

The AMERICAN COLLEGE IN THE NINETEENTH CENTURY

Edited by ROGER L. GEIGER



The American College In The Nineteenth Century Vanderbilt Issues In Higher

Andrew Forsyth



The American College In The Nineteenth Century Vanderbilt Issues In Higher:

The American College in the Nineteenth Century Roger L. Geiger, 2000 Counter Roger L. Geiger's collection of essays and interpretive introduction shows the growth of colleges in America over the nineteenth century from eighteen schools at the beginning of the century to 450 Universities by the end which transformed the life of the nation **American Higher Education in the Twenty-First Century** Michael N. Bastedo, Philip G. Altbach, Patricia J. Gumpert, 2016-03-30 An indispensable reference that everyone concerned with the future of American colleges and universities should acquire First published in 1999 American Higher Education in the Twenty First Century offered a comprehensive introduction to the central issues facing American colleges and universities This thoroughly revised edition brings the classic volume up to date The contributors have rewritten every chapter to address major changes in higher education including the rise of organized social movements the problem of income inequality and stratification and the growth of for profit and distance education Three new chapters cover information technology community colleges and teaching and learning This edition seeks to capture several crucial dynamics in the nexus of higher education and society Placing higher education within its social and political contexts the contributors discuss finance federal and state governance faculty students curriculum and academic leadership They also grapple with growing concerns about the future of the academy and reflect more deeply on the racial ethnic and socioeconomic diversity within higher education No other book covers such wide ranging issues under the broader theme of higher education's relationship to society Highly acclaimed and incorporating cutting edge research American Higher Education in the Twenty First Century is now more useful and engaging than ever Contributors Michael N Bastedo Philip G Altbach Patricia J Gumpert Benjamin Baez Peter Riley Bahr Joy Blanchard Corbin M Campbell Melanie E Corrigan Peter D Eckel Roger L Geiger Lawrence E Gladieux Sara Goldrick Rab Jillian Leigh Gross D Bruce Johnstone Adrianna Kezar Jacqueline E King Aims C McGuinness Jr Michael Mumper Anna Neumann Robert M O Neil Laura W Perna Gary Rhoades Roman Ruiz Lauren Schudde Sheila Slaughter Daryl G Smith [Understanding Institutional Diversity in American Higher Education](#) Michael Harris, 2013-08-22 Institutional diversity serves as one of the fundamental hallmarks of American higher education After a long history of support for many institutional types the past 40 years have seen a decline in institutional variety Through a discussion of history theoretical contexts and causes of homogenization this monograph examines how higher education policymakers and leaders can strengthen institutional mission and preserve the benefits of institutional diversity Higher education needs to serve a variety of functions for students from liberal arts education to vocational training programs No single institution or institutional type can adequately fulfill all of these roles and this monograph considers the rewards and challenges of maintaining a healthy beneficial diversity It also covers the roles purposes trials and benefits of institutional diversity It provides practical examples and theoretical perspectives useful in understanding the complexities of higher education systems and the external pressures faced by colleges and universities

that challenge institutional mission and threaten institutional diversity and its well established benefits for students and society This is the third issue of the 39th volume of the Jossey Bass series ASHE Higher Education Report Each monograph is the definitive analysis of a tough higher education issue based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication

Higher Education in the American West Richard W. Jonsen, Patty Limerick, David A. Longanecker, 2014-03-19 Higher Education in the American West Regional History and State Contexts is the first comprehensive regional history of American higher education It offers new historical research on how societal forces and state actions brought about the region's one thousand two hundred institutions of higher learning in 15 western states

Labor's Millennium Brett H. Smith, 2010-01-01 Historians have traditionally interpreted the American land grant higher education movement as the result of political and economic forces Little attention has been given however to any explicit or implicit theological motivations for the movement This book tells the story of how the Christian belief of many founders of the University of Illinois motivated their educational theory and practice Constructing a social gospel of labor's millennium their shorthand for God's kingdom being enhanced through agricultural and mechanical education they initially proposed that the university would impart a millenarian blessing for the larger society by providing abundant food economic prosperity vocational dignity and a charitable spirit of sacred unity and public service Rich in primary source research Smith's account builds a compelling case for at least one such institution's adaptation of an inherited evangelical educational tradition transitioning into a new era of higher learning that has left its mark on university life today

