

Read Online
History Of The
University Of
**History Of
The
University
Of Makati**

**Founded in 1869,
the University of
Nebraska was
given the
awesome
responsibility of**

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**educating a new
state barely
connected by
roads and rail
lines. Established
as a
comprehensive
university, uniting
the arts and
sciences,
commerce and
agriculture, and
open to all**

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**regardless of "age,
sex, color, or
nationality, " it has
as its motto Literis
dedicata et
omnibus artibus-
dedicated to
letters and all the
arts. The
University at first
was confined to
four city blocks
and didn't have a**

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building until 1871.

Cows grazed the campus. But soon the high aspirations of the state began to be realized. Nebraska boasted the first department of psychology west of the Mississippi River, and its faculty included

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**national prominent
scholars like
botanist Charles
Bessey and
linguist A. H.
Edgren (later a
member of the
Nobel
Commission).
Willa Cather,
Roscoe Pound,
Mari Sandoz, and
Louise Pound**

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**ranked among its
early graduates.**

**And it developed a
reputation for
excellence in
collegiate
athletics. Written
by a beloved
member of the
faculty, this history
shows both why
Robert E. Knoll is
so devoted to the**

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**University as well
as the tests such
devotion must
endure. Its history
is hardly one of
placid growth and
unimpeded
progress. Its
regents,
administration,
faculty, and
students have
periodically fought**

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**one another:
sometimes over
matters as crucial
as the University's
purpose, shape,
and destination.
More often, battles
waged over
personalities. It is
to these
personalities that
Knoll directs most
of his attention.**

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**The author
focuses on the
men and women
who made a
difference, for
good or ill. He
locates the
University's place
in the changing
intellectual and
academic context
of the United
States and**

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**charts its passage
through hard
times and
prosperity. He
notes the
contributions of
the University to
Nebraska, from
the early
experiments in
sugar beet
cultivation to the
national fame of**

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its football team.

Most important, its education of generations of Nebraskans has lifted state goals and achievement, and its outreach has made the University an international community. Robert E. Knoll is D. B.

Read Online
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and Paula Varner
Professor of
English Emeritus
at the University of
Nebraska-Lincoln.
He is the author of
numerous books
and editor of the
letters of Weldon
Kees. His articles
have appeared in
journals such as
American Speech,

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**College English,
Hudson Review,
and Prairie
Schooner.**

**A History of the
University in
Europe: Volume 1,
Universities in the
Middle
Ages
Cambridge
University Press
"The history of the
University of**

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**Virginia is, like the
larger history of
the United States,
the story of
Thomas**

**Jefferson's vision
and of how that
vision grew into
the lively,
democratic place
we know today.**

**Mr. Jefferson
believed that**

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education was essential to the new republican - an education available universally, not just to those who could afford it. Nearly two hundred years later, within the walls of his academical village,

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**men and women
of all backgrounds
debate - and often
criticize - the ideas
of their
university's
founder, perhaps
the best testimony
of all to the spirit
and success of his
vision."--BOOK
JACKET. "The
University of**

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Virginia: A

Pictorial History
traces the growth
of Mr. Jefferson's
favorite project
through an
appropriately rich
pageant of images
and text. The
book's main
chapters, arranged
chronologically,
follow the rise of

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the university from its founding "on a plan so broad and liberal and modern, " in Jefferson's words, to John T. Casteen III's initiative for a university of the twenty-first century, where the myriad resources of the Internet are

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just a click
away."--BOOK

JACKET.

**A reissue of a
charming little
illustrated volume
originally
published in 1974
which walks the
reader through the
highlights of the
history of the
University of**

Read Online
History Of The
University Of
California.

**The University of
Chicago**

**University of
Richmond**

**A Concise History
of the University of
Cambridge**

**The University of
Notre Dame**

**The Early Years of
Alabama State
University,**

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1867-1925

**History of the
University of
Alabama**

The Indiana
University School of
Medicine: A History
tells the story of the
school and its faculty
and students in
fascinating detail.
Founded in the early
20th century, the

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Indiana University
School of Medicine

went on to become a leading medical facility, preparing students for careers in medicine and providing healthcare across Indiana.

