

ORATORS
&
PHILOSOPHERS

A History of the Idea of Liberal Education

BRUCE A. KIMBALL

With a Foreword by Joseph L. Featherstone

Orators Philosophers A History Of The Idea Of Liberal Education

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Orators Philosophers A History Of The Idea Of Liberal Education:

Orators & Philosophers Bruce A. Kimball, 1986 **American Higher Education Transformed, 1940-2005** Wilson Smith, Thomas Bender, 2008-04-11 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 **In Defense of a Liberal Education** Fareed Zakaria, 2015-03-30 CNN host and best selling author Fareed Zakaria argues for a renewed commitment to the world's most valuable educational tradition The liberal arts are under attack The governors of Florida Texas and North Carolina have all pledged that they will not spend taxpayer money subsidizing the liberal arts and they seem to have an unlikely ally in President Obama While at a General Electric plant in early 2014 Obama remarked I promise you folks can make a lot more potentially with skilled manufacturing or the trades than they might with an art history degree These messages are hitting home majors like English and history once very popular and highly respected are in steep decline I get it writes Fareed Zakaria recalling the atmosphere in India where he grew up which was even more obsessed with getting a skills based education However the CNN host and best selling author explains why this widely held view is mistaken and shortsighted Zakaria eloquently expounds on the virtues of a liberal arts education how to write clearly how to express yourself convincingly and how to think analytically He turns our leaders vocational argument on its head American routine manufacturing jobs continue to get automated or outsourced and specific vocational knowledge is often outdated within a few years Engineering is a great profession but key value added skills you will also need are creativity lateral thinking design communication storytelling and more than anything the ability to continually learn and enjoy learning precisely the gifts of a liberal education Zakaria argues that technology is transforming education opening up access to the best courses and classes in a vast variety of subjects for millions around the world We are at the dawn of the greatest expansion of the idea of a liberal education in human history **Wordsworth, Dialogics and the Practice of Criticism** Don H. Bialostosky, 1992-02-28 Wordsworth's poetry has been a focus for many of the theoretical schools of criticism that comprise modern literary studies

Don Bialostosky here proposes to adjudicate the diverse claims of these numerous schools and to trace their implications for teaching Bialostosky draws on the work of Bakhtin and his followers to create a dialogic critical synthesis of what Wordsworth's readers from Coleridge to de Man have made of his poetry He reveals Wordsworth's poetry as itself dialogically responding to its various contexts and opens up fruitful possibilities for criticism and teaching of Wordsworth This challenging book uses the case of Wordsworth studies to make a far reaching survey of modern literary theory and its implications for the practice of criticism and teaching today

The Future of Liberal Education Timothy Burns, Peter Lawler, 2016-04-14 Liberal Education once the whole of American Higher Education has been displaced by technical training and career oriented majors But it has also suffered from the decline in genuine liberal learning found in humanities disciplines owing to specialization politicization and the adoption of new literary and psychological theories The social sciences too have arguably abandoned the kind of relentless and sometimes disturbing questioning that used to constitute the core of education In this compelling volume thirteen college educators describe in sparkling prose what liberal education is its place in a liberal democracy the very serious challenges it faces in the 21st century even from some of its alleged friends and why it is important to sustain and expand liberal education's place in American colleges and universities Proponents and critics of liberal education alike will benefit from these insightful essays This book was originally published as a special issue of Perspectives on Political Science

A New Vision of Liberal Education Alistair Miller, 2015-07-24 This is an extremely important book Wonderfully well researched and written it develops a powerful argument about how we should conceive of the aims of education and design curricula It should define the field for a very considerable period of time Professor Michael J Reiss Institute of Education University of London UK Many philosophers of education believe that the main aim of education is to endow students with personal autonomy producing citizens who are reflective make rational choices and submit their values and beliefs to critical scrutiny This book argues that the good life need not be the life of the philosopher politician or critical thinker but that an ordinary unexamined life is also worth living Central to this ethical life is the engagement in worthwhile activities or practices and the best way to prepare pupils for their engagement in these practices is to cultivate a range of moral and intellectual virtues In this book Alistair Miller brings together a range of philosophical and historical perspectives to argue for a new vision of liberal education liberal in the sense that it forms a moral and cultural inheritance new in the sense that it would enable all pupils to lead flourishing lives Divided into two sections the first part of the book seeks to establish the justified aims of education in a liberal democratic society the second part explores the nature of the school curriculum that might realise these aims *A New Vision of Liberal Education* will appeal to researchers academics and postgraduate students in the fields of philosophy of education moral and values education liberal education and curriculum studies