A History of American Higher Education John R. Thelin, 2019-04-02 The definitive history of American higher education now up to date Colleges and universities are among the most cherished and controversial institutions in the United States In this updated edition of A History of American Higher Education John R Thelin offers welcome perspective on the triumphs and crises of this highly influential sector in American life Exploring American higher education from its founding in the seventeenth century to its struggle to innovate and adapt in the first decades of the twenty first century Thelin demonstrates that the experience of going to college has been central to American life for generations of students and their families Drawing from archival research along with the pioneering scholarship of leading historians Thelin raises profound questions about what colleges are and what they should be Covering issues of social class race gender and ethnicity in each era and chapter this new edition showcases a fresh concluding chapter that focuses on both the opportunities and problems American higher education has faced since 2010 The essay on sources has been revised to incorporate books and articles published over the past decade The book also updates the discussion of perennial hot button issues such as big time sports programs online learning the debt crisis the adjunct crisis and the return of the culture wars and addresses current areas of contention including the changing role of governing boards and the financial

challenges posed by the economic downturn Anyone studying the history of this institution in America must read Thelin's classic text which has distinguished itself as the most wide ranging and engaging account of the origins and evolution of America's institutions of higher learning **Equity and Excellence in American Higher Education** William G.

Bowen, Martin A. Kurzweil, Eugene M. Tobin, Susanne C. Pichler, 2007 Thomas Jefferson once stated that the foremost goal of American education must be to nurture the natural aristocracy of talent and virtue Although in many ways American higher education has fulfilled Jefferson's vision by achieving a widespread level of excellence it has not achieved the objective of equity implicit in Jefferson's statement In *Equity and Excellence in American Higher Education* William G. Bowen, Martin A. Kurzweil and Eugene M. Tobin explore the cause for this divide Employing historical research examination of the most recent social science and public policy scholarship international comparisons and detailed empirical analysis of rich new data the authors study the intersection between excellence and equity objectives Beginning with a time line tracing efforts to achieve equity and excellence in higher education from the American Revolution to the early Cold War years this narrative reveals the halting episodic progress in broadening access across the dividing lines of gender race religion ethnicity and socioeconomic status The authors argue that despite our rhetoric of inclusiveness a significant number of youth from poor families do not share equal access to America's elite colleges and universities While America has achieved the highest level of educational attainment of any country it runs the risk of losing this position unless it can markedly improve the precollegiate preparation of students from racial minorities and lower income families After identifying the equity problem at the national level and studying nineteen selective colleges and universities the authors propose a set of potential actions to be taken at federal state local and institutional levels With recommendations ranging from reform of the admissions process to restructuring of federal financial aid and state support of public universities to addressing the various precollegiate obstacles that disadvantaged students face at home and in school the authors urge all selective colleges and universities to continue race sensitive admissions policies while urging the most selective and privileged institutions to enroll more well qualified students from families with low socioeconomic status Beyond Foundations Thomas J. Grites, Marsha A.

Miller, Julie Givans Voler, 2016-08-30 Sharpen advising expertise by exploring critical issues affecting the field *Beyond Foundations* a core resource for experienced academic advisors gives practitioners insight into important issues affecting academic advising In addition to gaining understanding of foundational concepts and pressing concerns master advisors engage with case studies to clarify their roles as educators of students as thought leaders in institutions and as advocates for the profession Pillar documents the NACADA Core Values NACADA Concept of Academic Advising and CAS Standards serve as sources of both information and inspiration for those seeking to improve advising New strategies inform advisors helping a diverse student population delineate meaningful educational goals Each chapter prompts productive discussions with fellow advisors interested in cultivating advising excellence To promote advisor influence in higher education experienced

contributors explain new trends including the impact of external forces and legal issues on postsecondary institutions and the evolution of advising as a profession and a field of inquiry Expert insight and practical focus contribute to the development of experienced advisors Use existing resources in new ways to master advising roles and encourage student success Apply theory to advance advising practice Create and optimize professional development opportunities Establish recognition for the contributions of academic advisors to the institution and higher education Face challenges created by the changing higher education landscape Advisors must meet the expectations of students parents faculty members administrators and outside agencies all while navigating an increasingly complex range of issues presented by a student population unlike any that has come before Beyond Foundations provides the insight and clarity advisors need to help students achieve their educational goals and to advance the field

Mapping the Social Landscape Susan J. Ferguson, 2020-08-27 Mapping The Social Landscape is one of the most established and widely used readers for Introductory Sociology Susan J Ferguson selects edits and introduces 58 readings representing a plurality of voices and views within sociology The selections include classic statements from great thinkers like C Wright Mills Karl Marx and Max Weber as well of the works of contemporary scholars who address current social issues

