

Thesis summary in English

Textbook present one of the most important source for student for increasing there knowledge so it is not just way of learning but it is a basic way. Textbook specify to students what they will learn and to teacher what they will teach specially in developing countries. Textbook is one of the most dangerous stage in learning before university in which all positions are graduated to start life and build there personality.

Thesis divides to six chapters. First one specializes in following education history and textbook start in Egypt and its importance and specifications. Also this chapter discusses centralization and decentralization of education in Egypt and some developed countries as France and England and how Egypt get benefits from there experience. This chapter clear that we badly need to change our methods in education specially in the secondary school which is suffering changes all the time. In same time we look around and go away from centralization which wide the gape between student and school.

By the end of this chapter researcher clear that number of English, French, and Italian and Germany text books in Egypt reached 7073 textbooks. The Arabic textbooks toke the first position with 94.05 % from the quantity of textbooks. English, French, Germany then Italian followed in succession. One of

the other result of this chapter that "Rezek Gobran Boghdady" took the first position between main textbooks authors in Egypt and "Mohamed Ali Hossin" took the first position between sharing textbooks authors in Egypt.

Third chapter handle and analyze physical shape of textbooks in Egypt as title, cover, forming, punctuation mark, the containing, margins and others. The researcher reached that there is a big different and development in the shape of textbooks from 20 years ago until now. In spite of this development there are a lot of defects in designing textbooks which need some interest to short the gape between student and textbooks.

From forth to sixth chapter study textbooks application in Egypt. Forth one deal with authorship. Textbooks are composed by sharing and computations. Charging way in authorship was used in long period from time to time but the best way is computation as it's clear way to insure fairness in choosing authors. After this we can find authorship textbooks steps from having original textbooks and checking it, after this deal with author by clear contract which define duties of ministry of education and author.

In fifth chapter the researcher follow textbooks printing steps in Egypt and this is second part in textbooks publication. These steps happened in a very monotonous way. This way caused to produce very poor textbooks in shape and printing.

In Egypt ministry of education depends on 117 print houses which print textbooks according to contracts between each others. Most of these print houses use local paper and exporting inks. They make proofs and send it to ministry to review it first. The chapter also comments Suzan Mubarak science center role as assistant to curriculums improvement center in designing textbooks in Egypt. The end of this chapter is talking about material rights of author and how he gets it from ministry.

Sixth chapter study the last textbooks publication steps as it handle students account in all school and education departments then ministry of education in completely conflict direction.

Also following textbooks delivery after finishing printing and giving it to ministry stocks as education department transport textbooks to it's managements. After these it's school transport what it need. This chapter also handles stocks bad status in ministry.

By the end of this study the researcher reach to very important results and commands which surely by achieving it textbooks efficiency will be increased. This will make from textbooks a main useful source for all students without depending on any outside books and also without any extra efforts in education process.