Liberal Education Articles

Colour Code: Scholarly Article
                Online Article
                Resource
                Essays/Papers
                Quotes- articles with an orange Q have a matching quote down below
                Bolded are favorites

Intro/General Liberal Education

(2016, March). Quick Facts on the value of the liberal arts [pdf]. *Universities Canada.* Retrieved from http://www.univcan.ca/wp-content/uploads/2016/03/liberal-arts-quick-facts-2016.pdf

This resource is a helpful infographic that outlines the value of a liberal arts degree. It includes statistics and facts regarding careers, income, the percentage of professional leaders with liberal education experience, and the skills that set liberal education graduates up for success.

(2016, March 8). Liberal arts degrees are a good investment. *Universities Canada.* Retrieved from http://www.univcan.ca/media-room/media-releases/liberal-arts-degrees-are-a-good-investment/ Q

This article addresses a new research study by the Education Policy Research Initiative (EPRI) that found social science and humanities graduates earn similar salary earnings to math and science majors in the long run. It states that this is promising news and addresses those who are quick to judge the value of a degree right after graduation rather than tracking that value over a period of time.

(2016, March/April). Why the Imperative for the Liberal Arts? *Trusteeship Magazine.* Retrieved from https://www.agb.org/trusteeship/2016/marchapril/why-the-imperative-for-the-liberal-arts. Q

An interview conducted between Trusteeship Magazine and Mary Dana Hilton, president of the College of Saint Benedict. Ms. Hilton discusses how liberal arts have changed over the years, why they are still sustainable, where board members play a part, and the skills that are absolutely paramount in a liberal arts education.

Agresto, J. (2011). The Liberal Arts Bubble. *Academic Questions, 24*(4), 392-402.
https://link.springer.com/content/pdf/10.1007%2Fs12129-011-9250-y.pdf

Agresto reviews the critiques and threats to liberal arts which have evolved over centuries of scholars in America, and asks what has created liberal education institutions as they existed before the mid-nineteenth century, linking the answer to the usefulness of liberal education. He then addresses the fall of liberal education following the 1960s, linking it to criticism, skepticism, ideology, and a move away from the traditional foundations of liberal education. He concludes by providing some thoughts on how to fix the errors of liberal education in order to prevent its decline.

Baker, V. L., Baldwin, R. G., & Makker, S. (2012). "Where Are They Now? Revisiting Breneman's Study of Liberal Arts Colleges." *Liberal Education*, *98*(3), 48-53. https://www.aacu.org/publications-research/periodicals/where-are-they-now-revisiting-brenemans-study-liberal-arts

Baker, Baldwin and Makker address the loss of liberal arts colleges by returning to a previous study done by Breneman. They provide context on a series of challenges to liberal arts colleges before replicating Breneman's study. They find that while liberal arts colleges are disappearing, many are also redefining their missions to become more competitive and adaptive to demands. They conclude that the trends towards expanding, diffusing, and crafting new models of liberal education alongside the disappearance of liberal arts colleges, as pointed out by Breneman, is continuing, and they urge academics to pay attention to this alarming result.

Bennett, J. B. (2001). Liberal Learning as Conversation. *Liberal Education, 87*(2). Retrieved from https://www.aacu.org/publications-research/periodicals/liberal-learning-conversation.

Bennett seeks to redefine the way we think about teaching by using the metaphor of a conversation, highlighting a wide variety of ways this ties into liberal learning. Bennett references Michael Oakeshott throughout the essay but summarizes his points by stating that conversation as a metaphor for liberal learning and being human helps us to see that liberal learning involves cultural inheritance, a range of voices, active engagement, reflexivity, hospitality, and mutual learning.

Bourke, B., Bray, N. J., & Horton, C. C. (2009). Approaches to the Core Curriculum: An Exploratory Analysis of Top Liberal Arts and Doctoral-Granting Institutions. *The Journal of General Education, 58*(4), 219-240. https://muse.jhu.edu/article/382273/pdf

Bourke, Bray and Horton explore the modern status of general education requirements in highly ranked liberal arts and doctoral-granting institutions. They provide context on both the history and role of general education before conducting their study using information drawn from the

U.S News and World Report. They find that the most frequent form of general education used by these institutions is the distribution requirement and show differences among these institutions along the subsections of physical education, foreign education, quantitative reasoning and writing requirements. They conclude by stating that these institutions, while different in their focus, are similar in their goals to build the mind and develop guiding values.

Carlson, S. (2018, March 5). What Gets Forgotten in Debates About the Liberal Arts. *The Chronicle of Higher Education*. Retrieved from https://www.chronicle.com/article/What-Gets-Forgotten-in-Debates/242749?key=Vsp5df7WwhGNPuakdKhVXi20DEHbJ_ZywxjBDyaIGd2Iy0KV5GQfVnKvwSiWsV4jbE1Jd0RtbFZzNldhbjRQa3hIazJ1TkxyazFzUG4zWmFoSHlpX0IwTU1tQQ.

The point of contention in this article is whether or not the 'useless' liberal arts contribute to skills needed for jobs. The article surveys a range of opinions on the liberal arts, looking for the right blend of these job-ready skills. Many arguments in this paper state that liberal arts are a big contributor and are often looked for by employers, but there are a few counter arguments.

Chriss, A. (2018, January 19). Don't Ditch That Liberal Arts Degree. *U.S News & World Report*. https://www.google.ca/amp/s/www.usnews.com/opinion/knowledge-bank/articles/2018-01-19/in-this-digital-age-students-with-liberal-arts-training-stand-out%3fcontext=amp.

This news article discusses the importance of mixing "soft skills" with technical skills for future job security in a world moving towards automation.

Falconer, R. A. (1927). The Tradition of Liberal Education in Canada. *Canadian Historical Review, 8*(2), 99-118.

Falconer provides a historical overview of the development of post-secondary institutions across Canada. He focuses on institutions such as King's college through to the University of British Columbia, providing insight into their curriculums, many of which had a breadth of courses consistent with liberal education when they were first established.

Flaherty, C. (2018, January 29). Beyond Box Checking. *Inside Higher Ed*. Retrieved May 10, 2018 from https://www.insidehighered.com/news/2018/01/29/colleges-share-how-they-made-their-general-education-programs-more-laundry-list?utm_source=Inside+Higher+Ed&utm_campaign=e50b5af8fa-DNU20180111&utm_medium=email&utm_term=0_1fcbc04421-e50b5af8fa-200128205&mc_cid=e50b5af8fa&mc_eid=4a834eb89b.

This article briefly discusses changes three higher education institutions made to their curriculum to better facilitate deep and practical learning. It has practical ideas and implementation strategies.

Gaposchkin, C. (2015, August 30). Why the tech world highly values a liberal education degree. *The Washington Post.* Retrieved from https://www.washingtonpost.com/news/answer-sheet/wp/2015/08/30/why-the-tech-world-highly-values-a-liberal-arts-degree/?utm_term=.9faae7bd6443. Q

Gaposchkin examines why liberal education is so important to society by tracing it back to its roots, drawing inspiration from Peter Abelard who taught in Paris in the 12th century. She discusses the skills we learn as students by taking and studying the original seven liberal arts: grammar, logic, rhetoric, arithmetic, geometry, music and astronomy, even as they are transformed into new disciplines such as mathematics, English literature, and physics. Gaposchkin argues that by studying these subjects we learn to push boundaries, and in doing so we are able to create a new world beyond wisdom and practice.

Godwin, K. A. (2015). The Counter Narrative: Critical Analysis of Liberal Education in Global Context. *New Global Studies, 9*(3), 223-243. https://search-proquest-com.ezproxy.uleth.ca/docview/1790262990?pq-origsite=summon Q

"In this article [Godwin] analyze[s] the emergence of liberal education through a carefully constructed critical lens. Based on a 2013 empirical study and subsequent research, [Godwin] will define liberal education and provide an overview of its growing global presence. In reaction to a dominate economic narrative that rationalizes the development of new liberal education programs, [Godwin] will present several counter narratives related to history, students and faculty, learning and teaching, access and elitism, and culture in postsecondary organizations. Finally, in recommending critical analysis as an imperative framework for future research on this topic, [Godwin} will illustrate the implications for the global emergence of liberal education and suggest the possibility that as an education philosophy, it could both reinforce and resist neoliberal practices.

Gregory, M. (2003, September 12). A Liberal Education is Not a Luxury. *The Chronicle of Higher Education*. Retrieved from https://www-chronicle-com.ezproxy.uleth.ca/article/A-Liberal-Education-Is-Not-a/4955. Q

Gregory advocates that liberal education educators must challenge the trend of university being merely a place for job training. To make a difference, Gregory states that we can not be defensive and take the little that is given to us by universities and flawed proponents of liberal education, but that we are to make liberal education central to education. According to Gregory

this will allow students to get the fullest out of their education and allow them to become who they were meant to be; as well as allow them to use and develop the skills they have had since birth.

Gutting, G. (2015, September 11). ==Why College Is Not a Commodity==. *The Chronicle of Higher Education*. **Retrieved from https://www.chronicle.com/article/why-college-is-not-a-commodity/233011?key=DVrR6Tvr_NDV04ddsC3ucj3nPTf88vU1sc9Wg1lrqBJZzBlyVQnIwOpZHuLPE84zQ1ZfaEZoa0cyeUN1YURweFloWmRwOUZSb0JmOXh1UFQ1RHRyb2FrN2NTZw.**

Gutting argues that the purpose of colleges is to serve as intellectual culture instead of job training. He furthers his argument by addressing issues such as developing K-12 to allow it to provide instrumental knowledge, and the raising of standards for K-12 teachers to that of professionals. He concludes by questioning the object of teaching, finding that it is not knowledge, but in opening students to possibilities beyond what capitalism has commodified.

Jaschik, S. (2018, February 7). ==Shocker: Humanities Grads== ==Gainfully Employed and Happy.== *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/news/2018/02/07/study-finds-humanities-majors-land-jobs-and-are-happy-them.

Jaschik discusses new research which shows that humanities grads face a brighter future than popular rhetoric suggests. While data still shows some gaps; they're much smaller than expected. Humanities grads have a higher-likelihood of being interested in their jobs than business and social science students and the research finds that many humanities majors find jobs outside of their degree.

Jones, N. (2016, Fall/Winter). ==The continuous Death and Resurrection of the Liberal Arts.== *Association of American Colleges & Universities*, *101/102*(4/1). Retrieved May 10, 2018 from http://www.aacu.org/liberaleducation/2015-2016/fall-winter/jones

Jones writes about the history and struggle of liberal arts education, starting during the World War I and continuing into modern day. He outlines the constant rise and fall in the popularity of liberal arts in America and gives reasons as to why it is important to keep liberal arts in post-secondary institutions.

Kim, J. (2017, April 20). ==The Liberal Arts College as a Sandbox for the Intellectually Curious: And why this matters to those of us who think about learning and technology.== *Inside Higher Ed.* Retrieved May 10, 2018 from

https://www.insidehighered.com/blogs/technology-and-learning/liberal-arts-college-sandbox-intellectually-curious?utm_source=Inside+Higher+Ed&utm_campaign=67e05f1a3b-DNU20170420%20&utm_medium=email&utm_term=0_1fcbc04421-67e05f1a3b-200128205&mc_cid=67e05f1a3b%20&mc_eid=4a834eb89b. Q

Kim writes a short essay concerning his hypotheses on why small liberal arts colleges are the best places for students to learn how to think. His theory focuses on three elements: conversations, culture, and the interaction between teaching and research.

McLean, S. (2010, July). History or mythology? 'Living Room Learning' and the demise of liberal adult education in Canada. *In Paper presented at the 40th Annual SCUTREA Conference* (Vol. 6, p. 8). Accessed May 9, 2018 from http://scholar.googleusercontent.com/scholar?q=cache:dy9KRlURNiwJ:scholar.google.com/+%22history+or+mythology%3F+%27living+room+learning%27+and+the+demise%22&hl=en&as_sdt=0,5

McLean discusses the Living Room Learning program organized by the University of British Columbia (UBC), arguing that its demise did not lead to the withdrawal of UBC from liberal education even when it was cut due to economic efficiency. He addresses the program, the curriculum, its structure and its success in liberal adult education within his paper, while also focusing on two more critical observations: the governance technologies which seemed at odds with liberal content and the continuing liberal arts tradition at UBC.

Merrett, R.J. (2012, August 27). Liberal Arts Education. *The Canadian Encyclopedia.* Accessed on May 10, 2018 from https://www.thecanadianencyclopedia.ca/en/m/article/liberal-arts-education/

Merrett provides an overview which looks at both the history and modern context of liberal education in Canada through the inclusion of debates and theories. It is supplemented with current events relevant to the discussion, including the Quebec Student Protests in 2012 and the increasing corporatism which is affecting universities.

Mulcahy, D. G. (2008). Newman's Theory of a Liberal Education: a Reassessment and its Implications. *Journal of Philosophy of Education, 42*(2), 219-231. **https://doi-org.ezproxy.uleth.ca/10.1111/j.1467-9752.2008.00624.x**

Mulcahy outlines the approach of Henry Newman to Liberal Education. He begins by describing Newman's support and definition of liberal education. He then addresses Newman's broader ideas of university education and of practical reasoning, which serves to contradict his initial

statements. He highlights and discusses those tensions. He concludes that Newman himself raises issue with the traditional ideal of liberal education, and that Newman's theories must be further explored and valued.

Mulcahy, D. G. (2009). What Should it Mean to Have a Liberal Education in the 21st Century? *Curriculum Inquiry, 39*(3), 465-486.
https://www.tandfonline.com/doi/full/10.1111/j.1467-873X.2009.00452.x Q

Mulcahy begins by tracing the theories of a number of liberal education philosophers who address key aspects and points of departure during the modern development of liberal education, including Newman, Adler, Hirst, and Martin. These philosophers are present throughout the article as Mulcahy rethinks liberal education both from within, and from without- through critiques of liberal education. He then seeks a new direction and paradigm for liberal education, enlarging the debate through the addition of caring and service, empowering through pedagogy, and knowledge production and pragmatism. He then seeks the definition of an educated person and its implications for pedagogy. Mulcahy concludes by adopting his position to recast the educated person through the ideas of these philosophers and by challenging schools and colleges to do this as well on a more full and consistent level.

Mulcahy, D. G. (2010). Redefining Without Undermining Liberal Education. *Innovative Higher Education, 35*(3), 203-214. https://link.springer.com/content/pdf/10.1007%2Fs10755-010-9137-9.pdf

Mulcahy explores the continuing evolution of the term liberal education. He first reviews the historical and alternative understandings of liberal education, outlining a series of scholars and their discussions of liberal education. Following this discussion, he states that the integration of practical knowledge could enrich liberal education, even if it seems to be a departure from the traditional definition of liberal education. He concludes by advising colleges and universities to recast liberal education in order to integrate new approaches.

