

The Shaping of American Higher Education—Chapter One

- I. Colonial period 1626-1789
 - a. Societal context
 - i. Religious
 - ii. Religious freedom
 - iii. Land—more space opportunities, growth, spread
 - iv. Public service
 - b. They settled, then developed government after the fact. Government was very place specific
- II. Emergence of the 9 colleges
 - a. The colleges developed as an amalgamation of ideas and forms coming from Europe, but they emerged in their own way (p. 16)
 - b. 130 of the immigrants had gone to college (very few)
 - c. Needed for civic leaders
- III. Students
 - a. Boys, wealthy, sons of lawyers, doctors
 - b. What role did the university take in enrolling boys/young men—In loco parentis; teaching the students morals and values.
 - c. What were the admission requirements— interview; read Latin because books were in Latin. Need to speak Latin decreased. Not all required Latin. (pg. 38 Cohen book about use of Latin). Use of grammar. Some required arithmetic later on. College of Philadelphia most secular, least emphasis on religious stuff.
- IV. Faculty
 - a. Presidents taught, tutors, small core of faculty, recent grads.
 - b. Didn't make much money. Gentile population. committed to study.
 - c. What role did faculty have in university governance—none (formation of AAUP—faculty started getting places at the table)
- V. Curriculum—7 liberal arts
 - a. Grammar, logic, astronomy, theological study, science came much later...
 - b. Classical. Prepare minister. Protect what is already known
- VI. Instruction
 - a. Rhetoric. Students defend ideas. Forms of debate.
 - b. Memorization—Latin, grammar
 - c. Critical thinking—debates
- VII. Governance
 - a. Unlike European institutions, Colonial colleges governed by an outside/lay board. Clergy. Magistrate/ political people.
 - b. What was the role of the college president? Not much control. Taught. Hired tutors. Intermediary between outside lay board and university
 - c. Combination of some churches (various church influence), clergy
 - d. The first board was appointed by the court.

- VIII. Finance
 - a. Multiple sources—fundraising, charters—wealthy individual, government, church; state can give some money. Benjamin Franklin—university of penn
 - b. Tuition—\$50/year
- IX. Outcomes
 - a. Prepared student primarily for the ministry and public service
 - b. Individual mobility enhances
 - c. Archive information
 - i. Library

American Indians in Colonial Colleges (Bobby Wright)

- I. Mechanism for government, church and philanthropic fundraising in England and Scotland
 - a. Reasons for failure
 - i. Integrity of Indian education promoters
 - ii. Native resistance to missionary education
 - 1. Lack of relevance of colonial education within tribal contexts
 - iii. Hardship and tragedy for young Native youth studying in colleges

The Mission of the University: Medieval and Postmodern Transformations (Scott)

- II. Pre-Nation-State Stage
 - a. Teaching Mission
 - b. Research Mission
- III. Nation-State Stage
 - a. Nationalization Mission—government. Service to the government of the nation-state. University of Spain. Most European universities. Most universities around the world are national universities.
 - b. Democratization Mission—individual. Support the democratization process. Individual needs and societal needs. Students go to learn about themselves. Help fulfill societal needs.
 - c. Public Service Mission—serving the public. Land Grant/Morrill Act. Wisconsin Idea (very utopian). HBCU's emerged. Build similar institutions for African Americans. Reconstruction was going on in society. Industrial revolution. You need mechanical skills.
- IV. Globalization Stage
 - a. Internalization Mission—now we are looking at the world as our service area. Looking a dynamic transformations of society—silicon valley, research triangle. Degrees online. People from other countries get degrees online. UNT master's degree in Tanzania and Uganda from Denton. Recruitment can extend anywhere.
- V. John Henry Newman—The Idea of the University (book)