College Sports Eric A. Moyen, John R. Thelin, 2024-11-26 A bold and foundational history of the inception and evolution of intercollegiate athletics in the United States In College Sports historians Eric A Moyen and John R Thelin tell the intriguing story of the success and excess of American college sports from their inception to today Arguing that the modern American university's structure spurred the growth of big time sports Moyen and Thelin also highlight the treatment of marginalized groups in athletics and the role that commercialization and the media have played in shaping college sports Using a wealth of secondary resources archival records newspaper articles and oral histories Moyen and Thelin offer a chronological account of the popularity success and continued challenges of college sports Most scholarship has portrayed athletics as an anomaly within higher education but history reveals that college sports enjoy a symbiotic relationship with universities Reform and a return to a purely amateur model have rarely been a compelling option for those institutions that are successful in commercialized big time college sports At the same time most student athletes compete in a very different model And despite their progressive posturing colleges have been slow to fully adopt civil rights and social justice issues When full participation was finally extended to women and minorities it generally meant a move away from the amateur model into a commercial enterprise By examining key events at specific universities athletic conferences and the NCAA Moyen and Thelin trace how the media and sports marketing have created an incredibly successful financial model for schools in big time conferences Yet this model has also created a precarious fiscal situation for hundreds of other institutions This provocative and refreshing take on sports in American universities provides the context in which to understand and improve upon the current landscape of intercollegiate athletics

Leaders in the Historical Study of American Education Wayne J. Urban, 2012-01-01 This volume consists of twenty six autobiographical essays by leading

historians of American education which document the enormous variety of paths taken to get into this field A companion to earlier volumes on philosophy of education and curriculum studies the historians in this volume reflect a wide variety of interests that underlay accomplishment in this scholarly field They come from diverse backgrounds that have animated their scholarly careers in compelling ways Readers in any variety of educational or historical study should learn from this volume how unplanned careers can still result in highly successful sets of accomplishments That realization is a tribute both to the individual contributors and to the great attractiveness of educational history to committed scholars of various backgrounds and orientations

Performing Math Andrew Fiss, 2020-11-13 *Performing Math* tells the history of expectations for math communication and the conversations about math hatred and math anxiety that occurred in response Focusing on nineteenth century American colleges this book analyzes foundational tools and techniques of math communication the textbooks that supported reading aloud the burnings that mimicked pedagogical speech the blackboards that accompanied oral presentations the plays that proclaimed performers identities as math students and the written tests that redefined student performance Math communication and math anxiety went hand in hand as new rules for oral communication at the blackboard inspired student revolt and as frameworks for testing student performance inspired performance anxiety With unusual primary sources from over a dozen educational archives *Performing Math* argues for a new performance oriented history of American math education one that can explain contemporary math attitudes and provide a way forward to reframing the problem of math anxiety

Higher Education: Handbook of Theory and Research Michael B. Paulsen, 2015-01-12 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains chapters on such diverse topics as research on college students and faculty organization and administration curriculum and instruction policy diversity issues economics and finance history and philosophy community colleges advances in research methodology and more The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world

Latino Education in the United States V. MacDonald, 2004-11-12 Winner of a 2005 Critics Choice Award from The American Educational Studies Association this is a groundbreaking collection of oral histories letters interviews and governmental reports related to the history of Latino education in the US Victoria Mar a MacDonald examines the intersection of history Latino culture and education while simultaneously encouraging undergraduates and graduate students to reexamine their relationship to the world of education and their own histories

After the Program Era Loren Glass, 2017-01-04 The publication in 2009 of Mark McGurl's *The Program Era* provoked a sea change in the study of postwar literature. Even though almost every English department in the United States housed some version of a creative writing program by the time of its publication, literary scholars had not previously considered that this institutional phenomenon was historically significant. McGurl's groundbreaking book effectively established that the rise of the creative writing program stands as the most important event in postwar American literary history, forcing us to revise our understanding not only of the relationship between higher education and literary production but also of the periodizing terminology we had previously used to structure our understanding of twentieth-century literature. *After the Program Era* explores the consequences and implications as well as the lacunae and liabilities of McGurl's foundational intervention. Glass focuses only on American fiction and the traditional MFA program, and this collection aims to expand and examine its insights in terms of other genres and sites. Postwar poetry, in particular, has until now been neglected as a product of the Program Era, even though it is arguably a purer example since poets now depend almost entirely on the patronage of the university. Similarly, this collection looks beyond the traditional MFA writing program to explore the pre-history of writing programs in American universities as well as alternatives to the traditionally structured program that have emerged along the way. Taken together, the essays in *After the Program Era* seek to answer and explore many of these questions and continue the conversations McGurl only began.

