

Chapter 1 : Education in Saudi Arabia - Wikipedia

*Seven lectures on female education, inscribed to Mrs. Garnett's pupils, at Elm-Wood, Essex County; [James M. (James Mercer) Garnett] on calendrierdelascience.com *FREE* shipping on qualifying offers. This is a reproduction of a book published before*

Antecedents[edit] A map of medieval universities The university is generally regarded as a formal institution that has its origin in the Medieval Christian setting. Evidence of these immediate forerunners of the later university at many places dates back to the 6th century AD. Before the 12th century, the intellectual life of Western Europe had been largely relegated to monasteries , which were mostly concerned with performing the liturgy and prayer; relatively few monasteries could boast true intellectuals. Pope Gregory VII was critical in promoting and regulating the concept of modern university as his Papal Decree ordered the regulated establishment of cathedral schools that transformed themselves into the first European universities. Demand quickly outstripped the capacity of cathedral schools, each of which was essentially run by one teacher. In addition, tensions rose between the students of cathedral schools and burghers in smaller towns. As a result, cathedral schools migrated to large cities, like Bologna , Rome and Paris. Some scholars such as Syed Farid Alatas have noted some parallels between Madrasahs and early European colleges and have thus inferred that the first universities in Europe were influenced by the Madrasahs in Islamic Spain and the Emirate of Sicily. Another step was when Pope Alexander III in "forbidding masters of the church schools to take fees for granting the license to teach licentia docendi , and obliging them to give license to properly qualified teachers". This independently evolving organization was absent in the universities of southern Italy and Spain, which served the bureaucratic needs of monarchsâ€”and were, according to Rashdall, their artificial creations. By the year , even the two oldest universities, Bologna and Paris, felt the need to seek similar bulls from Pope Nicholas IV. By the 13th century, almost half of the highest offices in the Church were occupied by degreed masters abbots , archbishops , cardinals , and over one-third of the second-highest offices were occupied by masters. In addition, some of the greatest theologians of the High Middle Ages , Thomas Aquinas and Robert Grosseteste , were products of the medieval university. The development of the medieval university coincided with the widespread reintroduction of Aristotle from Byzantine and Arab scholars. In fact, the European university put Aristotelian and other natural science texts at the center of its curriculum, [18] with the result that the "medieval university laid far greater emphasis on science than does its modern counterpart and descendent. As he puts it " Copernicus , Galileo , Tycho Brahe , Kepler , and Newton were all extraordinary products of the apparently procrustean and allegedly Scholastic universities of Europe Sociological and historical accounts of the role of the university as an institutional locus for science and as an incubator of scientific thought and arguments have been vastly understated. This manuscript is typical of the sort of book owned by medieval university students. Initially medieval universities did not have physical facilities such as the campus of a modern university. Classes were taught wherever space was available, such as churches and homes. A university was not a physical space but a collection of individuals banded together as a universitas. Soon, however, universities began to rent, buy or construct buildings specifically for the purposes of teaching. The first type was in Bologna , where students hired and paid for the teachers. The second type was in Paris , where teachers were paid by the church. Oxford and Cambridge were predominantly supported by the crown and the state, which helped them survive the Dissolution of the Monasteries in and the subsequent removal of all principal Catholic institutions in England. These structural differences created other characteristics. At the Bologna university the students ran everythingâ€”a fact that often put teachers under great pressure and disadvantage. In Paris, teachers ran the school; thus Paris became the premiere spot for teachers from all over Europe. Also, in Paris the main subject matter was theology, so control of the qualifications awarded was in the hands of an external authority - the Chancellor of the diocese. In Bologna, where students chose more secular studies, the main subject was law. It was also characteristic of teachers and scholars to move around. Universities often competed to secure the best and most popular teachers, leading to the marketisation of teaching. Universities published their list of scholars to entice students to study at their institution. Students of