Historian William Schneider draws on a treasure trove of historical images and documents, to recount

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how the school began
life as the Medical

Department in 1903,
and later became the
Indiana University
School of Medicine,
which was

established as a full
four-year school after
merging with two
private schools in
1908. Thanks to state
support and local
philanthropy, it quickly

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added new hospitals,
which by the 1920s
made it the core of a
medical center for the
city of Indianapolis
and the only medical
school in the state.

From modest
beginnings, and the
challenges of the
Great Depression and
the Second World
War, the medical
school has grown to

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meet the demands of every generation, becoming the leading resource for not only the education of physicians and for the conducting of medical research but also for the care and treatment of patients at the multi-hospital medical center.

Today, the school boasts an annual

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income of over \$1.5 billion, with over 2,000 full-time faculty teaching 1,350 MD students, and over \$250 million in external research funding.

For more than 175 years, the history of the University of Richmond has been linked to the history of the city of Richmond

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itself. These

photographs tell the story of Richmond and a school founded by Virginia Baptists in 1830. It is the story of two campus locations with one unique mascot--the Spider. In 1914, on the site of an old amusement park, Gothic buildings emerged representing the search for

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knowledge among
spires, vistas, and
cloistered gardens.
From urban to
pastoral settings,
these photographs
record transitory
moments as well as
an enduring
commitment to the
city and education.
This is the first
volume on the
medieval University

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as a whole to be published in over a century. It provides a synthesis of the intellectual, social, political and religious life of the early University, and gives serious attention to the development of classroom studies and how they changed with the coming of the

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Renaissance and the
Reformation.

This issue of History
of Universities,
Volume XXXI / 2,
contains the
customary mix of
learned articles and
book reviews which
makes this publication
such an indispensable
tool for the historian of
higher education. The
volume is, as always,

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a lively combination of
original research and
invaluable reference
material.

In which a Particular
Account is Given of
Each College and
Hall, Their Respective
Foundations,
Founders,
Benefactors, Bishops,
Learned Writers,
Masters, Livings,
Curiosities, &c.

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Together with
Accurate Lists of All
the Chancellors, Vice-
Chancellors, Proctors,
Taxers, Professors,
Orators, Members of
Parliament, &c. &c
A Pictorial History of
the University of
Georgia
The University of
Mississippi: A
Sesquicentennial
History

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A Sesquicentennial
History

Volume XXI/1

A History of the State
University of New
Jersey

One of the most
influential
institutions of
higher learning in
the world, the
University of
Chicago has a

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powerful and distinct identity, and its name is synonymous with intellectual rigor. With nearly 170,000 alumni living and working in more than 150 countries, its impact is far-reaching and long-lasting. With The University of

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Chicago: A History,
John W. Boyer,
Dean of the College
since 1992,
presents a deeply
researched and
comprehensive
history of the
university. Boyer
has mined the
archives, exploring
the school ' s
complex and

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sometimes controversial past to set myth and hearsay apart from fact. The result is a fascinating narrative of a legendary academic community, one that brings to light the nature of its academic culture and curricula, the

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experience of its students, its engagement with Chicago ' s civic community, and the conditions that have enabled the university to survive and sustain itself through decades of change. Boyer ' s extensive research shows that the

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University of
Chicago ' s identity
is profoundly
interwoven with its
history, and that
history is unique in
the annals of
American higher
education. After a
little-known false
start in the mid-
nineteenth century,
it achieved

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remarkable early successes, yet in the 1950s it faced a collapse of undergraduate enrollment, which proved fiscally debilitating for decades.

Throughout, the university retained its fierce commitment to a

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distinctive, intense
academic culture
marked by
intellectual merit
and free debate,
allowing it to rise to
international
acclaim. Today it
maintains a strong
obligation to serve
the larger
community
through its

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connections to alumni, to the city of Chicago, and increasingly to its global community. Published to coincide with the 125th anniversary of the university, this must-have reference will appeal to alumni and anyone

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interested in the
history of higher
education of the
United States.