Cicero and Modern Law Richard O. Brooks, 2017-07-05 *Cicero and Modern Law* contains the best modern writings on Cicero's major law related works such as the Republic On Law On Oratory along

with a comprehensive bibliography of writings on Cicero's legal works. These works are organized to reveal the influence of Cicero's writings upon the history of legal thought including St Thomas the Renaissance, Montesquieu, and the U.S. Founding Fathers. Finally, the articles include discussions of Cicero's influence upon central themes in modern legal thought including legal skepticism, republicanism, mixed government, private property, natural law, conservatism, and rhetoric. The editor offers an extensive introduction placing these articles in the context of an overall view of Cicero's contribution to modern legal thinking.

New Critical Nostalgia Christopher Rovee, 2024-01-02. *New Critical Nostalgia* weighs the future of literary study by reassessing its past. It tracks today's impassioned debates about method back to the discipline's early professional era when an unprecedented makeover of American higher education with far-reaching social consequences resulted in what we might call our first crisis of academic life. Rovee probes literary study's nostalgic attachments to this past by recasting an essential episode in the historiography of English: the vigorous rejection of romanticism by American New Critics in the new light of the American university's tectonic growth. In the process, he demonstrates literary study's profound investment in romanticism and reveals the romantic lyric's special affect nostalgia as having been part of English's professional identity all along. *New Critical Nostalgia* meticulously shows what is lost in reducing mid-century American criticism and the intense, quirky, and unpredictable writings of central figures such as Cleanth Brooks, Josephine Miles, and W.K. Wimsatt to a glib monolith of New Critical anti-romanticism. In Rovee's historically rich account grounded in analysis of critical texts and enlivened by archival study, readers discover John Crowe Ransom's and William Wordsworth's shared existential nostalgia, witness the demolition of the immature Percy Shelley in the revolutionary textbook *Understanding Poetry*, explore the classroom give and take prompted by the close reading of John Keats, consider the strange ambivalence toward Lord Byron on the part of formalist critics and romantic scholars alike, and encounter the strikingly contemporary quantitative studies by one of the mid-century's preeminent poetry scholars, Josephine Miles. These complex and enthralling engagements with the romantic lyric introduce the reader to a dynamic intellectual milieu in which professionals with varying methodological commitments, from New Critics to computationalists working in radically different academic locales from Nashville and New Haven to Baton Rouge and Berkeley, wrangled over what it means to read with nothing less than the future of the discipline at stake.

Cultivating Inquiry-Driven Learners Clifton Conrad, Laura Dunek, 2012-08-01. *Inquiry-driven learners* anticipate, embrace, and adapt to disruptive change. Clifton Conrad and Laura Dunek advance a transformative purpose of a college education. They invite stakeholders from across higher education to engage in vigorous dialogue about the aims of a college education and how to realize those aims. Increasingly influenced by market forces, many universities employ a default purpose of a college education: preparing students for entry into the workforce. As a result, students remain unprepared for a world in which much of the knowledge they acquire will have a shelf life of only a few years. *Cultivating Inquiry-Driven Learners* charts a new way forward. It proposes that a college education prepare students to be innovative and adaptable by

developing four signature capabilities core qualities of mind critical thinking skills expertise in divergent modes of inquiry and the capacity to express and communicate ideas In concert these capabilities empower students to explore and foster ideas that will prepare them to successfully navigate constant change capitalize on career opportunities enrich their personal lives and thoughtfully engage in public life This innovative book also explores a wide range of initiatives and practices for educating inquiry driven learners Examples illustrate possibilities for developing inquiry driven learners across the curriculum and are drawn from institutions with remarkably different missions and identities from research universities to liberal arts colleges

The University as a Critical Institution? Rosemary Deem, Heather Eggins, 2017-09-12 Whether universities can survive as critical organisations in the current time is an open question which this volume seeks to address The book examines particular aspects of three main themes governance critical regulation and regulated criticism growth equality movement and instability in higher education systems and teaching and learning Topics range from University Futures to an examination of governance by procedure and the loss of the social process of the university a discussion of the meaning of academic freedom and approaches to managerialism Quality management is discussed along with the question of whether European Liberal Education actually exists Various aspects of the theme of teaching and learning are examined from student participation in out of class activities to the role of Centres of Excellence and a consideration of widening participation The book is international in its reach and addresses the continuing dilemmas faced in higher education systems within Europe and beyond

