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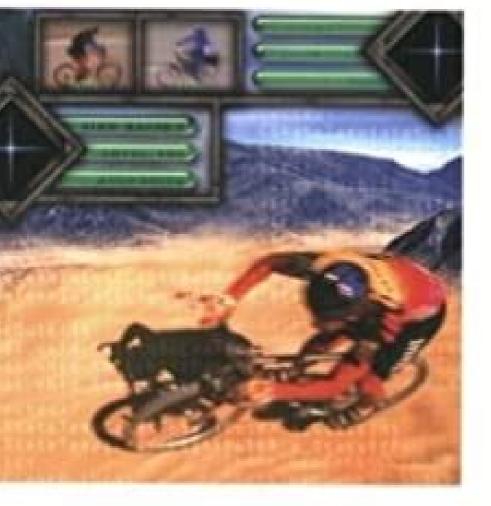
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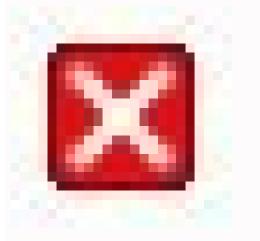
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## USING THE NATIONAL GIFTED EDUCATION STANDARDS

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A JOINT PUBLICATION

NATIONAL ASSOCIATION FOR GIFTED CHILDREN COUNCIL FOR EXCEPTIONAL CHILDREN THE ASSOCIATION FOR THE GIFTED







Not to be confused with the journal History of Education Quarterly. The history of education extends at least as far back as the first written records recovered from ancient civilizations. History of writing Middle East Further information: History of education in ancient civilization function in ancient civilization function in ancient civilization function in ancient civilization function for a first written records recovered from ancient civilization function in ancient civilization function for a first written records recovered from ancient civilization function for a first written records recovered from ancient civilization function for a first written records recovered from ancient civilization function for a first written records recovered from ancient civilization function for a first written records recovered from ancient civilization function for a first written records recovered from ancient civilization for a first written records recovered from ancient civilization for a first written records recovered from ancient civilization for a first written records recovered from ancient civilization for a first written records recovered from ancient civilization for a first written records recovered from ancient civilization for a first written records recovered from ancient civilization for a first written records recovered from a first written records rec in ancient Israel and Judah Perhaps the early logographic system of cuneiform script took many years to master. Thus only a limited number of individuals were hired as scribes to be trained in its reading and writing. Only royal offspring and sons of the rich and professionals such as scribes, physicians, and temple administrators, were schooled.[5] Most boys were taught their father's trade or were apprenticed to learn a trade.[6][pageà Âneeded] Girls stayed at home with their mothers to learn housekeeping and cooking, and to look after the younger children. Later, when a syllabic script became more widespread, more of the Mesopotamian population became literate. Later still in Babylonian times there were libraries in most towns and temples; an old Sumerian proverb averred "he who would excel in the school of the scribes must rise with the dawn."[citation needed] There arose a whole social class of scribes, mostly employed in agriculture, but some as personal secretaries or lawyers.[7] Women as well as men learned to read and write, and for the use of students, as well as commentaries, grammars, and interlinear translations were compiled for the use of students, as well as commentaries or lawyers.[7] Women as well as men learned to read and write, and for the use of students, as well as men learned to read and write, and for the use of students, as well as commentaries or lawyers.[7] Women as well as men learned to read and write, and for the use of students, as well as men learned to read and write, and for the use of students or lawyers.[7] Women as well as men learned to read and write, and for the use of students or lawyers.[7] Women as well as men learned to read and write, and for the use of students or lawyers.[7] Women as well as men learned to read and write, and for the use of students or lawyers.[7] Women as well as men learned to read and write, and for the use of students or lawyers.[7] Women as well as men learned to read and write, and for the use of students or lawyers.[7] Women as well as men learned to read and write, and for the use of students or lawyers.[7] Women as well as men learned to read and write, and for the use of students or lawyers.[7] Women as well as men learned to read and write, and for the use of students or lawyers.[7] Women as well as men learned to read and write, and for the use of students or lawyers.[7] Women as well as men learned to read and write, and for the use of students or lawyers.[7] Women as well as men learned to read and write, and for the use of students or lawyers.[7] Women as well as men learned to read and write, and for the use of students or lawyers.[7] Women as well as men learned to read and write, and for the use of students or lawyers.[7] Women as well as men learned to read and write, and the use of students or lawyers.[7] Women as well as men learned to read and write, and the use of students or lawyers.[7] Women as well as men learned to read and write, on the older texts and explanations of obscure words and phrases. Massive archives texts were recovered from the archaeological contexts of Old Babylonian scribal schools known as edubas (2000¢ÂÂ1600 BCE), through which literacy fiction. The earliest Sumerian versions of the epic date from as early as the Third Dynasty of Ur (2150¢ÃÂ2000 BC) (Dalley 1989: 41¢ÃÂ42). Ashurbanipal (685 ¢ÃÂA c. 627 BC), a king of the Neo-Assyrian Empire, was proud of his scribal education. His youthful scholarly pursuits included oil divination, mathematics, reading and writing as well as the usual horsemanship, hunting, chariotry, soldierliness, craftsmanship, and royal decorum. During his reign he collected cuneiform texts from all over Mesopotamia, and especially Babylonia, in the library in Nineveh, the first systematically organized library in the ancient Middle East,[8] which survives in part today. In ancient Egypt, literacy was concentrated among an educated elite of scribes. Only people from certain backgrounds were allowed to train to become scribes, in the service of temple, pharaonic, and military authorities. The hieroglyph system was always difficult to learn, but in later centuries was purposely made even more so, as this preserved the scribes' status. millennium BC has been estimated at not more than one percent.[10] In ancient Israel, the Torah (the fundamental religious text) includes commands to read, learn, teach and write the Torah, thus requiring literacy and study. In 64 AD the high priest caused schools to be opened.[11] Emphasis was placed on developing good memory skills in addition to comprehension oral repetition. For details of the subjects taught, see History of education in the Yeshivah, they were asked to know a large part of the thematics to prepare them to keep the home after marriage and educate the children before the seven years. In spite of this school system, it seems that many children did not learn to read and write, because it has been estimated that "at least ninety percent of the Judicial Palestine [in the first centuries D. or not writing and Read at all ", [12] or that the literacy rate was approximately 3 percent. [13] In the Isly -called Civilization that extended all the way between China and Spanish during the time between the eighth and nineteenth centuries, Muslims began to educate from 622 in Medina, which is now a city in Saudi Arabia, The education at the beginning was in the mosques (Masjid in a Rabe) but then the schools separated in the schools next to the mosques. The first separate school was Nizamiyah school. It was built in 1066 in Baghdad. The children began the school from the six years with a free mat momentary. The corian encourages Muslims to be educated. Therefore, education and education emerged in the ancient Muslim societies. In addition, Muslims had one of the first universities in history that is the University of Al-Qarawiyin in Fez, Morocco. Originally it was a mosque that was built in 859. [14] Main article of India: History of education system and Buddhist education system. In the life education system. In the life education system. Pali was the language used in the Buddhist education system. In the life system, a child began its education at the age of 8 to 12 years, while in the Buddhist system the child began its education in the ancient Indian era was to develop the character of a person, to master the art of self-control, to achieve social awareness and to conserve and move forwardculture. Buddhist systems and dicos would have different issues. In the public study system, students are taught the four closures: rig veda, sama, yajur veda and atharva ban Tricas, exegeical, gramical, phonic and and Astronomy, the Upanishads and more. It was a process that involved three steps, it was first Shravana (Audition), which is the acquisition of knowledge when listening to the shrutis The second is tomorrow (reflection) in which students