This concise,
illustrated history of
the University of
Cambridge, from its
thirteenth-century
origins to the
present day, is the
only book of its
kind in print and is

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intended as a
standard

introduction for
anyone interested
in one of the world
s greatest academic
institutions. Many
individuals are
celebrated here
who have exerted
great influence
upon developments
within the

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University and beyond. But forces for change have often come from outside the University, from central government or from the aspirations and expectations of society at large. One of the prime objectives of this

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book is to describe how the university has reacted to, or resisted, these external pressures. At the same time it conveys an impression of the day-to-day experiences of students and their teachers and administrators over

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the University's
700-year history.

Major university
institutions, such as
the University Press
and the University
Library, are also
described briefly.

The book contains
many attractive and
often unusual
illustrations, of
subjects ranging

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from medieval manuscripts to the striking new building projects of the 1990s.

Alabama State University is well known as a historically black university and for the involvement of its faculty and students in the civil

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rights movement.
Less attention has
been paid to the
school's remarkable
origins, having
begun as the
Lincoln Normal
School in Marion,
Alabama, founded
by nine former
slaves. These men
are rightly
considered the

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progenitors of
Alabama State
University, as they
had the drive and
perseverance to
face the challenges
posed by a racial
and political culture
bent on preventing
the establishment
of black schools and
universities. It is
thanks to the

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actions of the
Marion Nine that
Alabama's rural
Black Belt produces
a disproportionate
number of African
American Ph.D.
recipients, a
testament to the
vision of the Lincoln
Normal School's
founders. From
Marion to

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Montgomery is the story of the Lincoln Normal School's transformation into the legendary Alabama State University, including the school's move to Montgomery in 1887 and evolution from Normal School to junior college to

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full-fledged four-year university. It's a story of visionary leadership, endless tenacity, and a true belief in the value of education.

A tumultuous 1971 merger that combined all of the state ' s public colleges and universities into a

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single entity led to the creation of the University of Wisconsin System. Drawing on decades of previously unpublished sources, Patricia A. Brady details the System ' s full history from its origin to the

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present,

illuminating

complex networks

among and within

the campuses and

an evolving

relationship with

the state. The UW

System serves as a

powerful case study

for how broad,

national trends in

higher education

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take shape on the ground. Brady illustrates the ways culture wars have played out on campuses and the pressures that have mounted as universities have shifted to a student-as-consumer approach. This is the essential,

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unvarnished story
of the unique
collection of
institutions that
serve Wisconsin
and the world—and
a convincing
argument for why
recognizing and
reinvesting in the
System is critically
important for the
economic and civic

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future of the state
and its citizens.

A History of the
University in
Europe: Volume 4,
Universities since
1945

A New History
The Humanities in a
Disenchanted Age
The History of the
University of
Edinburgh

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A Brief History
The University of
Oxford

***In a
bicentennial
history of the
University of
North Carolina
at Chapel Hill,
William D.
Snider leads
us from the***

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***chartering and
siting of a
charming
campus and
village in 1795
through the
struggles,
innovations,
and
expansions
that have
carried the***

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***school to
national and
international
prominence.
Throughout,
Snider
provides fine
portraits of
individuals
significant in
the life of the
university,***

Read Online
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***from William
R. Davie and
Joseph
Caldwell to
Harry
Woodburn
Chase, Frank
Porter
Graham, and
William C.
Friday. His
book evokes***

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University Of
Makati

***for all who
have been part
of the Chapel
Hill
community
memories of
their own
associations
with the
campus and a
sense of the
greater history***

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*of the
institution of
which they
were a part.
The University
of Hong Kong
was one of
only a handful
of fully
autonomous
colonial
universities in*

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***the British
Empire in the
first half of
the twentieth
century. From
its founding in
1911, the
institution was
intended as
a "British
lighthouse in
the Orient,"***

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***with a broad
remit to
educate a new
generation of
Chinese youth
who would
lead the tp the
modernization
of China. This
book evaluates
the success of
that mission***

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***while also
demonstrating
the
importance of
the university
to the
development
of Hong Kong
and Malaya,
the two areas
supplying the
most students***

