

The Yale Report: 1828

Tabatha Beck and Vlad Rodriguez



YALE COLLEGE.

The Yale Report 1828

Paul H. Mattingly



The Yale Report 1828:

Liberal Education for a Land of Colleges D. Potts, 2016-07-21 Yale's Reports published in 1828 is a seminal publication for understanding the development of American higher education. Giving highest priority to critical thinking skills, this fifty-six page pamphlet played a central role in clearly delineating teaching objectives, modes of learning, and range of curriculum for the nation's colleges. In a deeply researched and well-crafted analytical narrative, David B. Potts introduces Yale's document, probes its origins, and surveys its national reception and assesses its import for liberal education both then and now. His broadly contextual approach helps readers understand why the young republic, informed and encouraged by Yale's rationale, became a land of liberal arts colleges. Content, Context, and Continuity Alison Rabil, 1998 The American College and University: A History Frederick Rudolph, 2021-12-26 First published in 1962, this book remains one of the most significant works on the history of higher education in America. Bridging the chasm between educational and social history, it was one of the first to examine developments in higher education in the context of the social, economic, and political forces that were shaping the nation at large. Surveying higher education from the colonial era through the mid-20th century, Rudolph explores a multitude of issues: from the financing of institutions and the development of curriculum to the education of women and blacks, the rise of college athletics, and the complexities of student life. In his foreword to this edition, John R. Thelin assesses the impact Rudolph's work has had on higher education studies. The edition also includes a bibliographic essay by Thelin covering significant works in the field that have appeared since the publication of the first edition. A n excellent book, a scholarly book but one easy to read and always interesting. Francis Horn, The New York Times Book Review. A tour de force. The general reader as well as the historian of education will find in it the interesting story of America's academic life, told with truth and originality. Saturday Review. An important and widely celebrated book, it collects an enormous number of disparate sources and weaves them into a history of American colleges and universities that is useful even today to both the scholar and the general reader. An exceptionally comprehensive book, it traces some three hundred years of the history of American colleges and universities from the 1636 founding of Harvard well into the twentieth century. David S. Webster, The Review of Higher Education. Rudolph has skillfully organized the results of his comprehensive research; he has a flair for catching the attention with a colorful incident or a memorable quotation, and he writes with a sprightly yet authoritative style. The result is an exceptionally readable account that the scholar will find a profitable addition to his library. The book should appeal too to the general reader with a non-professional interest in American higher education and in how it developed and why. David Madsen, History of Education Quarterly. The American College and University covers an amazing amount of ground in less than 500 pages of text, a significant contribution. Russell E. Miller, American Association of University Professors Bulletin. A first-rate contribution to the all too meager written history of American education and an example of institutional history at its best. Theodore R.Sizer, The New England Quarterly. Frederick Rudolph has chosen to create a vast

design stretched across the canvas of several centuries and a broad continent woven against the military political and economic tapestry of a new people creating a new way of life He has more than succeeded Covering both minute detail and sweeping developments Mr Rudolph makes a significant contribution to historical research by relating the growth of higher education to the totality of the American scene At the same time he has produced a readable literary effort set apart from books for popular consumption not by its style which is well paced and clear but by its depth of documentation Rudolph writes with the skill of the novelist in keeping his narrative alive Kenneth R Williams *The Florida Historical Quarterly* This is a superb account of American higher education from colonial times to the present The major developments are here all in perspective and treated in such a way as to please readers who value clarity insight proportion quiet humor and literary grace Irwin G Wyllie *The Business History Review* The American College and University is felicitous writing eminently readable and frequently entertaining Rudolph s work makes a significant contribution to educational history and will repay conscientious study Saul Sack *The Pennsylvania Magazine of History and Biography* Rudolph s book bears the marks of sound scholarship and it is written with clarity and urbanity It will be read with interest by academics and laymen and will probably remain the best one volume history of its subject for many years Frederick H Jackson *The Mississippi Valley Historical Review* This is a very capable history of the American college and university and is delightfully written Both layman and historian can read this book with great profit and great enjoyment Philip Davidson *The Journal of Southern History* Very readable and at times absorbing an illuminating history of the American college Leonard F Bacigalupo *The Catholic Historical Review* A carefully documented well indexed and to cap it entertaining work leaving little doubt that the history of American higher education must be the most delightful story since the beginning of universities in medieval Europe

