

## In Defense Of A Liberal Education

*The Demands of Liberal Education Confronting Challenges to the Liberal Arts Curriculum An Essay Towards a Philosophy of Education Synergist Liberal Arts Education and Colleges in East Asia Learning to Flourish The Uses of a Liberal Education Essays on A Liberal Education The Death of Learning American Higher Education Transformed, 1940–2005 The Meaning of A Liberal Education A Narrative-essay on a Liberal Education The Student Lectures on Pedagogy: Theoretical and Practical The Academy The School of Freedom Outlook An Essay Towards A Philosophy of Education Education in the Industrial and Fine Arts in the United States Meira Levinson Patti McGill Peterson Charlotte M. Mason Insung Jung Daniel R. DeNicola Brand Blanshard F. W. Farrar John Agresto Wilson Smith Everett Dean Martin Stephen Thomas Hawtrey Gabriel Compayr [?] Anthony O'Hear Alfred Emanuel Smith Charlotte M. Mason Isaac Edward Clarke*

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*what should the aims of education be in a liberal society and who should exercise control over education how can children be taught to become good citizens of a pluralistic state the demands of liberal education seeks to answer these questions by drawing upon political theory philosophy of education and empirical research to develop a liberal theory of children's education that is provocative and new the book argues that contrary to the assumptions of many philosophers educators parents and politicians the liberal state is obligated as a matter of justice to help all children develop the capacity for autonomy levinson argues that liberal governments should exercise much greater control over schools than they now do*

*comparative research on higher education in developing and transitional countries is often focused on such issues as access finance student mobility and the impact of globalization but there has been little attention to curriculum and the forces that shape it confronting challenges to the liberal arts curriculum fills an important gap in the literature by examining the context content challenges and successes of implementing liberal arts coursework within undergraduate curriculum in order to fully understand the place of liberal education in each location chapter authors have employed a wide lens to investigate the influences upon curricular content in china india mexico pakistan poland russia south africa and turkey thus this volume explores how curricular content is decided how educational programs are being structured and whether countries are viewing higher education as more than just the preparation of students for specialized knowledge by providing detailed case studies of these countries at crucial transition points in their higher education systems each chapter outlines the state of higher education system and the government's role the impact of imported models the presence of a liberal education the curricular formation and best examples of successful programs ultimately this volume depicts how global influences have come to rest in developing countries and how market forces far removed from faculty and students have shaped the undergraduate curriculum this valuable book is of interest to scholars and researchers in higher education as well as practitioners working to foster student and faculty exchange and raise awareness of curricular issues*

*this was the last and most important and comprehensive work of charlotte mason founder of the parents national educational union for more than half a century the practical results of her original thought on education could be seen in all parts of the world in the charlotte mason method and the parents union schools*

*this book discusses liberal arts education and liberal arts colleges in the context of east asia specifically focusing on japan china and s korea where it has become an emerging issue in higher education in recent years it first explores the development concepts and challenges of liberal arts education and liberal arts colleges in east asia it then delineates the implications of the best practices of selected liberal arts colleges inside and outside east asia and offers policy and pedagogical guidelines for the future of liberal arts colleges and programs in east asia and beyond*

*learning to flourish offers a lucid penetrating philosophical exploration of liberal learning a still evolving tradition of theory and practice that has dominated and sustained intellectual life and learning in much of the globe for two millennia daniel r denicola weighs the views of both advocates and critics of the liberal arts and interprets liberal education as aimed supremely at understanding and living a good life as a vital tradition generating five competing but complementary paradigms that transcend theories of curriculum and pedagogy and are manifested in particular social contexts he examines the transformative power of liberal education and its relation to such values as freedom autonomy and democracy reflecting on the importance of intrinsic value and moral understanding finally he considers age old obstacles and current threats to liberal education ultimately asserting its value for and urgent need in a global pluralistic technologically advanced society offering a bold yet nuanced theory of liberal education this study will be of great interest to educators as well as those specializing in philosophy of education*

reprint of the original first published in 1867

the liberal arts are dying they are dying because most americans don't see the point of them americans don't understand why anyone would study literature or history or the classics or more contemporarily feminist criticism whiteness studies or the literature of postcolonial states when they can get an engineering or business degree even more concerning is when they read how western civilization has become a term of reproach at so many supposedly thoughtful institutions or how fanatical political correctness works hard to silence alternative viewpoints or more generally how liberal studies have become scattered narrow and small in this atmosphere it's hard to convince parents or their progeny that a liberal education is all that wonderful or that it's even worthy of respect over sixty years ago we were introduced to the idea of the two cultures in higher education that is the growing rift in the academy between the humanities and the sciences a rift wherein neither side understood the other spoke to the other or cared for the other but this divide in the academy real as it may be is nothing compared to another great divide the rift today between our common american culture and the culture of the academy itself so how can we rebuild the notion that a liberal education is truly of value both to our students and to the nation our highest hopes may be not to restore the liberal arts to what they looked like fifty or a hundred years ago but to ask ourselves what a true contemporary american liberal education at its best might look like remedying this situation will involve knowing clearly where we wish to go and then understanding how we might get there for those objectives this book is meant to be the beginning