Peter Abelard followed him to Melun, Corbeil, and Paris, [22] showing that popular teachers brought students with them. Students[edit] Students attended the medieval university at different agesâ€”from 14 if they were attending Oxford or Paris to study the Arts, to their 30s if they were studying Law in Bologna. During this period of study, students often lived far from home and unsupervised, and as such developed a reputation, both among contemporary commentators and modern historians, for drunken debauchery. Students are frequently criticised in the Middle Ages for neglecting their studies for drinking, gambling and sleeping with prostitutes. Studies for this were organized by the faculty of arts , where the seven liberal arts were taught: These three subjects were the most important of the seven liberal arts for medieval students. A popular textbook for theological study was called the Sentences Quattuor libri sententiarum of Peter Lombard ; theology students as well as masters were required to write extensive commentaries on this text as part of their curriculum. For example, a course might be on a book by Aristotle , or a book from the Bible. Courses were not elective: There were, however, occasional choices as to which teacher to use. Tenure academic Students were afforded the legal protection of the clergy. In this way no one was allowed to physically harm them; they could only be tried for crimes in an ecclesiastical court , and were thus immune from any corporal punishment. This gave students free rein in urban environments to break secular laws with impunity, which led to many abuses: This led to uneasy tensions with secular authoritiesâ€”the demarcation between town and gown. Masters and students would sometimes "strike" by leaving a city and not returning for years. This happened at the University of Paris strike of after a riot left a number of students dead. The University went on strike and they did not return for two years. As students had the legal status of clerics, which Canon Law prohibited for women, women were not admitted into universities. Most universities in Europe were recognised by the Holy See as a Studium Generale , testified by a papal bull. Members of these institutions were encouraged to disseminate their knowledge across Europe, often lecturing at a different Studia Generalia. Indeed, one of the privileges the papal bull confirmed was the right to confer the Ius ubique docendi, the right to teach everywhere.

Chapter 2 : Seven Lectures on Female Education : James Mercer Garnett :

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Background[edit] Saudi education is noted for its religious content. As of , religious studies average a total of nine periods a week at the primary school level, compared to an average about 23 periods a week total for mathematics, science physics, chemistry, biology and geology , social studies, Arabic language, English language and physical education. Other authorities such as the Ministry of Defense and Aviation , the Presidency of the National Guard , and the Ministry of the Interior provide their affiliates and children with education at all levels, consistent with Ministry of Education guidelines. The highest authority that supervises education in Saudi Arabia is the Supreme Committee for Educational Policy, established in Education spending as a percentage of overall spending tripled from to , and neither economic growth nor the price of oil had much impact on this trend. However, attendance of kindergartens is not a prerequisite for enrollment of first grade of primary education and kindergartens are not part of the official education ladder. Some private numbers have been established with technical and financial first aid-kit from the government. All national primary schools are day schools and are not co-educational. In order to move on to intermediate education, children must pass the examination at the end of Grade 6 of primary school and obtain the Elementary Education Certificate. After the intermediate education, students have the opportunity for both general and specialized secondary education. Technical secondary institute which provide technical and vocational education and training programs lasts three years in the fields of industry, commerce and agriculture. According to government data, 1,, students , male and , female were in secondary education in and the number of teachers totaled 87, 41, male and 46, female in The establishment of the King Saud University in was the starting point of the modern higher education system in Saudi Arabia. Some colleges and departments also provide distance learning. There also exist private colleges, community colleges affiliated to universities, and girls colleges, in addition to government agencies and institutions that provide specialist university-level education. Among them, , students , male and , female were in Bachelor programs, 9, students 5, male and 4, female were in Master programs, and 2, students 1, male and 1, female were in Ph. Another 93, students 72, male and 21, female were in Intermediate Diploma courses and 1, students 1, male and female were in Higher Diploma course. The program offers funds for tuition and living expenses for up to four years. The universities in the United Kingdom which provide distance learning in Saudi Arabia include the University of Leicester. The large influx of Saudi students to the United Kingdom prompted the Saudi Ministry of Higher Education in to close access to the country for further study. The openings were prompted by Iffat, the wife of Faisal of Saudi Arabia. Afterwards the Saudi government began opening state-operated girls schools. Religious fundamentalists protested the openings of the schools. This caused concern among Saudi fathers with daughters eligible for marriage. Girls education was put under the control of a separate administration controlled by conservative clerics [20] as "a compromise to calm public opposition to allowing not requiring girls to attend school". On 6 October , the first four women received their legal licences to practice law, not only as legal consultants but as lawyers in courtrooms and before the Saudi judiciary. Nora bint Abdullah al-Fayez , a US-educated former teacher, was made deputy education minister in charge of a new department for female students. By this program, thousands of women have earned doctorates from Western universities. The General Department for Private Education at the Ministry of Education supervises private schools for boys and private schools for girls and government provides private schools with free textbooks and an annual financial aid. Government also appoints and pays for a qualified director in every private school. As for the intermediate education, 6. As for the secondary education, They are not required to have Saudi citizens as sponsors since the Saudi authorities consider the schools to be under the sponsorship of the diplomatic missions. Regis and Allan B. Unlike community international schools, private international schools are required to follow Saudi regulations, [38] including those related to gender segregation. The first Philippine

school in Saudi Arabia, Philippine School in Jeddah was established after the Philippine Consulate in Jeddah began making efforts to start a school in , and Philippine schools were later established in Riyadh and other Saudi cities. In Saudi Arabia had nine accredited Philippine schools. The illiteracy rate stood at 1. With regard to the spread of illiteracy among Saudi Administrative Regions, as the study showed a large disparity between the regions of the Kingdom, while the figure for both sexes was at its lowest level in the Riyadh region, at 9. According to the World Bank, there is gender disparity in the literacy rate. As for youth literacy rate people ages 15 – 24 , A number of schools in Jeddah, Riyadh and Dammam have been selected for the implementation of this project. More than , teachers will be trained for the new program. In addition, this project will emphasize extracurricular activities for the purpose of developing intellectual, creative and communicative skills. One observation was, "The country needs educated young Saudis with marketable skills and a capacity for innovation and entrepreneurship. Religion taught in this manner is also a compulsory subject for all university students. A further criticism of the religious focus of the Saudi education system is the nature of the Wahhabi -controlled curriculum.

