

美国高等教育

The Higher Learning in America

[美] 索尔斯坦·凡勃伦
Thorstein B. Veblen



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

The Higher Learning In America

Paul Woodring



The Higher Learning In America:

The Higher Learning in America Thorstein Veblen, 2007-08-01 At the time of its initial publication in 1904 *The Higher Learning in America* was known in educated circles as the most reflective study ever made of the university system in America Veblen's evaluation of the misleading notions and erroneous beliefs were inherent in the higher learning was received as fair by most academics As a result many believed he paved the way to an improved age in college education Just as applicable today as they were decades ago his sophisticated style remains deprecatingly amusing his biting critique just as disquieting as it was at the turn of the 19th century *The Higher Learning in America* remains a penetrating book by one of America's greatest social critics American economist and sociologist THORSTEIN BUNDE VEBLEN 1857 1929 was educated at Carleton College Johns Hopkins University and Yale University He coined the phrase conspicuous consumption Among his most famous works are *The Theory of the Leisure Class* 1899 *The Theory of Business Enterprise* 1904 and *Imperial Germany and the Industrial Revolution* 1915

The Higher Learning in America Robert Maynard Hutchins, **The Higher Learning in America: The Annotated Edition** Thorstein Veblen, 2015-06-01 The first scholarly edition of Thorstein Veblen's classic indictment of the corporate model of American university governance Since its publication in 1918 Thorstein Veblen's *The Higher Learning in America* has remained a text that every serious student of the American university must confront Intellectual historian Richard Teichgraber brings us the first scholarly edition of Veblen's classic thoroughly edited annotated and indexed An extensive introduction discusses the book's composition and publishing history Veblen's debts to earlier critics of the American university and the place of *The Higher Learning in America* in current debates about the American university Veblen's insights into the American university system at the outset of the twentieth century are as provocative today as they were when first published Insisting that institutions of higher learning should be dedicated solely to the disinterested pursuit of knowledge he urged American universities to abandon commitments to extraneous pursuits such as athletics community service and vocational education He also believed that the corporate model of governance with university boards of trustees dominated by well to do businessmen and university presidents who functioned essentially as businessmen in academic dress mandated unsavory techniques of salesmanship and self promotion that threatened to reduce institutions of higher learning to the status of competitive business enterprises With a detailed chronology suggested readings and comprehensive notes identifying events individuals and institutions to which Veblen alludes this volume is sure to become the standard teaching text for Veblen's classic work and an invaluable resource for students of both the history and the current workings of the American university

The Higher Learning in America Thorstein Veblen, 2017-08-07 This eBook edition of *The Higher Learning in America* has been formatted to the highest digital standards and adjusted for readability on all devices Thorstein Veblen 1857 1929 was an American economist and sociologist He is well known as a witty critic of capitalism Veblen is famous for the idea of conspicuous consumption Conspicuous consumption along with

conspicuous leisure is performed to demonstrate wealth or mark social status Veblen explains the concept in his best known book *The Theory of the Leisure Class* Within the history of economic thought Veblen is considered the leader of the institutional economics movement Veblen's distinction between institutions and technology is still called the Veblenian dichotomy by contemporary economists In the beginning of his academic career Veblen had difficulties obtaining a university position whether because he was discriminated for being Norwegian or openly identified as an agnostic These difficulties later inspired him to write *The Higher Learning in America* In this book he claimed that true academic values were sacrificed by universities in favor of their own self interest and profitability *The Higher Learning in America* Thorstein Veblen, 2013-11 This is a reproduction of a book published before 1923 This book may have occasional imperfections such as missing or blurred pages poor pictures errant marks etc that were either part of the original artifact or were introduced by the scanning process We believe this work is culturally important and despite the imperfections have elected to bring it back into print as part of our continuing commitment to the preservation of printed works worldwide We appreciate your understanding of the imperfections in the preservation process and hope you enjoy this valuable book The below data was compiled from various identification fields in the bibliographic record of this title This data is provided as an additional tool in helping to ensure edition identification *The Higher Learning in America A Memorandum On The Conduct Of Universities By Business Men* Volume 6 Of *The Higher Learning in America A Memorandum Of The Conduct Of Universities By Business Men* Thorstein Veblen Thorstein Veblen B W Huebsch 1918 Education Higher Education Higher Education Higher Universities and colleges *The Higher Learning in America* Robert Maynard Hutchins, 2017-07-05 Perhaps the pivotal book in the reform of higher education in the United States Robert M Hutchins classic is once again available with a brilliant personal and professional appreciation by Harry S Ashmore When it was published in 1936 *The Higher Learning in America* brought into focus the root causes of the controversies that still beset the nation's educational system Taking office in 1929 as president of the University of Chicago Hutchins began his tenure by declaring the learning available in even the most prestigious universities grossly deficient He cited himself as case in point At Yale he had graduated at the top of his college class and set a record in the law school that led to appointment as professor and at 26 promotion to dean But he had acquired only some knowledge of the Bible of Shakespeare and Faust of one dialogue of Plato and of the opinions of many semi literate and a few literate judges and that was about all The curricular reforms and administrative reorganization he undertook at Chicago are set forth in this volume along with the philosophical arguments he worked out to explicate and defend his views His goal was to reestablish the liberal arts and humanities as the basis for undergraduate education consigning specialization and research to graduate and professional schools Hutchins envisioned the university as a community of scholars who in addition to teaching and research provided independent thought and criticism of a society being rapidly transformed by science and technology Challenging the educational establishment at every pertinent level he

