تجد لها مكاناً لائقاً على خريطة هذا العصر ، خاصة أن أحد المؤشرات الرئيسية للتقدم يعتمد على ما يسهم به أبناء كل دولة من اختراعات واكتشافات جديدة.

وإذا كانت الدول المتقدمة قد وصلت إلى مستوى التقدم والرقى ، فإن ذلك مرده أساساً إلى قدرتها على اكتشاف الموهوبين من أبنائها ، ورعايتهم الرعاية الكافية لصقل مواهبهم والاستفادة منها في مجالات العلم المختلفة ، وذلك من خلال نظم تربوية مرنة تراعى الفروق بين الطلاب ، وتقدم تعليماً لكل طالب يتناسب مع قدراته الخاصة .

ولا تكتفى هذه الدول بالموهوبين من أبنائها ، ولكنها تبحث عن الموهوبين من أبناء الدول الأخرى، وتقدم لهم ما يجعلهم يتركون بلادهم ويهاجرون إليها ويسهمون في نهضتها وفي تفوقها ، في التكنولوجيا ، وفي الفنون وفي الاقتصاد والإدارة وفي الرياضة وغيرها. الأمر الذي جعل الدول الساعية إلى إحداث أعلى معدلات في التنمية - ومنها جمهورية مصر العربية - أن تدرك أهمية هذه الفئة ، وتعددها عدتها وذخيرتها ومن ثم سعت للقيام بتخطيط مناهج خاصة لهم، وتقديم مختلف أشكال الرعاية الصحية والتربوية والاجتماعية والنفسية التي تستهدف توفير مناخ صحي كفيل باستثمار طاقاتهم الكامنة وتوجيهها إلى ما فيه خير الفرد ذاته وخير الأمة.

وقد شهدت الدول المتقدمة- وخاصة الولايات المتحدة الأمريكية وألمانيا- في العصر الحالى نشاطاً علمياً في مجال الموهبة والتفوق، كتباً وبحوثاً تنشر، ومؤتمرات تعقد، ومجلات تصدر، ومؤسسات خاصة تنشأ، ودأب الجميع على دراسة الموهوبين من جميع النواحي. الأمر الذي يدعو إلى الاستفادة من خبرات وتجارب هذه الدول المتقدمة .

مشكلة الدراسة :

تبلور مشكلة الدراسة في وجود قصور في الاهتمام برعاية الطلاب الموهوبين وتربيتهم في جمهورية مصر العربية ، من حيث اكتشاف هؤلاء الموهوبين بالمرحل التعليمية المختلفة ، و تقديم أفضل الأساليب و الاستراتيجيات التعليمية الخاصة بهم ، و كذلك تقديم مناهج خاصة لهم ، بالإضافة إلى إعداد المعلم القائم بالتدريس لهم .

وتسعى الدراسة الحالية إلى الإجابة عن السؤال الرئيسي الآتى :

كيف يمكن تطوير نظام تربية الطلاب الموهوبين في جمهورية مصر العربية ، بما يتناسب مع ظروف المجتمع المصرى فى ضوء خبرات و تجارب الولايات المتحدة الأمريكية و ألمانيا ؟

ويتفرع عن هذا السؤال أسئلة فرعية ، هي :

- ١- ما المدخل النظرية والعلمية للموهبة وأساليب اكتشافها واستراتيجيات تنميتها ورعايتها في الأدبيات التربوية المعاصرة؟ وما نظم تربية الطلاب الموهوبين في هذه الأدبيات المعاصرة ؟
- ٢- ما نظام تربية الطلاب الموهوبين في الولايات المتحدة الأمريكية؟ وما القوى والعوامل المؤثرة في ذلك النظام؟
- ٣- ما نظام تربية الطلاب الموهوبين في ألمانيا؟ وما القوى والعوامل المؤثرة في ذلك النظام؟
- ٤- ما نظام تربية الطلاب الموهوبين في جمهورية مصر العربية؟ وما القوى والعوامل المؤثرة في ذلك النظام؟
- ٥- ما أوجه الشبه والاختلاف بين نظم تربية الطلاب الموهوبين في دول المقارنة؟
- ٦- ما الاستراتيجية المقترحة لتربية الطلاب الموهوبين ورعايتهم في جمهورية مصر العربية في ضوء خبرات و تجارب الولايات المتحدة الأمريكية وألمانيا؟

أهداف الدراسة :

- تهدف الدراسة الحالية إلى وضع نظام لتربية الطلاب الموهوبين في جمهورية مصر العربية . ويتفرع عن هذا الهدف أهداف فرعية ، هي :
- ١- التعرف على الوضع الراهن لتربية الطلاب الموهوبين في جمهورية مصر العربية .
 - ٢- التعرف على خبرات وتجارب بعض الدول المتقدمة في مجال تربية الطلاب الموهوبين وإمكانية الاستفادة منها في جمهورية مصر العربية .
 - ٣- الكشف عن القوى والعوامل الثقافية المؤثرة في تربية وتعليم الطلاب الموهوبين بدول المقارنة.
 - ٤- وضع استراتيجية مقترحة لتربية الطلاب الموهوبين في جمهورية مصر العربية في ضوء الخبرات الأجنبية والواقع المصرى.

