



EducationUSA Weekly Update

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I. Scholarships and Fellowships

Hiram College Global Scholarship

Description: To encourage academically talented international students to attend Hiram College.

Award Amount: \$10,000

Includes: Tuition, housing, stipend, meals

Number of Awards: 10

Grade Level: Undergraduate

Submission Deadline: 1st February

Although Hiram College does not offer need-based aid to international students, there is a generous program of merit-based scholarships. These scholarships range from \$3,000 to \$18,000 per year and are renewable annually for up to four years of study. To be considered, a completed application for admission must be submitted not later than February 1. There is no separate scholarship application. The files of all students admitted to the College will receive scholarship consideration. Both the Admission and Scholarship Committees evaluate each student's application file in its entirety. This review includes academic preparation and performance, standardized test scores, class rank, teacher recommendations and personal essay, with the strongest emphasis place on academic performance.

Scholarship recipients are notified by February 15.

Wesleyan Freeman Asian Scholarship

Description: Covers costs associated with earning four year's bachelor's degree at Wesleyan University for students from eleven countries in Asia. Students already enrolled in university studies are not eligible.

Can only be used for study at Wesleyan University in Middletown, CT.

Available to: Malaysia, Philippines, Singapore, Thailand, Taiwan, Vietnam, Indonesia, Japan, Korea, South, China

Award Amount: Approximately \$35,000/yr

Type of Award: Scholarship

Grade Level: Undergraduate

Submission Deadline: January 1st

Society for the Humanities at Cornell University Invites Fellowship Applications

Deadline: October 1, 2007

The Society for the Humanities at Cornell University (<http://www.arts.cornell.edu/sochum/index.html>), which supports research and encourages imaginative teaching in the humanities, is accepting applications from scholars and artists for its fellowship program.

The focal theme for the 2008-2009 program is "Water, A Critical Concept for the Humanities." The program calls for scholarly reflection on critical concepts of water from a broad range of disciplinary and inter-disciplinary perspectives. The society welcomes applications from scholars and artists who theorize, research, and perform water as a critical concept for the humanities.

Fellows should be working on topics related to the year's theme. Their approach to the humanities should be broad enough to appeal to students and scholars in several humanistic disciplines.

Applicants must have received the Ph.D. degree before January 1, 2008, and must also have one or more years of teaching experience which may include teaching as a graduate student.

Fellows include scholars from other universities and members of the Cornell faculty released from regular duties. The fellowships are held for one academic year. Each fellow will receive \$45,000. Applicants living outside North America are eligible for an additional \$2,000 to assist with travel costs. Six to eight fellows will be appointed.

Visit the Society for the Humanities Web site for complete program information.

The Humanities and Sciences Technologically Assisted Collaboratory has announced a new competition, supported by the MacArthur Foundation, for grants for work in digital media and learning. The deadline for the competition is October 15th.

For more information, see: <http://www.dmlcompetition.net/home.php>

Lisa Mighetto, Ph.D.

Executive Director

American Society for Environmental History

206.465.0630

www.aseh.net

The Filson Historical Society Filson Fellowships & Internships

Deadline: October 15, 2007

The Filson Historical Society, Louisville, Kentucky, invites applications for research fellowships and internships. Applications must be received by October 15, 2007. Detailed information about research fellowships, internships, and application procedures can be found on The Filson's Web site: <http://www.filsonhistorical.org/fellowships.html>.

Information about The Filson's research collections can be found on the online catalog.

The Filson anticipates that Fellows will publicize the results of their research in Ohio Valley History, a peer-reviewed journal published jointly by The Filson, the Cincinnati Museum Center, and the University of Cincinnati.

Questions regarding the research fellowship and internship program should be directed to Dr. A. Glenn Crothers, Director of

Research for The Filson Institute: crothers@filsonhistorical.org or glenn.crothers@louisville.edu.

Organized May 15, 1884, the mission of The Filson Historical Society is to collect, preserve and tell the significant stories of Kentucky and the Ohio Valley history and culture. The Filson is headquartered in the Ferguson Mansion in Old Louisville and houses a library, a museum, and a special collections department

AAUW International Fellowships

Description: International Fellowships are awarded for full-time study or research to women who are not U.S. citizens or permanent residents. Fellowships support one year of study in the United States at the Master's, PhD or Postdoctoral level. Six of these awards are available to members of International Federation of University Women affiliate organizations.

