

School and Public Libraries and its Role in Supporting Gifted Students: Field Study

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Abstract: The world is witnessing a continuous conflict between limited resources and necessary requirements. Therefore, most nations revise its priorities and concentrate on quality. Each nation depends on its gifted citizens to face this challenge. This requires early care for this sector in all educational institutes. Libraries are the best places for identifying and motivating gifted people through providing them with informational activities, services and materials suitable for their mental and creative abilities to continue their pursuit of learning. The main question the current study is trying to answer is: what is the role of libraries and information centers in supporting this distinct group of the society? The real problem is that most types of libraries are directed to older age groups of students who are not gifted, and their informational needs can be easily identified and fulfilled. This is why libraries, with their traditional objectives, can not provide the gifted people, who may be the most important group that needs information, with its services. Early identification of the gifted individual is the only way to preserve his/her gift. Therefore, public and school libraries are responsible for identifying and caring for gifted children and fulfilling their informational needs to improve the society as these two types are the first to deal with children since a very young age. The current study is trying to explore the opinions of librarians in public and school libraries about the role of the two types in supporting talents and gifted children, especially in Alexandria, through a field study for the two types in Alexandria during the school year (2016-2017). The study also identified the concept of "talent" and factors affecting it in addition to the role of school and public libraries in developing children's culture and identifying and fostering the gifted ones through supporting their creative ideas. In addition, the study explored the need for library services to do so and the role of librarians in successful dealing with the gifted, fulfilling their needs and overcoming their problems. The study also discussed the professional needs of librarians that include training and professional development. Results indicated that there are some variances in opinions about the concept of talent and characteristics of gifted children although a consistent definition is needed to build gifted care programs upon. Information is needed for improving the skills of gifted. Information technology and telecommunication should be integrated in providing gifted with services and activities. This integration is reflected on the educational process and confirmed the role of modern e-libraries. Results also clarified the current situation of school and public libraries in Alexandria and the services they provide the gifted with to fulfill their needs and support their skills. Librarians play positive roles in supporting the gifted and they can be trained on that. Researchers of gift in psychology and education should cooperate in applied research about the gifted libraries. The researcher recommended the establishment of specialized libraries for gifted children that initiate activities and programs specialized to them. a future plan for services of gifted children should be developed in addition to establishing a joint Arab scientific center for gifted education.

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Part I: Effects of Libraries on Gifted Introduction

Most educators and psychologists agree that talents in most fields of life are created by environmental conditions that direct the individual towards investing his/her intelligence, if the surrounding environment provided the individual with opportunities to do so (Abd Al-Ghaffar 1977: 31). If these conditions are not available, many gifted children might drop out without proper qualification.

Educational and informational fostering for the gifted, with their excellent mental abilities, require higher limits for information exchange and facilitating accessibility of information, regardless its material shape or place of production (Al-Kablan 2003: 62).

Libraries are the best places for identifying and motivating gifted people through providing them with informational activities, services and materials suitable for their mental and creative abilities to continue their pursuit of learning.

The crucial question is: what is the role of libraries and information centers in supporting this distinct group of the society? And what are the informational needs and trends of this group? The gifted is supposed to be a first-class reader to establish a solid base for his/her current and future ideas and expectations. This study is a try to discuss the informational needs of this distinct group. This is to cooperate in establishing calibrated base for libraries and information centers to provide information services and directives suitable for this group to improve its creativity and motivate them to involve in various fields of life.

First: Factors affecting the gifted

Plans to fulfill the informational needs of gifted on a realistic basis should consider the factors affecting them (educationally, psychologically, scientifically and philosophically). These factors include:

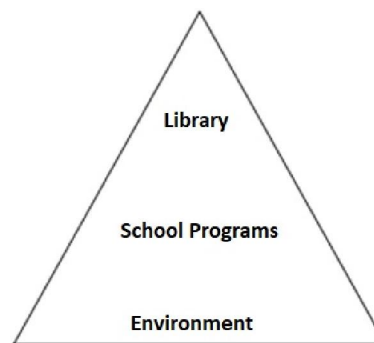
Genetics: Most researchers agree that the gifted is affected by genetics, referring to some studies related to gifted children (Akhdar 1996: 100). Some new trends indicate that gifts are not limited to specific aspects. Instead, they are related to several aspects of life as environment plays a vital role in individual's investment of his/her intelligence (Abd Al-Ghaffar 1977: 30-31). The human brain function is the result of interaction of genetics and environmental factors, as environment stimulates the effective brain function (Al-Surour 1998: 33). Therefore, it is incorrect to approach one aspect without considering the other (Al-Shakhs 1990: 10).