أهمية الدراسة :

- ١- إن الدراسة الحالية هي محاولة بحثية للوصول إلى معايير علمية دقيقة ، يمكن أن تستفيد بها وزارة التربية والتعليم في اكتشاف الموهوبين ، ومحاولة التعرف عليهم من ناحية ، و تقديم أفضل الأساليب و الاستراتيجيات التعليمية الخاصة بهم من ناحية أخرى ، واختيار معلم الموهوبين من ناحية ثالثة.
- ٢- للدراسة الحالية أهمية تطبيقية حيث تحاول تعرف الواقع الحالى لنظام تربية الطلاب الموهوبين في مصر ، والتعرف على المشكلات التى تعوق تقديم أفضل رعاية لهؤلاء الطلاب ، مما يساعد على وضع استراتيجية يمكن من خلالها تطوير نظام تربية الطلاب الموهوبين في مصر في ضوء خبرات وتجارب الدول المتقدمة.
- ٣- تتضح أهمية الدراسة في أهمية المجال الذى تتم فيه ألا وهو مجال تربية ورعاية الطلاب الموهوبين - بعد أن أصبح الاهتمام بهم يعد حتمية حضارية يفرضها التحدى العلمى والتكنولوجى المعاصر - من ناحية، كما أنها تفتح المجال أمام دراسات أخرى في مجال تربية ورعاية الطلاب الموهوبين من ناحية أخرى.

حدود الدراسة :

اختار الباحث موضوع الدراسة الحالية عن نظام تربية الطلاب الموهوبين في جمهورية مصر العربية ومقارنته بما هو موجود بكل من الولايات المتحدة الأمريكية وألمانيا ، حتى يمكن تطوير هذا النظام الموجود في مصر في ضوء خبرات هذه الدول .

منهج الدراسة

استخدم الباحث المنهج المقارن ، وذلك بهدف مقارنة نظام تربية الطلاب الموهوبين في جمهورية مصر العربية بما هو موجود في كل من الولايات المتحدة الأمريكية وألمانيا ، حتى يمكن التعرف على أوجه التشابه والاختلاف بين دول المقارنة ، الأمر الذى يساعد في تطوير نظام تربية الطلاب الموهوبين في مصر وبما يتناسب مع ظروف المجتمع المصرى.

النتائج و المقترحات التى توصلت إليها الدراسة :

انطلاقاً من الإطار النظرى للدراسة وفي ضوء التحليل المقارن لنظم تربية الطلاب الموهوبين في كل من الولايات المتحدة الأمريكية وألمانيا وجمهورية مصر العربية ، مع الأخذ في الاعتبار القوى والعوامل الثقافية التى شكلت النظم التعليمية بهذه الدول ، فإنه يمكن وضع استراتيجية مقترحة لتربية الطلاب الموهوبين في جمهورية مصر العربية ، فى ضوء الخبرات الأجنبية والواقع المصرى .

ويستوقف رسم الاستراتيجية على السياسات القومية المحددة تحديداً علمياً ، كما يتوقف على مراعاة الموارد الممكنة و الظروف والمتغيرات المتوقعة، وهذا يعنى أن الإستراتيجية، حتى وإن وضعت فى ضوء دراسة لخبرات أجنبية متقدمة ، فإنها لابد وأن تراعى عوامل قومية متعددة سياسية واقتصادية وثقافية واجتماعية وتربوية ، ومدى المشاركة المتخصصة المتنوعة ، والمشاركة الشعبية فيها.

أولاً مرتكزات الاستراتيجية :

تستند الاستراتيجية المقترحة لتربية الموهوبين فى مصر على عدد من المرتكزات والتى من أهمها :

- ١- تربية الموهبة تربية للجميع .
- ٢- تربية الموهوبين تأكيد للاهتمام بالتربية الخاصة .
- ٣- تربية الموهبة والموهوبين فى نسيج فلسفة التربية والتعليم .
- ٤- مرونة نظام تربية الموهوبين .
- ٥- قيام تربية الموهوبين على إدارة تعليمية تربوية متميزة .
- ٦- تربية الموهوبين تربية علمية .
- ٧- تبنى التعليم المصرى لفلسفة تربوية جديدة .
- ٨- تطوير المجتمع المصرى باعتباره بيئة تربية الموهوبين وتعليمهم .