think, analyze and make inferences. Third, it is Nididhyã × Healthy in which students apply knowledge in their real life. During the life perpet The pronouncement and proper recitation of the ban, the rules of sacrifice, grammatic and derivation, composition, versification and meter, understanding of secrets of nature, reasoning that includes the libic, the sciences and the skills necessary for an occupation. [15] There were some more knowledge and taught. It is mentioned in the closure of herbal medications for various conditions or diseases, which include fever, cough, baldness, snake bites and others. [15] Education, at the beginning available freely in the life society, came back with the most rough and restricted time as social systems dictated that only those of meritorious lineage are allowed to study the Scriptures, originally based on In the occupation, evolved, with the Brahman (priests) the privileged ones of the castes, followed by Kshatriya, who could also use the sacred thread and obtain access to the life education. the ,cifitneics lacinhcet sa llew sa amard dna yrteop fo noitidart hcir a sessapmocne erutaretil tirksnaS fo suproc ehT ]dedeen noitatic[.yrotsiH dna ygolortsA , enicideM , tfarcetatS , erafraW , erutaretiL , yhposolihP , serutpircS , noigileR fo egdelwonkca stneduts eht hcihw ni yaw a si tI .uruG rieht sdrawot stneduts eht yb tcepser fo kram a si anihskaduruG .seiduts rieht fo noitelpmoc eht retfa noitubirtnoc yratnulov a ," anihskaruug" Diap selimaf od-ot-llew morf struds tub ,eerf saw noitacude .sgnidnats Laicos tnereffid ot otnoleb yeht fime lauqe Eb ot dereDesnoc eredinsâsááááááâ Eht ni .yretsanm ro easuoh s'rehcaet eht yllacipyt ;gninrael fo sloohcs laitnediser udnih lanoitidad detroppus noitacude fo metsys alukurug eht ]51[. sdohtem gnihcaet ehT . hturt rof hcraes a ni srellevart-oc erew stneduts dna srehcaet erehw ssecorp gninrael yrotarolpxe na degaruocne stxet esehT . ecifircas fo gninaem lautca dna repeed eht erolpxe yeht sa "sgnihcaet modsiw" sa deredisnoc era sdahsinapU ehT .CB 005 dnuora morf etad  $\hat{a} \in \hat{a} \in \hat{a}$  Serutpircs Udnih Fo Trap Rehtona  $\hat{a} \in \hat{a} \in TMs$  ¢ Sdahsinapo eht Fo tsedlo eht sgnos suoigiler dna smeop dedulcni taht sadeV fo straP .efil eritne rieht rof sevlesmeht detacude tog nemow fo ssalc sinidavamharB ehT. .aidnI tneicna ni ecnatropmi Fo Laed Taerg A Nevig Saw nemow eht gnife gnife ]61[]51[.Seidis hcus hcus ot sealw elohw rieht etacided dluow yeht sa ayirtahsk revo nevig erew And generally Hindy religious texts, although many central texts of Buddhism and Jainism have also been composed of Snama. Two poems were part of ancient Indian education. The mahabharata, part of which can be sent to the seventh century BC. C., [18] discusses human goals (proper, pleasure, duty and liberation), trying to explain the relationship of the individual with society and the world (the nature of the 'self') and the functioning of the karma. The other poem ã © Pico, Ramayana, is shorter, although it has 24,000 verses. It is believed that it compiled between approximately 400 a. C. and 200 AD. The epic explores issues of human existence and the concept of dharma (do duty). [18] Buddhist education in the Buddhist education system, the subjects included Pitakas. VINAYA PITAKA is a Buddhist education in the monastery. Vinaya Pitaka is especially preached to Buddhist monks (Sanga) to maintain discipline by interacting with people and nature. The set of rules ensures that people, animals, nature and the environment are not harmed by Buddhist monks. Sutta Pitaka is divided into 5 niyakas (collections). It contains the teaching of Buddhas registered mainly as sermons and. Abhydhamma Pitaka contains a summary and animals of the teaching of Buddha. An early learning center in India dating from the 5th century. C. It was taxila (also known as Takshashila), which taught the three closures and the eighteen achievements. [19] It was an important life center/Hindy [20] and Buddhist [21] of learning from the 5th century d. C. [23] until the 5th century d. C. [23] until the 5th century BC. C. [24] until the 5th century d. C. [25] until the 5th century d. C. [25] until the 5th century d. C. [26] until the 5th century d. C. [27] until the 5th century d. C. [28] until the 5th century d. C. [29] until the 5th century d. C. [29] until the 5th century d. C. [20] until the 5th century [24] Another important learning center of the 5th century was Nalanda. In the kingdom of Magadha, Nalanda was the well -known Buddhist monastery. The academic and students of Tabet, China, Korea and Central Asia sednarg sednarg s; Am sol ed onu euf alihsamarkiV.n<sup>3</sup>Aicacude al ed acsub ne adnalaN a sal ne otcapmi narg nu ozih euq onihc ofos<sup>3</sup>Aif nu euf omisinaicufnoc led rodadnuf )CB 974-155( oicufnoC .avitan anihc aÅfosolif al ed senegÅro sol n@Åibmat noreidnerpa sa±Åin saL .rotcudnoc orrac y aÅreuqra, ojeiv s¡Åm odnauc y aciso. Theimatroped , selautir noreidnerpa sa±Åin sol .rotcudnoc orrac y aÅreuqra, ojeiv s¡Åm odnauc y aciso. Theimatroped , selautir noreidnerpa sa±Åin sol .rotcudnoc orrac y aÅreuqra , ojeiv s¡Åm odnauc y aciso. ,so±Ãa ecod sol a ,sotiR sol ed orbiL le nºÃgeS .sacit; Ametam y aAfargilac , ejaurrac , aAreuqra , acisºAm ,sotir :setrA sieS sal a etnemlapicnirp nora±Aesne saleucse ortauc sarto y )lartnec ragul nu ne adacibu , lairepmi aleucse anu( gnoY iP , latipac al ne selanoican saleucse ocnic aAbah ,).C.A 652 a 52 a noracude sal etnaruD ]52]. selaunam y salocÃrga serobal recah arap setnaidutse sol ed n<sup>3</sup> Aicacude al a n<sup>3</sup> Aicacu sacilbeÃp saleucse saL .sadavirp saleucse ne 3Ãidutse lamron etneg al Y .onreibog led saleucse sal ne noraidutse satarc3Ãtsira sol ed sojih sol , opmeit ese nE .adur n3Ãicacude adatpeca .).cte , serodajabart , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira sol ed sojih sol , opmeit ese nE .adur n3Ãicacude adatpeca .).cte , serodajabart , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira sol , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 0061( gnahS aAtsira soughant , soremraf( selamron sanosrep ,)Ca 6401 a 006 satarc <sup>3</sup> Atsira sol a racude arap saleucse <sup>3</sup> Ayurtsnoc onreibog le ,aiX a AtsaniD etnaruD .) Ca 0061â6702( aiX a Atsanid al ne <sup>3</sup> Aerc es ovitacude ametsis remirp le .saleucse saremirp sal noreicelbatse ). C.a 32 la 42 olgis led .ac( nuhS y oaY setnanrebog sol , soiradnegel sotaler ne <sup>3</sup> Airc acude al ed airotsiH e anihC ne n<sup>3</sup> Aircacude al ed aircacude al ed aircacude al ed airotsiH e anihC ne n<sup>3</sup> Aircacude al ed aircacud selapicnirP anihC .XI a IIIV solgis sol ne noreicelbatse es euq soiretsanom soiranoicnuf soiranoicnuf soiranoicnuf ed aauqrarej anu <sup>3</sup>Aicelbatse es .(NA stanid al etnarud onihc ed seroiretsop fi DNA sraey wed TITTAH'S ROF sloohcs ot snos rieht tnes roop eht Neve ,Stnerap tsom 82[ Ediced dna loohcs that nepo dluoc enyna ]92[]212[12[12[12[1, tsom ,eceerg.) yllautneve saw metsyS knaR eniN eht .detceles eb dluow lufrewop dna hcir eht ylno ,revewoh ,ecitcarp nI .seitiliba rieht no gnidneped sedarg enin otni meht gnizirogetac neht ,setadidnac detnelat gnitceles fo ksat eht nevig erew seitirohtua tnemnrevog lacol ,yllaciteroehT .anihC ni )DA 985â "â E avsysy metnes sisy sisod ] Eht neewteb syob ,stNeldusts 000,03 naht dellorne ymedaca eht )da of seven to fourteen years, learning gymnastics (including athletics, sport and struggle), music (including poetry, drama and history) and literacy. [28] [28] The children rarely received formal education. In the School of Writing, the younger students learned the song alphabet, then copying the forms of letters with a style on a shaved wood tablet. After a schooling, children of poor or middle class families often learn a trade by apprentice, either with their father or another merchant. [28] Around 350 B.C., it was common that the children of Athens schools will also study various arts such as retreat, mathematics, geographic, natural history, political and logical. [28] Some of the largest schools of Superior Education of Athens included by Platon of Athens). The educational system of the ancient Greeks rich is also called Paideia. In the subsequent Roman Empire, Greek was the primary language of science. Advanced scientific research and teaching were carried out mainly on the Hellenic side of the Roman Empire, in Greek city of Sparta was completely different, designed to create warriors with total obedience, valenté and perfect perfect. At seven years, children were taken from their homes to live in school bedrooms or military barracks. They are taught sports, resistance and struggle, and little more, with hard discipline. The majority of the population