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A history of american higher education chapter summaries

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 presents a new final chapter that focuses on both opportunities and the problems that American higher education has faced since 2010. The essay on sources has been revised to incorporate books and articles published in the last decade. The book also updates the discussion of perennial issues such as large sports programs, online learning, debt crisis, adjunct crisis and the return of cultural wars and addresses current areas of discord, including changing the role of boards and the financial challenges posed by the economic crisis. Anyone who study the history of this institution in America should read Thelin's classic text, which distinguished itself as the most comprehensive and engaging account of the origins and evolution of American higher education institutions. Keywords: History of the United States, Educational History, Higher Education, University Attendance, University Role, Current Events, Social Class, Race, Ethnicity, Gender Issues, Johns Hopkins University Press Educational Change. 2715 North Charles Street, Baltimore, MD 21218. Tel: 800-537-5487; Tel: 410-516-6900; Fax: 410-516-6998; e-mail: hfscustserve@press.jhu.edu; Website: Roger L. Geiger. The History of American Higher Education: Learning and Culture from the Foundation to World War II. Princeton: Princeton University Press. 584 pp. \$35.00 (cloth), ISBN 978-0-691-14939-4. Reviewed by Steven Diner Published in H-Socialisms (January 2015) Commissioned by Gary Roth A Historical Research of American Higher Education Writing a comprehensive history of American higher education from the first colonial colleges to World War II is a massive and challenging undertaking. Roger L. Geiger, a leading scholar of the subject, did an impressive job. He is the author of a long, highly detailed and very thoughtful chronological history highlighting change and continuity in colleges, and other higher highs Institutions. The first two chapters describe the evolution of faculties in the colonial era, from 1636 to 1740 and from 1740 to 1780. The third chapter analyzes the faculties during the Revolution and soon after. Then three chapters examine two decades each of antebellum higher education. The next three chapters consider the Golden Age and the Progressive Age, with one chapter dedicated to land concession colleges, another for the development of research universities, and a third of the collegiate revolution that transforms university life. Two chapters on World War I and the interwar years discuss the development of mass higher education and the role of philanthropic foundations in standardization. The final chapter shows how the development of American higher education until 1940 set the stage for its massive growth in size and importance from the end of World War II to the present. Geiger states in his introduction that his book is about how, why, and where Americans went to college over three centuries, and particularly about the institutions they attended to realize their aspirations (p. ix). Their general argument is that the faculties sought to develop culture in their students, played a fundamental role in career development and sought the expansion of knowledge. The pursuit of these objectives, he explains, has significantly influenced American society. Much of the narrative is about specific institutions and how they have changed over time, and about regional differences. These include not only what we would consider now colleges or universities, but also various types of vocational schools, often proprietary, teaching medicine, law, engineering and other occupations; normal schools for teacher training; and institutions that provided high school and some post-secondary courses as well. He also analyzes the emergence of disciplinary and professional associations, accreditation bodies, the National Research Council and the College's Board of Vestibular, among others. Geiger, himself the author of numerous books and articles on American higher education, relies heavily on the enormous historical literature in this field. Given his focus on specific institutions, he makes heavy use of institutional histories and biographies of key actors who have shaped or reshaped some of the colleges he highlights. It also uses primary sources, particularly statements from leaders articulating their goals and vision to their institutions or to higher education in general. Despite his meticulous attention to the differences between various types of institutions, Geiger concludes that by 1940, the United States had developed a single higher education system. In other countries, he says, the government has largely determined the status of the institutions and, therefore, the nature of the system. In the main, he argues, the American American higher education was a fluid free market with multiple actors that achieved order, unity and growth amid a profusion of different institutions (pp. 537-538). In a wide-ranging survey like this, readers can inevitably criticize the author for an inappropriate discussion of some subjects. Geiger dedicates most of his narrative to elite and private institutions and some of the most prominent state universities. He briefly discusses municipal universities in the chapter on mass higher education, with a special focus on City College in New York. In this chapter, he also considers the rise of junior colleges and Catholic universities. These institutions generally enrolled lower socioeconomic students than residential campuses, and immigrants and their children constituted a significant portion of enrollment in these transportation institutions. However, Geiger devotes relatively limited attention to the experience of transportation students. Given the growing focus of senior educators on the importance of the campus community in preparing college students for civic leadership, examining the daily activities of traveling students could provide an important contrast to the residential institutions that Geiger describes at length. As well as a discussion about how teachers and higher education leaders saw transportation students, and how they tried to address the absence of campus community and residential life through programs on their campuses. No story can consider everything. Geiger's History of American Higher Education is an excellent survey of this complex theme. It is a very valuable addition to historical literature on American higher education. Printable version: Quote: Steven Diner. Review by Geiger, Roger L., The History of American Higher Education: Learning and Culture from the Founding to World War II. H-Socialismos, H-Net Reviews. January 2015. URL: This work is licensed under a Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 United States License. Posted by rwnolan on July 18, 2012 in Analysis, Research Reports and Assessments John R. Thelin wrote a storybook on the evolution of the American higher education system in which he tries to address the major problems that policymakers, administrators, students and parents faced during their own time period. Clearly, because of the nature of a book in which one tries to cover a huge strip of history in less than 400 pages, many details will be left out, but in short, Thelin does a tremendous job of touching on most important issues throughout the nineteenth century and It was progressive. While writing specifically for non-historians, administrators and policymakers, Thelin plans to bridge a gap between all the historical scholarships that focus aspects of college life or administrative problems, trying to cover the entire history of the American higher education system. Thelin does this by focusing on understudied institutions such as community colleges, women's colleges, and historically black campuses, along with America's major universities. In chapter 3, Thelin begins to focus on new types of education opportunities when he introduces the Morrill Act of 1862, which introduced land granting institutions to most states. The Morrill Act of 1862 helped expand the state college to the beginning of the ideal university model, a collection of federated units, or a collection of colleges within a single university. This chapter also focuses on where most students come from. Most students live very close to the institution they attend. This localism goes back to Elliott Gorn's idea, in which boxers or athletes of any kind usually came from a small neighborhood that they finally represented. This was true in the late 19th century, but the advent of scholarships and public interest in intercollegiate athletics would change that, just as boxing's growing popularity removed the fighter from his neighborhood. Chapter 4 discusses what it takes to make a great university in the 19th century. Many philanthropists with very deep pockets donated private universities that agreed to take their name as Rice University, Stanford University or Tulane University. The next best response was great leadership, which includes teachers, coaches and administrators. Architecture was an important way to gain attention in the public eye, so donors often eat entire buildings or more to help their university gain better students and prestige. Thelin focuses on academic buildings, dormitories, administrative offices, but Ingrassia uses Thelin's work to show that stadiums were an important part of campus life and architecture in 19th-century American colleges. The percentage of people aged 18 to 22 attending college rose from about 2% in 1880 to nearly 50% in 1960. Thelin attributes this rise primarily to the growing middle class and the idea that self-made men wanted their children to have a shared experience on campus that would position them in associating with young people from established and educated families. (155) He also uses this part of the book to discuss life on campus among students, in which extracurricular activities play a big role, whether participating in or spectating at athletic events, wearing the special college costume, singing at the club or enjoying the life of fraternity. Life. Life.

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