ثانياً : محاور الاستراتيجية :

تتضمن الاستراتيجية المقترحة المحاور التالية :

١- فلسفة تربية الموهوبين وأهدافها :

انطلاقاً من أنه لا بد أن تكون فلسفة تربية الموهوبين جزءاً من - ومتكاملة مع - فلسفة التربية والتعليم في مصر ، وأن تقوم على اعتبار أن تربية الموهوبين ضرورة أمن قومي ، ينبغي :

أ- تشجيع الطلاب الموهوبين في نهاية كل عام ، بحيث يتم اختيار فردين على الأقل سنوياً من كل محافظة من محافظات الجمهورية ليتسلموا ميداليات التفوق والامتياز من السيد رئيس الجمهورية، كما ينبغي أن يقوم أيضاً كل محافظ بتسليم الطلاب الموهوبين من أبناء محافظته أوسمة التفوق والإبداع، وذلك من أجل زيادة رصيد المواهب في الدولة .

ب- الحرص على تقديم الحوافز التشجيعية والمعنوية للطلاب الموهوبين ، مثل تسجيل أسمائهم في لوحات الشرف بالمدارس أو في الصحف القومية ، وكذلك إقامة معرض سنوي دائم لابتكاراتهم وإبداعاتهم، ثم إقامة حفلات التكريم لهم ولأولياء أمورهم في بداية كل عام دراسي ، وتشجيعهم أيضاً بالحوافز والوسائل المادية ، بالإضافة إلى توفير الرحلات العلمية لهم إلى الدول المتقدمة على نفقة الدولة لصقل مواهبهم وتنمية قدراتهم .

ج- تحديد مفهوم الموهبة تحديداً واضحاً في إطار علاقته بالمفاهيم الأخرى مثل التفوق ، والإبداع ، والمعمرية ، وكذلك تحديد المرحلة العمرية المطلوب التعامل معها .

د- تحديد فلسفات وأهداف تربية الموهوبين تحديداً واضحاً ومحدداً ، بما يتلاءم وثقافة المجتمع المصري من جهة ، وبما يساير الفلسفات والأهداف المتضمنة في الاتجاهات والتجارب المعاصرة من جهة أخرى .

هـ- أن تؤكد فلسفة المجتمع المصري التربوية على أهمية وجود نظام تعليمي يعتمد على مراعاة الفروق الفردية والقدرات المتنوعة بين التلاميذ . حيث إن لكل طالب مستوى من القدرات يختلف عن مستوى غيره .

و- أن يمتد الاهتمام بتربية ورعاية الطلاب الموهوبين إلى الموهوبين من ذوي الاحتياجات الخاصة ، وذلك من منطلق أن كل إنسان يمتلك عدداً من الذكاءات المتميزة ، والتي تظهر بدورها في المهارات والقدرات المختلفة .

٢- التعليم المدرسي للطلاب الموهوبين :

يتناول التعليم المدرسي للطلاب الموهوبين العناصر التالية :

أ- اكتشاف الطلاب الموهوبين :

أما فيما يتعلق باكتشاف الطلاب الموهوبين واختيارهم للتعليم المدرسي تؤكد الاستراتيجية على :

- (١) الاهتمام بالاكتشاف المبكر للموهوبين ، وذلك حتى يمكن تزويدهم بالبرامج التي تنمى قدراتهم وتلبى احتياجاتهم ، انطلاقاً - مما أشارت إليه الدراسات - أن فترة ما قبل المدرسة تعد من أهم الفترات لنمو قدرات الموهوبين واستثارة اهتمامهم الحقيقية .
- (٢) أن يتم استخدام أساليب وأدوات مقننة في عملية اكتشاف الطلاب الموهوبين في المراحل التعليمية المختلفة مع مراعاة أن كل مرحلة تعليمية يناسبها أساليب وأدوات معينة .
- (٣) إنشاء مراكز للكشف عن الموهبة وتنميتها بكل محافظة من محافظات الجمهورية تكون تحت إشراف ورعاية وزارة التربية والتعليم ، ووزارة الثقافة ، ووزارة الإعلام ، ووزارة الشباب، والمجلس الأعلى للجامعات .

ب- الاستراتيجيات التعليمية ورعاية الطلاب الموهوبين :