Available to: Unrestricted/Worldwide

Award Amount: \$18,000; \$20,000; \$30,000

Type of Award: Assistantship

Grade Level: Graduate, Doctoral, Postdoctoral

Submission Deadline: Postmark deadline: 1st of December

II. News you can use

[Research Universities: Core of the US Science and Technology System](#)

[Richard C. Atkinson](#), University of California

[William A. Blanpied](#), George Mason University

Center for Studies in Higher Education University of California-Berkeley

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ABSTRACT

This paper traces the historical development of the American research and technology enterprise from its origins in the post-Civil War period to its current international dominance in the discovery and dissemination of scientific knowledge. U.S. research universities have become the vital center of this enterprise over the past 60 years. But competitors in Europe and Asia, many of them looking to the American research university as a model, are beginning to challenge U.S. leadership in science and technology. The paper analyzes the nature of this challenge and the problems research universities must address to continue their remarkable record of success.

Contact an EducationUSA adviser near you for guidance on finding and applying to an accredited U.S. college or university <http://www.educationusa.state.gov/> 2

Overview

Since the 1970s, [research universities](#) have been widely recognized as the core of this nation's science and technology system. Yet until World War II research universities were decidedly on the periphery of that system. Their ascendancy was in large measure due to the remarkable research contributions that they made during the war which proved crucial to the war effort. Prior to the war, universities received virtually no federal funding for research, particularly basic research, and the concept of such funding was viewed as a radical idea. The report *Science—the Endless Frontier*, submitted by [Vannevar Bush](#) to President Harry Truman in July 1945, justified both the legitimacy and the need for federal support of university research.

Research universities themselves are a relatively recent innovation. For most of their history, beginning in the 11th and 12th centuries, European universities were teaching institutions which attracted students to hear lectures given by eminent scholars. It was only in the 19th century that German universities began to require their faculty members to engage in the production as well as the dissemination of knowledge. The German model began to be replicated in the United States (US) following the Civil War. By the turn of the century there were perhaps a dozen credible research universities in this country, a handful of them approaching world-class status.

US research universities are vital centers for the performance of research that advances knowledge across the entire spectrum of science and engineering disciplines, contributing to the national economy as well as to local and regional economies. That the US university system is undoubtedly the best in the world can be gauged by several indicators, including the number of [Nobel Prizes](#) awarded to faculty members, and the fact that US graduate schools are favored destinations for aspiring foreign-born scientists and engineers. Several countries have tried to replicate the success of the US university system, but with limited results. One probable reason is that, unlike the situation in the United States, most foreign university systems are highly centralized and subject to control by a Ministry of Education.

Clearly, US research universities face a number of problems and cannot afford to rest on their laurels or assume that the larger society appreciates the essential role they play in the nation's well-being. The quality of research and teaching provided by East Asian universities has been improving rapidly in recent years. As in other regions of the world, these universities (particularly in China) aspire to become competitive with universities in the United States, and may have considerable success in the future. However, the record for the past 60 years suggests that US universities can continue to compete successfully in the world market for knowledge. But they can do so only if they understand the challenges ahead and are prepared to respond to them.

Medieval and Enlightenment Origins

The first European universities that emerged during the 11th to 13th centuries (starting with Bologna, Paris, and Oxford) were primarily, indeed almost exclusively, teaching institutions. Students were attracted to these centers of learning to hear lectures by prominent scholars who were at first largely clerics and later increasingly secular authorities.¹ The more eminent of these scholars sometimes published their lectures as well as results of their independent investigations and speculations. However, their income was derived primarily from teaching, although it could be supplemented by sales of books or by royal, noble, or clerical patronage. The eminence of a university's faculty was important in attracting good students. Since the leading European universities were acknowledged as centers of learning, they brought prestige to the cities and countries where they were located and were patronized for that reason. Nevertheless, they were devoted to the transmission rather than the production of knowledge.

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