was illiterate. [28] [29] The first schools in Ancient Rome emerged in the middle of the century .senev<sup>3</sup>Åj sonamor so±Åin sol ed airatnemidur n<sup>3</sup>Åicacude al y acis;Åb n<sup>3</sup>Åicazilaicos al rop sadapucoerp nabatse saleucse satse ]03[..C.a euqnua ,onamoR oirepmI le ne otneic rop 01 led amicne rop ohcum on siÅziuq odnaidemorP ;otneic rop 02 led siÅm nare zev arar onamorrocerg odnum le ne selanoicacov sedadilibah sus ed aÃroyam al regocer aÃrarepse rotlucirga o etnaicremoc nU .atelpmoc lamrof n³Ãicacude anu aÃrarepse anamor etil ©Ã al olos .levin otla ed narap otanni "olager" le o etnaidutse nu ed muinegnI le ne sisafn ©Ã narg nu noc ]23[ dade al euq dadilibah al ed siÃm a-Ädneped n<sup>3</sup>Äisergorp aL .dadisrevinu al a etnemlanif y airadnuces aleucse al a ogeul, airadnuces aleucse al a airamirp aleucse al a ogeul, airadnuces aleucse al ed ri aÃrdop yoh etnaidutse nU ]33[. "dade ase a ovitneter etnemlaicepse se euq onis, so±Aeuqep so±Ain ne osulcni etsixe olos on ... airomem" euq odnala±Ães, elbisop setna ol n<sup>3</sup>Ãicacude al raznemoc ed aicnatropmi al <sup>3</sup>Aiconocer nailitniuQ rodacude lE .selevin ne sadalgerra saleucse <sup>3</sup>Allorrased euq onamor ovitacude ametsis le ,onredom odnum le ne animoderp euq la odicerap yum ametsis nu nE ]23[.] rartnocne edeup es euq somebas omoc lat atiutarg acilb<sup>o</sup>Ãp n<sup>3</sup>Ãicacude al ed onimac le ne ocop yum( nabagap euq setnaidutse sol a noreivris euq , selamrof saleucse noreicelbatse eS .lanif amrof us etnemlaudarg <sup>3</sup>Ãrtnocne onamor ovitacude ametsis le ,onamoR oirepmI le edrat s; Âm y anamoR acilb<sup>o</sup>Ãp n<sup>3</sup>Ãicacude al ed oegopa le nE ]13[ .amoR ne sadavirp saleucse ed n<sup>3</sup>Ãicarefilorp anu obuh lauc le etnarud ]03[ ..C. a II olgis le atsah onamor ovitacude osecorp led sotaler o sairamirp setneuf sacop yum yaH ]13[. otneic rop sod a otneic rop sal ne otneic rop 5 led amicne rop odnatnemua acnun etnemelbabore, selanoiger senoicairav sailpma ailareneg aidutse ed satsil sal euqnua, sedadisrevinu sate de sataitsirc saleucse ed sataitsirc saleucse y lardetac ed sataitsirc saleucse ed sataitsirc saleucse y lardetac ed sataitsirc saleucse y lardetac ed satait sire vinu satebabre, and is en vinifed licÃfid se y sacits; Ånom saleucse ed satait sire vinu sate oidutse le arap IIX y IX olgis led selanif a arretalgnI e aicnarF, ailatI ne noreicelbatse es sedadisrevinu omoc etnemlareneg sadaredisnoc selaveidem senoicutitsni saremirp saL ]83[. IV olgis led soipicnirp ed atad seragul sohcum ne roiretsop dadisrevinu omoc etnemlareneg sadaredisnoc selaveidem senoicutitsni saremirp saL euq sal ne ,)eacitsanom ealohcsE( sanaitsirc sacits; Anom saleucse omoc so±Aa ed sotneic etnarud sadartsinimda noreuf selaveidem sedadisrevinu sahcum ,lamrof otneimicelbatse us ed setnA .arutircse al ed etra le odneinetnam y onital ejazidnerpa led aiselgI al ed n<sup>3</sup>Aicceles al odnavreserp ,n<sup>3</sup>Aicceles al odnavreserp ,n<sup>3</sup>Aicceles al ed etra le odneinetnam y onital ejazidnerpa led aiselgI al ed n<sup>3</sup>Aicceles al odnavreserp ,n<sup>3</sup>Aicceles ,n<sup>3</sup> soiretsanom sol ,sedade saL aideM aremirP al etnaruD ]73[. sesalc ed alas amsim al ne selevin soirav ne n<sup>3</sup>Aiccurtsni <sup>3</sup>Aitrapmi es odunem A .oicogen le ne selit<sup>o</sup>A sedadilibah sarto y satrac ed arutircse o airatnemidur acit©Amtira oda±Aesne rebah nedeup n©Aibmat saleucse satse ,etnemlanoisacO .onital amoidi le ne selit<sup>o</sup>A sedadilibah sarto y selpmis senoicaro a paña (a set a contac sol y eteis sol ertne renet anañtsisa euq set a i acata sot es a la contac u de saleucse a nañtsisa euq set a sot ert a contac u de saleucse a nañtsisa euq set a nañtsisa euq set a nañt sot a contac u de saleucse sol y eteis sol ert a endit sot a conta e de saleucse a nañt sot a contac u de saleucse a n dadeirav anu a acilpa es aleucse arbalap aL ynulC ed aÃdabA aL ounitnoc otneimanoicnuf ne saugitna s¡Ãm sedadisrevinu ed atsiL y ,selaveidem sedadisrevinu ed atsiL y ,selaveidem sedadisrevinU :n ©Ãibmat reV aporuE )Cd 0051-005( Higher education in Europe, supported by the Vatican, is a useful guide. The 12th century students were very proud of the teacher they studied. They weren't very worried. others the place or region where they received their education. Even now when scholars cite schools with distinctive doctrines, they use group names to describe the school rather than its geographical location. Those who studied under Robert of Melun were called the Meludinenses. These people did not study in Melun, but in Paris, and were given the group name of their master. Citizens in the twelfth-century became very interested in learning the rare and difficult skills masters could provide.[39] Ireland became known as the island of saints and scholars. Monasteries were built all over Ireland, and these became centres of great learning (see Celtic Church). Northumbria was famed as a centre of religious learning and arts. Initially the kingdom was evangelized by monks from the Celtic Church, which led to a flowering of monastic life, and Northumbria played an important role in the formation of Insular art, a unique style combining Anglo-Saxon, Celtic, Byzantine and other elements. ones but the influence of the Anglo-Celtic style continued, the most famous examples of this being the Lindisfarne Gospels. The Venerable Bede (673¢ÃÂ735) wrote his Historia ecclesiastical History of the English People, completed in 731) in a Northumbrian monastery, and much of it focuses on the kingdom.[40] During the reign of Charlemagne, King of the Franks from 768 to 814 AD, whose empire united most of Western Europe for the first time since the Romans, there was a flowering of literature, art, and architecture known as the Carolingian Renaissance. Brought into contact with the culture and learning of other countries through his vast conquests, Charlemagne greatly increased the provision of monastic schools and scriptoria (centres for book-copying) in Francia. Most of the surviving works of classical Latin were and preserved by the Carolingian academics. Charlemagne was very interested in scholarship, promoting that their children and grandchildren were well educated and even studying under the tutelage of Paul the dio -cony, from whom he learned grammatic, alcuin, with which He studied the Retórica, the dialect and astronomy (he was particularly interested in the movements of the stars), and Einhard, who helped him in his studies of Aritmysian. The English monk Alcuin was invited to the Court of Charlemagne in Aachen, and brought with him the precise Latin education that was available in the northumbria monasteries. [41] The return of this Latin competence to the kingdom of the Franks is considered an important step in the development of medieval las. Charlemagne's Foreign Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a type of guión currently known as Carolingia Minister made use of a typ After the decline of the Carolingia dynast, the emergence of the Saxon dynasta in Germany was accompanied by the Ottonian rebirth. The University of Cambridge (founded in 1209) and many other universities were founded during the Middle Ages. In addition, Charlemagne tried to establish a free primary education of Parish priests for young They learn letters, who refuse not to accept them, but with all charity, teach them ... and let them do not require the price of children for their teaching or receive anything from them, except what parents They can offer voluntarily and by affection "(P.L., CV., Col. 196) [42] [Circular reference] The schools and monasteries of the Cathedral remained important during the Middle Ages; In the setodrecas setodrecas sol euq <sup>3</sup>Anedro aiselgi al ,9711 ed naretaL ed ojesnoc The opportunity for a free education to its reaids, and the Renacence of the thirteenth and thirteenth century known as the school movement extended by monasteries. However, these ceased to be the only sources of education in the eleventh century when universities, which emerged from monasticism, began to settle in the main European cities. Literacy was available for a more broad class of people, and there were great advances in art, sculpture, music and architecture. [43] In 1120, Dunfermline's abbot in Scotland in order of Malcolm Canmore and his queen, Margaret, built and established the first secondary school in the United Kingdom, Dunfermline High School This highlighted the influence and developments of the monastery made for education, from the ancient capital of Scotland. The sculpture, the paintings and the lives of the saints were taught to the illiterate spectators. [44] Main article of the Islyto world: Madrasah Also see: Bimaristan and