American Behavioral Scientist *School(house) Design and Curriculum in Nineteenth Century America* Joseph da Silva, 2018-08-21 This book examines the formative relationship between nineteenth century American school architecture and curriculum While other studies have queried the intersections of school architecture and curriculum they approach them without consideration for the ways in which their relationships are culturally formative or how they reproduce or resist extant inequities in the United States Da Silva addresses this gap in the school design archive with a cross disciplinary approach taking to task the cultural consequences of the relationship between these two primary elements of teaching and learning in a hotspot of American education the nineteenth century Providing a historical and theoretical framework for practitioners and scholars in evaluating the politics of modern American school design the book holds a mirror to the oft criticized state of American education today **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 *America's Great Age of Rhetoric, 1770-1860* Merrill D. Whitburn, 2024-05-13 This book analyzes the advocacy conceptualization and institutionalization of rhetoric from 1770 to 1860 Among the forces promoting advocacy was the need for oratory calling for independence the belief that using rhetoric was the way to succeed in biblical interpretation and preaching and the desire for rhetoric as entertainment Conceptually leaders followed classical and German rhetoricians in viewing rhetoric as an art of ethical choice Institutionally a rhetorician such as Ebenezer Porter called for the development of organizations at all levels a sociology of rhetoric Orville Dewey highlighted the passion for rhetoric calling his times the age of eloquence *The American School* Joel Spring, 2018-02-15 This current comprehensive history of American education is designed to stimulate critical analysis and critical thinking by offering alternative interpretations of each historical period In his signature straight forward concise style Joel Spring provides a variety of interpretations of American schooling from conservative to leftist in order to spark the reader's own critical thinking about history and schools This tenth edition follows the history of American education from the seventeenth century to the integration into global capitalism of the twenty first century to the tumultuous current political landscape In particular the updates focus on tracing the direct religious links between the colonial Puritans and the current day Trump administration Chapters 1 and 2 have been rewritten to take a closer look at religious traditions in American schools leading up to the educational ideas of the current U S Secretary of Education Betsy DeVos An updated Chapter 15 further links traditional religious fundamentalist ideas and the twentieth century free market arguments of the Chicago school of economists to President Trump's administration and the influence of the Alt Right **The Great Upheaval** Arthur Levine, Scott Van Pelt, 2021-09-14 How will America's colleges and universities adapt to remarkable technological economic and demographic change The United States is in the midst of a profound transformation the likes of which hasn't been seen since the Industrial Revolution when America's classical colleges adapted to meet the needs of an emerging industrial economy Today as the world shifts to an increasingly interconnected knowledge economy the intersecting forces of technological innovation globalization and demographic change create vast new challenges opportunities and uncertainties In this great upheaval the nation's most enduring social institutions are at a crossroads In *The Great Upheaval* Arthur Levine and Scott Van Pelt examine higher and postsecondary education to see how it has changed to become what it is today and how it might be refitted for an uncertain future Taking a unique historical cross industry perspective Levine and Van Pelt perform a 360 degree survey of American higher education Combining historical trend and comparative analyses of other business sectors they ask how much will colleges and universities change what will

change and how will these changes occur will institutions of higher learning be able to adapt to the challenges they face or will they be disrupted by them will the industrial model of higher education be repaired or replaced why is higher education more important than ever The book is neither an attempt to advocate for a particular future direction nor a warning about that future Rather it looks objectively at the contexts in which higher education has operated and will continue to operate It also seeks to identify likely developments that will aid those involved in steering higher education forward as well as the many millions of Americans who have a stake in its future Concluding with a detailed agenda for action The Great Upheaval is aimed at policy makers college administrators faculty trustees and students as well as general readers and people who work for nonprofits facing the same big changes

Knowledge for Whom? Christian Fleck, 2016-04-22 This groundbreaking volume is a follow up to *Intellectuals and Their Publics* In contrast to the earlier book which was mainly concerned with the activity of intellectuals and how it relates to the public this volume analyses what happens when sociology and sociologists engage with or serve various publics More specifically this problem will be studied from the following three angles How does one become a public sociologist and prominent intellectual in the first place Part I How complex and complicated are the stories of institutions and professional associations when they take on a public role or tackle a major social or political problem Part II How can one investigate the relationship between individual sociologists and intellectuals and their various publics Part III This book will be of interest to academics and students working in the fields of the sociology of knowledge and ideas the history of social sciences intellectual history cultural sociology and cultural studies

The Golden Age of the Classics in America Carl J. Richard, 2009-03-23 Classical conditioning school home and society Democracy Pastoralism and utilitarianism Nationalism Romanticism Christianity Slavery

The European and American University Since 1800 Sheldon Rothblatt, Bjorn Wittrock, 1993-01-28 The essays in this book discuss how universities work in relation to other parts of a higher education system

American Higher Education in the Twenty-First Century Philip G. Altbach, Robert Oliver Berdahl, Robert O. Berdahl, Patricia J. Gumport, 2005-02-25 This new edition explores current issues of central importance to the academy leadership accountability access finance technology academic freedom the canon governance and race Chapters also deal with key constituencies students and faculty in the context of a changing academic environment

Knowledge Worlds Reinhold Martin, 2021-03-16 What do the technical practices procedures and systems that have shaped institutions of higher learning in the United States from the Ivy League and women's colleges to historically black colleges and land grant universities teach us about the production and distribution of knowledge Addressing media theory architectural history and the history of academia *Knowledge Worlds* reconceives the university as a media complex comprising a network of infrastructures and operations through which knowledge is made conveyed and withheld Reinhold Martin argues that the material infrastructures of the modern university the architecture of academic buildings the configuration of seminar tables the organization of campus plans reveal the ways in which knowledge is created and

reproduced in different kinds of institutions He reconstructs changes in aesthetic strategies pedagogical techniques and political economy to show how the boundaries that govern higher education have shifted over the past two centuries From colleges chartered as rights bearing corporations to research universities conceived as knowledge factories educating some has always depended upon excluding others Knowledge Worlds shows how the division of intellectual labor was redrawn as new students entered expertise circulated science repurposed old myths and humanists cultivated new forms of social and intellectual capital Combining histories of architecture technology knowledge and institutions into a critical media history Martin traces the uneven movement in the academy from liberal to neoliberal reason **Liberal Arts Education in a**