Environment: There are several environmental factors that affect the gifted and ordinary individuals as well. These factors include socio-economic background, cultural background, residence, hobbies methods of teaching used, efficiency of teachers, types of curricula and teaching aids (Akhdar 1996: 96-97). This led to the notion of implanting and forming gifted individuals according to studies indicating that IQ rates are not fixed and negative and positive effects of environment (Soliman 1996: 73).

School and School Programs: Programs directed to gifted lead to increase their abilities and make their trends and attitudes more mature so that they can merge with the society and participate in its advance. Ant lack of such programs may make the gifted unable to merge with the society (Kuwaiti Society for Arab Childhood Advancement 1984: 106 – 107).

Library: Directing the gifted, since an early age, towards the library and making it an original part of their learning increases their abilities and helps them invest these abilities in scientific, artistic and literary fields (Omaira 1996: 15). The following figure

represents the position of libraries and information centers among other factors that affect the gifted.



Relation between Library and other Factors Affecting the Gifted

All types of information organizations form the peak of educational hierarchy of the gifted. Therefore, libraries should be included as a major partner among other important factors that enrich the gifted and improve his/her skills in addition to stimulating creative thinking.

Second: Public children libraries and its role in improving child culture

Child libraries are those libraries concerned with childhood through providing suitable services to this age group to improve their cognition and information (Al-Kablan 2001: 20). We can define gifted child libraries, if any, as those libraries concerned with gift identification and improvement in early childhood through providing suitable services for this distinct group to improve the cognition of the gifted child and enrich his/her information. Child public libraries and its services to children, regardless of their mental abilities, are the base for establishing specific libraries for the gifted in the future. Therefore, child public libraries play a major role in gift identification because of its clear role in supporting the child's character and forming his/her culture as it provides him/her with all sources of information that form and define his/her specific character.

Child public libraries backup school libraries to achieve its educational objectives. It bridges the gap in cases of deficiencies or if school libraries are not existed. It also receives children when schools are closed, and its collections serve multiple needs, not only educational ones. In addition, public libraries serve pre-school children and enable parents to participate with their kids. Developed countries are now more interested in early childhood (2-5 years) as it is the age when the child starts enjoying picture books, stories and rhymes (Al-Kablan 2001: 43-44).

The objective of child public libraries is an informational culture one in the first place as it is considered as a learning center that helps children to

continue their self-education and help them conclude knowledge by themselves.

Multiple sources of information and its multiple cultural roles are required for achieving the objectives of child libraries. But the most important thing is to include these resources in a clear cultural plan that fulfills its required roles that may not differ from the roles of gifted child libraries through high-level activities and programs with distinctions between activities that may suit different gifts. Child libraries with all its multiple resources and through its work with early ages are among the factors that establish the habit of reading in children and create close links between children and books. Therefore, child libraries help children to continue self-education during their upcoming life.

Children are citizens of a democratic society that its success or failure depends on the public culture. Therefore, children should be provided with the opportunity to choose multiple resources for any topic if public libraries are to do its role (Mahfouz 1997: 20-21). This is the reason for the decisions of the UNESCO special commission for children's library services in its meeting in Delhi 1955 as the commission approved that all public libraries should provide children with services as a basic part of community services because the gifted child is the main fortune of society and should be considered as top priority through establishing specific gifted libraries (Wiswanathen 1961: 149).

Part II: Reality of the role of libraries and information centers in Alexandria to support the gifted

First: Field and Limits of Applied Study

Place: Child libraries in Alexandria that included:

School libraries: (21) school libraries were chosen (governmental, experimental, language and private schools) from five educational directorates (east – west – Montazah – Middle – Gumrok) to identify the effects of socio-economic and cultural variables on children.

Public libraries: child library and Juniors library in Bibliotheca Alexandria.

Objective Limits:

The current study concentrates on the role of child libraries in Alexandria in fulfilling gift children's needs of distinct library services suitable for their abilities. The study seeks to improve the efficiency of service and activities provided by these libraries in addition to suggesting new distinct services, programs and activities for improving the gifts and abilities of gifted children.