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***to the
university. As
the first
university
established in
Hong Kong,
the early
decades of its
history
represent the
foundations of
China's higher***

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History Of The
University Of
**education
system. This
study provides
fresh insight
into the
character of
colonial
education and
the
development
of Hong Kong
and tracks the**

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***fortunes of the
colony from
the peak of
imperial
British power
to the
catastrophic
Japanese
occupation of
1941 to 1945.
First published
in 1962,***

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***Frederick
Rudolph's groundbreaking
study, The
American
College and
University,
remains one of
the most
useful and
significant
works on the***

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History Of The
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***history of
higher
education in
America.
Bridging the
chasm
between
educational
and social
history, this
book was one
of the first to***

Read Online
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examine

**developments
in higher
education in
the context of
the social,
economic, and
political forces
that were
shaping the
nation at
large.**

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***Surveying
higher
education
from the
colonial era
through the
mid-twentieth
century,
Rudolph
explores a
multitude of
issues from***

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***the financing
of institutions
and the
development
of curriculum
to the
education of
women and
blacks, the
rise of college
athletics, and
the***

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***complexities
of student life.***

***In his
foreword to
this new
edition, John
Thelin
assesses the
impact that
Rudolph's
work has had
on higher***

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***education
studies. The
new edition
also includes a
bibliographic
essay by
Thelin
covering
significant
works in the
field that have
appeared since***

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***the
publication of
the first
edition. At a
time when our
educational
system as a
whole is under
intense
scrutiny,
Rudolph's
seminal work***

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***offers an
important
historical
perspective on
the
development
of higher
education in
the United
States.***

***The
humanities,***

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***considered by
many as
irrelevant for
modern
careers and
hopelessly
devoid of
funding, seem
to be in a
perpetual
state of crisis,
at the mercy of***

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***modernizing
and
technological
forces that are
driving
universities
towards
academic
pursuits that
pull in grant
money and
direct students***

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to lucrative careers. But as Paul Reitter and Chad Wellmon show, this crisis isn't new—in fact, it's as old as the humanities themselves. Today's humanities

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***scholars
experience
and react to
basic
pressures in
ways that are
strikingly
similar to their
nineteenth-
century
German
counterparts.***

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***The
humanities
came into
their own as
scholars
framed their
work as a
unique
resource for
resolving
crises of
meaning and***

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***value that
threatened
other cultural
or social
goods. The self-
understanding
of the modern
humanities
didn't merely
take shape in
response to a
perceived***

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***crisis; it also
made crisis a
core part of its
project.***

***Through this
critical,
historical
perspective,
Permanent
Crisis can take
scholars and
anyone who***

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***cares about
the humanities
beyond the
usual scolding,
exhorting, and
hand-wringing
into clearer,
more effective
thinking about
the fate of the
humanities.
Building on***

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***ideas from
Max Weber
and Friedrich
Nietzsche to
Helen Small
and Danielle
Allen, Reitter
and Wellmon
dig into the
very idea of
the humanities
as a way to***

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***find meaning
and coherence
in the world. ,
History of the
University of
Edinburgh
from Its
Foundation
The Indiana
University
School of
Medicine***

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***By Andrew
Dalzel. With a
Memoir of the
Author. II
Studies in the
History of the
School of
Education,
University of
Michigan
The History of
the University***

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University Of
***of East Anglia,
Norwich
A Brief History
of the
University of
California***

The University of
Texas (UT) opened in
1883--38 years after
Texas became a state
and 7 years after the
Texas Constitution

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called for the creation of a university of the first class. UT started off with 40 acres just north of Austin and with 221 primarily rural and local students. But since its founding, it has grown extensively and acquired worldwide prominence. Now, UT has 431 acres on its

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main campus and over
51,000 students
enrolled from all 50
states and, at least,
124 different nations.
UT is recognized as a
top-rated state
university, providing
high-quality
instruction and
research. The
university has also
acquired

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architecturally
interesting buildings,
cherished traditions,
and exciting sports
programs over the
years.