CONTRIBUTORS Seth Abramson, Greg Barnhisel, Eric Bennett, Matthew Blackwell, Kelly Budruweit, Mike Chasar, Simon During, Donal Harris, Michael Hill, Benjamin Kirbach, Sean McCann, Mark McGurl, Marija Rieff, Juliana Spahr, Stephen Voyle, Stephanie Young.

Creating a Class Mitchell L. Stevens, 2009-09-15 For a year and a half Stevens worked in the admissions office of a New England college known for high academic standards, a beautiful campus, and social conscience. Ambitious high schoolers and savvy guidance counselors know that admission here is highly competitive. But creating classes, Stevens finds, is more complicated than most imagine.

Educating the Sons of Sugar R. Eric Platt, 2017-10-10 A study of Louisiana French Creole sugar planters' role in higher education and a detailed history of the only college ever constructed to serve the sugar elite. The education of individual planter classes (cotton, tobacco, sugar) is rarely treated in works of southern history. Of the existing literature, higher education is typically relegated to a footnote, providing only brief glimpses into a complex instructional regime responsive to wealthy planters. R. Eric Platt's *Educating the Sons of Sugar* allows for a greater focus on the mindset of French Creole sugar planters and provides a comprehensive record and analysis of a private college supported by planter wealth. Jefferson College was founded in St. James Parish in 1831, surrounded by slave-holding plantations and their cash crop, sugar cane. Creole planters, regionally known as the *ancien régime* population, designed the college to impart a genteel liberal arts education through instruction, architecture, and geographic location. Jefferson College played host to social class rivalries. Creole, Anglo-American, and French immigrant mirrored the revival of Catholicism in a region typified by secular mores; was subject to the Americanization of the south.

Louisiana higher education and reflected the ancienne population's decline as Louisiana's ruling population. Resulting from loss of funds the college closed in 1848. It opened and closed three more times under varying administrations: French immigrant private sugar planter and Catholic Marist before its final closure in 1927 due to educational competition, curricular intransigence and the 1927 Mississippi River flood. In 1931 the campus was purchased by the Society of Jesus, Jesuits, and reopened as a silent religious retreat. It continues to function to this day as the Manresa House of Retreats. While in existence, Jefferson College was a social thermometer for the white French Creole sugar planter ethos that instilled the sons of sugar with a cultural heritage resonant of a region typified by the management of plantations, slavery and the production of sugar.

The Transatlantic World of Higher Education Anja Werner, 2013-03-01. Between the 1760s and 1914 thousands of young Americans crossed the Atlantic to enroll in German speaking universities but what was it like to be an American in for instance Halle, Heidelberg, Göttingen or Leipzig? In this book the author combines a statistical approach with a biographical approach in order to reconstruct the history of these educational pilgrimages and to illustrate the interconnectedness of student migration with educational reforms on both sides of the Atlantic. This detailed account of academic networking in European educational centers highlights the importance of travel for academic and cultural transformations in nineteenth century America.

Catholic Higher Education in Protestant America Kathleen A. Mahoney, 2004-12-01. Winner of the 2005 New Scholar Book Award given by Division F: History and Historiography of the American Educational Research Association. In 1893 Harvard University president Charles W. Eliot, the father of the modern university, helped implement a policy that in effect barred graduates of Jesuit colleges from regular admission to Harvard Law School. The resulting controversy, bitterly contentious and widely publicized, was a defining moment in the history of American Catholic education, illuminating on whose terms and on what basis Catholics and Catholic colleges would participate in higher education in the twentieth century. In *Catholic Higher Education in Protestant America* Kathleen Mahoney considers the challenges faced by Catholics as the age of the university opened. She describes how liberal Protestant educators such as Eliot linked the modern university with the cause of a Protestant America and how Catholic students and educators variously resisted, accommodated or embraced Protestant inspired educational reforms. Drawing on social theories of cultural hegemony and insider/outsider roles, Mahoney traces the rise of the Law School controversy to the interplay of three powerful forces: the emergence of the liberal nonsectarian research university, the development of a Catholic middle class whose aspirations included attendance at such institutions, and the Catholic church's increasingly strident campaign against modernism and by extension the intellectual foundations of modern academic life.

Common Law and Natural Law in America Andrew Forsyth, 2019-04-11. Presents an ambitious narrative and fresh reassessment of common law and natural law's varied interactions in America, 1630 to 1930.

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The American College In The Nineteenth Century Vanderbilt Issues In Higher Introduction

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