Time Limits: the school year 2012-2013

Study approach and instrument: the researcher used the descriptive analytical approach. Data was collected through a questionnaire for individuals dealing with gifted children in school libraries and junior library of Bibliotheca Alexandria. The researcher distributed (36) questionnaires to librarians and only (34) were retrieved.

Second: Results of the Questionnaire

General data:

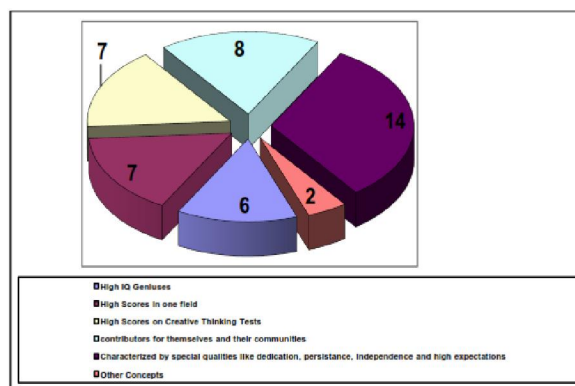
1- Qualification:

Results concerning qualifications of individuals dealing with the gifted (n=37) either librarians or parents came as follows: (2) of them (5.4%) have master's degrees, (7) of them (18.9%) have bachelor of Commerce and (28) (75.7%) have bachelor of arts with half of them are specialized in libraries and documentation while the rest were specialized in psychology and philosophy. All of them except one were females. This is consistent with Abd Al-Ghany (2003) who indicated that most librarians are females and school libraries suffer from diverse qualifications.

The concept of gifted:

2- Concept of gifted for librarians and gift identification specialists:

Identifying a clear definition of gift is very important to identify and foster gifts before it vanishes due to incorrect treatment, especially from librarians who may be far from recent developments in that field. Results concerning the concept of gift varied as follows:



Gifted as Geniuses with High IQ:

(6) Persons (16.2%) agreed with that concept. This is consistent with Truman who used the IQ score of 140 as a cut-off point. It is a procedural definition based on using IQ as a reference – individual IQ tests - to identify gifted and excelled children. This definition may be vulnerable to severe criticism according to modern knowledge about mental constructs and concept of intelligence.

- Gifted as individuals with high level of performance in a specific field

(7) Persons (18.9%) agreed with that concept. It is consistent with Tannenbaum who indicated that the gifted has the aptitude to produce ideas in one or more activities that support human life ethically, mentally, emotionally, socially or aesthetically. It is also consistent with Witty (1951) who indicated that the gifted child is distinct in a field of importance for human society.

It is also consistent with New York code 740 – 1982, article 95 identifying gifted as pupils who show high efficiency and extraordinary ability in some areas like general education and specific public academics (NY Assembly 2007, section 4452). It is also consistent with code 91-230, section 806 (Department of Education – DOE 1981).

This is also consistent with Baker and Bender (1981) who indicated the US department of education is interested with gifted education describing them as children with massive abilities and distinct performance that requires specific educational programs that recognize their contributions to themselves and their societies.

• **Gifted as children with high scores on creative thinking tests:**

(7) persons (18.9%) agreed on that concept. This concept is consistent with several authors who indicated that creativity is an indicator for mental excellence and depending on IQ indicators alone will cause us to lose nearly 70% of those who have the ability of creative thinking. The American Association

for Gifted Children indicated that mental excellence should include everyone who has high performance in a useful social field that makes him/her prominent. This definition disagreed with Gad (2006) who indicated statistically significant differences in the follow-up and post-measurement of gifted pupils on basic thinking skills (individual or compound).

• **Gifted as persons with distinct contributions to themselves and their societies:**

(8) Persons (21.6%) agreed with that. This consistent with Newland (1976) who indicated that if a (x%) of man power in USA are practicing high rank works, schools are required to at least prepare the same percentage for these works.

• **Gifted as persons with special qualities like persistence, dedication, independence and high expectations:**

(14) Persons (37.8%) agreed with that. This is consistent with Durr who described the gifted child as having linguistic development that exceeds normal, persistent in mentally tough tasks, being able to generalize and identify relations, with high curiosity and varied attitudes. It is also consistent with Renzulli et al (1986) who developed (10) behavioral scales to identify gifted students.