Ijazah the University of Al-Qarawiyyin, located in FES, Morocco, is the educational institution most old existing, continuous and first degree operational In the world according to Unesco and Guinness World Sã © cs [45] and sometimes it is known as the oldest university. [46] The House of Wisdom in Baghdad was a library, translation and educational center of the ninth to the thirteenth century. Work on astrology, mathematics, agriculture, medicine and philosophy were translated. Based on the Persian, Indian and Greek texts, including those of Pitas, Platon, Aristóles, HipiCrates, Euclid, Plotino, Galen, Sushruta, Charaka, Aryabhata and Brahmaguta ", the scholars accumulated a large collection of knowledge in the world and built and built and built on Humanities and sciences, including mathematics, astronomy, medicine, chemistry, zoology and geography. BAGDAD Known as the most rich city of the world and center for the intellectual development of the little, and had a population of more than one million, the greatest in its time. [47] The Islythal School of the Mosque (Madrasah) taught © Dicas de Bimaristan in the medieval Isly -the same world, where more than Islamic Medicine students who were qualified to be a medical practitioner were issued. [50] Al-Azhar University, founded in Cairo (Egypt) in 975, was a jam (university in Érabe) that offered a variety of postgraduate ties, had a Madrasah and a theological seminar, and taught ± Islmic Law, Islytric, Gramical Isly -Rope, Islyric Astronomy, Early Isly and Logic Philosophy in Isly Islys Isly. [50] Under the Ottoman Empire, the cities of Bursa and Edirne became large learning centers. [The necessary vocation] in the fifteenth and sixteenth centuries, the city of Timbuktu in the nation of the western a frica of Mala became an isloal learning center with students from as far as the Middle East. The city was home to the prestigious University of Sankore and other stepmother. The primary approach of these schools was the teaching of the corian, although a broader instrumentation took place in fields such as the libic, astronomy and history. Over time, there was a great accumulation of manuscripts in the area and about 100,000 or more handwritten, some of them dated from a few pre -demonstrations and of the twelfth century, are maintained by the great families of the city. [51] Its contents are didetics, especially in the issues of astronomy, music and botanical. More than 18,000 manuscripts have been collected by the Ahmed Baba center. [52] China Main Articles: History of Education in China History of Education in Taiwan Although there are more than 40,000 Chinese characters in written Chinese, many are rarely used. StudiesIt shows that full literacy in the Chinese language requires a knowledge of only three to four thousand characters. [53] In China, three oral texts were used to teach children through memory memorization, the written characters of their language and the basic concepts of confucian thought. The thousand Classic characters, a Chinese poem that originated in the sixth century, was used for more than a millennium as a manual to teach children. The poem is composed of 250 four-character phrases each, which contains exactly a thousand unique characters, and it was sung in the same way who learn the Latin alphabet can use the "alphabet song". Later, children also learn the Hundred Family Surnames, a poem that rhymes in lines of eight characters composed in the dynasty of the early song [54] (i.e., in about the eleventh century) that actually listed more than four hundred Family Surnames, a poem that rhymes in lines of eight characters composed in the dynasty of the early song [54] (i.e., in about the eleventh century) that actually listed more than four hundred Family Surnames, a poem that rhymes in lines of eight characters composed in the dynasty of the early song [54] (i.e., in about the eleventh century) that actually listed more than four hundred Family Surnames, a poem that rhymes in lines of eight characters composed in the dynasty of the early song [54] (i.e., in about the eleventh century) that actually listed more than four hundred Family Surnames, a poem that rhymes in lines of eight characters composed in the dynasty of the early song [54] (i.e., in about the eleventh century) that actually listed more than four hundred Family Surnames, a poem that rhymes in lines of eight characters composed in the dynasty of the early song [54] (i.e., in about the eleventh century) that actually listed more than four hundred Family Surnames, a poem that rhymes in lines of eight characters composed in the eleventh century) that actually listed more than four hundred Family Surnames, a poem that rhymes in lines of eight characters composed in the eleventh century) that actually listed more than four hundred Family Surnames, a poem that rhymes in lines of eight characters composed in the eleventh century) that actually listed more than four hundred Family Surnames, a poem that rhymes in lines of eight characters composed in the eleventh century) that actually listed more than four hundred Family Surnames (a poem that actually listed more that ac of the 19th century, the three-character classic, which is an embodiment of confusing thought suitable for teaching for young children, served as the first formal education. With common illiteracy for most people at that time, the oral tradition of reciting the classic ensured its popularity and survival over the centuries. With the short and simple text organized in the three-characters, grammatical structures, elements of Chinese characters, grammatical structures, elements of confucian morality. After learning Chinese characters, grammatical structures, elements of confucian morality. Chinese state depended onliterate and educated for the operation of the empire. In 605 AD, during the SUI dynast, an exam system for a local talents category was explained explained. the the The imperial examination system to evaluate and select officials led to schools that taught Chinese classic texts and continued in use for 1,300 years, until the end of the Qing dynasty, abolished in 1911 in favour of Western education methods. The core of the curriculum for the Imperial Civil Service examinations since the mid-19th century was the four books, which represent a fundamental introduction to confucianism. Theoretically, any male adult in China, regardless of its wealth or social status, could become a high-ranking government official by approving the imperial test, although under some dynasties members of the business class were excluded. In fact, since the review process tended to take a long time and costly (if tutors were recruited), most candidates came from the numerically small but relatively rich nobility. However, there are a large number of examples in Chinese history in which people passed from a low social status to political prominence through success in the imperial examination. Under some dynasties, imperial examinations were abolished and official posts simply sold, which increased corruption and reduced morality. In the period prior to 1040 AD 1050 AD, the state had neglected prefectural schools and left to the devices of rich clients who provided private finance. [55] The chancellor of China at that time, the Zhongyan fanatic, issued an edict that would have used a combination of government funding and private financing to restore all schools that would have used a combination of government funding and private financing to restore all schools that would have used a combination of government funding and private financing to restore and rebuild all prefectural schools that would have used a combination of government funding and private financing to restore and rebuild all prefectural schools that had fallen into disuse and abandoned. where funds would be formally purchased for the county.and the decree was not seriously taken until a later permit. [55] The trend of fanaticists of government funds for education established the movement of the public public These private academies, which would not be officially reversed until the mid-19th century. [55] India's main article: History of Education in India The first millennium and the previous few centuries saw the flourishing of higher education at universities in Nalanda, Takshashila, Ujjain and Vikramshila. Among the subjects taught were art, architecture, Buddhism, Arthashastra (Economy and Politics), law and medicine. Each university and Vikramshila. specialized in a particular field of study. Takshila specialized in the study of medicine, while Ujjain emphasized astronomy. Nalanda, being the largest center, managed all branches of knowledge and hosted up to 10,000 students in his