

The Politics Of Liberal Education Post Contemporary Interventions

The Evolution of Liberal Arts in the Global Age
The Aims and Organization of Liberal Studies
The School of Freedom
The Demands of Liberal Education
Beyond the Present and the Particular (International Library of the Philosophy of Education Volume 2)
Liberal Education and the Idea of the University
Patterns of Liberal Education in the Evening College
The Future of Liberal Education
Essays on A Liberal Education
Learning to Flourish
Ideology of Liberal Education
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The Literature of Liberal Adult Education
The Voice of Liberal Learning
A Narrative-essay on a Liberal Education
Reimagining Liberal Education
What is a Liberal Education
The Meaning of A Liberal Education
An Essay Towards a Philosophy of Education
The Demands of Liberal Education
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advanced and developing countries across the globe are embracing the liberal arts approach in higher education to foster more

innovative human capital to compete in the global economy even as interest in the tradition expands outside the united states can the democratic philosophy underlying the liberal arts tradition be sustained can developing countries operating under heavy authoritarian systems cultivate schools predicated on open discussion and debate can entrenched specialist systems in europe and asia successfully adopt the multidisciplinary liberal arts model these are some of the questions put to leading scholars and senior higher education practitioners within this edited collection beginning with historical context international contributors explore the contours of liberal arts education amid public calls for change in the united states the growing global interest in the approach outside the united states as well as the potential of liberal arts philosophy in a global knowledge economy

the aims and organization of liberal studies provides an insight into the contributions of the departments of liberal studies to educational thinking to ensure the achievement of a proper balance between the acquisition of specialized knowledge and skill and the development of breadth of outlook and of personal expression in speech and writing the book sets to present the importance of liberal education in the personal and social development of a person despite the rapid and profound changes brought about by technological advances the text tackled the status of liberal studies in the international and local levels in technical colleges and universities and in adult education and in industry teachers school administrators scientists students and educators will find this book invaluable

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

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

charles bailey advances a modern characterization and justification of liberal education and defends such a view of liberal education against contemporary challenges the book will be of special value to those guiding educational policy designing curricula and reflecting on their own teaching practice an introductory part of the book describes the need for justification and the special nature of liberal education as compared with other characterizations of education in utilitarian terms the author offers a positive account of the content of liberal education after a consideration and critique of the work of paul hirst philip phenix and john white and follows this with an account of teacher strategy attitude and methodology appropriate to liberal education the final part of the book describes contemporary trends and challenges to the idea of liberal education and shows how they fail to provide a coherent alternative to liberal education as a basis for universal compulsory education

the idea of the university and the idea of liberal education share a family resemblance however it is not always explicitly clear what they have in common and what differentiates them this collection brings together arguments and reflections on the nature of the university and the place of liberal learning in the 21st century it is divided into two parts in the first part authors examine the values and ideals that shape our understanding of liberal learning and the university in the second part authors consider pedagogies informing our practices asking after what underlying presuppositions when made explicit guide our liberal education classrooms in higher education unique in its approaches this volume includes defenses of liberal education's intrinsic value the commodification of some of its best ideals as well as utilitarian defenses that challenge some orthodox conceptions of liberal learning and its justifications each in its own right understands liberal learning as essential to the defense of a democratic order on the pedagogical side included are essays that defend a view of liberal education from the vantage of stem subjects including architecture as well as those we typically associate with the liberal arts this volume will aid academics and students seeking to better grasp an understanding of liberal education but also those seeking to advance their pedagogical ideas about liberal learning researchers and students in education higher education and those interested in the liberal arts and sciences will find this volume a useful addition to their collection

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

reprint of the original first published in 1867

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

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to those weary and wary of the cacophony about what's wrong with education in america and what ought to be done about it oakeshott's voice beckons as usual his approach to the subject is subtle comprehensive and radical in the sense of summoning readers to the root of the matter that root oakeshott believed is the very nature of learning itself and concomitantly the means as distinct from the method by which the life of learning is discovered cultivated and pursued as oakeshott has written this then is what we are concerned with adventures in human self understanding not the bare protestation that a human being is a self

conscious reflective intelligence and that he does not live by bread alone but the actual enquiries utterances and actions in which human beings have expressed their understanding of the human condition this is the stuff of what has come to be called a liberal education liberal because it is liberated from the distracting business of satisfying contingent wants includes a foreword by timothy fuller that reiterates the timelessness of oakeshott s reflections amid the continuing clamour that characterises discourse about liberal education

this challenging and provocative book reimagines the justification substance process and study of education in open pluralistic liberal democratic societies hanan alexander argues that educators need to enable students to embark on a quest for intelligent spirituality while paying heed to a pedagogy of difference through close analysis of the work of such thinkers as william james charles taylor elliot eisner michael oakeshott isaiah berlin martin buber michael apple and terrence mclaughlin reimagining liberal education offers an account of school curriculum and moral and religious instruction that throws new light on the possibilities of a nuanced rounded education for citizenship divided into three parts transcendental pragmatism in educational research pedagogy of difference and the other face of liberalism and intelligent spirituality in the curriculum this is a thrilling work of philosophy that builds upon the author s award winning text reclaiming goodness education and the spiritual quest

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 fraternities 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 uplifters 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

this book explains that the natural and only quite wholesome way of teaching is to let the child s desire for knowledge operate in

the schoolboy and guide the teacher this means that without foregoing discipline nor cutting ourselves off from tradition we must continue experiments already being started in our elementary schools these are based on the chastening fact that children learn best before we adults begin to teach them at all and hence that however uncongenial the task may be we must conform our teaching methods to those of nature the attempt has often been made before but in this book there is a rare combination of intuitive insight and practical sagacity the author refused to believe that the collapse of the desire for knowledge between seven and seventeen years of age is inevitable

the demands of liberal education analyses and applies contemporary liberal political theory to certain key problems within the field of educational theory levinson examines problems centred around determining appropriate educational aims content and institutional structure and argues that liberal governments should exercise a much greater control over education than they now do combining theoretical with empirical research this book will interest and provoke scholars policy makers educators parents and all citizens interested in education politics

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Introduction

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