This indicates great variance in opinions about gift and gifted. The most inclusive definition may be the definition of Gagne (1985):

Excellence	Gift
Above moderate: refers to performance	Above moderate: refers to ability
Main component: environmental	Main component: genetic
Actualization of a potential or result of an activity	A process, activity or potential
Should include gift. Excelled should be gifted	May not include excellence. Not all gifted are excelled

It is important to reach a clear concept of gifted as it is the base for develop programs for educating gifted and excelled persons and to evaluate these programs (Coleman 1992).

The need for gifted-directed library services:

3- Role of libraries in gift identification and support:

The role of a library in gift identification is as important as gifted support, but it is less clear. A librarian can identify gifted students through discussion and borrowing registers (Abu Shurikh 1997). (33) Participants (89.2%) are convinced with the role of library in gifted identification and support while (4) of them (10.8) didn't think so. This is because the convinced participants believe that libraries direct children towards reading since a very early age, and if this didn't happen, students may not be eager to read. This means that the gift may disappear because of the lack of fostering through

reading. This consistent with Khalifa (2002) who indicated that using libraries affects students' library abilities. It is also consistent with Musa (1991) who indicated that students should be taught how to use the libraries and evaluate its services as they benefit from them.

4- The need for gifted-directed library services:

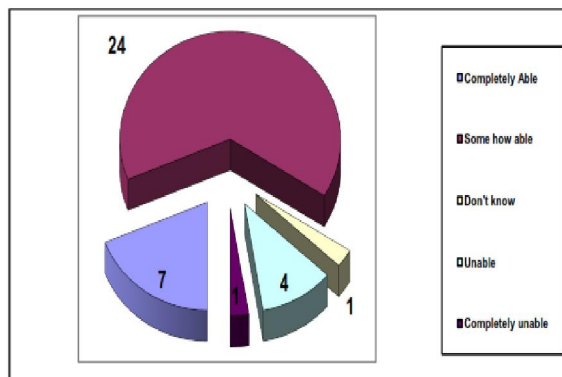
(29) Participants (74.4%) agreed that it is important to find gifted-directed library services, while (5) participants (13.5%) only accepts such services and (3) participants (8.1%) didn't express their opinions.

According to participants, libraries provided only ordinary activities like reading, borrowing, forums, exhibitions, competitions, parties and research. These activities are not considered by gifted as stimulating to their mental abilities and creative powers for searching and digging information. This is consistent

with previous researchers who indicated the importance of developing programs for the gifted (Mahfouz 1975: 106). It is also consistent with Al-Shimy (1976) who indicated that modern educational trends necessitate the existence of a suitable library that enriches curricula and fulfills students' multiple needs. Baker and Bender (1981) indicated that library programs recognized the gifted child and many librarians developed many programs for the gifted.

5- Ability of current libraries to support gifted:

Libraries and information centers are the infrastructure for supporting gifted. (7) participants (18.9%) are convinced that current libraries can support creative ideas of the gifted while (24) participants (64.9%) indicated that it is somehow capable of doing so. (4) participants (10.8%) indicated that libraries are totally incapable of supporting the gifted and one participant (2.7%) said he doesn't know.



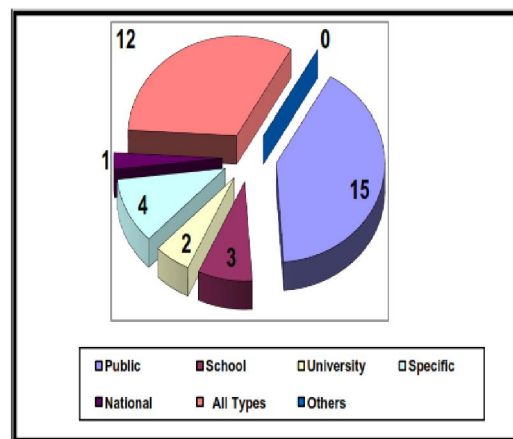
Most participants (64.9%) indicated that libraries are somehow capable of supporting creative ideas of the gifted. This is consistent with Caeaisco (2007) who indicated that gifted and excelled students can never achieve their max potential in learning unless they are motivated through correct learning methods.

In an article published in the British Journal of Education, Anne Morgan supports the impact of past experiences of gifted and talented students on the 5th to 7th grade (Morgan: 2007). "Many writers have commented on the need to rely on Policies and strategies to advance skills and behavior at an early stage (Kendall, O'Donnell, Golden, Ridley, Machin, Rutt, McNally, Schagen, Meghir, Stoney, Morris, West & Noden: 2005) And children's excellence, such as the Education and Skills Section of the National Academy of Young Learners and DfES (Department for Education and DfES / NA) GTY, 2006 (Skills) / NAGTY (National Academy fortified and gifted youth) (Scott & Delgado, 2005).