- وفيما يتعلق بالاستراتيجيات التعليمية ورعاية الطلاب الموهوبين ، ينبغي :
- (١) التوسع في إنشاء مدارس وفصول المتفوقين (الموهوبين أكاديمياً) لتشمل ثلاث مدارس في كل محافظة ، إحداها للمتفوقين في مرحلة التعليم الأساسي ، والأخرى للمتفوقين في مرحلة التعليم الثانوى العام ، والثالثة في مرحلة التعليم الفنى ، مع زيادة عدد فصول المتفوقين في التعليم الثانوى العام مع تخصيص فصول للمتفوقين بمدارس التعليم الأساسي بمحلقته (الابتدائية والإعدادية) ومدارس التعليم الثانوى الفنى .
- (٢) الأخذ بفكرة فصول بعض الوقت أى عزل الطلاب الموهوبين عن العاديين لبعض الوقت وتجميعهم مرة أخرى في مراحل التعليم العام .
- (٣) تقديم مقررات دراسية إثرائية لتلبية احتياجات الطلاب الموهوبين في فصول مستقلة بهم ، ثم تضمين المناهج الدراسية خبرات وأنشطة تعليمية إثرائية تقدم للطلاب الموهوبين والعاديين معاً .
- (٤) أن تفتح المدارس في الأجازة الصيفية أبوابها ، وتقدم برامج إثرائية ، وأنشطة ثقافية وفنية ورياضية للطلاب الموهوبين بما ينمى قدراتهم العالية ومواهبهم المتنوعة .
- (٥) أن يقوم النظام التعليمى المصرى بتطبيق فكرة الإسراع التعليمى في المدارس المصرية بمختلف المراحل التعليمية.
- (٦) تطبيق فكرة فصول الإسراع التلسكوبية في المرحلة الثانوية العامة ، والتي يُسمح من خلالها للموهوب بأن يدرس في فصول مستقلة عن أقرانه العاديين مع اختصار فترة الدراسة المقررة إلى سنة دراسية وفقاً لقدراته واستعداداته .

ج- مناهج الطلاب الموهوبين وأساليب تقويمهم

- أما عن مناهج الطلاب الموهوبين وأساليب تقويمهم فإن الاستراتيجية تؤكد على :
- (١) تقديم مناهج دراسية للطلاب الموهوبين مختلفة عن مناهج الطلاب العاديين ، ليس فقط في الدرجة ، بل في النوع أيضاً مع ملاحظة أنه لا بد أن يكون هناك تنسيق كبير في الموضوعات التي يتكون منها محتوى هذه المناهج بشرط أن تلبى حاجات واهتمامات الطلاب وتنمى قدراتهم ومواهبهم .

(٢) أن تتناول المناهج الخاصة بالطلاب الموهوبين بعض الدروس في صورة مفتوحة ، وذلك لاستثارة اهتماماتهم ، وتحقيق أقصى إمكانية لتحفيزهم على التعبير عن قدراتهم ومواهبهم وإبداعاتهم ، الأمر الذى يؤدي إلى تنميتها والاستفادة منها .

(٣) أن تتضمن هذه المناهج الأنشطة التعليمية التى تستهدف دائماً تنمية مهارات التفكير الابتكارى ، وتنمية المهارات الأساسية للبحث فى القضايا المختلفة ، وتنمية المهارات الحياتية (الاجتماعية والقيادية) ، بالإضافة إلى المهارات التكنولوجية .

(٤) أن تراعى هذه المناهج الفروق الفردية بين الطلاب الموهوبين من ناحية ، وتراعى خصائص نموهم من جميع النواحي أى لا تراعى خصائص النمو العقلى فقط بل تركز على خصائص النمو النفسى والانفعالى والاجتماعى وغيرها من ناحية أخرى .

(٥) ألا يقتصر تقويم أداء الطلاب الموهوبين على الاختبارات والامتحانات التحريرية ، بل هناك وسائل أخرى مثل إسهامات الطلاب الشفوية داخل حجرات الدراسة وخارجها ، والمجهود الشخصى (الواجب المتزلى) الذين يكلفوا به كل يوم ، بالإضافة إلى المقابلات الشخصية للطلاب الموهوبين التى يقوم بها الخبراء والاستشاريون المتخصصون فى مجال الموهبة والتفوق .

(٦) مراجعة أساليب التقويم الحالية المتبعة فى المدارس المصرية بصفة عامة ومدارس الموهوبين والمتفوقين بصفة خاصة لتتضمن قياس القدرات العقلية العليا وقياس مهارات التفكير الإبداعى وبعض المهارات الحياتية .

٣- معلم الطلاب الموهوبين :

وفيما يتعلق بمعلم الطلاب الموهوبين ترى الاستراتيجية أنه ينبغي :

- أ- أن يتم إعداد معلمى الموهوبين فى كليات التربية المصرية بعد الحصول على المؤهل الجامعى من خلال دراسة عدة مقررات دراسية خاصة بالموهبة والتفوق ، وهذه المقررات تؤدى فى النهاية بالمعلم إلى الحصول على دبلوم الدراسات العليا ، والماجستير والدكتوراه ، الأمر الذى يؤدي إلى درجة عالية من التخصص فى مجال التفوق والموهبة .
- ب- التوسع فى تدريب معلمى الموهوبين أثناء الخدمة من خلال برامج تدريبية تهدف إلى الارتقاء بمستوى المعلم فى تعامله مع الطلاب الموهوبين وزيادة التواصل معهم ، ويشرف على هذه البرامج أساتذة متخصصون من الكليات المختلفة تحت مظلة كليات التربية.
- ج- أن يتم إعداد معلم الطلاب الموهوبين ، إما من خلال إعداد المعلم بنظم وبرامج الإعداد الحالية ثم إلحاقه بدراسة خاصة بالموهوبين فى كليات التربية ، أو الإعداد فى كليات التربية ضمن شعبة التربية الخاصة - برامج خاصة لتعليم الموهوبين ، أو تدريبه أثناء الخدمة من خلال البرامج التدريبية الخاصة بالموهبة والتفوق .