this long awaited sequel to richard hofstadter and wilson smith's classic anthology american higher education a documentary history presents one hundred and seventy two key edited documents that record the transformation of higher education over the past sixty years the volume includes such seminal documents as vannevar bush's 1945 report to president franklin d roosevelt science the endless frontier the u s supreme court decisions in brown v board of education and sweezy v new hampshire and adrienne rich's challenging essay taking women students seriously the wide variety of readings underscores responses of higher education to a memorable often tumultuous half century colleges and universities faced a transformation of their educational goals institutional structures and curricula and admission policies the ethnic and economic composition of student bodies an expanding social and gender membership in the professoriate their growing allegiance to and dependence on federal and foundation financial aids and even the definitions and defenses of academic freedom wilson smith and thomas bender have assembled an essential reference for policymakers administrators and all those interested in the history and sociology of higher education

the evidence is unmistakable that there is an important change in the attitude of the public toward education there is an increasingly general demand for it in some form or other everywhere and in all classes of society the interest in acquiring better knowledge is apparent in england and on the continent of europe there are thousands of classes and groups patiently pursuing long and serious courses of study american colleges and universities are crowded and many students are each year turned away vast and increasing numbers register annually for correspondence and university extension courses the demand for more education is shown also in the increasing number of lecture courses people's colleges and other centers of public discussion while people do not always know just what it is they demand and frequently the thing which they receive is not education nevertheless there is a new and very wide spread interest this new interest shows itself not only in the increasing number of persons engaged in some kind of educational activity but also in the fact that people are beginning to see that education properly may be extended into adult life until recently people have thought of education as something for children something which a man either got or missed in his early years something which he generally forgot in his mature years to the average person education was a matter of fond memories or of unpleasant associations with teachers school houses and experiences of childhood the highly educated person was the exceptional person in the community discussions of the philosophy of education did not appeal to a wide public interest now higher branches of learning are being pursued by numbers of people outside regular educational institutions something very significant is happening perhaps at no time since the thirteenth century has the desire for knowledge so nearly approached a mass movement certain qualifications must however be made while much of the demand for education is genuine and spontaneous much of it is spurious irrelevant inconsequential the increased attendance at school or university does not necessarily mean that more education is going on it is frequently said that our colleges are crowded with inferior students athletics schools of business and the automobile tend to displace science and the classics american youth has acquired its ideal of college life from the motion pictures we should not infer from the large numbers engaged in adult education that democracy has suddenly decided to rid itself of intellectual shoddiness if the advertisements of correspondence courses in self improvement which regularly appear in the popular magazines are an indication of the instruction offered for sale people might better spend their money for patent medicine or in having their fortunes told at best adult education consists largely of brief courses of a vocational nature even worker's education a movement which has inspired hope in many liberals may easily be over estimated much of it is little more than a recrudescence of antiquated radical propaganda designed to enable the proletariat to emancipate itself from the slavery of capitalism and to get it ready for a millennial industrial democracy the initiative often comes not from studious minded workers but from enthusiastic intellectuals and idealistic upholders the cultural gesture is often pathetic or comic it is not uncommon for those who have completed the courses of study in a workers college to find themselves more unadjusted than they were before it is sought to make of adult education something which will broaden the interests and sympathies of people regardless of their daily occupation or along with it to lift men's thought out of the monotony and drudgery which are the common lot to free the mind from servitude and herd opinion to train habits of judgment and of appreciation of value to carry on the struggle for human excellence in our day and generation to temper passion with wisdom to dispel prejudice by better knowledge of self to enlist all men in the measure that they have capacity for it in the achievement of civilization adult education is a way of living which should be open to all who care for it for its own sake it is not surprising that it frequently fails of its true aims education has always been regarded as a mere means to ends that have nothing to do with it it is to be expected therefore that education in our day should be regarded primarily as a means of entrance to the already overcrowded professions or to material gain or better social position doubtless it must remain so until the community becomes sufficiently civilized so that some degree of liberal education is the expected thing in all classes an interest and a goal a spiritual bond of union somewhat like the idea of catholic religion in the middle ages this is an ideal which will not be realized by magic there is no cheap popular substitute for education nor are we nearing the goal while as now almost anything passes for education

liberal education is not a theory it is the tradition by which western civilisation has preserved and enriched its inheritance for two and a half thousand years yet liberal education is a term that has fallen from use in britain its traditional meaning now freely confused with its opposite this book is intended to correct that misapprehension through the presentation of original source material from the high points in the liberal education tradition with particular focus on the british experience section 1 origins c 450 bc to c 450 ad section 2 the british tradition c 750 to 1950 section 3 after tradition 1950 onward section 4 liberal education redux america

this was the last and most important and comprehensive work of charlotte mason founder of the parents national educational union for more than half a century the practical results of her original thought on education could be seen in all parts of the world in the charlotte mason method and the parents union schools

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