Libraries providing services to gifted:

6- Role of specific libraries in serving the gifted:

(40.5%) of participants indicated that public libraries can be used for serving the gifted while (32.4%) indicated that all types of libraries can support the gifted. Only (10.8%) of participants asserted the importance of specific libraries while (8.1%) chose school libraries, (5.4%) chose university libraries and only (2.7%) chose national libraries.



7- Ways of supporting gifted libraries:

The study indicated several ways for supporting libraries and information centers to fulfill the needs of gifted. These ways can be a strategic core if studied more carefully by libraries. Participants opinions came as follows:

None of the participants chose to train the gifted on using libraries to dig information for themselves. Khalifa (2002) and Musa (1991) indicated that teaching students how to use libraries affect their effective use. Al-Shimy (1976) agreed with that indicating the importance of initiating library education programs since an early age for student in addition to identifying their needs, problems, trends and aptitudes.

(13) participants (35.1%) confirmed the importance of suitable coverage for national and international intellectual production. It is vital to provide multiple sources of various fields of knowledge in any library or information center for gifted. It is also vital to provide them with modern technological services that help them improve their gifts according to recent technological advances. Most previous studies recommended the use of modern technology in library services especially the internet. Such services are almost lacking in most school libraries in Alexandria.

(20) participants (54.1%) confirmed the identification of gifted and their personal interests to provide them with suitable services. This is considered the most significant factor affecting the

gifted child because of his/her physical, mental, psychological, emotional and behavioral qualities that differ from ordinary children. Those who deal with the gifted should be acquainted with correct methods of dealing with them so that their gifts can be improved as the gifted is socially sensitive. This is consistent with Morawske & Sanders (2008) who described the behavioral and emotional adaptation of gifted children with the methods used by their parents to modify their behaviors. Morgan (2007) indicated that: "The most important part of dealing with gifted people is their promotion of extracurricular activities," (Cohen, Duncan & Cohen 1994; Moon 1995) that provide children with emotional, social and intellectual resources (Cullen & Lindsay, 2006; Hoover, Sagler & Feldhusen, 1993), including the positive impact of self-reliance.

(12) participants (32.4%) confirmed providing those who work in gifted projects with advanced information services. It is clear that modern technology is vital for the gifted. It is also clear that advanced information services are vital for persons who work in gifted projects so as to keep up with their minds and stimulate them. the most important services are modern programs and strategies concerning how to deal with the gifted. This is consistent with Caraisco (2007) who indicated that through these programs we can identify, train, educate and observe gifted children. Khalifa (2002) indicated that 98% of Egyptian libraries do not use electronic system for administration, arrangement and services.

(4) participants (10.8%) thought that methods of increasing library stores should be directed to information resources that help improving the gifted. But this should be done according in-depth studies. Feinberg & Keller (2010) confirmed that as they identified the steps to be followed for establishing public libraries for children and youth.

(6) participants (16.2%) confirmed the importance of providing the gifted with verbal contacts with their ideals. The ideal is a significant factor affecting the gifted because of stimulating his/her ability to prove and interpret his/her thoughts. Green (2002) and Kozol (1991) agreed with that.

None of the participants suggested other means of supporting gifted libraries although there are models in some schools. But opportunities for cooperation and exchange of activities between public and school librarians are lacking because of the lack of cooperation between educational departments and cultural affairs.

Qualification of Librarians

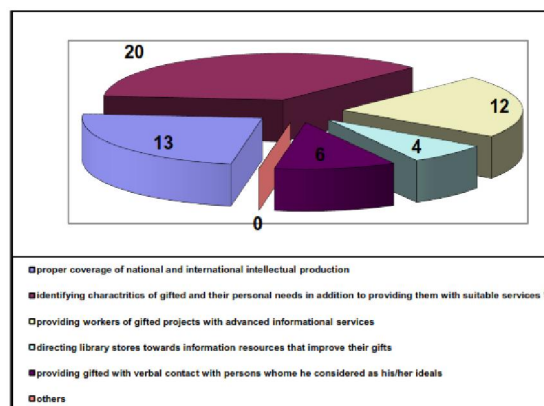
8- Role of librarians in improving creative thinking of the gifted:

Libertarians can support the gifted, either through working individually or through cooperation

with persons responsible for gifted affairs. Librarians' opinions about that came as follows:

- (32) participants (86.5%) agreed
- (5) participants (13.5%) disagreed

It is clear that librarians play a vital role in improving critical thinking and creative thinking skills of the gifted as they are the first to encourage the gifted to read and teach him/her how to use the library. Musa (1991) and Khalifa (2002) agreed on that as they indicated that students rarely use the library index because they usually seek advice from the librarian. Caraisco (2007) indicated that gifted children are usually identified by well-qualified persons.