Volume XXI/1 of
History of
Universities contains
the customary mix of
learned articles, book
reviews, conference
reports, and

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bibliographical information, which makes this publication such an indispensable tool for the historian of higher education. Its contributions range widely geographically, chronologically, and in subject-matter. The volume is, as always, a lively combination

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of original research
and invaluable

reference material.

Presents essays that
explore the origins,
advancements, and
challenges of colleges
and universities
around the world,
covering such topics
as the curriculum,
education among the
Incans, research,

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entrepreneurship, and
rural-urban migration.

This fresh and
readable account gives
a complete history of
the University of
Oxford, from its
beginnings in the
eleventh century to the
present day. Written
by one of the leading
authorities on the
history of universities

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internationally, it traces Oxford's improbable rise from provincial backwater to one of the world's leading centres of research and teaching. Laurence Brockliss sees Oxford's history as one of discontinuity as much as continuity, describing it in four distinct parts. First he

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explores Oxford as

'The Catholic

University' in the

centuries before the

Reformation, when it

was principally a

clerical studium

serving the needs of

the Western church.

Then as 'The Anglican

University', in the

years from 1534 to

1845 when Oxford

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was confessionally closed to other religions, it trained the next generation of ministers of the Church of England, and acted as a finishing school for the sons of the gentry and the well-to-do. After 1845 'The Imperial University' saw the emergence

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over the following
century of a new
Oxford - a university
which was still elitist
but now non-
confessional; became
open to women as
well as men; took
students from all
round the Empire; and
was held together at
least until 1914 by a
novel concept of

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Christian service. The final part, 'The World University', takes the story forward from 1945 to the present day, and describes Oxford's development as a modern meritocratic and secular university with an ever-growing commitment to high-quality academic

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research. Throughout the book, Oxford's history is placed in the wider context of the history of higher education in the UK, Europe, and the world. This helps to show how singular Oxford's evolution has been: a story not of entitlement but of hard work, difficult

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decisions, and a
creative use of limited
resources and
advantages to keep its
destiny in its own
hands.

University of
Wyoming
The History of the
University of
Cambridge, from Its
Original, to the Year
1753;

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A History of the
University of Hong
Kong: 1911-1945

A History of the
University of
Nebraska

The Rise of
Universities

*The University
of Wyoming was
founded in*

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1886, four years prior to statehood.

Provisions of the 1862 Morrill Act, also known as the Land Grant College Act, allowed for the teaching of agriculture, mechanic arts,

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and military tactics but also included literary and scientific studies. With statehood in 1890, the constitution confirmed the establishment of the university, that all

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*students,
regardless of
gender or race,
could attend,
and that the
cost of
instruction "may
be as nearly
free as
possible." From
a humble
beginning in*

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*athletics, UW
has excelled in
football,
basketball, and
rodeo and has
produced such
notable figures
as Kenny Sailors
and Curt
Gowdy.
Statewide
outreach has*

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always been a focus, resulting in a research center in Grand Teton National Park and agricultural farms in many communities. Wyoming's economy relies heavily on the

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*energy industry,
and today, the
university is a
leader in energy-
related
education and
research. Many
of the
photographs in
Campus History
Series:
University of*

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Wyoming were
taken by long-
serving
university
faculty,
providing an
interesting
glimpse of UW's
125-year
history.
Thomas Blantz's
monumental

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*The University
of Notre Dame:
A History tells
the story of the
renowned
Catholic
university's
growth and
development
from a primitive
grade school
and high school*

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*founded in 1842
by the
Congregation of
Holy Cross in
the wilds of
northern
Indiana to the
acclaimed
undergraduate
and research
institution it
became by the*

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*early twenty-
first century.*

*It's growth was
not always
smooth--slowed
at times by
wars, financial
challenges,
fires, and
illnesses. It is
the story both of
a successful*

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*institution and
the men and
women who
made it so:
Father Edward
Sorin, C.S.C.,
the twenty-eight-
year-old French
priest and
visionary
founder; Father
William Corby,*

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C.S.C., later two-term Notre Dame president, who gave absolution to the soldiers of the Irish Brigade at the Battle of Gettysburg; the hundreds of Holy Cross

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*brothers,
sisters, and
priests whose
faithful service
in classrooms,
student
residence halls,
and across
campus kept the
university
progressing
through difficult*

