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First Course in the Theory of Equations Leonard E. Dickson This is a reproduction of a book published before 1923. This book may have occasional imperfections such as missing or blurred pages, poor pictures, errant marks, etc. that were either part of the original artifact, or were introduced by the scanning process. We believe this work is culturally important, and despite the imperfections, have elected to bring it back into print as part of our continuing commitment to the preservation of printed works worldwide. We appreciate your understanding of the imperfections in the preservation process, and hope you enjoy this valuable book. We are delighted to publish this classic book as part of our extensive Classic Library collection. Many of the books in our collection have been out of print for decades, and therefore have not been accessible to the general public. The aim of our publishing program is to facilitate rapid access to this vast reservoir of literature, and our view is that this is a significant literary work, which deserves to be brought back into print after many decades. The contents of the vast majority of titles in the Classic Library have been scanned from the original works. To ensure a high quality product, each title has been meticulously hand curated by our staff. Our philosophy has been guided by a desire to provide the reader with a book that is as close as possible to ownership of the original work. We hope that you will enjoy this wonderful classic work, and that for you it becomes an enriching experience. Widely considered the standard history of the profession of literary studies, Professing Literature unearths the long-forgotten ideas and debates that created the literature department as we know it today. In a readable and often-amusing narrative, Gerald Graff shows that the heated conflicts of our recent culture wars echo—and often recycle—controversies over how literature should be taught that began more than a century ago. Updated with a new preface by the author that addresses many of the provocative arguments raised by its initial publication, Professing Literature remains an essential history of literary pedagogy and a critical classic. “Graff’s history . . . is a pathbreaking investigation showing how our institutions shape literary thought and proposing how they might be changed.”— The Norton Anthology of Theory and Criticism First Course in the Theory of Equations: Large Print By Leonard E. Dickson This is a new printing of the classic book by Dickson. It was to meet the numerous needs of the student in regard to his earlier and future mathematical courses that the present book was planned with great care and after wide consultation. It differs essentially from the author's "Elementary Theory of Equations," both in regard to omissions and additions, and since it is addressed to younger students and may be used parallel with a course in differential calculus. Simpler and more detailed proofs are now employed. The exercises are simpler, more numerous, of greater variety, and involve more practical applications. We are delighted to publish this classic book as part of our extensive Classic Library collection. Many of the books in our collection have been out of print for decades, and therefore have not been accessible to the general public. The aim of our publishing program is to facilitate rapid access to this vast reservoir of literature, and our view is that this is a significant literary work, which deserves to be brought back into print after many decades. The contents of the vast majority of titles in the Classic Library have been scanned from the original works. To ensure a high quality product, each title has been meticulously hand curated by our staff. Our philosophy has been guided by a desire to provide the reader with a book that is as close as possible to ownership of the original work. We hope that you will enjoy this wonderful classic work, and that for you it becomes an enriching experience. This book completes Professor Shrock's full-scale history of MIT's Geology Department. Volume I, Faculty and Supporting Staff, presented biographical sketches of the first fifty-three professors of geology, supplemented by discussions of the founding of the Institute, the development of the geology faculty and curriculum, and the nature and extent of

assistance given by support staff. The biographies covered such figures as MIT's founder, W. B. Rogers, "a practical scientist"; economic geologist Waldemar Lindgren; crystallographer Martin Buerger; geochemist T. Sterry Hunt; theorist R. A. Daly; geomorphologist Douglas Johnson, geochronologist P. M. Hurley; and geophysicist Frank Press. Volume II includes discussions of the MIT time capsule, laboratory and field work; facilities for teaching and research; financing of the geological sciences at the Institute; women in geology; geology, mineralogy, geophysics, geochemistry, geochronology, and oceanography at MIT; the Godfrey Lowell Cabot Spectrographic Laboratory; the Green building; the Geophysical Analysis Group (GAG) Project; and research on coal and the origin of petroleum. The names of all geology graduates from 1890 through 1970 appear, together with the titles of their dissertations and brief descriptions of the 175 books written by the Department's professors and graduates. Robert Rakes Shrock, who is Professor Emeritus, taught in MIT's Geology Department for thirtyeight years. He is the author of several text and reference works, including (with Hervey W. Shimer) *Index Fossils of North America*, which was published in 1944 and is still available from The MIT Press. With this program students learn to dissect the prose of professional writers, analyze the elements of great speechmaking, and crack the codes of the advertising industry while boosting their reading skills. Includes word analysis, systematic vocabulary development, reading of informational materials, literary response and analysis as well as writing skills to create clear, coherent and focused essays. English language conventions are taught leading to better understanding of written and oral information and ability to evaluate the content of both. Written in a simple style that requires no advanced mathematical or statistical background, *A First Course in Order Statistics* introduces