9- Teaching topics related to gifted individuals in libraries departments:

Opinions of participants came as follows:

- (31) participants (83.8%) agreed
- (2) participants (5.4%) didn't give an opinion
- (4) participants (10.8%) disagreed.

Most participants agreed on teaching topics related to gifted individuals in departments of libraries. The librarian is the igniter or extinguisher of the gift. Therefore he/she should know how to identify the gifted and how to deal with their mental and creative abilities according to specific programs and strategies. These things require careful study and practice during field training in the university. Green (2002) indicated that creative developments are considered as important as academic development in traditional high schools. Counselling with specialists should have enough time but most of them know little about unique needs of gifted children. Academic abilities and academic achievement are completely different. Most gifted children are left without well-planned counselling and their academic affairs are dealt with through the same lack of experience with their needs.

Creative people do not only challenge themselves but also challenge their functional status. It is possible that they need non-traditional

professional advice that is more suitable with their non-traditional professional ambitions. (Coleman & Cross 2001).

10- Initiating training programs for librarians by gifted specialists:

Participants opinions came as follows:

- (31) participants (83.8%) agreed
- (2) participants (5.4%) didn't give an opinion
- (4) participants (10.8%) disagreed.

Most participants agreed on initiating training programs for librarians by gifted specialists as gifted persons differ in their behaviors and mental abilities. This necessitates sufficient training for those who deal with them to succeed in their tasks that target improving abilities of gifted. Baker & Bender (1981) agreed that librarians should bear reasonable effort in helping gifted children, but they need suitable training to fulfill these tasks, along with other teachers. Caraisco (2007) indicated that New York department of education started restructuring university programs for qualifying teachers for gifted students. In February 2005, Joel Kleene, chancellor of NYC DEO directed local and regional district school authorities to initiate a firm program for gifted that may help expanding and strengthening their opportunities. Accordingly, schools of New York City announced plans for expanding opportunities for teachers to join gifted programs in kindergartens and grade (1). (NYC DEO 2005). Al-Hennawy (2005), through studying the use of internet in school libraries in Alexandria, indicated that internet specialists were trained for internet use while they were actually teachers of other subjects and were asked to supervise computer labs in addition to their original work.

Basiouny (1992) and Eyd (2003) listed some problems that may hinder the initiation of such programs:

- Multiple bodies, associations and ministries supervise public library work
- Librarians don't get sufficient salaries, and this increased their job dissatisfaction and deterioration of library services in addition to performing artificial work.

Suggestions:

11- Suggestions of participants to support gifted libraries:

- (3) participants (8.1%) suggested computers and internet connections
- (3) participants (8.1%) suggested wider and quitter places with good light
- One participant (2.1%) suggested photocopy machines
- (7) participants (18.9%) suggested concentration on artistic talents (ex: poetry and music)

- One participant (2.1%) suggested competitions with rewards

- (3) participants (8.1%) suggested summer activities

- (2) participants (5.4%) suggested experienced librarians who are trained for dealing with gifted

- One participant (2.1%) suggested good books

- (2) participants (5.4%) suggested discussion and free expression when dealing with gifted.

- (51) participants (75.7%) didn't suggest any new or known suggestions. This is a limitation from them as most of school librarians are assumed to be well-acquainted with good example of successful schools in Alexandria that participated in USAID funds provided (50) schools. These funds included computers, laptops and TSS TILO programs directed to improve students with value of 20 thousand US Dollars in addition to maintaining these sets and accessibility to internet and foreign expeditions for teachers to train them on such sets and programs. It is clear that librarians didn't know about these successful examples because of the lack of communication among schools. These suggestions reflect the lack of material and human capabilities for governmental libraries.

Results of the field study:

- Previous literature related to gifted children neglected linking their results with actual reality inside gifted libraries.

- There are various opinions about the concepts of gift and gifted child as there is no standardized definition for these terms although they are the corner stones for developing programs for gifted care and identification.