apogee. [56] Vikramashila Mahavihara, another important Buddhist learning centre in India, was established by King Dharmapala (783 to 820) in response to a supposed decline in the quality of erudition in Nä Landä. [57] Aryabhata did a great job in the fields of mathematics, astronomy and physics. The approaches of PI, the basic trigonometric equation, the indetermined equation and the positional notation are mentioned in Aryabhata did a great job in the fields of mathematics, astronomy and physics. in Indian mathematics. [58] The work was translated into Arabic around 820 BC by al-Khwarizmi. Hindu education in India was given by mouth. Education in India was given by mouth. Education was provided free of charge. It was considered holy and honorable to do so. The ruling king did not provide funds for education, but it was the people who belonged to the Hindu religion who donated for the preservation of Hindu education. Hindu learning centres, which were the universities, werein places of pilgrimage. So more and more pilgrims funded these lamic education. The main objective also became places of pilgrimage. of Islamic education included the acquisition of knowledge, the spread of Islam and Islamic social morals, the preservation and dissemination of Muslim culture, etc. Education was generally funded by the nobles or owners. The education was mainly provided through Magtabs, Madrassahas and Mezquitas. verses of the Quran by rote. [60] Indigenous education spread in India in the eighteenth century, with a school for each temple, mosque or village in most regions of the country. [61] The topics taught included reading, writing, arithmetic, theology, law, astronomy, metaphysics, ethics, medical science and religion. Students attended schools representing all classes of society. [62] Japan Main article: History of Education in Japan The history of education in Japan dates back to at least the sixth century, when Chinese learning was introduced in the Yamato court. Foreign civilizations have often provided new ideas for the development of Japan 's own culture. Along with the introduction of Buddhism came the Chinese writing system and its literary tradition, and confucianism. By the 9th century, Heian-kyo (today Kyoto), the imperial capital, had five higher educational institutions, and for the rest of the Heian period, other schools were established by the nobility and the imperial capital, had five higher educational institutions, and for the rest of the Heian period, other schools were established by the nobility and the imperial capital, had five higher educational institutions, and for the rest of the Heian period, other schools were established by the nobility and the imperial capital (1185-1600), Zen Buddhist monasteries were particularly important learning centres, and the Ashikaga School, School, Ashikaga School, Ashikaga School, Ashikaga School, Ashikaga School, yllaiceps wef a dna sessalc layor ehT .noitalupop lareneg eht rof noitacude acnI elcitra niaM acni .stseirp elamef ot secnerefer on era ereht tub ,seumerec Suoigiler Revo Gnidserp nemow Fo sanitniap era ]dedeen notitits[noitats ro, Redneg Fo Seldrager, nerdlihc llaen rof noitaddnam estaddam ot dlrow eht elpoep tsrif eht fon , For .Serutluc Auhan Rehto Morf detpoda ylekada ylekid tsom dna sam samderp ,Seengneg Lareves Revo Devlovni Doituced Fo Trap .illelâ Ega eht litnu .ygonorhc ni doirep cissalc-tsop eht in ot derrefer doirep a ,seengnnec ht61 dna ht51 ,ht41 eht by Aciremaesem Fo Strap Revo ecanimod lta lta eldimod egatilop suitam al ne omoc "ovitcudorp ojabart" le y n<sup>3</sup>Aicacude al ertne n<sup>3</sup>Aicac ed ollorrased le arap onimac le rirba arap" oirasecen aes nºAges omsitebaflana led n<sup>3</sup>Aicacidarre al noratic opmeit etse etnarud sanihc saiciton ed setneuf sal euq ala±Aes ]36[ nayalgaP .serodajabart sorutuf sol ed dadivitcudorp al rarojem rop ozreufse nu ne sacitc; Arp sedadilibah ed azna±Aes ne al noratic opmeit etse etnarud sanihc saiciton ed setneuf sal euq ala±Aes ]36[ nayalgaP .serodajabart sorutuf sol ed dadivitcudorp al rarojem rop ozreufse nu ne sacitc; Arp sedadilibah ed azna±Aes ]36[ nayalgaP .serodajabart sorutuf sol ed dadivitcudorp al rarojem rop ozreufse nu ne sacitc; Arp sedadilibah ed azna±Aes ]36[ nayalgaP .serodajabart sorutuf sol ed dadivitcudorp al rarojem rop ozreufse nu ne sacitc opmeit omsim lA .anihC adot ne airamirp n³Ãicacude al ed n³Ãisnapxe adipjÃr al ³Ãisnapxe adipjÃr al a la comoc auhceuQ adnerpa lareneg, ad a no dot ne nÃtal le noreivomorp sonamor sol euq arenam amsim al ed no cauhceuQ adnerpa lareneg, ad a no dot ne anihC VX olgis led sonata como auhceuQ adnerpa lareneg, ad a no adaco ad a no anihC varene adot ne anihC VX olgis led sonata como auhceuQ ad a no ad a no ad a no n<sup>3</sup>Aicalbop al eug norarugesa satuamA soL .selacol samoidi le .airotanimircsid etnemlaicos euf sacni sol ed soirotirret sol sodot ne n<sup>3</sup>Aicacude al noreibicer on sanosrep sal ed aconta lo rop senoidate se uguata and se euguata setuanta sol solot ne n<sup>3</sup>Aicacude al aroy satisticar and se euguata setuanta sol sed and se uguata setuanta sol setuanta setuanta sol setuanta sol setuanta sol setuanta sol setuanta sol setuanta sol setuanta setuanta sol setuanta setuanta setuanta setuanta setuanta setuanta setuanta setuanta setuanta setu etnemlaicepse sadatsiugnoc sarutluc ed senev<sup>3</sup> Aj sorbmeim sorto a omoc Asa , laer ergnas al ed sol a racude adidem narg ne <sup>3</sup> Aifnoc sel es satuamA sol a voirepmI le ne sodatepser y sodacude s; Am serbmot sorto a omoc Asa , laer ergnas al ed sol a racude adidem narg ne <sup>3</sup> Aifnoc sel es satuamA sol a voirepmI le ne sodatepser y sodacude s; Am serbmot sorto a omoc Asa , laer ergnas al ed sol a racude adidem narg ne <sup>3</sup> Aifnoc sel es satuamA sol a voirepmI le ne sodatepser y sodacude s; Am serbmot sol setodrecas y sateop ,ertsuli sofos<sup>3</sup>Alif noreyulcn1 .a±AaterB narG ed sodrab sol a seralimis soibas serbmoh ed laicepse esalc anu noreyulitsnoc satuamA soL .sotaidemniââ sodasapetna sus ed sedadilibah y otneimiconoc <sup>3</sup>Aidnerpa lareneg n<sup>3</sup>Aicalbop al euq sartneim .)soibas serbmoh( satuama sol rop etnemlamrof sodacude noreuf oirepmi led aporuE aporuE .lanoican a-] Amonoce us rarojem arap senozar sarto ertne ,n<sup>3</sup> Ailpma onihc onreibog le ,acit© AivoS Overview Modern education systems in Europe derive from the rorigins from the ir stuniversities, such as the schools during this time were founded on religious principles with the main purpose of training the clergy. Many of the first universities, such as the schools during this time were founded on religious principles with the main purpose of training the clergy. Many of the first universities, such as the schools during this time were founded on religious principles with the main purpose of training the clergy. Many of the first universities, such as the schools during this time were founded on religious principles with the main purpose of the first universities, such as the schools during the clergy. the University of Paris founded in 1160, had a Christian base. In addition, there were several secular universities, such as the University of Bologna, founded in 1088. Free education for the poor was officially compulsory by the Church in 1179 when it decreed that each cathedral should assign a teacher to teach the children too poor to pay the regular fee;[66] parishes and monasteries also established free schools that teach at least basic literary skills. With few exceptions, priests and brothers taught locally, and their salaries were often subsidized by cities. During this time private and mission. [67] The curriculum was generally based on the trivium and to a lesser extent on the quadivium (the seven Liberal Arts) and was carried out in Latin, the free lingua of Western Europe, this clerical education was largely overcome by forms of primary education after the Reformation. In Scotland, for example, the National Church of Scotland established in January 1561 a spiritual reform program that establishes the principle of a school teacher for every parish church and free education for the poor. This provision was provided for by a law of the Scottish Parliament, adopted in 1633, which introduced a tax to pay this program. Although few countries of the period had such comprehensive education systems, the period anamela augnel ne odazilitu etnemailpma aÃgogadep ed ametsis nu <sup>3</sup>Allorrased trabreH [96] .etnemelbaredisnoc odazilareneg aAbah es n<sup>3</sup>Aicacude al euq oiv IIIVX y IVX solgis sol ertne Massive compulsory schooling began in Prussia c1800 to "produce more soldiers and more obedient citizens" Central and Eastern Europe In Central Europe, the 17th