Nussbaum, M. (2006, March 29-30). Tagore, Dewey, and the imminent demise of liberal education. Paper presented at Tagore's Philosophy of Education, Kolkata (1-17). Q

Nussbaum focuses on Tagore and Dewey through a connection of stories that encompass the lack of concepts Tagore and Dewey fought for in education. Nussbaum also connects her three crucial skills good citizens need with the actions Tagore and Dewey implemented. Furthermore, Nussbaum recounts endeavors Tagore and Dewey took in liberal education and the successes they achieved. As the article continues, Nussbaum shares her opinion on the lack of good liberal art schools in Europe and Asia and some of the efforts that need to be done to get to this ideal. The discussion concludes mainly with points using Tagore's work and school.

O'Sullivan, N. (2011). The Place of Enlightenment in Michael Oakeshott's Conception of Liberal Education. *Politeja 3*(17), 5-16. Retrieved from http://www.michael-oakeshott-association.com/files/NOS11.pdf. Q

This article aims to address opposition towards liberal education as an elitist ideal. O'Sullivan does this by using Michael Oakeshott's revision of the ultimate goals for liberal education. "The essence of this revision is the injection into it of a philosophical ideal of enlightenment somewhat akin to the one found in Spinoza's short Tract on the Emendation of the Intellect (Tractatus de Intellectus Emendatione). In that tract, Spinoza argues that the good for man consists in overcoming powerful illusions which inspire feelings of alienation (as we would now term them) from the world, and thereby achieving a sense of continuity with the whole order of being, in a way that assigns no privileged place to human beings."

Patel, E. (2017, February 5). How Robots Will Save Liberal Education. *The Chronicle of Higher Education*. Retrieved from https://www.chronicle.com/article/How-Robots-Will-Save-Liberal/239113 Q

Using his own personal experience and developing research, Patel argues that liberal education is the best route to secure employment in an age where jobs are increasingly being taken by technology. He highlights that the skills that cannot be replaced by robots are those taught in liberal education: human interaction, creativity and good judgement. He further argues that liberal education has the infrastructure to create these "relationship workers" by including strong ethical foundations and an ability to adapt quickly to new circumstances. He concludes that while robots may be able to take technical skills, they will never replace the strong citizenship qualities produced by liberal education.

Rawlings III, H. R. (2017, December 21). Stop Defending the Liberal Arts. *The Chronicle of Higher Education*. Retrieved from https://www-chronicle-com.ezproxy.uleth.ca/article/Stop-Defending-the-Liberal/242080 Q

Rawlings presents five essential components of liberal education throughout the article. These are liberation, irreverence, pleasure, provocation, courage. Rawlings uses a humanities lens to convey these essential components and accentuate their prominence in liberal education. The use of poems and short phrases create a deeper meaning for these essentials and their importance. Rawlings also crafts thoughts about our role as educators in liberal education.

Rossing, J. P. (2012). Mobile Technology and Liberal Education. *Liberal Education, 98*(1), 68-72. https://www.aacu.org/publications-research/periodicals/mobile-technology-and-liberal-education

Rossing explores the opportunities and limitations of iPads for liberal education learning. He argues that one cannot just repackage traditional education into these devices, but must incorporate them to foster skills such as cooperation, collaboration and critical thinking. Technology can be used in liberal education, but liberal education can also be used to approach and responsibly use technology in an increasingly globalized world. He concludes that these new technologies cannot naturally foster liberal education skills but can be born out of liberal education skills and used in collaboration with them.

Saavedra, A. R., & Opfer, V. D. (2012). Learning 21st-century skills requires 21st-century teaching. *Phi Delta Kappan*, *94*(2), 8-13. Retrieved May 10, 2018 from http://journals.sagepub.com/doi/pdf/10.1177/003172171209400203

Saavedra and Opfer advocate the need to develop 21st century skills in students, through teaching, to meet the requirements of an increasingly globalized world. They outline nine ways to do so, including lessons related to: relevancy, connections, critical thinking, transferable skills, metacognition, addressing misconceptions, teamwork, the use of technology, and fostering creativity. They conclude by stating that implementing these changes will be key to solving the challenges faced by humanity in the 21st century.

Samson, N. (2016, March 28). Universities collaborate to win public support for the liberal arts: Experts say countering bad press requires 'good stories,' champions, experimentation. *University Affairs.* Retrieved from https://www.universityaffairs.ca/news/news-article/universities-collaborate-to-win-public-support-for-the-liberal-arts/ Q

Samson writes a compelling journal article on the importance of bringing back liberal arts, as discussed at a conference hosted by Universities Canada. Many social science and humanities programs are being cut at various institutions, possibly due to a PR problem. The speakers at this conference discussed the importance of emphasizing liberal arts' strength in experiential education. That is, making programs more enticing by teaching transferable skills, and communicating that value to potential students and employers. The most important item needed to bring back the liberal arts? Good stories and a renewed effort to communicating the value of a liberal education.

Schneider, C. G. (2012, November 8). *High Impact Practices and the Meanings of Success.* Paper Presented at 2012 Symposium on Scholarship of Teaching and Learning Mount Royal University. Banff, Alberta.

This Association of American Colleges and Universities (AAC&U) resource provides a guide to frequently confused terms regarding liberal arts, the Essential Learning Outcomes (ELOs),

statistics on the wants of employers regarding the ELOs, AAC&U member institutions learning outcomes for all students, high impact educational practices and relevant graphs and charts.

Schneider, C. G., & Miller, R. (2005). *Liberal Education Outcomes: A Preliminary Report on Student Achievement in College.* Washington DC, Association of American Colleges and Universities, 1-20.
https://www.aacu.org/sites/default/files/files/LEAP/LEAP_Report_2005.pdf

This Association of American Colleges and Universities resource provides an overview of the achievement of liberal education students in college. The report highlights a set of learning outcomes and provides assets to the cultivation of liberal education outcomes. It includes the liberal education outcomes, support for them from outside the academy, faculty reports on fostering the outcomes, students' reports on liberal education outcomes, and national assessments of these outcomes. It then provides campus assessments of student gains over time and powerful elements for the continued liberal education effort in schools.

Scott, R. A. (2014). The meaning of liberal education. *On The Horizon, 22*(1), 23-34.
https://search-proquest-com.ezproxy.uleth.ca/docview/1508090322?pq-origsite=summon Q

Scott comments on: "the philosophy of liberal education and its structure; the goal of general education in fulfilling the goals of liberal education; and four key elements." The four elements are the: "''liberating'' aspects of liberal education; the need for an emphasis on questions more than on answers; the meaning of a global perspective; and the connections of each of the above to extra-curricular experiences and engaged citizenship." Finally, Scott, discusses "the value of liberal education in careers and in life, and the future of liberal education in a job-focused world that gives more value to what can be immediately counted and useful." Scott's compelling paper grabs the attention of the reader within a page.

Shorris, E. (1997, September). As a weapon in the hands of the restless poor. *Harper's Magazine*, **50-59. Accessed on May 17, 2018 from
https://harpers.org/archive/1997/09/ii-as-a-weapon-in-the-hands-of-the-restless-poor/**

Shorris founded the Clemente Course for the Humanities, a ten-month-long academic program designed to provide college-level literature and philosophy classes to low-income students in New York City. In this essay, Shorris tells the story of the program's first two years. This story is touching and shows the incredible potential that each human has.

Sternberg, R. J. (2009, Fall). Wisdom, Intelligence, and A New Model for Liberal Education. *Liberal Education, 95*(4), 10-15. https://search-proquest-com.ezproxy.uleth.ca/docview/209816940?pq-origsite=summon

Sternberg begins with a little background information about his beginnings as a university student and the progress that took him to be a leader for multiple organizations and universities. Through his background, Sternberg found that the assessment process for recruitment of students into colleges and universities was inadequate and therefore began researching and modelled WICS. Wisdom, Intelligence, and Creativity Synthesized (WICS) was tested on a few high school and first year college students and relevant results came out of it. Not only does this improve assessment, but the model can be used in teaching as demonstrated by Sternberg.

Breadth

(2015, September 16). Employers value soft skills, but don't seek them out, expert says: Workplaces need a balance of STEM and liberal arts educations, says Michael Bloom. *CBC News.* Retrieved from http://www.cbc.ca/news/canada/nova-scotia/employers-value-soft-skills-but-don-t-seek-them-out%20-expert-says-1.3230939 Q

A short CBC article that focuses on an interview with the Conference Board of Canada's vice president of industry and business strategy, Michael Bloom. While having a focused degree may get you a job, not having skills such as teamwork, problem solving, and communication (all learned with a liberal education) is cited as the main reason people are let go from their positions, and having these skills is the reason employees are promoted.

Berrett, D. (2015, September 25). Faculty Members See Promise in Unified Way to Measure Student Learning. *The Chronicle of Higher Education.* Retrieved from http://www.chronicle.com.ezproxy.uleth.ca/article/Faculty-Members-See-Promise-in/233377/

Dan Berrett studies a new rubric used to test student's skills and abilities which replaces a grading schematic used in standardized testing to analyze student success. The skills that were tested were divided into three areas: critical thinking, quantitative literacy and written communication. Overall, four-year institutions tended to perform better than two-year college programs.

Caron, R. M. (2009). Call for Change in Liberal Education. *College Teaching, 58*(1), 1-2. https://doi.org/10.1080/87567550903253627

Caron proposes the introduction of courses on public health into liberal education. She argues that this will benefit students through the awareness of health care systems, nutrition, appropriate housing, and sustainable inner-city areas. This would increase both connections and critical thinking across disciplines. She concludes by stating that by complementing liberal education with public health it will cultivate life tools in students who will be able to apply them to create a healthier world.

Crutcher, R. A. (2011). Fluency Across the Boundaries: A Case for Liberal Education in the 21st Century. *The Presidency, (Winter)*, 17-21. Retrieved May 10, 2018 http://www.acenet.edu/the-presidency/columns-and-features/Pages/Fluency-Across-the-Boundaries-A-Case-for-Liberal-Education-in-the-21st-Century.aspx

Beginning first with his own experience with liberal education, Crutcher advocates the need to provide all students with a liberal education which covers a broad range of topics. While supplementing his work with interviews from other academics and LEAP advocacy initiatives he highlights the need to prepare students to meet the challenges of the 21st century through liberal education. He highlights the practical benefits of a liberal education, and its relevance to both the workforce and to good citizenry. He concludes by stating that for the sake of future sustainability, liberal education must be made accessible to all students.

Drummond, D., Finnie, R., & Weingarten, H. (2015, October 20). Canada must develop people with the skills the modern job market requires. *The Globe and Mail.* Retrieved from https://www.theglobeandmail.com/report-on-business/rob-commentary/canada-must-develop-people-with-the-skills-the-modern-job-market-requires/article26872675/. Q

Don Drummond, Ross Finnie and Harvey Weingarten point out the lack of skill development in graduates. The skills needed in our labour markets are those attached to the liberal arts; these include literacy, numeracy, communication, critical thinking, and problem solving. They suggest three ways to advance the alignment between the skills and competencies of the modern workplace in Canada: better information on graduate outcomes, better evidence-based understanding of new skills, and postsecondary needs to do a better job of measuring cognitive and transferable skills.

Durden, W. G. (2012, November 26). A Useful Liberal Arts. *Inside Higher Ed*. https://www.insidehighered.com/views/2012/11/26/essay-idea-useful-liberal-arts

Durden advocates for liberal education through Benjamin Rush and his purpose behind the foundation of Dickinson College. Durden then briefly explains the opposition and some of their points for stating that liberal education is useless and uses his personal story to state otherwise. Durden's personal journey shows that his liberal education training has allowed him to fulfill

many positions he did not have specific training in and allowed him to be in a job that did not exist previously.

Fischer, K. (2012). <mark>Bucking Cultural Norms, Asia Tries Liberal Arts.</mark> *Chronicle of Higher Education, 58*(23). Retrieved from https://www-chronicle-com.ezproxy.uleth.ca/article/Bucking-Cultural-Norms-Asia/130667.

Fischer describes the reforms that are taking place at some Asian universities. These reforms require a shift away from test-taking students to students that can innovate and invent to adapt to a changing world. She describes liberal education similarities between both the west and the way students had been educated historically in the east before focusing on liberal arts initiatives that are making their way into Chinese universities and high schools. She does so by focusing on specific case-studies, outlining some challenges being faced in the education system while doing so. Fischer concludes her article by stating that the liberal education system in Asia will take a different approach from the West, which will allow it to fit into the differing Asian cultures it will be placed in.

Gordon, D. (2012). <mark>The Confidence Factor in Liberal Education.</mark> *Liberal Education, 98*(3), 42-47. https://www.aacu.org/publications-research/periodicals/confidence-factor-liberal-education

In his article, Gordon highlights the benefits of pursuing a liberal education. He utilizes case studies such as that of Steve Jobs and the rising embrace of liberal education in Asia. He concludes by making a clarification regarding the meaning of liberal education and puts emphasis on the liberal arts as freedom, moving the discipline away from a narrow definition.

Hadley, D. W. (2008). <mark>From Tumble to Dance: The Unsung 'Dance Steps' Fostered by Liberal Arts Education.</mark> *Journal of Education, 188*(2), 31-54. http://journals.sagepub.com/doi/pdf/10.1177/002205740818800205

Hadley outlines the capabilities that students develop within liberal education. She divides her explanations into various human skills related to the body. These include skills cultivated in the ear, the eye, the hand, the heart, the mouth, and the mind. She concludes by stating that these skills are supplemented with other liberal education outcomes but that the small-scale changes she had outlined do take place in liberal education and prepare students for lessons learned beyond college.

Klassen, T. R. (2015, October 14) <mark>The perceived disconnect between the classroom and the 'real world'.</mark> *University Affairs.* Retrieved from

https://www.universityaffairs.ca/opinion/in-my-opinion/the-perceived-disconnect-between-the-classroom-and-the-real-world/ Q

Klassen addresses the fears that students have regarding their futures after university. He points out that classroom learning invests in skills such as research, writing skills, dealing with people, meeting deadlines, and communicating effectively which will guarantee success in the workplace. He suggests that students entering business schools in the hopes of jobs would be better off pursuing their interests in university, and in doing so, preparing themselves for the real world.

Kronyk, R. (2016, January 6). Giving the liberal arts their due: Will corporate Alberta help liberal arts graduates enter the business world? Should they? *Alberta Venture*. Retrieved from https://albertaventure.com/2016/01/giving-the-liberal-arts-their-due/ Q

Kronyk's article points out that there is a severe lack of funding for liberal arts programs across Alberta. Liberal arts students are extremely valuable to corporations. Their ability to think critically and be adaptable to constant changes are crucial to society. Corporations can understand the importance of a liberal arts student; educators need to also connect the work they do to the work of employment.

Morley, M. E. (2012). The High Cost of Quantitative Illiteracy. *AWM Newsletter, 42*(4), 8-10.

