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# The Academic Revolution

**London Society for the Extension of  
University Teaching**

## **The Academic Revolution:**

*The Academic Revolution* David Riesman,2001-11-30 The Academic Revolution describes the rise to power of professional scholars and scientists first in America's leading universities and now in the larger society as well. Without attempting a full scale history of American higher education it outlines a theory about its development and present status. It is illustrated with firsthand observations of a wide variety of colleges and universities the country over colleges for the rich and colleges for the upwardly mobile colleges for vocationally oriented men and colleges for intellectually and socially oriented women colleges for Catholics and colleges for Protestants colleges for blacks and colleges for rebellious whites. The authors also look at some of the revolution's consequences. They see it as intensifying conflict between young and old and provoking young people raised in permissive middle class homes to attacks on the legitimacy of adult authority. In the process the revolution subtly transformed the kinds of work to which talented young people aspire contributing to the decline of entrepreneurship and the rise of professionalism. They conclude that mass higher education for all its advantages has had no measurable effect on the rate of social mobility or the degree of equality in American society. Jencks and Riesman are not nostalgic their description of the nineteenth century liberal arts colleges is corrosively critical. They maintain that American students know more than ever before that their teachers are more competent and stimulating than in earlier times and that the American system of higher education has brought the American people to an unprecedented level of academic competence. But while they regard the academic revolution as having been an historically necessary and progressive step they argue that like all revolutions it can devour its children. For Jencks and Riesman academic professionalism is an advance over amateur gentility but they warn of its dangers and limitations the elitism and arrogance implicit in meritocracy the myopia that derives from a strictly academic view of human experience and understanding the complacency that comes from making technical competence an end rather than a means. Christopher Jencks is Malcolm Wiener Professor of Social Policy at the Kennedy School of Government at Harvard University. He is the author of *Rethinking Social Policy* *Race Poverty and the Underclass* *The Homeless* and co editor of *The Black White Text Score Gap*. David Riesman is Henry Ford II Professor Emeritus of Sociology at Harvard University. He is the author of *Thorstein Veblen* *Abundance for What* *The Lonely Crowd* and *Variety in American Education*

**The Academic Revolution** Christopher Jencks (sociologue).,David Riesman,2002 [The Academic Revolution](#) Christopher Jencks,2017-09-08 The Academic Revolution describes the rise to power of professional scholars and scientists first in America's leading universities and now in the larger society as well. Without attempting a full scale history of American higher education it outlines a theory about its development and present status. It is illustrated with firsthand observations of a wide variety of colleges and universities the country over colleges for the rich and colleges for the upwardly mobile colleges for vocationally oriented men and colleges for intellectually and socially oriented women colleges for Catholics and colleges for Protestants colleges for blacks and colleges for rebellious whites. The authors also look at some of the revolution

s consequences They see it as intensifying conflict between young and old and provoking young people raised in permissive middle class homes to attacks on the legitimacy of adult authority In the process the revolution subtly transformed the kinds of work to which talented young people aspire contributing to the decline of entrepreneurship and the rise of professionalism They conclude that mass higher education for all its advantages has had no measurable effect on the rate of social mobility or the degree of equality in American society Jencks and Riesman are not nostalgic their description of the nineteenth century liberal arts colleges is corrosively critical They maintain that American students know more than ever before that their teachers are more competent and stimulating than in earlier times and that the American system of higher education has brought the American people to an unprecedented level of academic competence But while they regard the academic revolution as having been an historically necessary and progressive step they argue that like all revolutions it can devour its children For Jencks and Riesman academic professionalism is an advance over amateur gentility but they warn of its dangers and limitations the elitism and arrogance implicit in meritocracy the myopia that derives from a strictly academic view of human experience and understanding the complacency that comes from making technical competence an end rather than a means

**The academic Revolution. Christopher Jencks & David Riesman. [Mit Tab.]** Christopher Jencks,1968

The University Revolution Eric Lybeck,2021-05-12 The Open Access version of this book available at <http://www.taylorfrancis.com/books/e/9781351017558> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license Few institutions in modern society are as significant as universities yet our historical and sociological understanding of the role of higher education has not been substantially updated for decades By revisiting the emergence and transformation of higher education since 1800 using a novel processual approach this book recognizes these developments as having been as central to constituting the modern world as the industrial and democratic revolutions This new interpretation of the role of universities in contemporary society promises to reorient our understanding of the importance of higher education in the past and future development of modern societies It will therefore appeal to scholars of social science and history with interests in social history and social change education the professions and inequalities

**The academic Revolution. Christopher Jencks & David Riesman. [Mit Tab.]** Christopher Jencks,1968      **The Education Revolution** Horacio Sanchez,2016-06-29 Maximizing student capacity and restoring motivation the key to school success Brain research has the power to revolutionize education but it can be difficult for educators to implement innovative strategies without the proper knowledge or resources The Education Revolution bridges the gap between neuroscience psychology and educational practice It delivers what educators need current and relevant concrete applications to use in classrooms and schools Readers will find Teaching strategies and model lessons designed to advance academic performance Solution focused practices to address the root of negative behaviors Approaches to counteract the negative impact of technology on the brain Concrete methods to improve school climate      **The Academic Revolution** Pierce

Mortensen, Justin Louis-Jean, 2022-09-06 This book is a critique of the education system by talking about the main problems where one is that the world is changing and we need to change with it and try to find active solutions. When the pandemic came along it has been a great example of having to change and adapting to a new way to reshape the education system.

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The University Manual ,1872    **The University Extension Bulletin** ,1893    Randolph Bourne and the Politics of

Cultural Radicalism Leslie J. Vaughan, 1997 Reassesses the short life and career of American essayist critic and founder of cultural radicalism Bourne 1886 1918 known today mostly for his opposition to US military involvement in Europe and warnings about the military industrial complex Vaughan political science U of Minnesota Duluth argues that his stance from outside establishment perspectives was not a retreat from politics as many have claimed but a form of political engagement free from the suppositions that impede genuine debate and democratic change Annotation copyrighted by Book News Inc Portland OR

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