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The Voice of Liberal Learning. Book Description: In a period of renewed controversy over the nature and direction of education, critics such as Allan Bloom and E.D. Hirsch decry the intellectual and moral poverty of today's society and propose new programs that will redefine our educational system. Some argue for the creation of canonical lists of great books that embody the core of true wisdom.

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The Voice of Liberal Learning by Michael Oakeshott

The Voice of Liberal Learning Michael Oakeshott, The Voice of Liberal Learning. New Haven and London: Yale University Press, 1989. Timothy Fuller has here performed the valuable task of bringing together Michael Oakeshott ' s most important essays on education.

The Voice of Liberal Learning - Michael Oakeshott

In the midst of this apparent impasse there emerges the voice of Michael Oakeshott, distinguished Hobbes scholar, author of On Human Conduct, and arguable Britain's leading political philosopher of this century. In this volume, Timothy Fuller has brought together for

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the first time Oakeshott's major writings on education.

Voice of Liberal Learning | Yale University Press

The virtue of THE VOICE OF LIBERAL LEARNING is that it brings a strikingly fresh perspective to this much-discussed subject. Oakeshott is a British political philosopher whose works are...

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The Voice of Liberal Learning | Liberty Fund

The Voice of Liberal Learning 166 pages, hardback, published 1989. Subtitle : Michael Oakeshott on Education. Edited by Timothy Fuller and published by Yale University Press in 1989. A very good, clean, tight copy in good blue/black boards (gilt lettering)

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Acknowledged authors Oakeshott, Michael wrote The Voice of Liberal Learning comprising 233 pages back in 2001. Textbook and eTextbook are published under ISBN 0865973245 and 9780865973244. Since then The Voice of Liberal Learning textbook was available to sell back to BooksRun online for the top buyback price of \$ 0.94 or rent at the marketplace.

By 1989, when Michael Oakeshott ' s Voice of Liberal Learning was first published by Yale

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University Press, books that held a negative view of education in the United States, such as Allan Bloom ' s *The Closing of the American Mind* and E. D. Hirsch ' s *Cultural Literacy*, had garnered a remarkable amount of attention. There have been countless lamentations about the state of schooling in America in recent years, and there have been countless recommendations toward what is invariably called “ educational reform. ” 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. ” Liberty Fund ' s new edition of *The Voice of Liberal Learning* includes a foreword by Timothy Fuller that reiterates the timelessness of Oakeshott ' s reflections amid the continuing clamor that characterizes discourse about liberal education. Michael Oakeshott (1901–1990) was Professor of Political Science at the London School of Economics and a Fellow of Gonville and Caius College, Cambridge. He was the author of many works, including *Rationalism in Politics and Other Essays*, *On History and Other Essays*, and *Hobbes on Civil*

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Association, all of which are published by Liberty Fund.

CNN host and best-selling author Fareed Zakaria argues for a renewed commitment to the world ' s most valuable educational tradition. The liberal arts are under attack. The governors of Florida, Texas, and North Carolina have all pledged that they will not spend taxpayer money subsidizing the liberal arts, and they seem to have an unlikely ally in President Obama. While at a General Electric plant in early 2014, Obama remarked, "I promise you, folks can make a lot more, potentially, with skilled manufacturing or the trades than they might with an art history degree." These messages are hitting home: majors like English and history, once very popular and highly respected, are in steep decline. "I get it," writes Fareed Zakaria, recalling the atmosphere in India where he grew up, which was even more obsessed with getting a skills-based education. However, the CNN host and best-selling author explains why this widely held view is mistaken and shortsighted. Zakaria eloquently expounds on the virtues of a liberal arts education—how to write clearly, how to express yourself convincingly, and how to think analytically. He turns our leaders' vocational argument on its head. American routine manufacturing jobs continue to get automated or outsourced, and specific

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vocational knowledge is often outdated within a few years. Engineering is a great profession, but key value-added skills you will also need are creativity, lateral thinking, design, communication, storytelling, and, more than anything, the ability to continually learn and enjoy learning—precisely the gifts of a liberal education. Zakaria argues that technology is transforming education, opening up access to the best courses and classes in a vast variety of subjects for millions around the world. We are at the dawn of the greatest expansion of the idea of a liberal education in human history.