Morley seeks to show the serious consequences of quantitative illiteracy through her overview of recent academic studies on quantitative illiteracy. She presents works which show consequences related to mortgage crisis, children receiving incorrect doses of medicine, and worsening diabetes control for quantitatively illiterate patients. She draws attention to the troubling number of adults with quantitative illiteracy and warns that society needs to begin taking quantitative illiteracy seriously instead of turning it into a joke.

Moro, Anna. (2018, June 14). The humanities are becoming more important. Here's why. *World Economic Forum.* Retrieved from https://www.weforum.org/agenda/2018/06/how-a-humanities-degree-will-serve-you-in-a-disruptive-economy/

Moro argues that the skills that come from studying the humanities are essential skills which are sought after in the job market. Investors state that workers who can put information into human context, have higher empathy, emotional intelligence and critical thinking are needed. The humanities provide students with these skills, which are highly transferable and helpful for learners to adapt to a disruptive economy.

Oxtoby, D. W. (2012, Spring). The Place of the Arts. *Liberal Education, 98*(2), 36-41.
https://search-proquest-com.ezproxy.uleth.ca/docview/1081331599?pq-origsite=summon

Oxtoby writes and argues for arts to be core within university and college curriculums. He advocates strongly that there should be an emphasis on creating and making art, not only observing and reading about the arts. Although it might not always be the most comfortable of endeavors, Oxtoby says that the arts will impact society, help students push their boundaries, give students experiential education and teach them creativity.

Peterson, P. M. (2012, June 18). Liberal-Arts Education: Has the Global Migration Stalled? *The Chronicle of Higher Education.* Retrieved from http://chronicle.com/article/Liberal-Arts-Education-Has/132327.

Peterson explores the adaptability of liberal education in the wake of global resurgence, focusing on China. She raises questions surrounding the compatibility of Western liberal arts to Chinese cultural studies and deeply integrated ideological views. However, countries facing the forces of globalization require liberal education to combat precarious hyperspecialization and to improve nation building. She concludes by stating that liberal education needs to adapt and adjust to local contexts if it wants to continue its global migration.

Rawlings III, H. R. (2017, December 21). Stop Defending the Liberal Arts. *The Chronicle of Higher Education*. Retrieved from https://www-chronicle-com.ezproxy.uleth.ca/article/Stop-Defending-the-Liberal/242080 Q

Rawlings presents five essential components of liberal education throughout the article. These are liberation, irreverence, pleasure, provocation, courage. Rawlings uses a humanities lens to convey these essential components and accentuate their prominence in liberal education. The use of poems and short phrases create a deeper meaning for these essentials and their importance. Rawlings also crafts thoughts about our role as educators in liberal education.

Roth, M. S. (2014, June 3). A World Without Liberal Education? *Wesleyan University*.
http://roth.blogs.wesleyan.edu/2014/06/03/a-world-without-liberal-education/

Roth addresses an interviewer's question regarding specialized education and argues, using a variety of examples and speakers (such as CEOs), that learning must be open-ended. Through his examples Roth discuss the importance of breadth for both the workforce and society itself.

Seifert, T. A., Goodman, K. M., Lindsay, N., Jorgensen, J. D., Wolniak, G. C., Pascarella, E. T., & Blaich, C. (2008). The Effects of Liberal Arts Experiences on Liberal Arts Outcomes.

Research in Higher Education, 49(2), 107-125.
https://link.springer.com/content/pdf/10.1007%2Fs11162-007-9070-7.pdf

Seifert and his colleagues studied the effect that an institutional ethos of liberal arts has on student outcomes associated with the liberal arts. They utilized Pascarella et al's study as a basis before collecting data in three phases from four participating institutions. The first phase was demographic information, the second a college experience questionnaire which measured a range of classroom experiences, openness to diversity and literacy, and the third phase was a monitored session in which students completed one of two assessment batteries. They found a liberal arts experience positively affected intercultural effectiveness, inclination to inquire, and lifelong learning, well-being, and leadership. They conclude by stating that their study provides empirical evidence for the benefits of a liberal arts education.

Shinn, L. D. (2012, June). Liberal Education in the Age of the Unthinkable. *Change: The Magazine of Higher Learning, 44*(4), 15-21.
https://doi.org/10.1080/00091383.2012.691858

Shinn proposes liberal education as the solution to unexpected, rapid, and complex global changes, using the metaphor of "black swans" to label these situations. He focuses first on the financial black swan of the global recession and the technological black swan of the Internet that require higher education to shift. He advocates for flexible, innovative and adaptive liberal education in the face of these challenges and warns against narrow undergraduate specialization. He goes further to state that institutions themselves should become more flexible and interdisciplinary in themselves, using Berea College and Arizona State University as case studies. Finally, he outlines traditional implementations to this reorganization and concludes by stating that traditional education is no longer efficient nor effective, and that liberal education should be embraced in order to provide the learning that students require.

Working Draft. (2000). The Case for Quantitative Literacy. **Accessed on May 4, 2018 from http://www.stolaf.edu/other/ql/case.html.**

This paper argues that quantitative literacy is increasingly relevant in our developing world. It provides a brief history of quantitative literacy before beginning to describe it as a habit of mind which allows math to be connected to the real world. Elements, expressions, skills and context are then discussed. The author then concludes by addressing some challenges which face quantitative literacy in our modern context.

White, L. (2015, May 13). Developing 21st century skills. *Toronto Sun.* Retrieved from
http://www.torontosun.com/2015/05/13/developing-21st-century-skills Q

White writes about the development of 21st century skills in students across Canada. Focusing on Sheridan Art College and George Brown College Centre for Business, which have mandatory classes for students to take outside of their degree in order to broaden their skill set. By doing this, students are able to develop the skills the employers are looking for and be able to launch and maintain a successful career.

Civic Engagement

Agresto, J. (2011). The Liberal Arts Bubble. *Academic Questions, 24*(4), 392-402.
https://link.springer.com/content/pdf/10.1007%2Fs12129-011-9250-y.pdf

Agresto reviews the critiques and threats to liberal arts which have evolved over centuries of scholars in America, and asks what has created liberal education institutions as they existed before the mid-nineteenth century, linking the answer to the usefulness of liberal education. He then addresses the fall of liberal education following the 1960s, linking it to criticism, skepticism, ideology, and a move away from the traditional foundations of liberal education. He concludes by providing some thoughts on how to fix the errors of liberal education in order to prevent its decline.

Applebaum, Y. (2016, June 28). Why America's Business Majors Are in Desperate Need of a Liberal-Arts Education. *The Atlantic*. Retrieve from
https://www.theatlantic.com/business/archive/2016/06/why-americas-business-majors-are-in-desperate-need-of-a-liberal-arts-education/489209/.

The article provides reasons business majors and other related programs should have liberal education experience in order to ensure future career success. Applebaum points to a couple of areas in which business majors are lacking crucial skills such as the ability to think, write, and reason in a complex way. Liberal education could help resolve this and on top of that help students become better citizens at the same time.

Basu, A., Frank, J., Sitze, A., & Umphrey, M. (2017). The Liberal Arts in Illiberal Times.
The Amherst Student (146-16). Retrieved from
http://amherststudent.amherst.edu/?q=article/2017/02/08/liberal-arts-illiberal-times.
Q

Basu, Frank, Sitze and Umphrey powerfully address the state of liberal education following the 2016 American election. They argue that liberal education institutions are especially necessary in the current age. For them, liberal arts and educational institutions are about serving public interest, not public opinion. It is to grow in our abilities to speak and confront problems head on while being respectful, humble, and courageous.

Crutcher, R. A. (2011). Fluency Across the Boundaries: A Case for Liberal Education in the 21st Century. *The Presidency, (Winter)*, 17-21. Retrieved May 10, 2018 http://www.acenet.edu/the-presidency/columns-and-features/Pages/Fluency-Across-the-Boundaries-A-Case-for-Liberal-Education-in-the-21st-Century.aspx

Beginning first with his own experience with liberal education, Crutcher advocates the need to provide all students with a liberal education which covers a broad range of topics. While supplementing his work with interviews from other academics and LEAP advocacy initiatives he highlights the need to prepare students to meet the challenges of the 21st century through liberal education. He highlights the practical benefits of a liberal education, and its relevance to both the workforce and to good citizenry. He concludes by stating that for the sake of future sustainability, liberal education must be made accessible to all students.

Fischer, K. (2012). Bucking Cultural Norms, Asia Tries Liberal Arts. *Chronicle of Higher Education, 58*(23). Retrieved from https://www-chronicle-com.ezproxy.uleth.ca/article/Bucking-Cultural-Norms-Asia/130667.

Fischer describes the reforms that are taking place at some Asian universities. These reforms require a shift away from test-taking students to students that can innovate and invent to adapt to a changing world. She describes liberal education similarities between both the west and the way students had been educated historically in the east before focusing on liberal arts initiatives that are making their way into Chinese universities and high schools. She does so by focusing on specific case-studies, outlining some challenges being faced in the education system while doing so. Fischer concludes her article by stating that the liberal education system in Asia will take a different approach from the West, which will allow it to fit into the differing Asian cultures it will be placed in.

Hohendahl, P. U. (2011). Humboldt Revisited: Liberal Education, University Reform, and the Opposition to the Neoliberal University. *New German Critique, 38*(2 (113)), 159-196. http://www.jstor.org/stable/41288137

Hohendahl reexamines the use of Wilhelm von Humboldt in postwar discourse on liberal education. He outlines some complications with his organization before he divides his article into three parts. The first part includes the appropriation of Humboldt by conservatives to restore the pre-fascist German university in 1945, followed by the appropriation of Humboldt in the reform movement of 1960. The second part analyzes more recent American discourse surrounding higher education, with similar use by conservatives and liberals. The third section involves the George W. Bush administration's implicit rejection of Humboldt's ideas. He concludes by

stating that in the modern context it is difficult to integrate Humboldt into universities without a radical and unorthodox reading of his writings.

Hovland, K., & Schneider, C. G. (2011). Deepening the Connections: Liberal Education and Global Learning in College. *About Campus, 16*(5), 2-8. http://journals.sagepub.com/doi/pdf/10.1002/abc.20074

Hovland and Schneider address citizenship and education in an evolving global environment. They utilize the Association of American Colleges and Universities (AAC&U) Shared Futures: Global Learning and Social Responsibility initiative and the Liberal Education and America's Promise centennial promise campaign, which includes a set of essential learning outcomes to outline how this new global environment might be addressed. They also outline the essential liberal goals of Michigan State University as a resource to add to what they call a global blueprint. Hovland and Schneider conclude by stating that global learning cannot be added on, but must be a transformative rationale which can be utilized to address multidisciplinary global challenges and create prepared global citizens.

Johnson, E. (2015, June 22). Business Can Pay to Train Its Own Work Force. *The Chronicle of Higher Education.* **Retrieved from https://www-chronicle-com.ezproxy.uleth.ca/article/Business-Can-Pay-to-Train-Its/231015.**

Johnson discusses and explore the issues surrounding who should pay for education. With the business world asking education to have students more ready to meet their needs, Johnson suggests that businesses should take more responsibility in paying costs instead of letting the taxpayers cover their bills.

Lewington, J. (2017, March 14). How universities are working to shatter the ivory tower: Academic life is slowly becoming more engaged with the outside world – and students are leading the way. *Maclean's.* **Retrieved from http://www.macleans.ca/education/university/how-universities-are-working-to-shatter-the-ivory-tower/?utm_source=Academica+Top+Ten&utm_campaign=cfd4810fff-EMAIL_CAMPAIGN_2%20017_03_16&utm_medium=email&utm_term=0_b4928536cf-cfd4810fff-47700461** Q

Lewington explores the many community/university projects that are beginning to appear all across Canada. Universities and communities can be at odds, but a seven-year study on university-community engagement slated to end for 2019 is discovering many institutions and their neighbours are joining together to help improve their society. They are doing so through a variety of programs such as those for disabled children, apps for the homeless to find shelter, and

parks. She uses case studies from universities such as Acadia, Carleton, Toronto, Calgary, and UBC.

Mead, W. B. (2014, January 17). Learning from the Insights and the Errors of a Great Mind: Michael Oakeshott on Liberal Education. *Anamnesis Journal.* Retrieved from http://anamnesisjournal.com/2014/01/learning-insights-errors-great-mind-michael-oakeshott-liberal-education/. Q

Mead reviews Michael Oakeshott's "The Voice of Liberal Learning". Mead looks at both the good and bad from the essays written in the book. A few discussions focus on liberal learning as conversations between students and faculty and between disciplines.

Moore, A. (2016, October 4). We need to challenge the primacy of "productivity" as an educational metric: A good education is not simply job-training. *University Affairs.* Retrieved from https://www.universityaffairs.ca/opinion/in-my-opinion/need-challenge-primacy-productivity-educational-metric/ Q

Moore speaks about redefining the way we measure productivity following university. Measuring the value of a liberal arts degree through job growth and salaries alone is not a good measure of success because for some, not all goods can be assigned a cash value. Rather, what makes liberal arts so important are the public goods that emerge from it.

Nussbaum, Martha. (2007). Cultivating Humanity and World Citizenship. *Forum Futures*, University of Chicago, 37-40.

Nussbaum states that "the idea of "liberal education" [is] higher education that cultivates the whole human being for the functions of citizenship and life in general". Nussbaum then goes on to talk about three crucial abilities for good citizenship in our diversifying and pluralistic world. Although, Nussbaum concludes by stating that we lack these three skills and therefore most of us are poor citizens. To end the article, reasons as to why liberal education can increase these skills are given and the need to retain the role of art and humanities in our education institutes is highlighted.

Patel, E. (2017, February 5). How Robots Will Save Liberal Education. *The Chronicle of Higher Education*. Retrieved from https://www.chronicle.com/article/How-Robots-Will-Save-Liberal/239113 Q

Using his own personal experience and developing research, Patel argues that liberal education is the best route to secure employment in an age where jobs are increasingly being taken by technology. He highlights that the skills that cannot be replaced by robots are those taught in

liberal education: human interaction, creativity and good judgement. He further argues that liberal education has the infrastructure to create these "relationship workers" by including strong ethical foundations and an ability to adapt quickly to new circumstances. He concludes that while robots may be able to take technical skills, they will never replace the strong citizenship qualities produced by liberal education.

Peterson, P. M. (2012, June 18). Liberal-Arts Education: Has the Global Migration Stalled? *The Chronicle of Higher Education.* Retrieved from http://chronicle.com/article/Liberal-Arts-Education-Has/132327.

Peterson explores the adaptability of liberal education in the wake of global resurgence, focusing on China. She raises questions surrounding the compatibility of Western liberal arts to Chinese cultural studies and deeply integrated ideological views. However, countries facing the forces of globalization require liberal education to combat precarious hyperspecialization and to improve nation building. She concludes by stating that liberal education needs to adapt and adjust to local contexts if it wants to continue its global migration.

Pittis, D. (2017, September 17). Yes, post-secondary education makes you rich, but that may not be the best part. *CBC News, Analysis*. June 26th, 2018 retrieved from http://www.cbc.ca/news/business/education-canada-economics-1.4268921.