became the most celebrated and most controversial intellectual of his era After twenty two years at Chicago Hutchins became associate director of the newly enriched Ford Foundation where he was primarily responsible for the bold reforms sponsored by its Fund for the Advancement of Education and Fund for Adult Education In 1960 he est *The Higher Learning in America* Thorstein Veblen,2015-06-15 Excerpt from *The Higher Learning in America* A Memorandum on the Conduct of Universities by Business Men It is something more than a dozen years since the following observations on American academic life were first assembled in written form In the meantime changes of one kind and another have occurred although not such as to alter the course of policy which has guided American universities Lines of policy which were once considered to be tentative and provisional have since then passed into settled usage This altered and more stable state of the subject matter has permitted a revision to avoid detailed documentation of matters that have become commonplace with some resulting economy of space and argument But unhappily revision and abridgment carries its own penalties in the way of a more fragmentary presentation and a more repetitious conduct of the argument so that it becomes necessary to bespeak a degree of indulgence on that ground Unhappily this is not all that seems necessary to plead in extenuation of recurrent infirmities Circumstances chiefly of a personal incidence have repeatedly delayed publication beyond what the run of events at large would have indicated as a propitious date and the same circumstances have also enjoined a severer and more repressive curtailment in the available data It may not be out of place therefore to indicate in the most summary fashion what has been the nature of these fortuitous hindrances About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at www.forgottenbooks.com This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works **Higher Learning in America** Veblen Thorstein,1901 **HIGHER LEARNING IN AMERICA** THORSTEIN. VEBLIN,2018 HIGHER LEARNING IN AMER Thorstein 1857-1929 Veblen,2016-08-26 This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work was reproduced from the original artifact and remains as true to the original work as possible Therefore you will see the original copyright references library stamps as most of these works have been housed in our most important libraries around the world and other notations in the work This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work As a reproduction of a historical artifact this work may contain missing or blurred pages poor pictures errant marks etc Scholars believe and we concur that this work is important enough to be preserved reproduced and made generally available to the public We

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published in 1936 *The Higher Learning in America* brought into focus the root causes of the controversies that still beset the nation's educational system. Taking office in 1929 as president of the University of Chicago, Hutchins began his tenure by declaring the learning available in even the most prestigious universities grossly deficient. He cited himself as case in point. At Yale he had graduated at the top of his college class and set a record in the law school that led to appointment as professor and at 26 promotion to dean. But he had acquired only some knowledge of the Bible of Shakespeare and Faust of one dialogue of Plato and of the opinions of many semi-literate and a few literate judges and that was about all. The curricular reforms and administrative reorganization he undertook at Chicago are set forth in this volume along with the philosophical arguments he worked out to explicate and defend his views. His goal was to reestablish the liberal arts and humanities as the basis for undergraduate education, consigning specialization and research to graduate and professional schools. Hutchins envisioned the university as a community of scholars who in addition to teaching and research provided independent thought and criticism of a society being rapidly transformed by science and technology. Challenging the educational establishment at every pertinent level, he became the most celebrated and most controversial intellectual of his era. After twenty-two years at Chicago, Hutchins became associate director of the newly enriched Ford Foundation where he was primarily responsible for the bold reforms sponsored by its Fund for the Advancement of Education and Fund for Adult Education. In 1960 he est

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