Changing Society You Guo Jiang,2014-12-16 In Liberal Arts Education in a Changing Society A New Perspective on Chinese Higher Education You Guo Jiang S J provides a unique focus on the re emergence of liberal arts education in China This is the first book that explores in depth the development of liberal arts education in China Through the extensive use of first hand materials relating to the liberal arts and current viewpoints of Chinese scholars and higher education leaders Jiang concludes that China must implement a good liberal arts education program to form responsible global citizens **Annual Review of**

Comparative and International Education 2020 Alexander W. Wiseman,2021-08-02 The Annual Review of Comparative and International Education covers significant developments in the field of comparative and international education This 2020 edition begins with a collection of discussion essays about comparative education trends and directions written by both professional and scholarly leaders *American Academic Cultures* Paul H. Mattingly,2017-11-23 At a time when American

higher education seems ever more to be reflecting on its purpose and potential we are more inclined than ever to look to its history for context and inspiration But that history only helps Paul H Mattingly argues if it s seen as something more than a linear progress through time With American Academic Cultures he offers a different type of history of American higher learning showing how its current state is the product of different varied generational cultures each grounded in its own moment in time and driven by historically distinct values that generated specific problems and responses Mattingly sketches out seven broad generational cultures evangelical Jeffersonian republican nondenominational industrially driven progressively pragmatic internationally minded and the current corporate model What we see through his close analysis of

each of these cultures in their historical moments is that the politics of higher education both inside and outside institutions are ultimately driven by the dominant culture of the time By looking at the history of higher education in this new way Mattingly opens our eyes to our own moment and the part its culture plays in generating its politics and promise *The*

Scottish Connection Franklin E Court,2001-04-01 A historical record of the introduction of English literary study into the curricula of American colleges and universities from the early 18th century to the mid 19th century At the outset of the 18th century college language study in America concentrated on classical rhetoric By the end of the century due to educational innovations from Scotland courses in rhetoric in American schools expanded to include oratory disputation English

grammatical lessons and the reading of English literary selections This study of English and American literature was born in the study of moral philosophy Performing Math Andrew Fiss,2020-11-13 Performing Math tells the history of expectations for math communication and the conversations about math hatred and math anxiety that occurred in response Focusing on nineteenth century American colleges this book analyzes foundational tools and techniques of math communication the textbooks that supported reading aloud the burnings that mimicked pedagogical speech the blackboards that accompanied oral presentations the plays that proclaimed performers identities as math students and the written tests that redefined student performance Math communication and math anxiety went hand in hand as new rules for oral communication at the blackboard inspired student revolt and as frameworks for testing student performance inspired performance anxiety With unusual primary sources from over a dozen educational archives Performing Math argues for a new performance oriented history of American math education one that can explain contemporary math attitudes and provide a way forward to reframing the problem of math anxiety *Democracy's Schools* Johann N. Neem,2017-08-01 The unknown history of American public education At a time when Americans are debating the future of public education Johann N Neem tells the inspiring story of how and why Americans built a robust public school system in the decades between the Revolution and the Civil War It s a story in which ordinary people in towns across the country worked together to form districts and build schoolhouses and reformers sought to expand tax support and give every child a liberal education By the time of the Civil War most northern states had made common schools free and many southern states were heading in the same direction Americans made schooling a public good Yet back then like today Americans disagreed over the kind of education needed who should pay for it and how schools should be governed Neem explores the history and meaning of these disagreements As Americans debated teachers and students went about the daily work of teaching and learning Neem takes us into the classrooms of yore so that we may experience public schools from the perspective of the people whose daily lives were most affected by them Ultimately Neem concludes public schools encouraged a diverse people to see themselves as one nation By studying the origins of America s public schools Neem urges us to focus on the defining features of democratic education promoting equality nurturing human beings preparing citizens and fostering civic solidarity The Educated Person D. G. Mulcahy,2008-03-27 Liberal education has long been a fascination for scholars in a variety of disciplines and is closely associated with the idea of the educated person Seen at one time as a matter for colleges and universities over the years it has become central to the debate surrounding general education in high school and even the earlier grades Yet so many and varied are the uses of the term liberal education that the question arises of whether and how the idea is any longer a useful or helpful construct In what way might it speak helpfully to educational challenges we face today In what ways does it still speak helpfully to educational challenges we face today In what ways might it be a guide as we search for a better way forward These are the central questions that are addressed in this book In doing so the positions of three theorists John

Henry Newman Mortimer J Adler and Jane Roland Martin who have written about liberal education in a compelling way and from different perspectives are selected for close analysis The analysis is built upon to fashion a new ideal of the educated person and a new theory of liberal education

The Yale Report 1828 Book Review: Unveiling the Power of Words

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The Yale Report 1828 Introduction

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