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*years; a
dedicated lay
faculty teaching
too many
classes for too
few dollars to
assure the
University
would survive;
Knut Rockne, a
successful
chemistry*

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*teacher but an
even more
successful
football coach,
elevating Notre
Dame to
national athletic
prominence;
Father
Theodore M.
Hesburgh,
C.S.C.,*

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University Of

*president for
thirty-five years;
and 325
undergraduate
young women
who were first
to enter Notre
Dame in 1972,
among
thousands of
others. Blantz
captures the*

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*strong
connections that
exist between
Notre Dame's
founding and
early life and
today's
University.*

*Alumni, faculty,
students,
friends of the
University, and*

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University Of

*fans of the
Fighting Irish
will want to own
this
indispensable,
definitive
history of one of
America's
leading
universities.
Simultaneously
detailed and*

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*documented yet
lively and
interesting, The
University of
Notre Dame: A
History is the
most complete
and up-to-date
history of the
University
available.*

This is the

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*second volume
of a 4-part
history of the
university in
Europe, written
by an
international
team of authors,
which covers
the development
of the university
in Europe from*

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University Of

*its origins to the
present day.*

*A generation or
so ago, the*

Inklings - C.S.

Lewis, J.R.R.

Tolkien and

Charles

Williams - met

regularly in an

Oxford pub to

encourage one

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*another in the
writing of
fictions set in
fantasy worlds...
Philip Pullman's
Gyptians live on
an Oxford canal
and it is from
Oxford that his
characters gain
entry to another
world... It is*

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Makati

*true that Oxford
is a world to
itself, a village
where everyone
stops in the
Broad or the
High to
exchange local
gossip... The
visitor walking
among the
golden colleges*

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*may still see
students setting
off for
examinations
dressed in black
and white... But
encounters in
the street are as
likely to
grapplings with
politics (local,
national and*

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international) as
exchanges
about a point of
scholarly
detail... The
'reality' of
Oxford is that it
is not at all a
land of faery.'
The American
College and
University

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*A History
Rutgers Since
1945*

*The University
History of
Universities
2018*

*A Pictorial
History
History of the
University of Alabama:
Volume One,*

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1818-1902.

The University of East Anglia at Norwich was one of a number of new universities founded in Britain in the 1960s in response to the need to increase the provision for higher education. Remarkable for its architecture, primarily by Denys Lasdun, and for its superb Sainsbury Art Collection, its

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history is a telling commentary on the opportunities and problems faced by British universities over the last forty years. The History of the University of East Anglia Norwich is a full account of UEA's foundation, growth and distinctive character. Michael Sanderson highlights both the

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university's successes and failures, at the same time painting a picture of life, teaching and research on the campus. By examining the real problems faced by a leading British university, he has provided an important contribution to British educational history. The University of Oxford is the third

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oldest university in Europe and remains one of the greatest universities in the world. How did such an ancient institution flourish through the ages? This book offers a succinct illustrated account of its colourful and controversial 800-year history, from medieval times through the Reformation and on

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to the nineteenth century, in which the foundations of the modern tutorial system were laid. It describes the extraordinary and influential people who shaped the development of the institution and helped to create today's world-class research university. Institutions have waxed and waned over the centuries but

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*Oxford has always
succeeded in*

*reinventing itself to
meet the demands of a
new age. Richly
illustrated with archival
material, prints and
portraits, this book
explores how a
university in a small
provincial town rose to
become one of the top
universities in the world
at the beginning of the*

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University Of

twenty-first century.