٤- إدارة تربية الطلاب الموهوبين :

أما فيما يتعلق بالبحر الخاص بإدارة تربية الطلاب الموهوبين ، تؤكد الاستراتيجية على أنه ينبغي :

- أ- إنشاء إدارة عامة لرعاية الموهوبين والمتفوقين تتبع وزارة التربية والتعليم ، وليست إدارة تابعة للإدارة العامة للتربية الخاصة .

- ب- إنشاء إدارة لرعاية الموهوبين والمتفوقين بكل مديرية تعليمية بمختلف محافظات الجمهورية ، تتبع مباشرة الإدارة العامة لرعاية الموهوبين والمتفوقين بالوزارة ، وتقوم هذه الإدارة بتنفيذ السياسة التعليمية المرسومة من قبل وزارة التربية والتعليم فيما يتعلق بتعليم الموهوبين وذلك على مستوى المحافظة .
- ج- أن تشترك في الإشراف على تعليم الموهوبين ورعايتهم على مستوى الجمهورية مع وزارة التربية والتعليم ، وزارات الثقافة ، والإعلام ، والشباب ، والصناعة ، بالإضافة إلى جهات أخرى مثل المركز القومي للبحوث التربوية والتنمية ، ومركز سوزان مبارك الاستكشافي .
- د- تخصيص ميزانية قومية كبرى مستقلة عن ميزانية وزارة التربية والتعليم - باعتبار أن سياسة تعليم الموهوبين سياسة قومية - يتم من خلالها تمويل البرامج الخاصة بتعليم الموهوبين ، والمساهمة في دعم الأبحاث وتطوير الأنشطة الخاصة بالموهوبين ، وتقديم بعض المنح والمساعدات المالية لبعض الطلاب والموهوبين وخاصة الفقراء منهم .
- هـ- إنشاء صندوق خاص لتمويل البرامج والمشروعات الخاصة بتعليم الموهوبين ، تكون مصادر تمويله من الجهات الحكومية (السوزارات المختلفة) ، أو الجهات غير الحكومية مثل الشركات ، والمنظمات ، والجمعيات الخيرية ، ورجال الأعمال ، والأثرياء من الأفراد .

٥- إسهامات المؤسسات والهيئات مع المدرسة في تربية الطلاب الموهوبين :

- وفيما يتعلق بإسهامات المؤسسات والهيئات مع المدرسة في تربية الطلاب الموهوبين تؤكد الاستراتيجية على أنه ينبغي :
- أ- ألا يقتصر دور المدرسة في تربية الموهوبين على مجرد الاهتمام بالتعليم ، إنما يتعداه إلى توفير الفرص الكافية للتلاميذ لممارسة شتى أنواع الأنشطة والهوايات وذلك حتى يمكن اكتشاف الموهوبين منهم في مختلف المجالات والعمل على تقديم البرامج والخدمات التعليمية المناسبة لرعايتهم .
- ب- أن تقوم المدارس بفتح أبوابها وخاصة في فصل الصيف والإجازات لاكتشاف الموهوبين والتعرف عليهم من خلال ممارسة الأنشطة والهوايات المختلفة وأن يشارك في الإشراف على هذه الأنشطة متخصصون في الموهبة والتفوق .
- ج- التعاون بين المدرسة والمؤسسات التربوية والاجتماعية الأخرى مثل : الأسرة والمنظمات والجمعيات الأهلية والحكومية ، ومراكز تنمية الموهبة ، والنوادي الاجتماعية والرياضية والعلمية ، والمؤسسات الفنية وذلك لتقديم أفضل رعاية ممكنة للطلاب الموهوبين .
- د- اهتمام وسائل الإعلام المسموعة ، والمقروءة ، والمرئية بنشر الوعي بين المواطنين ودعوتهم وتوجيههم بخصوص رعاية الموهوبين ، وتقديم البرامج التي تنمي المواهب وتدعم التفوق ، وخاصة من خلال القناة التعليمية التليفزيونية ، وتقديم البرامج الإعلامية والإرشادية للأسرة ومساعدتها في الاكتشاف المبكر للموهبة ورعايتها وتنميتها .
- هـ- اهتمام المؤسسات الثقافية بإصدار الكتب والمرجع والكتيبات التي تتناول تربية ورعاية الموهوبين والمتفوقين .