Traditions of Eloquence Cinthia Gannett, John Brereton, 2016-05-25 This groundbreaking collection explores the important ways Jesuits have employed rhetoric the ancient art of persuasion and the current art of communications from the sixteenth century to the present Much of the history of how Jesuit traditions contributed to the development of rhetorical theory and pedagogy has been lost effaced or dispersed As a result those interested in Jesuit education and higher education in the United States as well as scholars and teachers of rhetoric are often unaware of this living 450 year old tradition Written by highly regarded scholars of rhetoric composition education philosophy and history many based at Jesuit colleges and universities the essays in this volume explore the tradition of Jesuit rhetorical education that is constructing a more usable past and a viable future for eloquentia perfecta the Jesuits chief aim for the liberal arts Intended to foster eloquence across the curriculum and into the world beyond Jesuit rhetoric integrates intellectual rigor broad knowledge civic action and spiritual discernment as the chief goals of the educational experience Consummate scholars and rhetors the early Jesuits employed all the intellectual and language arts as contemplatives in action preaching and undertaking missionary educational and charitable works in the world The study pedagogy and practice of classical grammar and rhetoric adapted to Christian humanism naturally provided a central focus of this powerful educational system as part of the Jesuit commitment to the Ministries of the Word This book traces the development of Jesuit rhetoric in Renaissance Europe follows its expansion to the United States and documents its reemergence on campuses and in scholarly

discussions across America in the twenty first century Traditions of Eloquence provides a wellspring of insight into the past present and future of Jesuit rhetorical traditions In a period of ongoing reformulations and applications of Jesuit educational mission and identity this collection of compelling essays helps provide historical context a sense of continuity in current practice and a platform for creating future curricula and pedagogy Moreover it is a valuable resource for anyone interested in understanding a core aspect of the Jesuit educational heritage **Curriculum** Wesley Null,2023-03-27 The third edition of Curriculum From Theory to Practice provides an introduction to curriculum theory and how it relates to classroom practice Wesley Null builds upon recent developments while continuing to provide a unique organization of the curriculum field into five traditions systematic existential radical pragmatic and deliberative Null discusses the philosophical foundations of curriculum as well as historical and contemporary figures who have shaped each curriculum tradition To ensure breadth and scope Null has expanded this edition to include new figures address rapid changes in democratic society and chart a path to inclusion and wise decision making Reawakening the Public Research University Renée Beville Flower,Brent M. Haddad,2014-03-28 A core institution in the human endeavor the public research university is in transition As U S public universities adapt to a multi decadal decline in public funding they risk losing their essential character as a generator evaluator and archivist of ideas and as a wellspring of tomorrow s intellectual economic and political leaders This book explores the core interdependent and coevolving structures of the research university its physical domain buildings libraries classrooms administration governance and funding and intellectual structures curricula and degree programs It searches the U S history of the public research university to identify its essential qualities and generates recommendations that identify the crucial roles of university administration state government and federal government Rethinking Rhetorical Theory, Criticism, and Pedagogy Antonio de Velasco,John Angus Campbell,David Henry,2016-10-01 What distinguishes the study of rhetoric from other pursuits in the liberal arts From what realms of human existence and expression of human history does such study draw its defining character What in the end should be the purposes of rhetorical inquiry And amid so many competing accounts of discourse power and judgment in the contemporary world how might scholars achieve these purposes through the attitudes and strategies that animate their work Rethinking Rhetorical Theory Criticism and Pedagogy The Living Art of Michael C Leff offers answers to these questions by introducing the central insights of one of the most innovative and prolific rhetoricians of the twentieth century Michael C Leff This volume charts Leff s decades long development as a scholar revealing both the variety of topics and the approach that marked his oeuvre as well as his long standing critique of the disciplinary assumptions of classical Hellenistic renaissance modern and postmodern rhetoric Rethinking Rhetorical Theory Criticism and Pedagogy includes a synoptic introduction to the evolution of Leff s thought from his time as a graduate student in the late 1960s to his death in 2010 as well as specific commentary on twenty four of his most illuminating essays and lectures **Encyclopedia of Educational Theory and Philosophy** D. C. Phillips,2014-05-19

Education is a field sometimes beset by theories of the day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems. The two volume *Encyclopedia of Educational Theory and Philosophy* introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice. Drawing together a team of international scholars, this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses. In addition to interpretations of long established theories, this work offers essays on cutting edge research and concise to the point definitions of key concepts, ideas, schools, and figures.