"Spans the period from World War II to the present during which Rutgers grew from two small, liberal arts colleges, an agricultural school, and an engineering school into a major public research university. We chronicle the remarkable story of Rutgers's rise as a research university, but

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also the way the school has been experienced by generations or students and residents of the state. The Cold War, the student protests of the 1960s and the 1970s, the rise of identity politics on campus, big-time athletics, and the various ways students have shaped and been affected by popular culture all play a part

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in this story. Three chapters cover chronologically the major changes that occurred at the university between 1945 and the present, bringing up to date the work done in Richard P. McCormick's, Rutgers, A Bicentennial History (1966). The remaining chapters provide snapshots of

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*some of the key themes
in the contemporary
history of the school --
campus life and campus
activism, the school's
growing strength as a
research institution, the
impact of Title IX on
opportunities for
women student athletes,
the school's public
presence as reflected in
such long-standing
institutions as the*

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*University Press, the
Glee Club, and
undergraduate
journalism. Rutgers
current residence halls,
which house more
students than at any
other college in the
nation, are the subject
of a imaginatively
illustrated,
architectural analysis
While much of the
focus of our study is on*

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the New

*Brunswick/Piscataway
campus, attention has
been paid throughout to
Camden and Newark as
well"--*

*A History of the
University of North
Carolina at Chapel Hill
Early History of the
University of Virginia
From Its Origin to the
Year 1827*

Volume One, 1818-1902

Page 142/156

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*A History of the
University of Wisconsin
System*

*A History, Volume 1:
1890–1917*

*Anyone who attended
the University or who is
interested in the growth
of Canada's intellectual
heritage will enjoy this
compelling and
magisterial history.*

*This book, the first in a
projected three-volume*

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*definitive history, traces
the University's
progress from
territorial days to 1917.*

*David W. Levy
examines the people
and events surrounding
the school's formation
and development,
chronicling the
determined ambition of
pioneers to transform a
seemingly barren
landscape into a place*

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where a worthy institution of higher education could thrive. The University of Oklahoma was established by the territorial legislature in 1890. With that act, Norman became the educational center of the future state. Levy captures the many factors—academic, political, financial,

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religious—that shaped the University. Drawing on a great depth of research in primary documents, he depicts the University's struggles to meet its goals as it confronted political interference, financial uncertainty, and troubles ranging from disastrous fires to populist witch hunts. Yet he also portrays

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*determined teachers
and optimistic students
who understood the
value of a college
education. Written in
an engaging style and
enhanced by an array
of historical
photographs, this
volume is a testimony to
the citizens who
overcame formidable
obstacles to build a
school that satisfied*

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their ambitions and embodied their hopes for the future.

First published during the school's bicentennial, A Pictorial History of the University of Georgia has now been revised and expanded to include a new, updated section and 43 new photographs that portray the university's

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University Of

*most recent growth and
development. More
than 300 illustrations
and photographs
accompany the story of
pivotal events and the
details of student life
from the first classes
held on the Georgia
frontier in 1801
through the impact of
the Civil War and
Reconstruction, the
admission of women in*

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1918, and the construction of a new east campus. This new edition features an in-depth chronicle of the University of Georgia's rapid growth during the past decade and describes the effects of the expansion of the student body and faculty, the burgeoning athletic program and its new emphasis on

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*women's sports, and
the administrations of
Charles Knapp and
Michael Adams. From
landmark changes to
little-known events and
curious facts, A
Pictorial History of the
University of Georgia
presents a complete
portrait of the school
that blends educational
innovation and cultural
diversity with long-*

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standing traditions.

*This is the final volume
in a four-part series
covering the
development of the
university in Europe
(east and west) from its
origins to the present
day, focusing on a
number of major
themes viewed from a
European perspective.
The originality of the
series lies in its*

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*comparative,
interdisciplinary,
collaborative and
transnational nature. It
deals also with the
content of what was
taught at the
universities, but its
main purpose is an
appreciation of the role
and structures of the
universities as seen
against a backdrop of
changing conditions,*

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ideas and values. This volume deals with the reconstruction and epoch-making expansion of higher education after 1945, which led to the triumph of modern science. It traces the development of the relationship between universities and national states, teachers and students, their

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*ambitions and political
activities. Special
attention is paid to
fundamental changes
in the content of
teaching at the
universities.*

*From Marion to
Montgomery
The University of
Virginia*

*Chiefly Compiled from
Original Papers and
Records, Never Beore*

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Published

*The University of
Michigan, an
Encyclopedic Survey ...:
pt. 1. History and
administration. pt. 2.
Organization. Services.
Alumni
Prairie University
An Illustrated History*