Chapter 3 : Medieval university - Wikipedia

Seven lectures on female education, inscribed to Mrs. Garnett's pupils, at Elm-Wood, Essex county, Virginia; by their very sincere friend, James M. Garnett. Seven lectures on female education, inscribed to Mrs. Garnett's.

Embracing traits associated with femininity such as nurturance, Beecher argued that women were uniquely suited to the moral and intellectual development of children, either as mothers or as educators. When Beecher was nine years old, the family moved to Litchfield, Connecticut, where she attended the Litchfield Female Academy. Beecher was 16 years old when her mother died and she began managing the household. While still in her teens, Beecher wrote poems that were published in the *Christian Spectator* under the signature C. By age 22, she was engaged to Yale University professor Alexander Fisher, though she had doubts about their union. When he died in a shipwreck, Beecher dedicated her life exclusively to education. In most female schools of the era, students learned primarily fine arts and languages, but Beecher offered a full range of subjects. In 1825, Beecher moved west when her father became president of Lane Theological Seminary, a progressive Cincinnati institution on the Ohio frontier. There, she opened the Western Female Institute, which struggled financially. She also worked on the McGuffey readers, the first nationally-adopted textbooks for elementary students. Thereafter, Beecher traveled, supporting herself with lectures and books. In the 1830s and 1840s, Beecher returned to brief teaching stints. Works Cited Boydston, Jeanne. *The Limits of Sisterhood: University of North Carolina*, Accessed March 4, Harvard University Press, From Catherine Beecher to Martha Stewart: A Cultural History of Domestic Advice. University of North Carolina Press, Patience Hall General Reference,

Chapter 4 : Seven Principles for Good Teaching

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Advertisement William Faulkner, When Leo Tolstoy was passed over in the prize went to the French poet Sully Prudhomme he was so offended he refused later nominations. The list of great writers who were alive after but never received the prize is jaw-dropping. Our choice was restricted by the limitations of what is available online in English. We have focused on the short speeches traditionally given on December 10 of every year at the Nobel banquet in Stockholm. We begin above with one of the most often-quoted Nobel speeches: Unfortunately the audio cuts off just before the finish. To follow along and read the missing ending, [click here to open the full text in a new window](#). Faulkner stumbles a few times during his delivery. You can listen to his smoother reading of a polished version of the speech [here](#). The short list includes statesman Winston Churchill and philosopher Henri Bergson. In addition to his ground-breaking contributions to mathematics and analytic philosophy, Russell wrote many books for the general reader. In the Nobel committee cited his "varied and significant writings in which he champions humanitarian ideals and freedom of thought. Cabot, United States Ambassador to Sweden, to deliver the speech for him. Fortunately we do have this recording from sometime that month of Hemingway reading his speech at a radio station in Havana, Cuba. You can [click here to open the full text in a new window](#). Jumping ahead from all the way to , we have video of the speech given by the Trinidadian-British writer V. Naipaul was cited by the Nobel committee "for having united perceptive narrative and incorruptible scrutiny in works that compel us to see the presence of suppressed histories. The Nobel committee praised the Istanbul-based writer, "who in the quest for the melancholic soul of his native city has discovered new symbols for the clash and interlacing of cultures. Mario Vargas Llosa,

Chapter 5 : Catharine Esther Beecher | National Women's History Museum

Seven Lectures on Female Education by James Mercer Garnett, , available at Book Depository with free delivery worldwide.