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A Comparative Study Of The Systems Of The Gifted Students Education In The United States And Germany, And The Possibility Of Benefiting From Them In The Arab Republic of Egypt

Dissertation

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Summary

Introduction

The interest in the gifted came in an age characterized by progress in the fields of knowledge, science and technology and international races in different fields of life. This interest led many countries to invest and employ their human energy – especially the gifted and the creative to find a proper place for themselves on the map of this age, especially that one of the main signs of progress depends on the modern inventions and discoveries that every country's citizens introduce.

The level of progress and development that the developed countries have achieved is due mainly to their ability to discover the gifted amongst their citizens and to provide them with the sufficient care in order to polish their gifts and benefit from them in the different fields of science. This can be achieved through flexible educational systems that take the individual differences among students into consideration and provide each student with education that matches his own abilities.

These countries are not content with the gifted amongst their citizens, but they also search for the gifted in other countries and provide them with all that what make them leave their own countries and immigrate to these countries, participate in their renaissance and advance in the fields of technology, arts, economy, administration, sports and so on. This made countries endeavoring to achieve the highest rates of development –including Egypt – realize the importance of this category and view them as their repertoire. Hence, these countries endeavored to design special curricula for them and present them with the different kinds of medical, educational, social and psychological care which aims at providing them with a healthy environment that guarantees the investment their latent powers and directing them to the good of the individual himself and the whole nation.

The developed countries – especially the United States and Germany – have witnessed in the present age a scientific activity in the field of giftedness and talent ; i.e. books and researches are published, conferences are held, magazines are published, special institutions are established. The whole society is dedicated to studying the gifted from all sides, and this invites us to benefit from the experience and experiments of these develop countries.

The Problem of the Study:

The problem of this study lies in the insufficient interest in taking care of the gifted students and their education in Egypt, concerning finding these students in the different educational stages, providing them with the best kinds of their own educational techniques and strategies and presenting special curricula for them, as well as preparing their teacher.

The present study aims at answering the following main question:

How can the educational systems of the gifted students in Egypt be developed in a way that suits the circumstances of the Egyptian society in the light of the experiences of both The United States and Germany?

The following sub-questions branch out from this main question :

- 1- What are the theoretical and scientific approaches for giftedness, ways of discovering it, and the strategies for developing and fostering it in the light of the contemporary international educational literature? And what is the system of gifted students' education in the light of the contemporary literature?
- 2-What is the system of gifted students' education in the United States? And what are the forces and factors that affect this system?
- 3-What is the system of gifted students' education in Germany? And what are the forces and factors that affect this system?
- 4-What is the system of gifted students' education in Egypt? And what are the forces and factors which affect this system?
- 5-What are the similarities and differences among the systems of educating gifted students in the countries under comparison?
- 6-What are the recommendations and suggestions that participate in developing the system of gifted students' education and looking after them in Egypt in the light of the experiences of both the United States and Germany?

Objectives of the Study:

The present study aims at establishing a system for educating gifted students in Egypt. This aim branches out into the following objectives :

- 1- recognizing the present situation of gifted students' education in Egypt.
- 2- recognizing the experiences and experiments of some developed countries in the field of gifted students' education and the possibility of benefiting from them in Egypt.
- 3- Discovering the cultural forces and factors affecting gifted students' education in the countries under comparison.
- 4- Introducing the recommendations and suggestions which this study reveals and through which a better frame can be established for the system of gifted students' education in Egypt.

Significance of the Study:

- 1- The present study is a research attempt to reach accurate scientific criteria from which the Ministry of Education can benefit to discover the gifted, students and recognize them on one hand, present them with the best educational techniques and strategies on the other hand, and choose the teacher for the gifted students on the third hand.

- 2- The present study has an applied significance since it attempts to recognize the present situation of the system of gifted students' education in Egypt, and the problems that hinder presenting the best care for them. Also, recognizing this present situation helps the establishment of a strategy through which the system of gifted students' education in Egypt can be developed of the experiences and experiments of the developed countries.
- 3- The importance of this study is indicated through the importance of the field in which it is conducted, namely the field of gifted students' education since the interest in the gifted became a cultural necessity imposed by the contemporary scientific and technological challenge on the one hand, and it paves the way for other studies in the field of gifted students' education on the other hand.

Limits of the Study:

The researcher had chosen the topic of the present study about the system of gifted students' education in Egypt and comparing it with those systems of The United States and Germany in order to develop the current system in Egypt in the light of the experiences of these countries.

Method of Research:

The researcher used the comparative method to compare the system of gifted students' education in Egypt with that of The United States and Germany to know the similarities and differences among the countries in comparison. This will lead to developing the system of gifted students' education in Egypt in a way that suits the circumstances of the Egyptian society.