A conservative college professor's compelling defense of liberal education Not so long ago, conservative intellectuals such as William F. Buckley Jr. believed universities were worth fighting for. Today, conservatives seem more inclined to burn them down. In *Let's Be Reasonable*, conservative political theorist and professor Jonathan Marks finds in liberal education an antidote to this despair, arguing that the true purpose of college is to encourage people to be reasonable—and revealing why the health of our democracy is at stake. Drawing on the ideas of John Locke and other thinkers, Marks presents the case for why, now more than ever, conservatives must not give up on higher education. He recognizes that professors and administrators frequently adopt the language and priorities of the left, but he explains why conservative nightmare visions of liberal persecution and indoctrination bear little resemblance to what actually goes on in college classrooms. Marks examines why advocates for liberal education struggle to offer a coherent defense of themselves against their conservative critics, and demonstrates why such a defense must rest on the cultivation of reason and of pride in being reasonable. More than just a campus battlefield guide, *Let's Be*

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Reasonable recovers what is truly liberal about liberal education—the ability to reason for oneself and with others—and shows why the liberally educated person considers reason to be more than just a tool for scoring political points.

Empirical evidence for the value of a liberal arts education: how and why it has a lasting impact on success, leadership, altruism, learning, and fulfillment. In ongoing debates over the value of a college education, the role of the liberal arts in higher education has been blamed by some for making college expensive, impractical, and even worthless. Defenders argue that liberal arts education makes society innovative, creative, and civic-minded. But these qualities are hard to quantify, and many critics of higher education call for courses of study to be strictly job-specific. In this groundbreaking book, Richard Detweiler, drawing on interviews with more than 1,000 college graduates aged 25 to 65, offers empirical evidence for the value of a liberal arts education. Detweiler finds that a liberal arts education has a lasting impact on success, leadership, altruism, learning, and fulfillment over a lifetime. Unlike other defenders of a liberal arts education, Detweiler doesn't rely on philosophical arguments or anecdotes but on data. He developed a series of interview questions related to the content attributes of liberal arts (for example, course assignments and majors), the context attributes (out-of-class interaction with faculty and students, teaching methods, campus life), and the purpose attributes (adult life outcomes). Interview responses show that although both the content of study and the educational context are associated with significant life outcomes, the content of study has less relationship to positive adult life outcomes than the educational context. The implications of this research, Detweiler points out, range from the advantages of

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broadening areas of study to factors that could influence students' decisions to attend certain colleges.

In a tech-dominated world, the most needed degrees are the most surprising: the liberal arts. Did you take the right classes in college? Will your major help you get the right job offers? For more than a decade, the national spotlight has focused on science and engineering as the only reliable choice for finding a successful post-grad career. Our destinies have been reduced to a caricature: learn to write computer code or end up behind a counter, pouring coffee. Quietly, though, a different path to success has been taking shape. In *YOU CAN DO ANYTHING*, George Anders explains the remarkable power of a liberal arts education - and the ways it can open the door to thousands of cutting-edge jobs every week. The key insight: curiosity, creativity, and empathy aren't unruly traits that must be reined in. You can be yourself, as an English major, and thrive in sales. You can segue from anthropology into the booming new field of user research; from classics into management consulting, and from philosophy into high-stakes investing. At any stage of your career, you can bring a humanist's grace to our rapidly evolving high-tech future. And if you know how to attack the job market, your opportunities will be vast. In this book, you will learn why resume-writing is fading in importance and why "telling your story" is taking its place. You will learn how to create jobs that don't exist yet, and to translate your campus achievements into a new style of expression that will make employers' eyes light up. You will discover why people who start in eccentric first jobs - and then make their own luck - so often race ahead of peers whose post-college hunt focuses only on security and starting pay. You will be ready for anything.

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It is one thing to lament the financial pressures put on universities, quite another to face up to the poverty of resources for thinking about what universities should do when they purport to offer a liberal education. In *Powers of the Mind*, former University of Chicago dean Donald N. Levine enriches those resources by proposing fresh ways to think about liberal learning with ideas more suited to our times. He does so by defining basic values of modernity and then considering curricular principles pertinent to them. The principles he favors are powers of the mind—disciplines understood as fields of study defined not by subject matter but by their embodiment of distinct intellectual capacities. To illustrate, Levine draws on his own lifetime of teaching and educational leadership, while providing a marvelous summary of exemplary educational thinkers at the University of Chicago who continue to inspire. Out of this vital tradition, *Powers of the Mind* constructs a paradigm for liberal arts today, inclusive of all perspectives and applicable to all settings in the modern world.

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