Pittis shares some of the payoffs of post-secondary education such as better paying jobs, longer life, and more volunteering. He continues on to distinguish the complaints of taxpayers and students on the amount they are paying into education and further explains the benefits to both parties. Pittis concludes by highlighting the importance of post-secondary education.

Porterfield, D. R. (2015, September 22). College rankings crush liberal arts education. It's time to revalue it. *The Washington Post.* Retrieved from https://www.washingtonpost.com/news/grade-point/wp/2015/09/22/college-rankings-crush-liberal-arts-education-its-time-to-revalue-it/?utm_term=.1dd96e23ec6e Q

An essay written by Daniel Porterfield, the president of Franklin & Marshall College. Porterfield points out how college ranking systems are more about salary value then about education value. A good post-secondary institution offers a broad range of core courses. They are about improving skills, doing independent research, and working along with faculty. With information becoming more accessible, critical thinking, reasoning skills and problem-solving skills are more important now then ever before. Liberal arts give students a chance to develop and hone these skills and so much more. Liberal arts students are leaders of the new world. Not because of their salaries, but because of their ability to think.

Raths, D. (2016, April 11). Redefining Student Success in a Digital Ecosystem. *Campus Technology.* Retrieved from https://campustechnology.com/Articles/2016/04/11/Redefining-Student-Success-in-a-Digital-Ecosystem.aspx?Page=1 Q

Raths discusses the challenge of student success in terms of a digitally-driven world. In order to succeed learning needs to be open, participatory, and connected. Graduating with high grades does not necessarily constitute a good career. Having the ability to connect knowledge across different courses and sharing that knowledge will make a student successful.

Shinn, L. D. (2012, June). Liberal Education in the Age of the Unthinkable. *Change: The Magazine of Higher Learning, 44*(4), 15-21. **https://doi.org/10.1080/00091383.2012.691858**

Shinn proposes liberal education as the solution to unexpected, rapid, and complex global changes, using the metaphor of "black swans" to label these situations. He focuses first on the financial black swan of the global recession and the technological black swan of the Internet that require higher education to shift. He advocates for flexible, innovative and adaptive liberal education in the face of these challenges and warns against narrow undergraduate specialization. He goes further to state that institutions themselves should become more flexible and interdisciplinary in themselves, using Berea College and Arizona State University as case studies. Finally, he outlines traditional implementations to this reorganization and concludes by stating that traditional education is no longer efficient nor effective, and that liberal education should be embraced in order to provide the learning that students require.

Shorris, E. (1997, September). As a weapon in the hands of the restless poor. *Harper's Magazine***, 50-59. Accessed on May 17, 2018 from https://harpers.org/archive/1997/09/ii-as-a-weapon-in-the-hands-of-the-restless-poor/**

Shorris founded the Clemente Course for the Humanities, a ten-month-long academic program designed to provide college-level literature and philosophy classes to low-income students in New York City. In this essay, Shorris tells the story of the program's first two years. This story is touching and shows the incredible potential that each human has.

Sleeper, J. (2012). With Friends Like These... Who Will Defend Liberal Education? *Dissent, 59*(4), 23-26. **https://www.dissentmagazine.org/article/with-friends-like-these-who-will-defend-liberal-education**

Sleeper details the political challenges that liberal education universities face in the midst of increased partisan ideology and neoliberal management. He critiques presidents and trustees for treating students like customers and professors like employees, focusing particularly on New York University President John Sexton.

Smith, M. B., Nowacek, R. S., & Bernstein, J. L. (2017, January 19). Don't Retreat. Teach Citizenship. *The Chronicle of Higher Education*. Retrieved from https://www.chronicle.com/article/don-t-retreat-teach/238923.

Smith et al. share three citizenship traits that are required: A breadth of knowledge from across a range of disciplines, empathy, and political participation. They advocate for more emphasis on these in higher education institutes.

Stewart, M. (2018, June). The 9.9 Percent Is the New American Aristocracy. *The Atlantic*. Retrieved from https://www.theatlantic.com/magazine/archive/2018/06/the-birth-of-a-new-american-aristocracy/559130/. Q

Stewart analyses the 9.9 percent, a group not as rich as the 0.1%, but also not facing the same barriers faced by the bottom 90% of the population. This group believes in themselves as a meritocracy, while most of their success is based on intergenerational elasticity. Steward describes how the 9.9 percent stays that way, through assertive mating, elite colleges which require expensive entry qualifications and tuition, tax breaks, the economic segregation of neighbourhoods (and schools,) and by convincing themselves they have earned their living through merit, not privilege. Stewart shows that the degree of resentment the 9.9 percent causes non-college educated voters, the majority of them voting Trump, to become polarized. He concludes by warning the 9.9 percent that the system they uphold will soon fall, and likely take them with it. He urges them to challenge the system, and to fight for other people's children; not just their own.

Telling, K. (2018, February 19). Selling the Liberal Arts Degree in England: Unique Students, Generic Skills and Mass Higher Education. *Sociology*. http://journals.sagepub.com/doi/pdf/10.1177/0038038517750548

The main purpose of the article is to explore changes in post-war English higher education. Changes such as "movement from an elite to a mass higher education system, from a social-mobility to a marketized conception of meritocracy, and towards an increasingly generic conception of employability". Beyond that, the conversation turns to the beneficial contributions liberal education has had with these changes and how schools should look at liberal education as a viable avenue.

Traphagan, J., & Spinuzzi, C. (2013, October 4). College: You're not just doing this for you. *The Dallas Morning News: DallasNews*. https://www.dallasnews.com/opinion/commentary/2013/10/04/college-youre-not-just-doing-this-for-you Q

In this article, liberal education is both seen to have internal value and external value. But the main focus is on the civic benefits liberal education provides and the importance of this education in contributing to the society and our fellow neighbours. Traphagan and Spinuzzi state that the primary focus should be to bring the knowledge back to the society. "The public university is a civic enterprise aimed at making society a better place by creating educated, knowledgeable and capable individuals whose actions can directly improve the social whole. But what universities do powerfully contributes to the creation of successful businesses, government, schools and so on by providing well-educated citizens and employees: people who have strong critical thinking skills and who can innovate and solve problems, argue effectively, understand other points of view, and strengthen the social, moral, legal and physical fabric of our country."

Zimmerman, J. (2017, February 23). Scholars Behind Bars. *The New York Review of Books, 64*(3), Retrieved from http://www.nybooks.com/articles/2017/02/23/scholars-behind-bars-college-prison/ Q

Zimmerman analyzes education in prisons while addressing whether prisoners should receive a post-secondary education. He utilized Bard Prison Initiative as a case study to show that teaching inmates about liberal arts gives them the opportunity to earn degrees and become contributors to their communities. He further expands his article to show how these prison programs are becoming more effective than "elite" liberal education programs in colleges today. However, these prison programs are privately funded with few of them existing.

Connections

Albertine, S., Petersen, D. J., & Plepys, C. (2012). For the Profession and for All: Toward Liberal Education in Public Health. *Peer Review, 14*(2), 24-27. Retrieved May 10, 2018 from https://search.proquest.com/docview/1081336019?pq-origsite=gscholar

Albertine, Petersen, and Plepys outline the process of utilizing American Colleges and Universities' Essential Learning Outcomes (ELOs) as a framework for the design of curriculum in public health, brought on by the need to ensure all undergraduates should have access to education in public health. They outline their process and model before concluding that because public health addresses the needs of the entire population, the development of undergraduate public health curriculum in cooperation with liberal education is necessary for both the public health system and society at large.

Bateman, B. W. (2014, October 13). Why study liberal arts? Because it can help create both good citizens and good workers. *Pittsburgh Post-Gazette*. Retrieved from http://www.post-gazette.com/opinion/2014/10/14/Why-study-liberal-arts/stories/201410140036.

This short article highlights a few benefits of a Liberal Arts education. Benefits like preparing students to become free and productive citizens which also in turn prepares them for long-term success in a job. It also gives students skills and even some financial advantages in the long run.

Bell, S. (2015, August 19). Welcome to Entrepreneurship U, Part One: From the Bell Tower. *Library Journal.* Retrieved from https://lj.libraryjournal.com/2015/08/opinion/steven-bell/welcome-to-entrepreneurship-u-part-one-from-the-bell-tower/. Q

Bell addresses ways in which librarians can help facilitate efforts to prepare students for the real world. Most of his techniques focus on a way to cross traditional business school methods with liberal education and to "entrepreneurize" the curriculum. He concludes by stating that librarians, especially business librarians, are in the proper position to promote this crossover.

Bennett, J. B. (2001). Liberal Learning as Conversation. *Liberal Education, 87*(2). **Retrieved from https://www.aacu.org/publications-research/periodicals/liberal-learning-conversation.**

Bennett seeks to redefine the way we think about teaching by using the metaphor of a conversation, highlighting a wide variety of ways this ties into liberal learning. Bennett references Michael Oakeshott throughout the essay but summarizes his points by stating that conversation as a metaphor for liberal learning and being human helps us to see that liberal learning involves cultural inheritance, a range of voices, active engagement, reflexivity, hospitality, and mutual learning.

Berret, D. (2015, January 26). The Day the Purpose of College Changed: After February 28, 1967, the main reason to go was to get a job. *The Chronicle of Higher Education*. https://www.chronicle.com/article/The-Day-the-Purpose-of-College/151359

The article reviews the place of liberal education in the American tradition since 1967 and is instructive for understanding how the purpose of post-secondary education has come to be defined as "for a job". The main focus is on the conversation government officials had and the AAC&U board. The article further describes the running away from liberal education.

Bevins, S. (2011). STEM: Moving the Liberal Arts Education into the 21st Century. *Technology and Engineering Teacher, 71*(4), 10-13. Retrieved May 10, 2018 from https://search.proquest.com/docview/916926321?pq-origsite=gscholar

Bevins details the 21st century shift from industrial arts to technology education, addressing the importance of technological literacy in the modern day. He also outlines the way technology is changing education, and its importance to economic growth, development, and society. He concludes by stating that with its newly found importance, it is key that STEM and liberal arts should work together to provide students the best possible opportunities in the global economy.

Carlson, S. (2018, March 5). What Gets Forgotten in Debates About the Liberal Arts. *The Chronicle of Higher Education*. Retrieved from https://www.chronicle.com/article/What-Gets-Forgotten-in-Debates/242749?key=Vsp5df7WwhGNPuakdKhVXi20DEHbJ_ZywxjBDyaIGd2Iy0KV5GQfVnKvwSiWsV4jbE1Jd0RtbFZzNldhbjRQa3hIazJ1TkxyazFzUG4zWmFoSHlpX0IwTU1tQQ.

The point of contention in this article is whether or not the 'useless' liberal arts contribute to skills needed for jobs. The article surveys a range of opinions on the liberal arts, looking for the right blend of these job-ready skills. Many arguments in this paper state that liberal arts are a big contributor and are often looked for by employers, but there are a few counter arguments.

Caron, R. M. (2009). Call for Change in Liberal Education. *College Teaching, 58*(1), 1-2. https://doi.org/10.1080/87567550903253627

Caron proposes the introduction of courses on public health into liberal education. She argues that this will benefit students through the awareness of health care systems, nutrition, appropriate housing, and sustainable inner-city areas. This would increase both connections and critical thinking across disciplines. She concludes by stating that by complementing liberal education with public health it will cultivate life tools in students who will be able to apply them to create a healthier world.

Champagne, J. (2014, January 8). Actually, post-secondary education is a great retirement investment. *Financial Post*. Retrieved from http://business.financialpost.com/personal-finance/young-money/actually-post-secondary-education-is-a-great-retirement-investment.

The main point of this article is that post-secondary education, even though it shrinks the work window by a little bit, in the long run contributes more to finances than only getting a high

school diploma. The article references to stats like the rate of unemployment to make their case about education being worth the time spent in it.

Chung, E., Molnar, K., & Gilbertson, J. (2011). Oil and Water? Business Education in a Liberal Arts Setting. *Insights to a Changing World Journal,* (4).

Chung, Molnar and Gilbertson conduct both surveys and interviews of business students to discern student perception of education between students attending public comprehensive universities and private liberal arts colleges. They hypothesized that students exposed to liberal arts would have a different understanding of reality, but their research found no support for any difference between the perceptions of the two groups of students. They conclude that this could have important implications for liberal education business schools and that further research is required on the subject.

Clegg, P. (2008, August). Creativity and critical thinking in the globalised university. *Innovations in Education and Teaching International, 45*(3), 219-226. Retrieved from https://search-proquest-com.ezproxy.uleth.ca/docview/210671719?accountid=12063.

"This paper outlines the dynamic life of the university in the era of neo-liberal globalisation, and within this context, discusses the nature of 'creativity' as a life force or power, similar to the Ancient Greek idea of 'Eros'."

Eagleton, T. (2010, December 17). The death of universities. *The Guardian*, online. https://www.theguardian.com/commentisfree/2010/dec/17/death-universities-malaise-tuition-fees Q

Eagleton emphasizes the importance of humanities in making universities fundamentally universities. Not only that, but he advocates that there must be connections made between the humanities and the other disciplines. Without humanities, it could be the death of universities.

Ernst, B.K., Wonder, K. & Adler, J. (2015, March 26). Developing a University Learning Community of Critical Readers and Writers: The Story of Liberal Arts and IEP Partnership. *Tesol, 7*(1). **Accessed May 22, 2018 from https://onlinelibrary-wiley-com.ezproxy.uleth.ca/doi/abs/10.1002/tesj.191.**

Ernst, Wonder, and Adler discuss the relationship between ESL learning communities and cross-cultural learning through the grouping of ESL students with students in a first-year English course. They explore the experience of the students through their study and explain the relation the project had to the goals of liberal education.

Evans, W. (2009). Iris Murdoch, Liberal Education and Human Flourishing. *Journal of Philosophy of Education, 43*(1), 75-84. https://doi-org.ezproxy.uleth.ca/10.1111/j.1467-9752.2009.00666.x Q

Evans utilizes Iris Murdoch's philosophical writings to address the issues of 'the relationship between flourishing as the end of education and initiation into the various practices as the media through which this is accomplished' and 'the nature of this initiation itself with respect to what it demands of those entrusted to carry it out". Murdoch addresses this through her conception of human nature as requiring liberal education to flourish. Evans then outlines Murdoch's theory of techne and how Murdoch's Platonism resists threats to liberal education to provide the answers to these questions. He concludes that Murdoch would state that the end of liberal education for students is not merely to get jobs, but to understand themselves, and that teachers should embrace metaphysics to nurture ideas and intuition.

Flaherty, C. (2018, January 29). Beyond Box Checking. *Inside Higher Ed*. Retrieved May 10, 2018 from https://www.insidehighered.com/news/2018/01/29/colleges-share-how-they-made-their-general-education-programs-more-laundry-list?utm_source=Inside+Higher+Ed&utm_campaign=e50b5af8fa-DNU20180111&utm_medium=email&utm_term=0_1fcbc04421-e50b5af8fa-200128205&mc_cid=e50b5af8fa&mc_eid=4a834eb89b.