Results and Recommendations of the Study:

According to the theoretical framework of this study and in the light of the comparative analysis of the systems of gifted students' education in The United States, Germany and Egypt – taking into consideration the cultural forces and factors that formed the educational systems in these countries – a suggested strategy for gifted students' education in Egypt can be established in the light of the foreign experiences and the Egyptian reality.

Drawing this strategy depends on the scientifically defined national policies. It also depends on considering the available resources and the expected circumstances and variables. This means that a strategy even if it was formed in the light of the study of developed foreign experiences- must consider several national factors: political, economic, cultural, sociable and educational, and the extent of varied specialized participation and public participation.

First: Bases of the Strategic:

The suggested strategy for gifted students' education in Egypt is based on a number of bases. The most important are:

- 1-Educating the giftedness is education for all.

- 2- Educating the gifted stresses the interest in the special education.
- 3- Educating the giftedness and the gifted in the tissue of the philosophy of education.
- 4- The flexibility of the system of gifted students' education.
- 5- Establishing the gifted students' education on a distinguished educational administration.
- 6- Educating the gifted in a scientific way.
- 7- Fostering of the Egyptian education for a new educational philosophy.
- 8- Developing the Egyptian society as an environment for education the gifted.

Second: Cores of the Strategy :

The strategy includes the following cores :

1- The Philosophy of Gifted Students' education and Its Objectives:

Depending on the necessity that the philosophy of educating gifted students be a part of, and integrated with, the philosophy of education in Egypt, and be based on the principle that gifted students' education is a national security necessity, the following measures should be followed:

- a- Encouraging the gifted students by the end of every year. So, two students at least should be chosen yearly from each governorate to receive the medals of advance and excellency cleverness from the president. Also, each governor should hand the gifted students from amongst those of his governorate the medals and awards of advance and creativity in order to increase the store of gifts in the country.
- b- Caring for presenting encouragement and moral motives for the gifted students such as writing their names in the honor lists in schools or in the national newspapers. Also, a yearly continuous exhibition should be held for their discoveries and achievements. Then, Honoring parties should be held them and their parents at the beginning of every school year and they should be encouraged rewards and financial means. Scientific trips to the developed countries should be arranged for them on the expense of the government to polish their skills and develop their abilities.
- c- Defining the concept of giftedness clearly in accordance with its relation to other concepts such as talent, creativity and genius. and defining the age level to be dealt with.
- d- Defining the philosophies and objectives of gifted students' education clearly to correspond with the culture of the Egyptian society on the one hand, and to work in accordance with the philosophies and objectives included in the contemporary directions and experiences on the other hand.

- e- The educational philosophy of the Egyptian society should stress the importance of an educational system that depends on considering the individual differences and varied abilities among students, as each student has a certain level of abilities different from the levels of others.
- f- The interest in gifted students' education should not be limited to the normal students only, but it should include gifted students with special needs, building upon the idea that every person, whether normal, or handicapped, has a number of the distinguished intelligences which appear by turn in the different abilities and skills.

2- Scholastic Education for the Gifted Students:

Scholastic education for the gifted Students addresses the following elements :

a- Discovering the Gifted Students:

Concerning the discovery of the gifted Students and their choice for scholastic education the present strategy stresses the following :

- (1) The interest in the early discovery of the gifted in order to provide them with programs that develop their abilities and satisfy their needs because – as studies have indicated – the pre-school period is considered one of the most important periods for developing the abilities of the gifted and motivating their real interests.
- (2) Adjusted techniques and tools should be used in the process of discovering the gifted students in the different educational stages taking into account that every educational stage has its appropriate techniques and tools.
- (3) Establishing centers for discovering giftedness and developing it in every governorate in the country under the supervision of the Ministry of Education, the Ministry of Culture, the Ministry of Information, the Ministry of Youth and the Highest council for Universities.

b- Educational Strategies and Fostering Gifted Students:

Concerning the special educational strategies and fostering the gifted students, the following measures should be followed :

- (1) Increasing the number of the schools and classes for the talented (gifted academically) to include schools three in each governorate: one for the gifted in the basic education stage, the other for the gifted in the general secondary education stage, and the third for the technical education stage and increasing of the number of the gifted classes in the general secondary education as well as specifying classes for the talented in the basic education schools (primary and preparatory) and technical education schools.
- (2) Adopting the idea of part time classes i.e. isolating the gifted students from the normal students for sometime and gathering them again in the general education stages.