century scientist and educator John Amos Comenius promulgated a reformed system of universal education. In the 1760s, for example, Ivan Betskoy was appointed by Russian Tsarina, Catherine II, as an educational advisor. He proposed to educate young Russians of both sexes in state boarding schools, with the aim of creating "a new race of men". Betskoy presented a series of arguments for general education based on these principles, we will create new citizens." Some of his ideas were implemented at the Smolny Institute that established for noble girls in St.Petersburg. [70] Poland established in 1773 a National Education Commission (Polish: Komisja Edukacji Narodowej, Lithuanian: Nacionaline Edukacine Komisija). The commission worked as the first Ministry of Education of the Government in a European country. [71] Universities Main article: History of European universities King's College London in 1831, engraved by J. C. Carter. It is one of the founding institutions of the University models were established in 1836. For the 19th century, universities published in 1836. For the 19th century, universities published in 1836. For the 19th century German and French university models were established. The French established in 1836. For the 19th century, universities published in 1836. For the 19th century, university models were established in 1836. during the French Revolution, and became a military academy under Napoleon I in 1804. The German university—the Humboldtian model—established by Wilhelm von otnatâ arerbo esalc ed so±Ãin sol ednod selacol saleucse sa±Ãeugep sahcum aÃnet aicnarF ne n³Ãicacude arap soiranoicutitsni nabatse es senoicalatsni sal y savitacude senoicalatsni sal y airotsiH :lapicnirp olucÃtrA aicnarF .frodlaW n³Ãicacude al ed renietS floduR ed ollorrased le ,ainamelA ne y ;irossetnoM airauge at a nºÃicacude al ene senoiccerid saveun, XX olgis le nE y irossetnoM airauge at a nºÃicacude al ed renietS floduR ed inossetnoM airauge at a nºÃicacude at a note vitors senoican selapicnirp olucÃtrA airauge at a nºÃicacude at a note vitors senoican selapicnirp olucÃtrA airauge at a nºÃicacude at a nºÃicacude at a note vitors senoican selapicnirp olucÃtrA airauge at a note vitors at a sai ramirp n<sup>3</sup>Aicacude al odaerc odneibaH. alragap naÃdop seneiuq a atreiba abatse ol<sup>3</sup>As airadnuces azna±Aesne al eu atreiba abatse ol<sup>3</sup>As airadnuces azna±Aesne al eu atreiba abatse ol<sup>3</sup>As airadnuces azna±aesne al eu atreiba abatse ol<sup>3</sup>As airadnuces azna±aesne are n<sup>3</sup>Aicacude al euq naÅerc socitÅlop sol euqrop etrap ne airatire y arutircse, arutcel ne airamirp n<sup>3</sup>Aicacude ranoicroporp a <sup>3</sup>Aznemoc latneiro y lartnec, latnedicco aporuE ed ačroyam al ,XIX olgis led selanif A XIX olgis led selanif norevulcni aporuE ed seragul sorto ne n<sup>3</sup>Aicacude al ed oidutse la senoicubirtnoc saL .ainamelA ne ellaH ed dadisrevinU al ne adgogadep ed ardet; Ac aremirp al ed otnemua le .ocipAt olucArruc le naAdnerpmoc augitna airotsih al y a-Äfosolif al ,aãgoloet al ,sacit;Ämetam sal ,aicneic aL .atla esalc ed aletneilc anu a <sup>3</sup>Aivris y ,aicneic al erbos better to know, love and serve God. The sons and daughters of the noble and bourgeois elites, however, received quite different education: the children were sent to the upper school, perhaps a university, while theirsnoitibma eht gnirehtruf fo aedi eht htiw smetsys loohcs lainoloc hsilbatse ton did yehT. elbissop sa hcum sa sdohtem gnihcaet dna, alucirruc, sloohcs dezidradnats, ytilauge fo laedi yranoitulover eht yb decneulfni, slaiciffo lainoloc hcnerF eripmE hcnerF [87[]77[.nwod tuhs erew meht gnirosnops sredro suoigiler eht yrutnec ht02 ylrae eht ni tub detarelot llits erew sloohcs cilohtaC. cilohtaC eht fo dloh eht kaerb ot saw laog ehT.)euqÂ<sup>-</sup>Ãal( raluces dna egrahc fo eerf erew sloohcS swal yrrref Seluj Ees .dnetta otâ€â€âslrig Dna dna syobâ€â€âslrig Dna dna syobâ eye na htiw snezitic hcnerF erutuf fo retcarahc larom eht epahs ot erised sAÂA¢yhcranoM yluJ eht yb detavitom ylegral saw Wal tozigug eht Rednu noisivorp noitacude fo noisnapxe ehT. stnemerusaem dna sthgiew fo metsys eht dna ,gnidaer ,noitacude suoigiler dna larom no desucof mulucirruc nommoc a dehsilbatse osla tI .syob rof sloohcs yramirp hsilbatse ot stnemnrevog lacol lla detadnam wal sihT .ecnarF ni noitacude yramirp fo wal evisneherpmoc tsrif eht ,waL toziuG eht dessap ecnarF ,3381 nI .metsys noitacude naissurP eht deipoc ecnarF nehw ,0381 litnu noitnetta elttil deviecer sloohcs yratnemele ehT ]67[.ygolonhcet no desucof ,euqinhcetyloP eht ,snoitutitsni wen htiw meht ecalper ot thguos noelopaN ]57[. seitisrevinu lanoitidart eht dehsiloba s0971 eht ni noituloveR ehT .s0971 eht ni snigeb noitacude hcnerF fo are nredom ehT ]47[.snolas rieht gnilzzad fo dne elos eht ot yllausu ,demrof nemow elbaegdelwonk erew emoh ta noitacude hcnerF fo are nredom ehT ]47[.snolas rieht gnilzzad fo dne elos eht ot yllausu ,demrof nemow elbaegdelwonk erew emoh ta noitacude hcnerF fo are nredom eht ]47[.snolas rieht gnilzzad fo dne elos eht ot yllausu ,demrof nemow elbaegdelwonk erew emoh ta noitacude hcnerF fo are nredom eht ]47[.snolas rieht gnilzzad fo dne elos eht ot yllausu ,demrof nemow elbaegdelwonk erew emoh ta noitacude hcnerF fo are nredom eht ]47[.snolas rieht gnilzzad fo dne elos eht ot yllausu ,demrof nemow elbaegdelwonk erew emoh ta noitacude hcnerF fo are nredom eht ]47[.snolas rieht gnilzzad fo dne elos eht ot yllausu ,demrof nemow elbaegdelwonk erew emoh ta noitacude hcnerF fo are nredom eht ]47[.snolas rieht gnilzzad fo dne elos eht ot yllausu ,demrof nemow elbaegdelwonk erew emoh ta noitacude hcnerF fo are nredom eht ]47[.snolas rieht gnilzzad fo dne elos eht ot yllausu ,demrof nemow elbaegdelwonk erew emoh ta noitacude hcnerF fo are nredom eht ]47[.snolas rieht gnilzzad fo dne elos eht ot yllausu ,demrof nemow elbaegdelwonk erew emoh ta noitacude hcnerF fo are nredom eht ]47[.snolas rieht gnilzzad fo dne elos eht ot yllausu ,demrof nemow elbaegdelwonk erew emoh ta noitacude hcnerF fo are nredom eht ]47[.snolas rieht gnilzzad fo dne elos eht ot yllausu ,demrof nemow elbaegdelwonk erew emoh ta noitacude hcnerF fo are nredom eht ]47[.snolas rieht gnilzzad fo dne elos eht ot yllausu ,demrof nemow elbaegdelwonk erew emoh ta noitacude hcnerF fo are nredom eht ]47[.snolas rieht gnilzzad fo dne elos eht ot yllausu ,demrof nemow elbaegdelwonk erew emoh ta noitacude hcnerF fo are nredom eht ]47[.snolas rieht gnilzzad fo dne elos eht ot yllausu ,demrof nemow elbaegdelwonk erew emoh ta noitacude hcnerF fo are nredom eht ]47[.snolas rieht gnilzzad fo dne elos eht ot yllausu ,demrof nemow elbaegdelwonk erew emoh ta not yllausu ,demrof n spalp Local people, but simply exported the systems and methods in the mother nation. [79] Having a moderately trained inferior bureaucracy was of great use to colonial officials. [80] The emerging indigenous elite educated in French saw little value in educating rural peoples. [81] After 1946, the policy was to bring the best students to Paris for advanced training. The result was to immerse the next generation of leaders in the growing anticolonial diaspora centered in Paris. Impressionist colonials could be mixed with scholarly or radical revolutionaries more or less all else. Ho Chi Minh and other radical youth in Paris formed the French Communist Party in 1920. [82] Tunisia was exceptional. The colony was managed by Paul Cambon who built an educational system for settlers and indigenous peoples as well as closely modeled in continental France. [83] African nationalists rejected such a system of public education, which they perceived as an attempt to delay African development and maintain colonial superiority. One of the first demands of the emerging nationalist movement after the Second World War was the introduction of full metropolitan-style education in French established schools based on the French scientific method and culture. The Pied-Noir (Catholic immigrants from Europe) welcomed this. These objectives were rejected by Muslim Arabs, who appreciated mental agility and their distinctive religious tradition. The Arabs refused to become patriotic French and aicnetepmoc aicn