Features: Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished General Editor and an international Editorial Board. Entries are followed by cross references and further reading suggestions. A Chronology of Theory within the field of education highlights developments over the centuries. A Reader's Guide groups entries thematically and a master Bibliography facilitates further study. The Reader's Guide, detailed index, and cross references combine for strong search and browse capabilities in the electronic version. Available in a choice of print or electronic formats.

Encyclopedia of Educational Theory and Philosophy is an ideal reference for anyone interested in the roots of contemporary educational theory. *International handbook of teachers and teaching* Bruce J. Biddle, Thomas L. Godd, Ivor F. Goodson, 1997

The University in a Corporate Culture Eric Gould, 2003-01-01

Over the past century, higher education in the United States has developed an increasingly powerful corporate ethos as institutions compete for students, faculty, and funding. This book examines how the liberal democratic principles driving higher education often conflict with market pressures to credential students and offer knowledge that has a clear exchange value. Eric Gould, who has been both academician and college administrator, argues that the failure to structure the curriculum so that it integrates responsible social idealism and humanism with economic and cultural needs constitutes the moral crisis of the university. Gould analyzes the economics and politics of higher education, showing how student consumerism, culture wars, faculty alienation, trustee activism, and a split between the concepts of culture and society have all resulted from the unholy alliance between pragmatism, corporatism, and liberalism in higher education. He asserts that what is needed is a general education for undergraduates that promotes the ability to critique power relations, including those within higher education, so that students can understand how social forces and their embodiment of ideas, ideologies, and claims for truth shape contemporary public philosophy.

Learning for Meaning's Sake Stephanie Mackler, 2009-01-01

Universities and the societies they serve suffer from a crisis of meaning. We have fanatically developed our ability to produce knowledge, leaving our ability to craft meaning by the wayside. University graduates often have an abundance of knowledge but lack the wisdom to use it meaningfully. Meanwhile, people inside and outside academia are searching for meaning but are imprisoned in a lexicon of clichés and sound bites that stunts their quest. In response, *Learning for Meaning's Sake* begins with the assertion that higher

education in the 21st century should renounce its obsession with job training and knowledge production and should instead turn toward questions of meaning Drawing upon a diverse range of philosophical thought Learning for Meaning's Sake offers the vision and philosophical foundation for a new type of higher learning one that is devoted to the existential questions at the core of human existence

The Great Canon Controversy William Casement, Debate about teaching the great books of the Western canon has galvanized American higher education in recent years The Great Canon Controversy provides an overview of the debate summarizing the position for the canon and the position against it Casement supports continued teaching of the canon and respect for it while calling for revising reading lists to include nontraditional works Part I describes how the canon was taught from ancient Greece to the present noting key arguments for this form of pedagogy that are still with us today specific books that were taught at different times over the centuries and controversies the canon has been subject to in the past Part II deals with anticanonism epistemological and political dimensions of the theory underlying it Casement then shows concrete examples of anticanonism in operation at Stanford University and St Lawrence University Casement argues that while much of what anticanonists say is hyperbolic or mistaken we should listen to their demand to give fair treatment to works by marginalized authors and to great non Western works This means re reviewing works worthy of canonization that may have been obscured by prejudice but still requiring that they make it on their own merits and not out of sympathy for their authors The Great Canon Controversy will be of great interest to educators and students alike as well as those interested in the future of higher education in the United States

A Peculiar Humanism William E. Wiethoff, 2010 In early nineteenth century America and especially in the Old South the use of oratory appealed to legal professionals judges as well as advocates Consistent with the humanism proclaimed in classical and neoclassical works appellate judges perceived their civic duties to demand oratorical skill as well as legal expertise In A Peculiar Humanism William E Wiethoff assesses the judicial use of oratory in reviewing slave cases and the struggle to fashion a humanist jurisprudence on slavery despite the customary restraints placed on judicial advocacy Drawing attention to a neglected intersection of law and letters Wiethoff analyzes the proslavery discourse embedded in antebellum judicial opinions by examining the public addresses judicial narratives and private papers of sixty nine appellate judges By contrasting the judges proslavery appeals in a variety of cases in the upper and deep South Wiethoff shows how context shaped the judges perceptions priorities and arguments An outstanding contribution to the literature on law and slavery A Peculiar Humanism testifies to the character of the legal profession in the Old South and serves as an index of the beliefs and attitudes that coexisted with legal decision making

Orators Philosophers A History Of The Idea Of Liberal Education Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has been much more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Orators Philosophers A History Of The Idea Of Liberal Education**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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Orators Philosophers A History Of The Idea Of Liberal Education Introduction

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