This article briefly discusses changes three higher education institutions made to their curriculum to better facilitate deep and practical learning. It has practical ideas and implementation strategies.

Graves, K. (2014, February 10). Because It's Good for You: An Argument for History of Education in Liberal Education. *History of Education Quarterly, 54*(1), 98-102. https://onlinelibrary.wiley.com/doi/epdf/10.1111/hoeq.12048 Q

This brief article shares a few points on the importance of learning about the history of education and liberal education for teachers.

Hadley, D. W. (2008). From Tumble to Dance: The Unsung 'Dance Steps' Fostered by Liberal Arts Education. *Journal of Education, 188*(2), 31-54. http://journals.sagepub.com/doi/pdf/10.1177/002205740818800205

Hadley outlines the capabilities that students develop within liberal education. She divides her explanations into various human skills related to the body. These include skills cultivated in the ear, the eye, the hand, the heart, the mouth, and the mind. She concludes by stating that these skills are supplemented with other liberal education outcomes but that the small-scale changes

she had outlined do take place in liberal education and prepare students for lessons learned beyond college.

Hohendahl, P. U. (2011). Humboldt Revisited: Liberal Education, University Reform, and the Opposition to the Neoliberal University. *New German Critique, 38*(2 (113)), 159-196. http://www.jstor.org/stable/41288137

Hohendahl reexamines the use of Wilhelm von Humboldt in postwar discourse on liberal education. He outlines some complications with his organization before he divides his article into three parts. The first part includes the appropriation of Humboldt by conservatives to restore the pre-fascist German university in 1945, followed by the appropriation of Humboldt in the reform movement of 1960. The second part analyzes more recent American discourse surrounding higher education, with similar use by conservatives and liberals. The third section involves the George W. Bush administration's implicit rejection of Humboldt's ideas. He concludes by stating that in the modern context it is difficult to integrate Humboldt into universities without a radical and unorthodox reading of his writings.

Hovland, K., & Schneider, C. G. (2011). Deepening the Connections: Liberal Education and Global Learning in College. *About Campus, 16*(5), 2-8. http://journals.sagepub.com/doi/pdf/10.1002/abc.20074

Hovland and Schneider address citizenship and education in an evolving global environment. They utilize the Association of American Colleges and Universities (AAC&U) Shared Futures: Global Learning and Social Responsibility initiative and the Liberal Education and America's Promise centennial promise campaign, which includes a set of essential learning outcomes to outline how this new global environment might be addressed. They also outline the essential liberal goals of Michigan State University as a resource to add to what they call a global blueprint. Hovland and Schneider conclude by stating that global learning cannot be added on, but must be a transformative rationale which can be utilized to address multidisciplinary global challenges and create prepared global citizens.

Johnson, E. (2015, June 22). Business Can Pay to Train Its Own Work Force. *The Chronicle of Higher Education***. Retrieved from https://www-chronicle-com.ezproxy.uleth.ca/article/Business-Can-Pay-to-Train-Its/231015.**

Johnson discusses and explore the issues surrounding who should pay for education. With the business world asking education to have students more ready to meet their needs, Johnson suggests that businesses should take more responsibility in paying costs instead of letting the taxpayers cover their bills.

Kay, W. K. (2011). Liberal education: a renewed role within religious education. *Journal of Beliefs & Values, 32*(2), 185-193. https://doi.org/10.1080/13617672.2011.600817

Kay traces the historical evolution and tension between liberal education and religious education, outlining the influence of liberal education in school and universities. He then addresses the contemporary context of liberal education curriculum, the struggles it faces in the modern day, and its compatibility with religious education. He concludes by offering an example of the application of liberal education in religious schools, in which students learn from religion, and not about it.

Leslie, W. B. (2011). The curious tale of liberal education, professional training and the American college, 1880–1910. *History of Education, 40*(1), 83-95. https://doi.org/10.1080/0046760X.2010.514869

Leslie provides a history of liberal education in both American and English universities, detailing their shifts towards and away from liberal education. He first details the threats faced by American colleges and their revival before describing the return of liberal arts to the 'learned professions' such as medicine, law, and theology. He concludes that through this history, liberal arts and undergraduate colleges have become the gatekeepers to the "learned professions" in America.

Marcus, J. (2015, October 15). The surprising institutions that refuse to drop the liberal arts: Military academies, chef schools declare humanities essential to their graduates' success. *The Hechinger Report.* Retrieved from http://hechingerreport.org/the-surprising-institutions-that-refuse-to-drop-the-liberal-arts/ Q

Marcus analyzes the military and culinary schools that are teaching liberal arts. These surprising institutions give reasons to the importance students have in understanding not just what they are studying, but to also question authority, think critically, and develop interpersonal skills. With so many institutions now cutting liberal arts programs, Marcus concludes that integrating liberal education into institutions such as military colleges is the reason these institutions are starting to rise up in the national rankings.

McPherran, M. L. (2010). Socrates, Plato, Eros and liberal education. *Oxford Review of Education, 36*(5), 527-541. https://doi.org/10.1080/03054985.2010.514433

McPherran addresses Socrates' pedagogical methods and applies them to the 21st century. He does so by first outlining Socrates' methods before turning to Socrates' conceptions of love and their relation to his educational methods. He uses these to advocate for connecting and drawing students into academic conversation.

Mead, W. B. (2014, January 17). ==Learning from the Insights and the Errors of a Great Mind: Michael Oakeshott on Liberal Education.== *Anamnesis Journal.* **Retrieved from http://anamnesisjournal.com/2014/01/learning-insights-errors-great-mind-michael-oakeshott-liberal-education/.** Q

Mead reviews Michael Oakeshott's "The Voice of Liberal Learning". Mead looks at both the good and bad from the essays written in the book. A few discussions focus on liberal learning as conversations between students and faculty and between disciplines.

Miller-Lane, J. (2012). ==Toward an Embodied Liberal Arts.== *Liberal Education*, *98*(2), 42-47. https://www.aacu.org/publications-research/periodicals/toward-embodied-liberal-arts

Miller-Lane advocates integrating knowledge of the body into liberal education, exploring it through three routes: the mind-body relation, the potential of contemplative practice, and interrogating the student-athlete relationship. In doing this she utilizes a series of case studies and philosophers. She concludes that in order to ensure that the whole student matters, we must cross and explore the divide between the body and the brain.

Moro, Anna. (2018, June 14). ==The humanities are becoming more important. Here's why==. *World Economic Forum.* **Retrieved from https://www.weforum.org/agenda/2018/06/how-a-humanities-degree-will-serve-you-in-a-disruptive-economy/**

Moro argues that the skills that come from studying the humanities are essential skills which are sought after in the job market. Investors state that workers who can put information into human context, have higher empathy, emotional intelligence and critical thinking are needed. The humanities provide students with these skills, which are highly transferable and helpful for learners to adapt to a disruptive economy.

Pittis, D. (2017, September 17). ==Yes, post-secondary education makes you rich, but that may not be the best part==. *CBC News, Analysis*. June 26th, 2018 retrieved from http://www.cbc.ca/news/business/education-canada-economics-1.4268921.

Pittis shares some of the payoffs of post-secondary education such has better paying jobs, longer life, and more volunteering. He continues on to distinguish the complaints of taxpayers and students on the amount they are paying into education and further explains the benefits to both parties. Pittis concludes by highlighting the importance of post-secondary education.

Raths, D. (2016, April 11). Redefining Student Success in a Digital Ecosystem. *Campus Technology.* Retrieved from https://campustechnology.com/Articles/2016/04/11/Redefining-Student-Success-in-a-Digital-Ecosystem.aspx?Page=1 Q

Raths reports on Gardner Campbell's thoughts during the *Future Trends Forum* video chat and discusses the challenges of student success in terms of a digitally-driven world. He defies the concept that institutional outputs, such as grades, are the definition of success. In order to succeed, learning needs to be open, participatory, and connected. Having the ability to connect knowledge across different courses and sharing that knowledge will make a student successful. He argues that in the digital commons, contributions to success should be about contribution to public good. He advocates the digital ecosystem as a place for innovation and experimentation, something that higher education institutions need.

Rawlings III, H. R. (2017, December 21). Stop Defending the Liberal Arts. *The Chronicle of Higher Education*. Retrieved from https://www-chronicle-com.ezproxy.uleth.ca/article/Stop-Defending-the-LiU_beral/242080 Q

Rawlings presents five essential components of liberal education throughout the article. These are liberation, irreverence, pleasure, provocation, courage. Rawlings uses a humanities lens to convey these essential components and accentuate their prominence in liberal education. The use of poems and short phrases create a deeper meaning for these essentials and their importance. Rawlings also crafts thoughts about our role as educators in liberal education.

Seal, A. (2018, June 8). How the University Became Neoliberal. *The Chronicle of Higher Education*. Retrieved from https://www-chronicle-com.ezproxy.uleth.ca/article/How-the-University-Became/243622.

Seal argues that capitalism is infiltrating the university structure, creating the neoliberal university. He provides an overview of the term, explains how it came to be, and the context surrounding the term which included the 2008 financial crisis and Occupy Wall Street. He concludes by addressing student and scholars who have turned to activism to combat the neoliberal university and concurrently the problems that plague higher education in our modern day.

Stewart, M. (2018, June). The 9.9 Percent Is the New American Aristocracy. *The Atlantic*. Retrieved from https://www.theatlantic.com/magazine/archive/2018/06/the-birth-of-a-new-american-aristocracy/559130/. Q

Stewart analyses the 9.9 percent, a group not as rich as the 0.1%, but also not facing the same barriers faced by the bottom 90% of the population. This group believes in themselves as a meritocracy, while most of their success is based on intergenerational elasticity. Steward describes how the 9.9 percent stays that way, through assertive mating, elite colleges which require expensive entry qualifications and tuition, tax breaks, the economic segregation of neighbourhoods (and schools,) and by convincing themselves they have earned their living through merit, not privilege. Stewart shows that the degree of resentment the 9.9 causes non-college educated voters, the majority of them voting Trump, to become polarized. He concludes by warning the 9.9 that the system they uphold will soon fall, and likely take them with it. He urges them to challenge the system, and to fight for other people's children; not just their own.

Topping, R. N. (2010). Augustine on Liberal Education: Defender and Defensive. *The Heythrop Journal*, *51*(3), 377-387. Retrieved from https://doi.org/10.1111/j.1468-2265.2009.00522.x

Topping provides his analysis on the reflections of Augustine towards the ancient liberal learning of the Greeks in the late 300s. He contradicts the claim that Augustine moved from a positive to a negative view of liberal education by providing a third route which connected the liberal arts with the knowledge of God. Topping explains this by beginning with context on the ancient liberal learning system before tracing Augustine's path through three phases, the Cassiciacum, the *Confessions* and the *De Doctrina Christiana.* He concludes by stating that liberal education today should take note of Augustine's emphasis on happiness over liberal education in order to grow, develop, and learn from his reflections.

Critical Thinking

Alwehaibi, H. U. (2012). Novel Program to Promote Critical Thinking among Higher Education Students: Empirical Study from Saudi Arabia. *Asian Social Science, 8*(11), 193-204. http://www.ccsenet.org/journal/index.php/ass/article/view/20162/13323

Alwehaibi explores the significance of critical thinking. She does so through studying a five-week intervention program aimed at enhancing second year female college students' critical thinking skills at Princess Noura Bint Abdulrahman University in Saudi Arabia. Her study shows that the program had a significantly positive effect on developing critical thinking skills, as well as unintended argument skills. She concludes by stating that well-structured programs like this aimed at critical thinking are effective tools for developing critical thinking skills and should be embraced.

Blakey, E., & Spence, S. (1990). Developing Metacognition. *Educational Response Information Center (ERIC) Digest.* 1-4. Retrieved from https://eric.ed.gov/?id=ED327218.

Blakey and Spence provide background and strategies for developing metacognitive behaviours in the classroom. These strategies include identification of what is known, talking about thinking, keeping a thinking journal, planning and self-regulation, debriefing the thinking process, and self-evaluation. They conclude by describing how teachers can create metacognitive environments in their classroom to foster good thinkers, problem-solvers, and lifelong learners.

Chappell, K. (2018, January 29). Helping Students Develop Critical Information Processing Skills. *Faculty Focus.* Retrieved May 9, 2018 from https://www.facultyfocus.com/articles/course-design-ideas/helping-students-develop-information-processing-skills/

Chappell identifies the importance of incorporating information processing skills into the classroom, as the assumption that many students arrive possessing these skills is often false. She outlines an activity that instructors can use to facilitate the development of these skills and gives tips for other critical information processing activities. She concludes by re-emphasizing the importance of adding a few targeted information processing activities into the classroom, which could end up having a long-term impact.

Cottrell, Stella. *Critical and Analytical Thinking Skills.* Palgrave Study Skills. https://www.macmillanihe.com/studentstudyskills/page/critical-and-analytical-thinking-skills/

This resource first defines critical and analytical thinking and then identifies techniques students can utilize in order to develop their critical and analytical thinking skills. It includes identifying the main line of reasoning in what you read or write, identifying hidden agendas in your sources and in your own writing, evaluating evidence in the text, looking for bias, identifying the writer's conclusions, and critical skills in writing.

Creet, J. (2018, February 8) Believe nothing: the hoax of the Shed at Dulwich. *The Conversation.* Retrieved May 9, 2018 from https://theconversation.com/believe-nothing-the-hoax-of-the-shed-at-dulwich-91211

Creet analyses the hoax of the Shed at Dulwich, a fake restaurant that used TripAdvisor to become the number one restaurant in London. Creet details the stunt, embedding the video documentary by Oobah Butler, the prankster, in the article. However, she also discusses the implication this has for the truth, as the line between fake news and satire becomes increasingly blurred.

Evans, W. (2009). Iris Murdoch, Liberal Education and Human Flourishing. *Journal of Philosophy of Education, 43*(1), 75-84. https://doi-org.ezproxy.uleth.ca/10.1111/j.1467-9752.2009.00666.x Q

Evans utilizes Iris Murdoch's philosophical writings to address the issues of 'the relationship between flourishing as the end of education and initiation into the various practices as the media through which this is accomplished' and 'the nature of this initiation itself with respect to what it demands of those entrusted to carry it out". Murdoch addresses this through her conception of human nature as requiring liberal education to flourish. Evans then outlines Murdoch's theory of techne and how Murdoch's Platonism resists threats to liberal education to provide the answers to these questions. He concludes that Murdoch would state that the end of liberal education for students is not merely to get jobs, but to understand themselves, and that teachers should embrace metaphysics to nurture ideas and intuition.

