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The pioneering research of Hirotugu Akaike has an international reputation for profoundly affecting how data and time series are analyzed and modelled and is highly regarded by the statistical and technological communities of Japan and the world. His 1974 paper "A new look at the statistical model identification" (IEEE Trans Automatic Control, AC-19, 716-723) is one of the most frequently cited papers in the area of engineering, technology, and applied sciences (according to a 1981 Citation Classic of the Institute of Scientific Information). It introduced the broad scientific community to model identification using the methods of Akaike's criterion AIC. The AIC method is cited and applied in almost every area of physical and social science. The best way to learn about the seminal ideas of pioneering researchers is to read their original papers. This book reprints 29 papers of Akaike's more than 140 papers. This book of papers by Akaike is a tribute to his outstanding career and a service to provide students and researchers with access to Akaike's innovative and influential ideas and applications. To provide a commentary on the career of Akaike, the motivations of his ideas, and his many remarkable honors and prizes, this book reprints "A Conversation with Hirotugu Akaike" by David F. Findley and Emanuel Parzen, published in 1995 in the journal Statistical Science. This survey of Akaike's career provides each of us with a role model for how to have an impact on society by stimulating applied researchers to implement new statistical methods.

"Containing the public messages, speeches, and statements of the President", 1956-1992.

Public Papers of the Presidents of the United States, William J. Clinton, 1997, Book 1: January 1 to June 30, 1997 Public Papers of the Presidents, William J. Clinton, 1997, by the Office of the Federal Register, contains official public messages, statements, speeches, and news conferences of the 42nd President of the United States, William J. Clinton, released by the White House from January 1 through June 30, 1997. The documents contained within this handsome hardbound edition of the Public Papers are arranged in chronological order. Included in this handsome edition is an index and appendices. Related items: Public Papers of the Presidents collection can be found here: <https://bookstore.gpo.gov/catalog/public-papers-presidents>

In real-world problems related to finance, business, and management, mathematicians and economists frequently encounter optimization problems. In this classic book, George Dantzig looks at a wealth of examples and develops linear programming methods for their solutions. He begins by introducing the basic theory of linear inequalities and describes the powerful simplex method used to solve them. Treatments of the price concept, the transportation problem, and matrix methods are also given, and key mathematical concepts such as the properties of convex sets and linear vector spaces are covered. George Dantzig is properly acclaimed as the "father of linear programming." Linear programming is a mathematical technique used to optimize a situation. It can be used to minimize traffic congestion or to maximize the scheduling of airline flights. He formulated its basic theoretical model and discovered its underlying computational algorithm, the "simplex method," in a pathbreaking memorandum published by the United States Air Force in early 1948. Linear Programming and Extensions provides an extraordinary account of the subsequent development of his subject, including research in mathematical theory, computation, economic analysis, and applications to industrial problems. Dantzig first achieved success as a statistics graduate student at the University of California, Berkeley. One day he arrived for a class after it had begun, and assumed the two problems on the board were assigned for homework. When he handed in the solutions, he apologized to his professor, Jerzy Neyman, for their being late but explained that he had found the problems harder than usual. About six weeks later, Neyman excitedly told Dantzig, "I've just written an introduction to one of your papers. Read it so I can send it out right away for publication." Dantzig had no idea what he was talking about. He later learned that the "homework" problems had in fact been two famous unsolved problems in statistics.

Drawing on an extensive array of sources & written, oral and visual & this richly illustrated volume provides a rounded social, intellectual, educational, cultural and political history of one of Africa's foremost universities during the first phase of apartheid.It puts a spotlight on its leaders, lecturers and learners, but its wide focus takes in many other dimensions of this heterogeneous institution's history too & teaching and research, social, cultural and sporting life and its chequered relationship with the apartheid state, ranging from formal opposition and protest and students' growing defiance culminating in the sit-in of 1968, to ambivalence and willing collaboration. All of these it weaves together into a many-sided whole to produce an elegant, accessible and nuanced study of the operation of UCT as apartheid began to be imposed on South Africa.Howard Phillips gives us a pioneering and definitive history of the period. And one which will occupy pride of place on the bookshelves of the academics and the thousands of alumni who helped shape this history and the many ordinary Capetonians touched by Varsity.

Most Hilltoppers believe that Western Kentucky University is unique. They take pride in its lovely campus, its friendly spirit, the loyalty of its alumni, and its academic and athletic achievements. But Western's development also illustrates a major trend in American higher education during the past century. Scores of other institutions have followed the Western pattern, growing from private normal school to state normal school, to teachers college, to general college, finally emerging as an important state university. Historian Lowell Harrison traces the Western story from the school's origin in 1875 to the January 1986 election of its seventh president. For much of its history, Western has been led by paternalistic presidents whose major battles have been with other state schools and parsimonious legislatures. In recent years the presidents have been challenged by students and faculty who have demanded more active roles in university governance, and by a Board of Regents and the Council on Higher Education, which have raised challenging new issues. Harrison's account of the institution's development is laced with anecdotes and vignettes of some of the school's interesting personalities: President Henry Hardin Cherry, whose chapel talks convinced countless students that "the Spirit Makes the Master"; "Uncle Ed" Diddle, whose flying towel and winning teams earned national basketball fame; "Daddy" Bur-ton who could catch flies while lecturing; Miss Gabie Robertson, who held students into the next class period; the lone Japanese student who was on campus during World War II. Harrison also recalls steamboat excursions, the Great Depression and the Second World War, the astounding boom in enrollment and buildings in the 1960s, the period of student unrest, and the numerous fiscal crises that have beset the school. This is the story of an institution proud of its past and seeking to chart its course into the twenty-first century.

Despite an enduring belief that science should be taught, there has been no enduring consensus about how or why. This is especially true when it comes to teaching scientific process. John Rudolph shows that how we think about and teach science will either sustain or thwart future innovation, and determine how science is perceived by the public.

Does Silicon Valley deserve all the credit for digital creativity and social media? Joy Rankin questions this triumphalism by revisiting a pre-PC time when schools were not the last stop for mature consumer technologies but flourishing sites of innovative collaboration--when users taught computers and visionaries dreamed of networked access for all.

Abraham Flexner was one of the most influential figures in 20th-century American education. This biography demonstrates his pervasive influence on education, from his early work in experimental primary schools to the founding of the prestigious Institute for Advanced Study at Princeton.

