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Students without teachers: the crisis in the uni...

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Students Without Teachers The Crisis In The University

Daniel Coit Gilman



Students Without Teachers The Crisis In The University:

STUDENTS WITHOUT TEACHERS Harold Taylor, 1969 National House Staff Conference, Proceedings and Recommendations United States. Health Services and Mental Health Administration, 1971 **University Problems in the United States** Daniel Coit Gilman, 1941 **Harold Taylor and Sarah Lawrence College** Craig Kridel, 2022-11-01 Winner of the 2023 Outstanding Book Award presented by the Society of Professors of Education Harold Taylor and Sarah Lawrence College is the posthumous memoir of Harold Taylor 1914 1993 told through thoughtful and entertaining accounts of his many interactions with leading cultural and political figures of his time Taylor distinguished himself as a spokesperson for progressive education and educational experimentation during the 1950s and would emerge in the 1960s as one of the country's leading public intellectuals and campus speakers addressing issues related to student activism peace education and international studies Written with insight and wit and carefully edited and reconstructed Harold Taylor and Sarah Lawrence College will inspire college students professors and administrators to reconsider the most fundamental purposes of higher education and social and educational change *Beyond the Ivory Tower* Derek Curtis Bok, Derek Curtis Bok, 2009-06-30 Derek Bok examines the complex ethical and social issues facing modern universities today and suggests approaches that will allow the academic institution both to serve society and to continue its primary mission of teaching and research

Hearings, Reports and Prints of the House Committee on Education and Labor United States. Congress. House. Committee on Education and Labor, 1972 **Ethics Teaching in Higher Education** Daniel Callahan, Sissela Bok, 2012-12-06 A concern for the ethical instruction and formation of students has always been a part of American higher education Yet that concern has by no means been uniform or free from controversy The centrality of moral philosophy in the undergraduate curriculum during the mid 19th Century gave way later during that era to the first signs of increasing specialization of the disciplines By the middle of the 20th Century instruction in ethics had by and large become confined almost exclusively to departments of philosophy and religion Efforts to introduce ethics teaching in the professional schools and elsewhere in the university often met with indifference or outright hostility The past decade has seen a remarkable resurgence of the interest in the teaching of ethics at both the undergraduate and the professional school levels Beginning in 1977 The Hastings Center with the support of the Rockefeller Brothers Fund and the Carnegie Corporation of New York undertook a systematic study of the state of the teaching of ethics in American higher education **Human Rights Education & Global Responsibility** James Lynch, Celia Modgil, Sohan Modgil, 2014-07-10 First published in 1992 This is Volume 4 of a series of four on Cultural Diversity and the Schools and focusses on Human Rights Education and Global Responsibilities One of the major problems facing societies in almost all parts of the world is the inadequate accommodation of social equity with cultural diversity The crisis emanating from neglect of this issue can be seen in societies as different and wide apart as the Soviet Union India Pakistan the United States and the United Kingdom This series seeks to contribute through joint publication and

the stimulation of greater discourse to identify the pathways to a less selfish and parochial response to the continuing dilemma of equity and diversity not solely within the nation state but also internationally *World Yearbook of Education* 1972/3 W. R. Niblett, R. Freeman Butts, Brian Holmes, Curriculum and Training Director Brian Holmes, 2013-06-06 First Published in 2012 Routledge is an imprint of Taylor Francis an informa company *Reconstructing the "Uni-versity"* Harvey J. Graff, 2025-09-14 Slogans myths and isolated anecdotes are inadequate substitutes for documented history and contextual understanding Literature on the history of higher education is dominated by ahistorical and contextually ignorant slogans Seldom acknowledged in discussions of the decline or failure of the modern university is 1 how long it has been going on at least since the 1960s and 2 universities own complicity in this long complicated and contradictory process Myths intertwine inseparably with slogans to echo yet another lost cause Our collective as well as individual pasts provide essential lessons if we know how to read and learn from them More complicated is imagining a plausible better future for universities In *Reconstructing the Uni versity From the Ashes of the Mega and Multi versity to the Futures of Higher Education* Harvey J Graff bringing experience from over 50 years as a professor provides an accurate history of higher education redefining the issues and terms to establish a new agenda

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