Felder, R. M. (1995). We never said it would be easy. *Chemical Engineering Education, 29*, 32-33. http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Columns/Noteasy.html

Felder details the difficulties of beginning to teach critical thinking, including the barriers students face trying to accept critical thinking. He outlines a series of strategies that instructors can use to ease students into the critical thinking process. These strategies include setting the stage, providing coaching on important skills, getting feedback, being patient, going back through references, and accepting that success will not always occur.

Gabennesch. H. (2006, March). Critical thinking: what is it good for? (In fact, what is it?) *Skeptical Inquirer, 30*(2). Retrieved May 14, 2018 from https://www.csicop.org/si/show/critical_thinking_what_is_it_good_for_in_fact_what_is_it

Gabennesch argues that the meaning of critical thinking is becoming blurred. He raises a series of issues with excerpts from sociology textbooks and questions whether the books are truly carrying out the critical thinking that they claim to be.

Garnett, R. F. (2009). Liberal Learning as Freedom: A Capabilities Approach to Undergraduate Education. *Studies in Philosophy and Education, 28*(5), 437-447. https://search-proquest-com.ezproxy.uleth.ca/docview/204082667?pq-origsite=summon

Garnett addresses a central challenge of liberal education, which is the freedom given to students in liberal learning. After providing background on academic freedom in the U.S. he utilizes a Nussbaum-Sen capabilities approach to capture the goals of liberal education. He then re-writes

Horowitz's Academic Bill of Rights to outline four academic freedoms for students in undergraduate education. He concludes by arguing for this necessary re-defining of liberal education into capabilities-minded teaching which respects the autonomy of the learner.

Harrold, R.L. *Problem-Solving Skills.* Accessed on May 2, 2018 from https://www.ndsu.edu/fileadmin/accreditation/assessment/Hand_book/Assessment_techniques/ProblemSolvingSkills.pdf.

This teaching resource outlines a number of helpful ways to assess and teach problem solving skills in the classroom. These include problem recognition tasks, 'what's the principle' questions, documented problem solutions, audio-and-video-taped protocols, and background knowledge probes.

Huber, C. R., & Kuncel, N. R. (2016). Does College Teach Critical Thinking? A Meta-Analysis. *Science & Education, 26*(1), 93-105. http://journals.sagepub.com.ezproxy.uleth.ca/doi/pdf/10.3102/0034654315605917 Q

Huber and Kuncel test the assumption that efforts within the curriculum to improve critical thinking will lead to long-term critical thinking gains while also evaluating the changes in student's overall critical thinking in college. They utilize a mixed-effects multivariate meta-analysis while also using evidence from nursing samples with focused critical thinking criteria to test the above assumption. Through their studies they find that colleges produce natural critical thinkers on their own. Furthermore, they argue that time spent towards specializing students in critical thinking could be better spent in other areas of the curriculum working on skills that are not as naturally fostered.

Jones, K. (2017, December 4) Reliable Sources: Promoting Critical Thinking in the [Mis]information Age. *Faculty Focus.* Accessed May 9, 2018 from https://www.facultyfocus.com/articles/teaching-and-learning/promoting-critical-thinking-misinformation-age/

Jones identifies a number of problems students are facing in the technological age when trying to do academic research, often involving issues with discerning the credibility of different sources. She outlines three steps that instructors can use to help students become critical thinkers when researching and concludes by advising faculty to take the valuable time to enforce these skills, as they are becoming increasingly important to building a stronger, smarter society.

Krupat, E., Sprague, J. M., Wolpaw, D., Haidet, P., Hatem, D., & O'Brien, B. (2011). Thinking Critically About Critical Thinking: Ability, Disposition or Both? *Medical*

Education, 45(6), 625-635. https://onlinelibrary-wiley-com.ezproxy.uleth.ca/doi/epdf/10.1111/j.1365-2923.2010.03910.x

Krupat, Sprague, Wolpaw, Haidet, Hatem and O'Brien analyzed both definitions of critical thinking that clinician-educators have and the extent to which their practices lined up with these definitions. They utilized qualitative analysis on the respondent's responses to define and describe scenarios of critical thinking. They found that most clinician-educators saw critical thinking as either a process or ability, while some had a lack of critical thinking materialize in scenarios due to heuristic thinking, or a lack of intellectual effort rather than an ability to synthesize or analyze information. This showed a disconnect between the descriptions and the practice, leading the authors to conclude that current definitions are lacking and must be remedied.

Lai, E. R. (2011). *Metacognition: A Literature Review.* Accessed May 2, 2018 from https://images.pearsonassessments.com/images/tmrs/Metacognition_Literature_Review_Final.pdf

Lai seeks to explore four aspects through her literature review. First, the way metacognition has been defined by researchers. Second, to investigate its development in young children. Third, to learn how teacher can help develop metacognitive skills in children. Fourth, to review the most useful ways to assess metacognition and to make recommendations.

Livingston, J. A. (1997). *Metacognition: An Overview.* Accessed May 2, 2018 from http://gseweb.gse.buffalo.edu/fas/shuell/cep564/metacog.htm

Livingston defines and introduces the concept of metacognition. She overviews both metacognitive knowledge and regulation while connecting and defining metacognition in comparison to cognitive strategies and intelligence.

Mulnix, J. W. (2012). Thinking Critically About Critical Thinking, *Educational Philosophy and Theory*, *44*(5), 464-479. https://doi.org/10.1111/j.1469-5812.2010.00673.x

Mulnix seeks to define critical thinking, beginning by looking at several different interpretations of critical thinking and reflecting on them. She then provides her definition of critical thinking as the ability to grasp inferential connections. She concludes by advocating for the teaching of critical thinking in the classroom and providing some pedagogical tools for instructors to use.

Pintrich, P. R. (2002). The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing. *Theory Into Practice, 41*(4), 219-225. https://www-jstor-

org.ezproxy.uleth.ca/stable/pdf/1477406.pdf?refreqid=excelsior%3A6c611981ffaee0307330e046077ba7dc

Pintrich discusses metacognitive knowledge and its implications for the classroom. He highlights three types of metacognitive knowledge, discussing each in depth. These types of metacognitive knowledge are strategic knowledge, knowledge about cognitive tasks, and self-knowledge. He then concludes by discussing the implications metacognitive knowledge has for learning, teaching and assessing, and placing particular emphasis on the explicit teaching of metacognitive knowledge in order to promote development.

PP, N. (2008). *Cognitions about Cognitions: The Theory of Metacognition.* Retrieved on May 2, 2018 from https://files.eric.ed.gov/fulltext/ED502151.pdf.

PP seeked to define metacognition from its beginning in John Flavell. From there they followed the evolution and development of metacognition across thinkers, each with their own interpretation. They then utilized these scholars in combination with their own knowledge to discuss the differentiation between cognition and metacognition, the components of metacognition, and the functions of metacognition. They concluded by stating that metacognition is becoming increasingly important, both inside and outside the classroom.

Rusbult, C. (2001). *Critical Thinking Skills in Education and Life.* Accessed on May 2, 2018 from https://www.asa3.org/ASA/education/think/critical.htm.

Rusbult provides a variety of resources for providing information on critical thinking both inside and outside of his article. He covers topics such as: what is critical thinking, why teach critical thinking, critical thinking in schools, and the ethics of critical thinking.

Rusbult, C. (2005). *Thinking Skills in Education. Analytical Comparison of Four Frameworks: Integrated Design Method, Dimensions of Thinking, Infusion of Thinking Skills, Four Frames of Knowledge.* Accessed on May 2, 2018 from https://www.asa3.org/ASA/education/think/skills.htm.

Rusbult provides some framework to analyze thinking through: for thinking, for curriculums & institutions, and for instruction. He concludes by outlining four frames of knowledge. Each section has a variety of links and resources to access for further explanation.

Timmer, J. (2017, March 27). Critical thinking is one for the history books: A critical analysis leads to rejection of astrology, conspiracies, etc. *Ars Technica.* Retrieved from https://arstechnica.com/science/2017/03/history-beats-science-for-getting-students-to-think-critically/. Q

Referencing: McLaughlin, A. C., & McGill, A. E. (2017). <mark>Explicitly teaching critical thinking skills in a history course.</mark> *Science and Education, 26*(1), 93-105. https://link-springer-com.ezproxy.uleth.ca/content/pdf/10.1007%2Fs11191-017-9878-2.pdf

John Timmer reports on McLauchlin & McGill's article based around an experiment in which students took a history/archaeology class on critical analysis of pseudosciences and conspiracy theories. The students had plenty of opportunities to think critically, examine myths and legends, use credible sources, and reasoning and analysis based on evidence. The students in the class under study were more likely to refute unwarranted beliefs than those in the control course, a research methods class.

Books

Rationalism in Politics and Other Essays by Michael Oakeshott. London: Methuen, 1962.

This expanded collection of essays astutely points out the limits of "reason" in rationalist politics. Oakeshott criticizes ideological schemes to reform society according to supposedly "scientific" or rationalistic principles that ignore the wealth and variety of human experience.

Bailin, S., & Battersby, M. (2010). *Reason in the Balance: An Inquiry Approach to Critical Thinking*. McGraw-Hill Ryerson.

Reason in the Balance is a new and unique approach to critical thinking that focuses on the practice of inquiry - critical inquiry, rather than only the critique and evaluation of arguments. Learning how to use argumentation as a way to arrive at judgments, students are better equipped to think critically. Coming to a reasoned position on complex issues is at the heart of the kind of critical thinking which people do, yet students tend to have very little understanding of how to go about these types of inquiries. Emphasizing the spirit of inquiry and the creative dimension to critical thinking, including the construction of arguments and counter examples, instead of on the mechanics of critique, sets this book apart from its competitors.
Through its focus on the practice of inquiry, *Reason in the Balance* equips students with the skills to make reasoned judgments.

Baronett, S. (2015). *Logic* (3rd ed.). New York, NY: Oxford University Press.

Featuring an exceptionally clear writing style and a wealth of real-world examples and exercises, *Logic,* Third Edition, shows how logic relates to everyday life, demonstrating its applications in such areas as the workplace, media and entertainment, politics, science and technology, student life, and elsewhere. Thoroughly revised and expanded in this third edition, the text now features

nearly 2,800 exercises, more than 200 of them new; updates throughout; and a revised and expanded ancillary package.

Brookhart, S. M. (2010). *How to assess higher-order thinking skills in your classroom.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

Brookhart's book guides teachers through the identification and assessment of higher-order thinking skills in classroom environments. Brookhart lays out principles for assessment, and then identifies each category of higher order thinking.

Drapeau, P. (2014). *Sparking Student Creativity: Practical Ways to Promote Innovative Thinking and Problem Solving*. Alexandria: ASCD.

Teaching isn't merely transmitting knowledge to students; it's also about teaching students to approach learning in engaging and unexpected ways. In Sparking Student Creativity: Practical Ways to Promote Innovative Thinking and Problem Solving, author and researcher Patti Drapeau explores and explains research related to creativity and its relevance in today's standards-based, critical thinking-focused classroom. The book vividly and comprehensively shows * How creative lessons can meet and extend the expectations of curriculum standards such as the Common Core State Standards, * How to incorporate creativity and assessment into daily classroom practices, * How to develop a "Creativity Road Map" to guide instruction, and * How to design lessons that prompt and support creative thinking. In addition, the book includes 40 "grab and go" ideas that infuse lesson plans with a spirit of exploration. No matter what grade levels or content areas you teach, Sparking Student Creativity will help you to produce creative lesson components that directly address critical content, target specific standards, and require thoughtful products from students as they grow into independent learners and become successful students and adults.

Groarke, L. A., & Tindale, C. W. (2012). *Good Reasoning Matters: A Constructive Approach to Critical Thinking* (5th ed.) Don Mills, ON: Oxford University Press.

Designed to help students develop the quality of their thinking and to respond effectively to often confusing and contradictory messages, *Good Reasoning Matters!* offers an indispensable guide to evaluating and constructing arguments. In addition to examining the most common features of faulty reasoning, the text introduces a variety of argument schemes and rhetorical techniques that will help students solve problems and construct sound arguments. Extensive exercises and examples taken from such sources as social media sites, newspapers, and topical news articles encourage students to consider a wide range of views and perspectives.

Joseph, S. M., & McGlinn, M. (2002). *The Trivium: The Liberal Arts of Logic, Grammar, and Rhetoric.* Philadelphia, Pennsylvania: Paul Dry Books.

Sister Joseph provides a comprehensive review of the three aspects of liberal education that relate to the mind; also known as the trivium: logic, grammar, and rhetoric. She addresses the very nature of language, induction, poetics, figurative language, and poetry. Literary examples are included throughout the text to assist the reader in their learning and understanding.

Klassen, T. R., & Dwyer, J. A. (2015). *How to Succeed at University (and Get a Great Job!): Mastering the Critical Skills You Need for School, Work, and Life.* UBC Press. [Ebook Central] Retrieved from http://darius.uleth.ca/record=b2590729~S1

Klassen and Dwyer give readers advice, strategies and real-life examples on how to develop and succeed as students. The book offers help on developing such skills as communication, critical thinking, time management, adapting to changes, job interviews, resume building etc.

Lawless, A. (2014). *Critical Thinking*. Don Mills, ON: Oxford University Press.

Critical Thinking offers a comprehensive and accessible approach to recognizing, constructing, and evaluating logical arguments. Direct and engaging, Lawless's narrative succinctly introduces readers to such essential topic as deductive and inductive reasoning, sentential logic and syllogisms, fallacies and biases, validity and soundness, and the scientific method. Brimming with indispensable examples, exercises, and advice, *Critical Thinking* helps students build the knowledge and skills they need to think critically and reason well, both in their academic studies and in their everyday lives.

Livingstone, D. W. (Ed.) (2015). *Liberal Education, Civic Education, and the Canadian Regime: Past Principles and Present Challenges.* McGill-Queen's Press-MQUP. Q

This edited volume explores the political thought of early Canadian and Ancient founders of liberal education, and how this history affects civic education. They argue that the connection between liberal education and liberal democracy is essential.

Lundy, M., Martineau, J., Lundy, M., Sutton, D., Ashton, A., & Martineau, J. (2010). *Quadrivium: The Four Classical Liberal Arts of Number, Geometry, Music, & Cosmology.* Bloomsbury USA: New York.

The authors put together a modern quadrivium, consisting of the four liberal arts: number, geometry, music and cosmology. The book is broken down into six books; with both music and

geometry being covered in two books; and put together into this larger volume. Each topic brings with it beautiful illustrations and explanations.

Mitchell, T. D., & Soria, K. M. (Eds.). (2018). *Educating for Citizenship and Social Justice: Practices for Community Engagement at Research Universities*. Palgrave Macmillan.

In this edited volume, authors explore the ways in which departments, programs, and centers at public research universities are working better to engage students in the work of citizenship and social justice. The chapters in this book illuminate the possibilities and challenges for developing community engagement experiences and provide evidence of the effects of these efforts on communities and undergraduate students' development of citizenship outcomes. This text reveals how important the integration of our intentions and actions are to create a community engaged practice aimed towards justice.

