

Abstracts

**THE NEW HORIZONS IN THE GIFTED EDUCATION
THE DIVERSITY OF GIFTEDNESS AND DEVELOPING EXPEDIENT PROGRAMS
«STRATEGIC REVIEW»**

Nasseroddin Kazemi Haghighi

Reviews the new findings in the gifted education. Results are proposed in six dimensions: ۱) Diversity of the giftedness requires the expedient characteristics in the teachers. ۲) A special successful plan depends upon the cooperation among community, family, and school. ۳) The enrichment and acceleration programs must be fulfilled based on the individual differences and diversity of the giftedness. ۴) The essential dilemmas in the enrichment and acceleration involve necessity of expedient programs in the special education. ۵) The subjective programs are spread in direction of the fundamental efforts and complete them. ۶) The endeavors of developing active leadership present effective results. Describes role of the gifted programs developing the requirement endeavors in reply to diversity of the giftedness and individual differences. (Persian) pp. ۳۴۲-۳۶۳.

THE GIFTED'S CHARACTERISTICS

M. S. Ahmadiéh

Outlines the gifted's characteristics and special needs, and describes her instructional experiments about of the gifted student's behavioral, motivational and conceptual characteristics. It is proposed suggestions and recommendations for the familial and school programs. (Persian) pp. ۳۶۳-۳۷۲.

**THE EXAMINATION OF CORRELATION AMONG ACADEMIC ACHIEVEMENT, LOCUS OF CONTROL, AND SELF
- ESTEEM IN THE GIFTED AND AVERAGE STUDENTS**

Mortaza Tarkhan

This study has question that academic achievement, locus of control, and self-esteem. Correlations differ among the gifted and average students. ۲۰۰ male students (aged ۱۵ yrs – ۱۰۰ gifted and ۱۰۰ average) completed Rotter's locus of control test, Cooper Smith's self – esteem questionnaire, and an academic achievement instrument (mathematic and science).

T-test was used for the statistical analysis. Results of analysis showed significant differences between the gifted and average students: ۱) The gifted students' self – esteem was higher than average students. ۲) The gifted students' locus of control was internal. ۳) The gifted students' mathematical and science achievement was higher than normal students.

The variances of academic achievement based on locus of control and self – esteem among the gifted students was more than average students. The findings are discussed based on theories of the locus of control and self – esteem. (Persian) pp. ۳۸۵-۳۹۷.

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