- Gifts should be identified in an early age when it is still glimmering. Disappearance of gifts may be due to the slow identification, lack of identification or ignoring gifts.

- Librarians can identify gifted children through contacting educational, governmental and non-governmental organizations concerned with gifted children.

- Libraries can use questionnaires for attendants, according to specific criteria and case study, to identify gifts.

- Those who deal with gifted have different opinions about the importance of library services for gifted. Most of them think that current libraries can support gifted persons. This variance is the result of the lack of a standardized definition of gift and gifted.

- Study in libraries departments should be improved to fulfill the needs of gifted persons as this the right start for libraries to foster them.

- Different opinions of those who deal with gifted about the ways of supporting gifted through libraries indicate that libraries are somehow able to support creative ideas of the gifted and this indicates the need for gifted-directed library services.

- Most participants indicated that the most effective ways of supporting gifted libraries and information centers are:

- Suitable coverage of national and international intellectual production

- Identification of gifted and their interests

- Providing workers in gifted projects with advanced information services

- In both cases of agreeing or disagreeing on the role of librarians in improving creative thinking of gifted, participants agree on three things:

- Teaching gifted-related topics in libraries departments

- Initiating training programs for librarians by gifted specialists

- Encouraging librarians on self-learning to acquire the ability of communication with gifted

- Those who deal with gifted indicated the importance of gifted-oriented library services.

Conclusions

Using successful behavioral strategies and educational programs in dealing with gifted children through training librarians on them to identify the types of services and information needed by gifted children to provide suitable library services for them.

- Applying library services that improve critical thinking and creative thinking of the gifted inside libraries.

- Applying library services that improve mental abilities of the gifted child that include mental imagery, attention and scientific creativity.

- Taking necessary executive steps towards integrating information technology and telecommunication on one hand and library and educational services on the other for gifted children in various educational stages.

- Preparing well-qualified librarians for using and applying modern technology in addition to training gifted children on them through classroom education, self-education or free reading.

- Establishing specific gifted libraries and initiating specific programs for them through improving current services provided to gifted in addition to establishing an Arab Scientific Center for Gifted Learning.

- Coordinating information and experience exchange among all types of libraries and concerned bodies of gifted.

Axes of Positive Role of Librarians in Providing Successful Gifted-Oriented Library Services:

Successful gifted-oriented library services depend on well-qualified librarians with specific qualities including the ability to achieve the desired goals of serving this group (Al-Kablan 2003). The current study, in addition to several other studies, confirmed the positive role of librarians. Therefore, axes of this positive role should be noted as follows:

- Librarians should understand and appreciate the nature of gift in addition to participating in the gifted thinking and creations (Greene 2002).

- Librarians should respond to the gifted questions in addition to directing them towards useful and modern information resources (Musa 1991, Khalifa 2002).

- Librarians should introduce modern electronic services to the gifted and train them to use it. Junni (2007). Al-Agizy (2008) and Al-Shafee (2005) recommended developing programs for eliminating informational illiteracy among all sectors of the society (pre-tertiary education – tertiary education – post-tertiary education) according to the conditions, abilities and skills of each group among educational reform programs in Egypt. Baker & Bender (1981) indicated that it is the responsibility of a librarian to improve methods of teaching the gifted how to use various library services.

- Librarians can help the gifted improving their creative thinking through independent and cooperative work with gifted specialists.

- Topics related to gift and gifted should be taught in libraries departments to prepare well-qualified librarians. The librarian is the igniter or extinguisher of the gift. Therefore he/she should know how to identify the gifted and how to deal with their mental and creative abilities according to specific programs and strategies. These things require careful study and practice during field training in the university. Green (2002) indicated that most gifted children are left without well-planned counselling and their academic affairs are dealt with through the same lack of experience with their needs.

- Librarians who are currently dealing with gifted children should be included in specialized training programs as they know qualities of the gifted. Baker & Bender (1981) indicated that both librarians and teachers need suitable training to fulfill the gifted needs. Al-Hennawy (2005), through studying the use of internet in school libraries in Alexandria, indicated that internet specialists were trained for internet use while they were actually teachers of other subjects and were asked to supervise computer labs in addition to their original work.

- All educational and administrative bodies should cooperate in providing librarians with specialized training to enable them to deal with gifted children who are the main core for a generation of

innovators that represents the real fortune of this country.

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