Nagel, J. (2014). *Knowledge: A very short introduction*. OUP: Oxford.

A book written by Jennifer Nagel that focuses on knowledge and what it means. From thousand-year-old questions to new discoveries, Nagel explains the formation of major historical theories of knowledge and shows how they have evolved throughout the years and disciplines while also addressing topics such as relativism, skepticism, and the reliability of internet-sources.

Nussbaum, M. C. (1998). *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*. Harvard University Press.

How can higher education today create a community of critical thinkers and searchers for truth that transcends the boundaries of class, gender, and nation? Martha C. Nussbaum, philosopher and classicist, argues that contemporary curricular reform is already producing such "citizens of the world" in its advocacy of diverse forms of cross-cultural studies. Her vigorous defense of "the new education" is rooted in Seneca's ideal of the citizen who scrutinizes tradition critically and who respects the ability to reason wherever it is found—in rich or poor, native or foreigner, female or male. Drawing on Socrates and the Stoics, Nussbaum establishes three core values of liberal education: critical self-examination, the ideal of the world citizen, and the development of the narrative imagination. Then, taking us into classrooms and campuses across the nation, including prominent research universities, small independent colleges, and religious institutions, she shows how these values are (and in some instances are not) being embodied in particular courses. She defends such burgeoning subject areas as gender, minority, and gay studies against charges of moral relativism and low standards and underscores their dynamic and fundamental contribution to critical reasoning and world citizenship. For Nussbaum, liberal education is alive and well on American campuses in the late twentieth century. It is not only viable, promising, and constructive, but it is essential to a democratic society. Taking up the challenge of

conservative critics of academe, she argues persuasively that sustained reform in the aim and content of liberal education is the most vital and invigorating force in higher education today.

Ryan, A. (1998). *Liberal anxieties and liberal education.* Hill and Wang: New York.

Ryan explores the tensions between society and its interactions with liberal education through his book, referencing both the past and the state of education in the present. The mission of his book is to argue that society must consider a new way to think about education and its purpose, and in pursuing this he discusses several "anxieties" that society holds: in areas such as its culture, its ideology, and in its view of higher liberal education.

Schmidtz, D., & Willott, E. (2011). *Environmental Ethics: What Really Matters, What Really Works* (2nd ed.). New York, NY: Oxford University Press.

Extensively revised and expanded in this second edition, Environmental Ethics: What Really Matters, What Really Works examines morality from an environmental perspective. Featuring seventy-one accessible selections - from classic articles to examples of cutting-edge original research - it addresses both theory and practice. Asking what really matters, the first section of the book explores the abstract ideas of human value and value in nature. The second section turns to the question of what it would take to solve our real-world environmental problems. Moving beyond the hype," it presents authoritative essays on applying environmental ethics to the issues that matter right now. The book is enhanced by chapter introductions ("Questions for Reflection and Discussion") that offer brief summaries and questions for further analysis and class discussion."

Shorris, E. (2013). *The Art of Freedom: Teaching the Humanities to the Poor*. New York: W.W. Norton and Company.

Shorris details his work setting up various forms of Clemente Courses in locations including but not limited to: a women's prison, New York, the Cherokee Nation, Darfur, and a Chicago public high school. In this collection of essays, he highlights a variety of diverse people from differing circumstances all looking to bring liberal education into the lives of the poor.

Storm, C. (Ed.). (1996). *Liberal education and the small university in Canada.* McGill-Queen's Press-MQUP. https://ebookcentral.proquest.com/lib/uleth/detail.action?docID=3245878

This edited volume discusses the impact of small liberal arts universities in Canada, with a particular focus on Mount Allison. The volume discusses the current state of these schools, best practices for teaching liberal education values, and argues the importance of small universities which teach liberal education.

Vaughn, L., & MacDonald, C. (2013). *The Power of Critical Thinking* (3rd ed.) Don Mills, ON: Oxford University Press.

This comprehensive and engaging introduction to the essential components of critical analysis uses a multidisciplinary approach to examine how psychological and social factors can impede clear thinking and lead to faulty reasoning. Emphasizing the importance of critical thinking to personal development and success, The Power of Critical Thinking provides students with the skills they need to engage meaningfully with the world around them--both in and out of the classroom."

Zakaria, Fareed. (2015). *In Defense of a Liberal Education.* New York: W.W. Norton & Company. Q

Fareed Zakaria explains the virtues of a liberal education over a series of chapters. He includes arguments both from his personal view and from scholars, while ensuring that his book is packed full of real-world examples. The book presents a compelling argument for why everyone should pursue a liberal education.

Film

The Atlantic. (2014, August 21). What Will a Liberal Arts Education Look Like in 50 Years? [Video file]. Retrieved from calgary.ctvnews.ca/video?clipId=1422503. Also found at https://www.theatlantic.com/video/index/376014/what-will-a-liberal-arts-education-look-like-in-50-years/

A group of academics from some of America's top universities answer what they think liberal arts will look like in fifty years, and address some current topics surrounding liberal arts and its values.

Foster, R. N. (2015, February 16). What is Creativity. *Yale Insights*. Retrieve from: http://insights.som.yale.edu/insights/what-is-creativity

Richard Foster, a lecturer in management at Yale SOM and emeritus director of McKinsey & Company, has made a study of creativity, both its history and the process itself. He differentiates creativity both from innovation and discovery, which often are used as synonyms. Only creativity, he says, is about making something new, rather than merely applying or discovering something new. "Creative solutions are insightful, they're novel, they're simple, they're elegant, and they're generative," he says. "When you find one creative idea, more often than not it triggers other ideas in the same fashion." A key to being creative, as Foster sees it, is the ability

to find associations between different fields of knowledge, especially ones that appear radically different at first. The process is iterative rather than linear and requires people with curiosity, energy, and the openness to see connections where others cannot. "New solutions are often the combination of two or more existing concepts. If you had a videotape store and combine it with Amazon and Priority Mail, you get Netflix," he says. "It's all about constructing associative networks of ideas. That's what you're doing when you're creating a business. A business is not one idea; it's many, many ideas."

Jaschik, S. (2017, February 20). Billionaire Predicts Liberal Arts-Driven Future. *Inside Higher Ed.* Retrieved from: https://www.insidehighered.com/quicktakes/2017/02/20/billionaire-predicts-liberal-arts-driven-future?utm_source=Inside+Higher+Ed&utm_campaign=ea1e107457-DNU20170220&utm_medi%20um=email&utm_term=0_1fcbc04421-ea1e107457-200128205&mc_cid=ea1e107457&mc_eid=4%20a834eb89b

Scott Jaschik writes a brief article, summarizing an important point made during billionaire investor Mark Cuban's interview about the work force and President Donald Trump. Cuban states that artificial intelligence will replace jobs within the next ten years, but during those years, there will be a greater demand for liberal arts majors because they will have true analytic skills and creativity. The bad news is that there will be struggle before the shift into AI happens. The video is embedded in the article.

Zakaria, F. (2015, September 9) Fareed Zakaria- The Importance of the Liberal Arts. [Video file]. Retrieved from https://www.youtube.com/watch?v=g-Kbfu_XOi0.

Fareed Zakaria's address to a graduating class at Sarah Lawrence college. He explains the importance that liberal arts have to him and to the world today, and reinforces the importance liberal education has in developing skills such as writing, speaking, and learning. Zakaria also emphasizes the way a marriage of different disciplines has revolutionized the world today. He concludes by explaining why liberal education is a true exercise in freedom and being human.

Zakaria, F. (2015, April 27. Fareed Zakaria: STEM and the Liberal Arts Were a Power Couple. *Big Think.* [Video file]. Retrieved from https://www.youtube.com/watch?v=Kr2ZroxiZP4

Zakaria traces the historical links of liberal arts and the sciences. He also addresses the Yale campus in Singapore, which reimagines the way liberal education will work in a global context.

TED Talks

TED Talks. (2012, November 21). Putting Liberal Education in Perspective: Ria Mirchandani at TedxBrown University. [Video file]. Retrieved from https://youtu.be/MhGUtluLhN0

Mirchandi speaks about her experience with the liberal arts as a student who does not wish to be narrowly confined to one field. She explains how she learned early on that subjects like the sciences and humanities cannot exist in isolation, and that with a liberal arts education she now has a breadth of knowledge which has allowed her to see the world differently.

Tedx Talks (2012, November 21). Liberal Arts in the 21st Century: Tom Gardner at TEDxBrownUniversity. [Video file]. Retrieved from https://youtu.be/LSXi2M4RAPk.

Gardner shares his ideas and experiences with enhancing learning in the 21st century. He draws on his experience being the CEO of the Motley Fool, a business based in finance, technology, Shakespeare, and humor. He advocates the importance of seeing the individual, engaging the student through active learning, and rapid curriculum evolution. He concludes by describing a prank his company pulled which showed the importance of critical thinking and liberal education.

TEDx Talks. (2013, February 5). In defence of the liberal arts: Judah Pollack at TEDx Whitehorse. [Video file]. Retrieved from https://youtu.be/OfTCW-IV8tg.

Pollack introduces himself as a student of the liberal arts and advocates the importance of storytelling and human interaction that the liberal arts carries forward. He argues that narrative is the tool that allows humans to understand and connect with one another.

TEDx Talks. (2016, March 31). Reconceptualizing the Value of Liberal Arts Education | David Banash | TEDxWesternIllinoisUniversity. [Video file]. Retrieved from https://youtu.be/YaWdin4XGEE.

Banash explains how liberal education aids students in finding their passions instead of simply vocations. He uses examples such as Steve Jobs and a student of his with a now successful radio show, who invent their own vocations. These students of liberal arts defy the narrow, job centered educations that politicians see as useful.

==Quotes==

"By doubting we examine, and by examining we come to truth." - Peter Abelard (V. Strauss), "Why the Tech World Highly Values a Liberal Arts Degree"

"There are two educations. One should teach us how to make a living and the other how to live."
- John Adams

"Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings." - **American Association of American Colleges and Universities**

"Education serves democracy best when it prepares us for just the kinds of questions we face now: questions about a wider world, about our own values, and about difficult choices we must make both as human beings and citizens. . . . The approach to higher learning that best serves individuals, our globally engaged democracy and an innovating economy is liberal education." - **AAC&U Board of Directors, 2002**

"This approach to liberal education--already visible on many campuses--erases the artificial distinctions between studies deemed liberal (interpreted to mean that they are not related to job training) and those called practical (which are assumed to be). A liberal education is a practical education because it develops just those capacities needed by every thinking adult: analytical skills, effective communication, practical intelligence, ethical judgment, and social responsibility." - **AAC&U, "Greater Expectations: A New Vision for Learning as a Nation Goes to College", 2002**

It is the mark of an educated mind to be able to entertain a thought without accepting it. - Aristotle, Greek critic, philosopher, physicist, and zoologist (384 BC - 322 BC).

"You could also put it this way: because higher education may need to be out of step with public opinion in order to serve the public interest, it is bound to taste rotten — or at least bitter — to the very public whose support is necessary for it to pursue its mission, and which it ultimately serves." -Basu, "The Liberal Arts in Illiberal Times."

""What is the point of higher education?" … First, "to promote inquiry and advance the sum of human knowledge" through research that could be independently verified by peers whose authority derives from years of disciplined training and study. Second, to teach a younger generation not only the best of what had been thought and said, but also to instill the courage to search for new truths. And third, to develop a generation of young leaders who were dedicated to serving the public interest."**- Basu, "The Liberal Arts in Illiberal Times."**

"Colleges and universities. . . are taking action to prepare their students to use their education, whatever their major, to think and act entrepreneurially in a world in which a diploma is no longer guarantee of well-paid, rewarding employment." - Bell, "Welcome to Entrepreneurship U, Part One"

"The skills that are developed in a liberal arts program are often incredibly valuable in the workplace." - CBC News, "Employers Value Soft Skills, But Don't Seek Them Out, Expert Says"

"While postsecondary institutions typically claim that their graduates are literate, numerate, resilient, problem solvers and good communicators, recent evidence suggests that much more could be done."- Drummond, Finnie and Weingarten, "Canada Must Develop People With the Skills the Modern Job Market Requires."

"What we have witnessed in our own time is the death of universities as centres of critique. Since Margaret Thatcher [Reagan, Harper], the role of academia has been to service the status quo, not challenge it in the name of justice, tradition, imagination, human welfare, the free play of the mind or alternative visions of the future. We will not change this simply by increasing state funding of the humanities as opposed to slashing it to nothing. We will change it by insisting that a critical reflection on human values and principles should be central to everything that goes on in universities, not just to the study of Rembrandt or Rimbaud." - Terry Eagleton, "The death of Universities"

"Never regard study as a duty, but as the enviable opportunity to learn to know the liberating influence of beauty in the realm of the spirit for your own personal joy and the profit of the community to which your later work belongs." **- Albert Einstein**

"A liberal education provides the framework for a educated and thoughtful citizen." **- James Engel, The Value of a Liberal Arts Education**

"Articulating the good of liberal education—what we should teach and why we should teach it— is necessary to resist the subversion of liberal education to economic or political ends and the mania for measurable skills." - William Evans, "Iris Murdoch, Liberal Education and Human Flourishing"

"It should be a little uncomfortable to have a liberal arts education… you should have to ask questions about yourself, your choices, the world, that are not necessarily ones that would occur to you apart from your experience in that education." **- Drew Faust, "What Will A Liberal Arts Education Looks Like in 50 Years?"**

"I do not myself believe in any education programme that adjust the student either to an ideal or to an actual environment, and I distrust both invulnerable wisdom and backslaphappy sociability as human goals. Offhand, I should say that the purpose of liberal education today is to achieve a neurotic maladjustment in the student, to twist him [sic.] into a critical and carping intellectual, very dissatisfied with the world, very finicky about accepting what it offers him, and yet unable to leave it alone. The man [sic.] who can appreciate Bach and Dante will be bored to death by most movies, nauseated by most radio programmes, stupefied by most sermons, and sickened by most politicians. The man who can understand Goethe and Montaigne will not be better equipped to deal with his own society: he will merely be more inclined to retch and spew at the very sight of a large proportion of its members, including anti-Semites, spokesmen of big business, and people who want to fight Russia. The man who reads Tolstoy and Marx will not be able to find refuge in an "ivory tower": he will only be able to see with horrid clarity that most businessmen are living in one. In short, the man with a liberal education will not have an integrated personality or be educated for living: he will be a chronically irritated man, probably one of that miserable band who read the Canadian Forum, which is always finding fault and viewing with alarm. One real dose of real culture, and never again will he be able to enter, with millions of his compatriots, into the Paradisal peace of the Star Weekly and the Canadian Sunday afternoon, where the wicked cease from troubling and the weary are at rest (Job 3:17)." - Northrop Frye. (2000). "A liberal education" (Originally published in Canadian Forum 25 (Sept. 1945): 134–5 and 25 (Oct. 1945): 162–4). In J. O'Grady & G. French (eds.), Northrop Frye's writings on education (Collected works of Northrop Frye, Vol. 7, pp.40–49). Toronto: University of Toronto Press.