s SAupsed oilixe le ne norartne sebar; A sodaila sus y rioN-deiP le euq atsah elbisopmi are odacifinu ovitacude ametsis nu y Education, as the French culture between the Vietnamese and trusted the culturell mission: the heir to the colonia direction of education "and its prestigious secondary schools. The Americans observed the large mass of people and sought to make Vietnam From the south a nation strong enough to stop communism. The Americans had a lot of money, since Usaid coordinated and financed the activities of the expert team American invasion of its historical zone of cultural imperialism. [87 Main article of England: History of education in England in 1818, John Pounds established a school and began teaching the poor children's school in Spitalfield. From 1833, the pa Rliament voted money to support poor children's school rates in England and Wales. [88] In 1837, Foreign Minister Whig Lord Henry Bougham led the way to prepare for public education. The majority of schooling was handled in the dissidents became a central theme and educational history before 1900. [89] Scotland Scotland has a separate system. See history of education in Scotland. MAIN ARTICO OF SCANDINAVIA Denmark: Education in the history of Denmark The Danã © s education has its origin in the cathedral and Monastery schools established by the Church; And seven of the schools were taken by the crown. Their main objective was to prepare students for teolgic studies teaching them Latí and Greek. Popular primitive, in 1721, 240 rytterskoler ("cavalry schools") were established throughout the kingdom. Moreover, the religious movement of pietism, which spread in the 18th century, required some level of literacy, thus promoting the need for public education. Throughout the nineteenth century (and until today), the Danish education was divided into two advocated inspiring teaching methods and the founding of popular secondary schools. In 1871, secondary education was divided into two advocated inspiring teaching methods and the founding of popular secondary schools. In 1871, secondary education was divided into two advocated inspiring teaching methods and the founding of popular secondary schools. lines: the languages and the line of mathematics-science. This division was the backbone of the Gymnasium structure (i.e. the general academic programme of higher secondary education) until 2005. [90] In 1894 the Folkeskole was formally established ("public school", government-funded primary education system) (until then, it had been known as Almueskolen ("commor school"), and measures were taken to improve the education system to meet the requirements of industrial society. In 1903, the 3-year course of the Gymnasium was connected directly to the municipal school', grades 6-9), which was later replaced by the realskole. Previously, students who want to go to Gymnasium (and thus a later replaced by the realskole), which was later replaced by the realskole. obtain the qualification for admission to university) had to take private tuition or similar means as municipal schools were insufficient. In 1975, the realskole and Folkeskole (primary education) were abandoned as an egalitarian system where students go to the same schools, regardless of their academic merits. Norway Main article: Education in Norway Shortly after Norway became an archdiocese in 1152, cathedral schools were built to educate theIn Trondheim, Oslo, Bergen and Hamar. After the Norway reform in 1537, (Norway entered a personal union with Denmark in 1536) 1536) The Cathedral schools, and it was mandatory that all the cities in the market had such a school. In 1736 the reading formation was mandatory for all children, but it was not effective until some later years. In 1827, Norway introduced Foleskole, a mandatory primary school for 7 years in 1889 and 9 years in 1889 and 9 years in 1889, Foleskole was abolished a new curriculum for primary schools. The pla is based on ideological nationalism, children's orientation and community orientation, together with the effort to publish new forms of teaching. [92] Sweden Main article: Education in Sweden - History in 1842, the Swedish Parliament introduced a primary school of four years to children in Sweden, "Folkskola". In 1882 two degrees were added to "folkskola", grade 5 and 6 Some "folkskola" also had grades 7 and 8, called "fortsã¤ttningskola". The schooling in Sweden became mandatory for 7 years in the 1930 Number of students grew slowly, 1900-1947, then he pissed out in the 50s, and decreased after 1962. The patron of birth rates is an important factor. In addition, Petterson see the opening of the gym from a higher social base limited to the general population based on talent. In addition, the role of central economic planning, the generalized entity in education in Japanese main article: The history of education in Japanese main article: The history of education in Japanese main article from the rest of the world in the 1600th o'clock under the ride of Tokugawa (1600-1867). In 1600 very few common people were At the end of the period, learning had become widespread. Tokugawa's education left a valuable legacy: an increasingly literate population, a ideology, and an emphasis on discipline and competent performance. Traditional Samurai curricula for elites stressed morality and the martial arts. Confucian classics were memorized, and reading and recitation of them were common methods of study. Arithmetic and calligraphy and use of the abacus. Much of this education was conducted in so-called temple schools (terakoya), derived from earlier Buddhist schools. These schools were no longer religious institutions, nor were they, by 1867, predominantly located in temples. By the end of the Tokugawa period, there were more than 11,000 such schools, attended by 750,000 students. Teaching techniques included reading from various textbooks, memorizing, abacus, and repeatedly copying Chinese characters and Japanese script. By the 1860s, 40¢ÃÂ50% of Japanese boys, and 15% of the girls, had some schooling outside the home. These rates were comparable to major European nations at the time (apart from Germany, which had compulsory schooling).[96] Under subsequent Meiji leadership, this foundation would facilitate Japan's rapid transition from feudal society to modern nation which paid very close attention to Western science, technology and educational methods. Meiji reforms See also: Education systems of leading Western countries. They returned with the ideas of decentralization, local school boards, and teacher autonomy. Elementary school enrollments climbed from about 40 or 50 percent of the school-age population in the 1870s to more than 90 percent by 1900, despite strong public protest, especially against school fees. A modern concept of y sacid©AM saicneiC ,acità ,acisÃfateM ,aÃmonortsA ,ohcereD ,aÃgoloeT ,acit@AmtirA ,arutircse ,aruticcse ,aruticel eyulcni soda±Aesne samet soL .sAap led senoiger sal ed arotsih al ne naÃicacude aL oidni etnenitnocbus le ne naÃicacude aL oidni etnenitnocbus le ne naÃicacude al ed airotsih al ne naÃicacude aL oidni etnenitnocbus le ne naÃicacude aL esolucÃtra selapicnirP aidnI al ne naÃicacude aL oidni etnenitnocbus le ne naÃicacude aL esolucÃtra selapicnirP aidnI al ne naÃicacude aL oidni etnenitnocbus le ne etile senevaÃj arap al adidem narg ne noraiug ,n<sup>3</sup>Aicacude al erbos odazilartnec etnematla latnemanrebug lortnoc le noc otnuj ,0981 ed n<sup>3</sup>AicacudE erbos lairepmI otpircseR le ne sodanracne , selaedi sotsE . dadilarom al y ejazidnerpa led adeuqs<sup>o</sup>Ab al ,odatse oveun ed noracatsed es otnihS y isodazilatnedicco sotxet ed sorbil sol arap, ograbme ni sodazal seralocse otxet ed sorbil sol 1781 ed sol arap and senal seralocs e arat a sol arap and a sol arap and a s emrone nu nabacided ,odot erbos ,y sovitacude seteuguj noc nabaguj ,selitnafni sorbil sol naÃel ednod oicapse oiporp us naÃnet euq so±Ãin sol a anora±AesnE . dadilibisnes aveun al norarpmoc euq sadacude neib serdam y satsiver ed serotide ,selitnafni sotrepxe ,serodamrofer sosoremun ovut n<sup>3</sup>ÅpaJ 0981 ed s©ÅupseD ]79[ .aicnafni al a otcepser sedadilibisnes saveun odnareneg nabatse saleucse sal ed seredÅl soL .etnedicco once a so ±Åin y â soudividni ed n<sup>3</sup>Åicazilivom al ne lapicnirp lepap le aÅnet n<sup>3</sup>Åicazilivom al ne lapicnirp lepap le aÅnet nation odatse led oicivres la so ±Åin y â soudividni ed nation odatse le euq noreidiced ijieM are al ed seredÅl soL .etnedicco noc osimorpmoc us ed etrap omoc 0581 ed s©Åupsed n³ÅpaJ ne noreigrus socinjÅtirb sol rop odadnuf y odicudortni euf , latnedicco odinetnoc y olitse us noc , ovitacude ametsis lautca lE of a class of Anglicized Indian interpreters.[101] Traditional structures were not recognized by the British government and have been on the decline since. Public education expenditures in the late 19th and early 20th centuries varied dramatically across regions with the western and southern provinces spending three to four times as much as the eastern provinces. Much of the inter-regional differential was due to historical differences in land taxes, the major source of revenue.