Abstract
Since its foundation between 1410 and 1414 the University of St Andrews has acquired what can be considered to be 'artefacts of significance'. This somewhat nebulous phrase is used to denote items that have, for a variety of reasons, been deemed to have some special import by the University, and have been displayed or otherwise presented in a context in which this status has been made apparent. The types of artefacts in which particular meaning has been vested during the centuries under consideration include items of silver and gold (including the maces, sacramental vessels of the Collegiate Church of St Salvator, collegiate plate and relics of the Silver Arrow archery competition); church and college furnishings; artworks (particularly portraits); sculpture; and...
ethnographic specimens and other items described in University records as ‘curiosities’ held in the University Library from c. 1700-1838. The identification of particular artefacts as significant for certain reasons in certain periods, and their presentation and display, may to some extent reflect the University's values, preoccupations and aspirations in these periods, and, to some degree, its identity. Consciously or subconsciously, the objects can be employed or operate as signifiers of meaning, representing or reflecting matters such as the status, authority and history of the University, its breadth of learning and its interest and influence in spheres from science, art and world cultures to national affairs. This thesis provides a comprehensive examination of the growth and development of the University's holdings of 'artefacts of significance' from its foundation to the mid-19th century, and in some cases (especially portraits) beyond this date. It also offers insights into how the University viewed and presented these items and what this reveals about the University of St Andrews, its identity, which changed and developed as the living institution evolved, and the impressions that it wished to project.

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Q3. For the majority of students, attending a university in a town or city near to where they live is the only financially viable option, but in Britain for many years going to university meant leaving home, with all the freedom and independence that implied. Universities traditionally offer cheap and clean accommodation in halls of residence or student houses. After a year or so, many students opt to share private rented accommodation outside the university, which often pushes their culinary and hygiene skills to the limit. Year out. These days if you haven’t taken time off between finishing scho Start studying University. Learn vocabulary, terms and more with flashcards, games and other study tools. a university course that is of a higher level than a basic course (in the US also used to describe a class in school which is at a higher level than other classes), interdisciplinary, involving different areas of knowledge or study. liberal arts. subjects of study that develop students’ general knowledge and ability to think, rather than their technical skills. major. (North American English) 1: the main subject or course of a student at college or university, 2: a student studying a particular subject as the main part of their course. minor. a subject that you study at university in addi The obvious argument in disfavour of people being indifferent to the extinction of living creatures is that every species contributes towards the balance in the ecosystem. To illustrate, if there were no bees, plants would suffer; if plants’ cultivation were confined, people and other animals would starve. This makes it evident that people being on the top of the food chain should take responsibility to prevent animals from becoming extinct. Another reason why our society should take action in order to help endangered species is that people themselves are culpable for the elimination of wildlife in some areas. Indeed, in our days, urban sprawl and deforestation ruin natural habitats for animals; moreover, air and land pollution makes their survival even more challenging. responses from students of a large southern university in the U.S. Consistent. with earlier research, we found that social norm, controlled behavior, and short-. term risk taking preference are positively associated with entrepreneurial inten indicates a necessity to model all determinants of the theory of planned beha-. vior in different contextual settings. Short-term.