the general theory of order statistics and their applications. The book covers topics such as distribution theory for order statistics from continuous and discrete populations, moment relations, bounds and approximations, order statistics in statistical inference and characterization results, and basic asymptotic theory. There is also a short introduction to record values and related statistics. The authors have updated the text with suggestions for further reading that readers may use for self-study. Audience: advanced undergraduate and graduate students in statistics and mathematics, practicing statisticians, engineers, climatologists, economists, and biologists. This book is written for advanced undergraduates and graduates in atmospheric science. It introduces students to the essentials of finite-difference methods, numerical stability, spectral methods, data assimilation and initialization, boundary conditions, and parameterization of subgrid-scale phenomenon. It also covers more advanced topics such as finite-volume methods, semi-Lagrangian and semi-implicit schemes, and chemical transport modeling. Practical programming and written exercises are included. Many enquiries into the state of accounting education/training, undertaken in several countries over the past 40 years, have warned that it must change if it is to be made more relevant to students, to the accounting profession, and to stakeholders in the wider community. This book's over-riding aim is to provide a comprehensive and authoritative source of reference which defines the domain of accounting education/training, and which provides a critical overview of the state of this domain (including emerging and cutting edge issues) as a foundation for facilitating improved accounting education/training scholarship and research in order to enhance the educational base of accounting practice. The *Routledge Companion to Accounting Education* highlights the key drivers of change - whether in the field of practice on the one hand (e.g. increased regulation, globalisation, risk, and complexity), or from developments in the academy on the other (e.g. pressures to embed technology within the classroom, or to meet accreditation criteria) on the other. Thirty chapters, written by leading scholars from around the world, are grouped into seven themed sections which focus on different facets of their respective themes – including student, curriculum, pedagogic, and assessment considerations. The availability of digital editions of early modern works brings a wealth of exciting archival and primary source materials into the classroom. But electronic archives can be overwhelming and hard to use, for teachers and students alike, and digitization can distort or omit information about texts. *Teaching Early Modern English Literature from the Archives* places traditional and electronic archives in conversation, outlines practical methods for incorporating them into the undergraduate and graduate curriculum, and addresses the theoretical issues involved in studying them. The volume discusses a range of physical and virtual archives from 1473 to 1700 that are useful in the teaching of early modern literature--both major sources and rich collections that are less known (including affordable or free options for those with limited institutional resources). Although the volume focuses on English literature and culture, essays discuss a wide range of comparative approaches involving Latin, French, Spanish, German, and early American texts and explain how to incorporate visual materials, ballads, domestic treatises, atlases, music, and historical documents into the teaching of literature. Each scholar working in the field of Holocaust literature and representation has a story to tell. Not only the scholarly story of the work they do, but their personal story, their journey to becoming a specialist in Holocaust studies. What academic, political, cultural, and personal experiences led them to choose Holocaust representation as their subject of research and teaching? What challenges did they face on their journey? What approaches, genres, media, or other forms of Holocaust representation did they choose and why? How and where did they find a scholarly "home" in which to share their work productively? Have political, social, and cultural conditions today affected how they think about their work on Holocaust representation? How do they imagine their work moving forward, including new challenges, responses, and audiences? These are but a few of the questions that the authors in this volume address, showing how a scholar's field of research and resulting writings are not arbitrary, and are often informed by their personal history and professional experiences. The teaching of texts in translation has become an increasingly common practice, but so too has the teaching of texts from languages and cultures with which the instructor may have little or no familiarity. The authors in this volume present a variety of pedagogical approaches to promote translation literacy and to address the distinct phenomenology of translated texts. The approaches set forward in this volume address the nature of the translator's task and how texts travel across linguistic and cultural boundaries in translation, including how they are packaged for new audiences, with the aim of fostering critical reading practices that focus on translations as translations. The organizing principle of the book is the specific pedagogical contexts in which translated texts are being used, such as courses on a single work, survey courses on a single national literature or a single author, and courses on world literature. Examples are provided from the widest possible variety of world languages and literary traditions, as well as modes of writing (prose, poetry, drama, film, and religious and historical texts) with the aim that many of the pedagogical approaches and strategies can be easily adapted for use with other works and traditions. An introductory section by the editors, Brian James Baer and Michelle Woods, sets the theoretical stage for the volume. Written and edited by authorities in the field of literature and translation, this book is an essential manual for all instructors and lecturers in world and comparative literature and literary translation.

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