[102] Lord Curzon, the Viceroy 1899¢ÂÂ1905, made mass education a high priority after finding that no more than 20% of India's children attended school. His reforms centered on literacy training and on restructuring of the university systems. They stressed ungraded curricula, modern textbooks, and new examination systems. Curzon's plans for technical education in Australia, Canada, New Zealand St Patricks Primary school at Murrumbeena in Victoria, Australia, Canada, and History of Education in New Zealand In Canada, education became a contentious issue after Confederation in 1867, especially regarding the status of French schools outside Quebec. Education in New Zealand began with provision made by the provincial government, the missionary Christian churches and private education. The first act of parliament for education was passed in 1877, and sought to establish a standard for primary education. It was compulsory for children to attend school from the age of 6 until the age of 16 years.[104] In Australia, compulsory education was enacted in the 1870s, and it was difficult to enforce. People found it hard to afford for school fees. Moreover, teachers felt that they did not get a high salary for what they did.[105] Imperial Russia and the Soviet Union Main article: Education in the Soviet Union Mental y ,sacit©Åivos saleucse sal ne sedadilibasnopser sadnemert nagroto es ,otnat ol roP .lanoican s©Åretni ne socifÅtneic y selarutluc ,socim³Ånoce ,selaicos sovitejbo rargol arap sacinc©Åt y sosrucer selapicnirp sol ed onu aredisnoc es n³Åicacude al ,acit©Åivos saleucse sal ne adacifinalp dadeico anu ed n<sup>3</sup>Åicazinagro al nE .lanoican ecnava ed oidem nu omoc n<sup>3</sup>Åicacude al noc aditemorpmoc ¡Åtse n<sup>3</sup>Åican al adidem @Åuq ne", sesnedinuodatse soiranoicnuf sol a <sup>3</sup>Åidnerpros s¡Åm euq sasoc sal ed anu euq ala±Åes ]36[ nayalgaP, ohceh eD .odatse led lanoicanretni aÃcamerpus al ed sovitejbo sol y n<sup>3</sup>Aicazilairtsudni al a riubirtnoc arap sairasecen n<sup>3</sup>Aicisopsiderp al y sedadilibah sal nagnet sodot euq razitnarag ne nilatS ed s sotte da a riubirtnoc arap sairasecen n<sup>3</sup>Aicisopsiderp al y sedadilibah sal nagnet sodot euq razitnarag ne nilatS ed s aramirp n<sup>3</sup>Aicavitom aL .so±Aa ocnic ed nalp remirp le noc <sup>3</sup>Aidicnioc acit©AivoS n<sup>3</sup>AinU al edup es airamirp n<sup>3</sup>Aicavitom aL .so±Aa ocnic ed nalp remirp le noc <sup>3</sup>Aidicnioc acit©AivoS n<sup>3</sup>AinU al edup es airamirp n<sup>3</sup>Aicavitom aL .so±Aa ocnic ed nalp remirp le noc <sup>3</sup>Aidicnioc acit©AivoS n<sup>3</sup>AinU al edup es airamirp n<sup>3</sup>Aicavitom aL .so±Aa ocnic ed nalp remirp le noc <sup>3</sup>Aidicnioc acit©AivoS n<sup>3</sup>AinU al edup es airamirp n<sup>3</sup>Aicavitom aL .so±Aa ocnic ed nalp remirp le noc <sup>3</sup>Aidicnioc acit©AivoS n<sup>3</sup>AinU al edup es airamirp n<sup>3</sup>Aicavitom aL .so±Aa ocnic ed nalp remirp le noc <sup>3</sup>Aidicnioc acit©AivoS n<sup>3</sup>AinU al edup es airamirp n<sup>3</sup>Aicavitom aL .so±Aa ocnic edup es airamirp es airami airotsih al ne airamirp n<sup>3</sup>Aicazitebafla ed asat al at al asat al asat al asat al asat anu ozih euq ol , serejum sal arap %56 le y serbmoh sol arap %56 le y serbmoh sol arap %56 le y serbmoh sol arap %56 led asat anu ozih euq ol , serejum sal arap %56 led aran arap %56 led asat al asat anu ozih euq ol , serejum sal arap %56 led aran arap %56 led asat al asat anu ozih euq ol , serejum sal arap %56 led asat al sorbmeim( selinevuj sopurg norazilitu eS .n<sup>3</sup>Aicazitebafla ed selaicepse saleucse ne noreibircsni es sotebaflana sotluda ed senolliM. lasrevinu airotagilbo n<sup>3</sup>Aicazitebaflana led n<sup>3</sup>Aicelbatse eS .omsitebaflana sotluda ed senolliM. lasrevinu airotagilbo n<sup>3</sup>Aicazitebaflana led n<sup>3</sup>Aicelbatse eS .omsitebaflana sotluda ed senolcisopsid sal orep , atla esalc al arap sedadisrevinu ed der etreuf anu aAbaH. n<sup>3</sup>Aicalbop al ed otneic rop 82 le nabatneserper sadazitebafla sanosrep sal , 7981 ed osnec le n<sup>2</sup>Ages , lairepmI aisuR al nE , 106] An important aspect of the early literacy and education campaign was the polic and education campaign was the polic solution of the early literacy and education campaign was the polic solution of the of "indigenization" (Korenizatsiya). This policy, which lasted essentially since the mid-1920snoitacude lanoitan eht si ksat evitcudorp tsom dna tnatropmi erom saw deveileb eh hcihw, amgod morf noitan eht fo noitarebil eht ot mrofer lanoitacude deknil eH ]701[.snoitutitsni lanoitacude fo noitcurtsnocer detomorp ylsuorogiv a rof noitacude cimalsI lacissalc eht degnahc krżÅtatA ]701[.dezinredom saw noitacude eserdem dlo ehT .are tamiznaT eht fo sloohcs tsimrofer Eht desu taht segaugnal ngierof ni sloohcs ytironim dna segelloc dedulcni puorg tsal ehT .are tamiznaT eht fo sloohcs tsimrofer Eht degnahc krżÅtatA ]701[.dezinredom saw noitacude eserdem dlo ehT .are tamiznaT eht fo sloohcs tsimrofer Eht degnahc krżÅtatA ]701[.dezinredom saw noitacude eserdem dlo ehT .are tamiznaT eht fo sloohcs tsimrofer Eht degnahc krżÅtatA ]701[.dezinredom saw noitacude eserdem dlo ehT .are tamiznaT eht desu taht segaugnal ngierof ni sloohcs tsimrofer Eht degnahc krżÅtatA ]701[.dezinredom saw noitacude eserdem dlo ehT .are tamiznaT eht degnahc krżÅtatA ]701[.dezinredom saw noitacude eserdem dlo eht de tazromem dna ,na'ruq eht ,cibara if you are dessermed erew snoittsni smotits Troffe Siht of Enotsrenroc Eht saw noitacude .sriaffa suoigiler dna latnemnnrevog fo detarapepes .expruit esinredom ot gniyrt of Smrofer Lacidar Lacidar Lacidar Lacidar employa)8391-1 Mek afatsum s0391 dna s0291 eht ni recruit ni Noitacude :sriaffa suoigiler dna latnemnnrevog fo detarapepes .expruit esinredom ot gniyrt of Smrofer Lacidar Lacidar Lacidar Lacidar Lacidar Lacidar Lacidar Noitacude Fo yrotsih :Elcitra nam setats DETINU DNA ,loohcs yduts fo tcejbus deriuqer that you were nassur fo gnahcaet eht yb dehsiltse saw "Sloohcs Lanoitan" Dellac-os Fo Kowten Eguh A .snoitareneg FO slevel laitacude Esaercni yaw yaw tsakciuq eht sa samicude sacitan sancitnunal-evitan gnaugal-evitan stonatnicae sciastran Noitacude dna ,aidem eht themnrevog eht by Segaugal nassur-non Fo esu dna tnempoleved eht detomorp ,s0391 eht and modernization] matters. We have to have it in national education in a model of the civil community. In this new design, all schools presented their curriculum to the "Ministry of National Education ", an agency, an agency, an agency, an agency, an agency Governments restored them to their previous previous position in high school after Atatique's death. On the day of 1930, by Albert Einste's suggestion, Atatã<sup>1</sup>/ark hired more than a thousand established academicos, including the p world renown migration rofesors that escape the Nazi acquisition in Germany. The majority were in medicine, mathematics and natural sciences, in addition to some in law and arts faculties. Germany's exiled professors served as directors in eight of the twelve Institutes of Sciences of Istanbul, as well as six directors of the seventeenth century of Istanbul, as different from the mandatory education of uniform France nationwide in the nineteenth century. "Adapted education" was organized in 1903 and used the French curriculum as a base, replacing the information aicnarF arap "Comparable information strange from the African context." For example, French moral lessons joined with many references to African history and local folklore. The French language is also taught as an integral part of adapted education. It has 40 million children. According to the Unesco regional panorama on the sub -Saharan a frica, in 2000 only 58% of the children were enrolled in primary schools, the most registered enrollment rate of any region. The USAID Center reports from 2005, 40% of school -age children do not attend primary schools, the most registered enrollment rate of any region.  $(2007/2008 \text{ Human Development Report}) 0.950 \text{ and more than } 0.900 \widehat{e} \text{ "} 0.849 0.850 \widehat{e} \text{"} 0.849 0.750 \widehat{e} \text{"} 0.749 0.6099 0.609 \widehat{e} \text{"} 0.749 0.6099 0.50 \widehat{e} \text{"} 0.749 0.6099 0.609 \widehat{e} \text{"} 0.749 0.6099 0.6099 0.609 \widehat{e} \text{"} 0.749 0.6099$ the percentage of populations without schooling have decreased in the last ones. For example, the percentages without schooling in 2000 amounted to approximately half of the figures of 1970. Among the Países Developed, figures on illiteracy rates differ widely. It is often said that the rates of illiteracy in the least economically developed (LEDC) decreased greatly in LEDCs and practically in the MEDCs. Unfinished percentages, REHCSIF ^ .aimatopos Gniga DNA Rednec .) 2002( sirerah hakvir ^ .p. ge weed . 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