"Through the process of rigorous critical thinking and the use of the reasoning intellect, we push beyond received knowledge to further, new, and more accurate understanding, or to entirely new ways of thinking." **- Cecilia Gaposchkin, "Why the tech world highly values a liberal education degree"**

"First, liberal education is multidisciplinary. It provides broad exposure to the arts, humanities, social and natural sciences (ideally, interrelating disciplinary ways of knowing and questioning). Second, liberal education has a "general education" component. That is, within a given program, the broad curriculum approach is required of all or most students. Finally, it strives to engender elemental skills that include critical thinking, problem-solving, analysis, communication, global citizenship, and/or a sense of social responsibility." **- Kara Godwin, "The Counter Narrative: Critical Analysis of Liberal Education in Global Context."**

"Education that prompts questions, values multiple ways of knowing, demands precision in thinking, appreciates the power of clear articulation of ideas, and engages several perspectives— that is, liberal education at its best—equips us to pursue the lofty missions our colleges, rightly, claim" **- Karen Graves, "Because It's Good for You: An Argument for".**

"Liberal education is the pursuit of human excellence, not the pursuit of excellent salaries and excellent forms of polish and sophistication. Liberal education is not even about excellent intellectual achievements. Its goal is more ethical than intellectual: It focuses on the development of individuals as moral agents, and it teaches students how to reflect both analytically and evaluatively on the fact that the choices we make turn us into the persons we become." **- Marshall Gregory, Professor of English, Butler University, "A Liberal Education in Not A Luxury."** *Chronicle of Higher Education*. **Back page "Point of View" of the Chronicle Review Section (September 12, 2003): B16.**

"The purpose of liberal education is for students to learn "how to think carefully and critically about political problems, to articulate one's views and defend them before people with whom one disagrees"." - Amy Gutmann, in "The Counter Narrative: Critical Analysis of Liberal Education in Global Context." by Kara Godwin

"If college can promote general skepticism toward questionable claims and ideas, especially ones that mesh with one's worldview, it has surely performed a valuable function." - Huber and Kuncel, "Does College Teach Critical Thinking? A Meta-Analysis."

"Here liberal education includes, among other accomplishments, creative thinking, teamwork and problem solving, civic knowledge and engagement, ethical reasoning and action, and synthesis and advanced accomplishment across general and specialized studies." - **Debra Humphreys, a vice president of the Association of American Colleges and Universities, "What Should it Mean to Have a Liberal Education in the 21st Century?"**

"...whether men [sic.] have been liberally educated from their earliest years is not to be determined by their wealth … but is made manifest most of all by their speech. - Isocrates, *Panegyricus*, 380 BC.

"Unless one wants to live a stunningly boring life, one ought to be on good terms with one's darker side and one's darker energies. And, above all, … one should learn from turmoil and pain, share one's joy with less joyful and encourage passion when it seems likely to promote the common good. Knowledge is marvelous, but wisdom is even better." - Kay Redfield Jamison. Professor of Psychiatry at the Johns Hopkins School of Medicine. National Public Radio, *Morning Edition*, June 6, 2005.

"Those persons, whom nature has endowed with genius and virtue, should be rendered by liberal education worthy to receive, and able to guard the sacred deposit of the rights and liberties of their fellow citizens; and . . . they should be called to that charge without regard to wealth, birth or other accidental condition or circumstance." - Thomas Jefferson, 1779

"The only education that prepares us for change is a liberal education. In periods of change, narrow specialization condemns us to inflexibility--precisely what we do not need. We need the flexible intellectual tools to be problem solvers, to be able to continue learning over time." - **David Kearns, Xerox, 2002**

"People who gravitate to. . . liberal arts schools value questions over answers." **- Kim, "The Liberal Arts College as a Sandbox for the Intellectually Curious."**

"What (students) fail to grasp is (that) nearly all the skills learned in the classroom are exactly those needed for an interesting, challenging and well-paying career." - Klassen, "The Perceived Disconnect Between the Classroom and the 'Real World'"

"A liberal arts student can be more valuable because of how they are taught to think." - Kronyk, "Giving the Liberal Arts Their Due: Will Corporate Alberta Help Liberal Arts Graduates Enter the Business World?"

"Universities have not always been the best of neighbours. Community members squabble with the schools over irritants like development plans, rowdy student parties and self-centred research practices. That's beginning to change as universities increasingly turn to local residents and non-profit organizations as allies, not adversaries." - Lewington, "How Universities Are Working to Shatter the Ivory Tower."

"Hence, to skeptical university administrators, departments, and parents we might answer the objection that liberal education is not useful by pointing out its genuine connection to the proper formation of citizens in a functioning liberal democracy, the connection between liberal democracy and liberal education not being accidental but essential, and that our regime depends for its proper functioning on a liberal education." - Livingstone, "Liberal Education, Civic Education, and the Canadian Regime: Past Principles and Present Challenges."

"People without a liberal arts background really have no place to go with their skill sets. They lack an overall knowledge, and an ability to relate to people and make educated decisions, and not jump to conclusions." OR "As mainstream universities and colleges cut liberal-arts courses and programs in favor of more vocational disciplines, and the number of students majoring in the humanities continues to decline, unexpected types of institutions are expanding their requirements in the liberal arts with the conviction that these courses teach the kinds of skills employers say they want, and leaders need: critical thinking, problem-solving, teamwork, and communication." - Marcus, "The Surprising Institutions That Refuse to Drop the Liberal Arts."

". . . it is not enough to teach science; how science is being taught and how to think needs to be revised by explicitly defining critical thinking and expectations for students." **- McLaughlin, "Explicitly Teaching Critical Thinking Skills in a History Course."**

"The distinctive and central goal of a liberal education, Oakeshott advises, is the emancipation of the student from his society's and his own preconceptions, in the process of opening to him or her glimpses of the vast wisdom of the ages." - **Mead, W. B., "Learning from the Insights and the Errors of a Great Mind: Michael Oakeshott on Liberal Education"**

"The utilitarian or servile arts enable one to be a servant- of another person, of the state, of a corporation, of a business- and to earn a living. The liberal arts, in contrast, teach one how to live; they train the faculties and bring them to perfection; they enable a person to rise above his material environment to live an intellectual, a rational, and therefore a free life in gaining truth." – Joseph Miriam, "The Trivium: The Liberal Arts of Logic, Grammar, and Rhetoric."

"Those of us who care about the liberal arts need to start making more forceful and honest arguments." - Moore, "We Need to Challenge the Primacy of Productivity as an Educational Metric: A Good Education is Not Simply Job Training."

"The final wisdom of life requires, not the annulment of incongruity, but the achievement of serenity within and above it." - Reinhold Niebuhr, *The Irony of American History*, 1952, 62 - 63.

Liberal education is "… an education that is 'liberal' in that it liberates the mind from the bondage of habit and custom, producing people who can function with sensitivity and alertness as citizens of the whole world." **- Martha C. Nussbaum, *Cultivating Humanity*, 1997.**

"Sheer burden of homework in all disciplines makes it impossible for children to enjoy the use of their critical and imaginative faculties." - **Nussbaum, "Liberal Education Paper Conference on Tagore's Philosophy of Education"**

The hallmarks of liberal education – building an ethical foundation that values the well-being of others, strengthening the mental muscles that allow you to acquire new knowledge quickly, and developing the skills to apply it effectively in rapidly shifting contexts – are not luxuries but necessities for preparing professionals for the coming transformation of knowledge work to relationship work." **- Patel, "How Robots Will Save Liberal Education"**

"Critical thinking without hope is cynicism. Hope without critical thinking is naïveté." - Maria Popova, https://www.brainpickings.org/2015/02/09/hope-cynicism/

"There must be no barriers to freedom of inquiry. There is no place for dogma in science. The scientist is free, and must be free to ask any question, to doubt any assertion, to seek for any evidence, to correct any errors. Our political life is also predicated on openness. We know that the only way to avoid error is to detect it and that the only way to detect it is to be free to inquire. And we know that as long as men are free to ask what they must, free to say what they think, free to think what they will, freedom can never be lost, and science can never regress." - J. Robert Oppenheimer. 1949. Epigraph in The Moral Arc: How Science and Reason Lead Humanity

Toward Truth, Justice, and Freedom by Michael Shermer (New York: Henry Holt and Company, 2015).

"… none of us is in full possession of the truth, but all are groping toward it … the pursuit of truth is to be achieved through reason, not through violence." - John Polanyi, January 2003.

 "But in today's world, enhancing earning power simply isn't enough." - D.R. Porterfield, "College Rankings Crush Liberal Education, It's Time to Reevaluate It."

"By abandoning (the) idea of personal formation in favour of a poly technical approach – focused on specific kinds of workforce preparation skills or competencies – we end up with something quantified in ways that will lead to a devaluing of the experience." - Raths, "Redefining Student Success in a Digital Ecosystem."

"A liberal education demands that you decide — agree or disagree? Find the nuances in the issue, and voice them. Challenge authority. Argue forcefully — and with wit and reason. Write clearly and persuasively about your research, ideas, conclusions, interpretations." **- Hunter R. Rawlings III, "Stop Defending the Liberal Arts"**

"...what changed public favour against smoking wasn't mounting data from the health sciences linking smoking to cancer, he said. It was effective communication of that research to the public, improved regulation of the industry and a new taxation scheme on cigarettes that led to a decline in smoking and smoking-related illnesses. It was a wide-ranging and life-saving public health strategy 'driven by disciplines in the social sciences and humanities,'" - Samson, "Universities Collaborate to Win Public Support for the Liberal Arts"

"With a liberal education, ''students can prepare for both responsible citizenship and a global economy by achieving the essential learning outcomes.''" - **Rodger A. Scott, The meaning of liberal education**

A fool's brain digests philosophy into folly, science into superstition, and art into pedantry. Hence University education. - George Bernard Shaw, Irish dramatist & socialist (1856—1950).

"The experimental methods and analytical reasoning of science—when applied to the social world toward an end of solving social problems and the betterment of humanity in a civilized state—created the modern world of liberal democracies, civil rights and civil liberties, equal justice under the law, open political and economic borders, free markets and free minds, and prosperity the likes of which no human society in history has ever enjoyed. More people in more places more of the time have more rights, freedoms, liberties, literacy, education, and prosperity than at any time in the past. We have many social and moral problems left to solve, to be sure, and the direction of the arc will hopefully continue upward long after our epoch so we are by no

means at the apex, but there is much evidence of progress and many good reasons for optimism." - Michael Shermer. Prologue, The Moral Arc: How Science and Reason Lead Humanity Toward Truth, Justice, and Freedom. (New York: Henry Holt and Company, 2015).

"This institution will be based on the illimitable freedom of the human mind," Jefferson wrote. "For here we are not afraid to follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it."**- in Sleeper, "With Friends Like These… Who Will Defend Liberal Education?"**

"The most important reason to improve education is not to make children fit for tomorrow's job market. Nor is it to make them capable of voting well and serving on a jury. It is to help people escape a life of vapid consumerism by giving them capacities to appreciate richer pursuits and to produce their own complex meanings." **- Lucas Stanczyk, political theorist at Harvard, "Stop Defending the Liberal Arts"**

"Education—the thing itself, not the degree—is always good. A genuine education opens minds and makes good citizens. It ought to be pursued for the sake of society. In our unbalanced system, however, education has been reduced to a private good, justifiable only by the increments in graduates' paychecks. Instead of uniting and enriching us, it divides and impoverishes." **- Matthew Stewart, "The 9.9 Percent Is the New American Aristocracy"**

"It occurs to me that, perhaps, there is no such thing as critical thinking at all," writes Stuart Wrigley for *Times Higher Education.* Instead, Wrigley argues that thinking itself is a critical act and that the term "critical thinking" is redundant. Instead, The problem is not one of thinking, Wrigley adds, but one of writing: students need help expressing their critical thinking in accordance with academic conventions. "So let's consign the term 'critical thinking' to the dustbin of buzzwords and focus instead on challenging students simply to think, by providing them with gripping content and teaching them the power of effective written and oral communication," the author concludes. *Times Higher Education*, There is no such thing as "critical thinking": THE contributor. https://www.academica.ca/top-ten/there-no-such-thing-"critical-thinking"-contributor?patform=hootsuitel

"We seem to have forgotten that the expression 'a liberal education originally meant among the Romans one worthy of free men; while the learning of trades and professions by which to get your livelihood merely was considered worthy of slaves only." - Henry David Thoreau (1817-1862), U. S. philosopher, author, naturalist. "The Last Days of John Brown" 1860.

"Rejection of epistemically unwarranted ideas (ancient aliens, astrology, conspiracy theories) doesn't correlate with scientific knowledge, and college students tend to have as much trouble

coming to grips with reality as anyone else." - Timmer, "Critical Thinking is One for the History Books: A Critical Analysis Leads to Rejection of Astrology, Conspiracies, etc."

"The public university is a civic enterprise aimed at making society a better place by creating educated, knowledgeable and capable individuals whose actions can directly improve the social whole. But what universities do powerfully contributes to the creation of successful businesses, government, schools and so on by providing well-educated citizens and employees: people who have strong critical thinking skills and who can innovate and solve problems, argue effectively, understand other points of view, and strengthen the social, moral, legal and physical fabric of our country." - Traphagan & Spinuzzi, "College: You're not just doing this for you"

"The ideas, skill and capacity to think deeply and critically generated through a liberal arts education may change ourselves, but more importantly, they change our world." **- Traphagan & Spinuzzi, "College: You're not just doing this for you"**

"We educate for transformation, leadership, and community, not simply or exclusively for the development of instrumental skills." **- Trusteeship Magazine, "Why the Imperative for the Liberal Arts?"**

"New research shows that a liberal arts degree is a great economic investment." **- Universities Canada, "Liberal Arts Degrees are a Good Investment."**

"The basic purpose of a liberal arts education is to liberate the human being to exercise his or her potential to the fullest." **- Barbara M. White, President, Mills College.** *Christian Science Monitor*, **8 Sept. 1976.**

"We were starting to hear from employers who hired new grads that their soft skills weren't as developed as hard skills," says Richard Almonte, professor and co-ordinator of communication. "Our business students were excellent at using accounting software and so on but maybe weren't as adapt at personal interactions." -White, "Developing 21st Century Skills."

"Liberal Education should give people the skills that will help them get ready for their sixth job, not their first job." **- Fareed Zakaria, "In Defense of a Liberal Education?"**

"A student on campus who is not much interested in academic learning, and does not work hard for it, can receive a public subsidy, but a prisoner who devotes himself single-mindedly to his classes isn't deemed worthy of any public help at all." **- Zimmerman, "Scholars Behind Bars."**

This ideal [liberal education,] is only relevant to those who seek a self of their own. **- O'Sullivan, "The place of enlightenment in Michael Oakeshott's conception of liberal education"**

This sentence I think embodies a lot of the essays that I have read. - Antoine