Respect diverse talents and ways of learning What are the Seven Principles? How can undergraduate education be improved? In , Arthur W. Chickering and Zelda F. The seven principles are based upon research on good teaching and learning in the college setting. These principles have been intended as a guideline for faculty members, students, and administrators to follow to improve teaching and learning. Research for over 50 years on practical experience of students and teachers supports these principles. When all principles are practiced, there are six other forces in education that surface: Good practices work for professional programs as well as the liberal arts. They also work for a variety of students: Hispanic, Asian, young, old, rich, poor. Teachers and students have the most responsibility for improving undergraduate education. However, improvements will need to be made by college and university leaders, and state and federal officials. It is a joint venture among all that is possible. When this does occur, faculty and administrators think of themselves as educators that have a a shared goal. Resources become available for students, faculty, and administrators to work together. The goal of the seven principles is to prepare the student to deal with the real world. Encourage contact between students and faculty. Building rapport with students is very important. One of the main reasons students leave school is the feeling of isolation that they experience. The concern shown will help students get through difficult times and keep working. Faculty have many avenues to follow to open up the lines of communication. For the regular classroom: Invite students to visit outside of class. Know your students by name. Help students with problems in their extracurricular activities. Personalize feedback on student assignments. Advise students regarding academic courses and career opportunities. Seek out students you feel are having a problem with the course or are frequently absent. Encourage students to present their views and participate in class discussions. Have regular office hours. Help students to work with other faculty. Let them know of options, research, etc. Share personal experiences and values. Use the one-minute paper at the end of class to get feedback on what the student is learning and how well they are learning it. Talk to students on a personal level and learn about their educational and career goals. For distance and online courses: Clearly communicate your email response policy. Encourage e-mail correspondence and discussion forum use, especially beneficial for those that are shy or are from different cultures because it allows them a different avenue of communication that might be more comfortable. Visit the distance sites, if possible. Have an on-site support person. Maintain eye contact with camera and local students. Arrange for group work at a distance site. A York College PA professor has incorporated an invitation in the syllabus to encourage contact during office hours: If you want to talk to me and find the schedule hours to be inconvenient, feel free to schedule an appointment. Norbert College, Wisconsin, use electronic mail discussion groups. Many instructors find that the students are more willing to participate in a written discussion than to speak up in class. The instructor monitors the discussions and participates along with the students, adding personal perspectives and ideas to those of the students. The Residential College of Winona State University has implemented a "living-and-learn" environment to encourage student and faculty interaction. It is located 12 blocks from the main campus and houses students in large, mostly single rooms. Academic activities at the Residential College include freshman seminars, sophomore common reading seminars, and an in-resident program with notable scholars or artists participating with students in a variety of experiences. Residential College faculty are located there and hold office hours. The interaction between students and faculty are enhanced because of the increased interaction. It is efficient, convenient, and protected. It allows more privacy so that students are able to discuss more openly without fear that other students are going to hear. E-mail also gives student more time to think about what they want to say. With these new alternatives to face-to-face communication, interaction from more students should increase within the classroom. Building awareness and diversity into student life: Liberal Education, 77 1 , First year experience creates a community of learners: Liberal Education, 75 5 , Using electronic mail to improve instruction. The Teaching Professor, 8 6 , 7. An investigation into the types

of turning points affecting relational change in student-faculty interactions. *Innovative Higher Education*, 16, 4, College Professors and Their Impact on Students. Develop reciprocity and cooperation among students. When students are encouraged to work as a team, more learning takes place. Characteristics of good learning are collaborative and social, not competitive and isolated. Working together improves thinking and understanding. Have students participate in activities that encourage them to get to know one another. Encourage students to join at least one organization on campus. Assign group projects and presentations Utilize peer tutoring. Encourage students to participate in groups when preparing for exams and working on assignments. Encourage students from different races and cultures to share their viewpoints on topics shared in class. Use chat sites and discussion forums for student-to-student communication. Set up teams to interact through e-mail or phone bridges with enough people at each site. Have a question and answer time online. Use teleconferencing for idea sharing. Encourage online discussion groups that require interaction. Work on group projects through phone and e-mail. Include an "ice-breaker" activity to allow students to share their interest and to learn about others. Students in communication courses at Miami University develop a group "code of conduct" to help facilitate cooperative learning. A sample code is given out as a model. The sample code includes: Students are encouraged to customize the code to address other shared concerns the group may have. Students refer to the code after each class or group session to assess their performance and identify areas for improvement. At Naugatuck Valley Community-Technical College, students are tested both individually and collaboratively. Students are given a test date but are not told in which fashion they will be tested. Group tests are highly structured and a unanimous decision must be reached for the answer. This method also reduces test anxiety among students. In a first-year composition class at University of Minnesota students videotape themselves discussing apprehensions before taking the course, their feelings when they received their papers back, and what they learned from the class. Next quarter, the video is shown to new students in the course to show that the feelings they are experiencing are shared by others and helps motivate them to succeed. Cooperative learning has several benefits. Students care more about their learning because of the interdependent nature of the process. Retention is higher because there is a social and intellectual aspect on the content material. Students also find the method more enjoyable because there is no competition placed upon them. Cooperation, not competition, is more effective in promoting student learning. *The Teaching Professor*, 8 4 , 5.

Chapter 6 : New Report Looks at the Status of Women in Higher Education

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