- (3) Introducing enrichment courses that meet the needs of the gifted students in their independent classes. And providing the instructional curricula with enrichment educational experiences and activities for the gifted and normal together.
- (4) The schools should open in the summer holiday and introduce enrichment programs and cultural, artistic and sport activities for the gifted students in a way that develops their high abilities and varied gifts.
- (5) The Egyptian educational system should apply the idea of acceleration of education in the Egyptian schools with all its stages.
- (6) Applying the idea of telescopic acceleration classes in the general secondary education which allows the gifted to study in classes separated from his normal peers and shortening the allotted period of study to a year according his abilities and aptitudes.

c- Gifted Students' curricula and the Methods of Evaluating Them :

Concerning the gifted students' curricula and methods of evaluating them, the strategy stress :

- (1) Presenting curricula to the gifted students different from the normal students' curricula not only in the degree but also in quality, Taking into account that there should be great co-ordination among the topics that are included in these curricula in condition that they meet the students' needs and interests and develop their abilities and gifts.
- (2) The curricula of the gifted students should handle some lessons in an open way to motivate their interests and to achieve the highest possibility to stimulate them to express their abilities, gifts and creativity in order to develop them and benefit from them.
- (3) These curricula should include educational activities which aims at developing the skills of creative thinking, the basic skills for research in different issues and life skills (social and leading) in addition to the technological skills.
- (4) These curricula should take into consideration the individual differences among the gifted students from the one hand and their developmental characteristics from all sides.
- (5) The evaluation of the performance of the gifted students should not be limited to monthly written tests and exams, but it should incorporate the students' oral contributions inside and outside the classrooms and the personal effort (homework) which they are assigned to do daily besides the personal interviews with the gifted students which are carried out by specialized experts and consultants in the field of giftedness and talent.
- (6) Reviewing the present methods of evaluation followed in the Egyptian schools in general and in the gifted and talented schools in particular to

include a measurement for the higher mental abilities and the skills of creative thinking and some life skills.

3- The teacher of the Gifted Student:

Concerning the teacher of the gifted students the strategy suggests that:

- a- The preparation of the teachers of the gifted students should be completed in the Egyptian faculties of Education after graduation from university through studying a number of courses specified for the giftedness and talent. These courses lead the teacher in the end to get the higher postgraduate diploma, master and the doctorate degree which lead to a higher degree of specialization in the field of giftedness.
- b- Expanding the gifted teachers training in-service through training programs which aims at upgrading the level of the teacher while dealing with the gifted students and increasing communications with them. These programs are supervised by specialized professors from different faculties under the general supervision of the faculties of education.
- c- The preparation of the gifted students' teacher should be carried out either through the present preparation programs then joining a special study for the gifted in the faculty of education, or the preparation in the faculties of education, department of special education (special programs for gifted students' education) or training him in-service through special training programs for giftedness and talent.

4- Administration of Gifted Students Education:

Concerning the factor of the administration of the gifted, the strategy stress that:

- a- General administration for fostering the gifted and talented should be established in the Ministry of Education, not as a part of the general administration of special education.
- b- Establishing an administration for fostering the gifted and the talented in every educational directory all over the republic which directly follows the general administration for fostering the gifted and talented in the Ministry of Education. This administration should carry out the approved educational policy by the ministry of education concerning educating the gifted locally.
- c- Educating the gifted and fostering them should be supervised by the Ministry of Education as well as the Ministry of Culture, the Ministry of Information, the Ministry of Youth, the Ministry of Industry besides other organizations such as the national Center for Educational, and Research Development and Suzan Mubarak's Exploratory Center.
- d- Allotting a Huge national budget separated from the budget of the Ministry of Education considering that the policy of gifted students' education is a national policy for funding the gifted educational programs. Participating in

assisting researches and developing activities concerning the gifted, as well as funding presenting some scholarships and financial aids to the gifted students especially the poor.

- e- Establishing a special fund to finance programs and projects concerned with the gifted students' education. The financial resources of this fund are the governmental authorities (the different ministries) or the non-governmental such as the companies, organizations, charitable societies, businessmen and the rich.

5- The Participation of Organizations and Institutions with the School in the Education of the Gifted Students:

Concerning the participation of organizations and institutions with the school in the education of the gifted , the strategy stress that :

- a- The role of the school in educating the gifted should not be limited to the interest in education, but it should exceed education and provide sufficient opportunities for the students to practice different activities and hobbies in order to discover the gifted among them in different fields and present the educational programs and services that suit them.
- b- Schools should be opened during the summer and the holidays in order to discover the gifted and know them through practicing different activities and hobbies. These activities should be supervised by specialists in giftedness and talent.
- c- Co-operation among school and the other educational and social organizations such as the family, governmental and civil organizations, and societies, gift development centers, social, sport and scientific clubs, and technical institutions in order to provide the best care possible for the gifted.
- d- Audio, readable and visual mass media should pay attentions to spreading awareness among citizens, inviting and directing them towards fostering the gifted, presenting the programs that develop skills and foster excellency, especially through the educational T.V channel and presenting informative and guidance programs for the family and helping it in the early discovery of giftedness and developing it.
- e- The cultural institutions should be interested in publishing books, sources and booklets which address educating and fostering the gifted and talented