

Works Cited Entry:

“What Is College For?” *The Chronicle Of Higher Education*. 22 April 2013. Web. 30 August 2015.

college as career prep:

Phyllis M. Wise “*Chancellor of the University of Illinois at Urbana-Champaign and a vice president of the University of Illinois*”

“Should we be preparing students for the work force, or should we be preparing them for lifelong learning? The answer is, “Yes.”” (“What Is”).

Phyllis M. Wise “*Chancellor of the University of Illinois at Urbana-Champaign and a vice president of the University of Illinois*”

“students establish the intellectual foundations for their careers, and it is when they have the freedom to explore paths their lives might take” (“What Is”).

Joseph R. Urgo “*President of St. Mary's College of Maryland*”

“College is for students to decide what and how they want to contribute to society, to the economy, to their communities, and to the well-being of their families” (“What Is”).

William Pepicello “*President of the University of Phoenix*”

“College is for creating a pathway to career success” (“What Is”).

college as sorting mechanism:

William Pepicello “*President of the University of Phoenix*”

“College is for anyone willing to do the work” (“What Is”).

college as intellectual growth:

Phyllis M. Wise “*Chancellor of the University of Illinois at Urbana-Champaign and a vice president of the University of Illinois*”

“Should we be preparing students for the work force, or should we be preparing them for lifelong learning? The answer is, “Yes.”” (“What Is”).

Brenda Hellyer “*Chancellor of San Jacinto College, in Houston and Pasadena, Tex.*”

“What is college for? It is about personal and intellectual growth, about finding new dimensions of understanding, and about gaining knowledge” (“What Is”).

college as democracy prep:

Carolyn A. (Bidly) Martin “*President of Amherst College*”

“College is for leave-taking, of home and of limiting assumptions, for becoming self-directed, while socially responsible” (“What Is”).

Walter M. Kinbrough "*President of Dillard University*"

"these students practiced citizenship. They applied concepts from the classroom to discuss an issue that affected leadership opportunities and students' rights" ("What Is").

Joseph R. Urgo "*President of St. Mary's College of Maryland*"

"College is for students to decide what and how they want to contribute to society, to the economy, to their communities, and to the well-being of their families" ("What Is").

Charles G. Lief "*President of Naropa University*"

"Such an education transforms ordinary knowledge into wisdom and cultivates compassion and service to others and the Earth, preparing students to change the world for the better" ("What Is").

General information on colleges:

Michael V. Drake "*Chancellor of the University of California at Irvine*"

"Given this extraordinary diversity and vitality, there is no one single answer to the question 'What is college for?'" ("What Is").

Michael V. Drake "*Chancellor of the University of California at Irvine*"

"roughly 4,500 degree-granting institutions in the United States include public and private, religious and secular, very large and very small institutions with a correspondingly wide range of missions" ("What Is").

Brenda Hellyer "*Chancellor of San Jacinto College, in Houston and Pasadena, Tex.*"

"In the fall of 2011, approximately 13 million such students attended 1,132 community colleges around the country. Almost two-thirds of those students were in programs to earn an associate degree and perhaps then transfer to a four-year university" ("What Is").

Connections to previous readings:

Higher education discourse:

- Knowledge
- Wisdom
- Environment
- Democracy

Works Cited Entry:

Menand, Louis. "Live And Learn." *New Yorker*. 6 June 2011. CAN'T REMEMBER OFF HAND. NEED TO CHECK LATER.

college as career prep:

"In 2008, the average income for someone with an advanced degree (master's, professional, or doctoral) was \$83,144; for someone with a bachelor's degree, it was \$58,613; for someone with only a high-school education, it was \$31,283" (Menand).

"They attend either because the degree is a job requirement or because they've been seduced by the siren song "college for everyone." (Menand).

college as sorting mechanism:

"Society needs a mechanism for sorting out its more intelligent members from its less intelligent ones, just as a track team needs a mechanism (such as a stopwatch) for sorting out the faster athletes from the slower ones" (Menand).

"As an added service, college also sorts people according to aptitude. It separates the math types from the poetry types" (Menand).

college as intellectual growth:

"College exposes future citizens to material that enlightens and empowers them, whatever careers they end up choosing" (Menand).

"Education is about personal and intellectual growth, not about winning some race to the top" (Menand).

college as democracy prep:

"Ideally, we want everyone to go to college, because college gets everyone on the same page. It's a way of producing a society of like-minded grownups" (Menand).

General information on colleges:

"Six per cent of the American population is currently enrolled in college or graduate school. In Great Britain and France, the figure is about three per cent" (Menand).

"College is broadly accessible: sixty-eight per cent of high-school graduates now go on to college" (Menand).

"In 2008, the average income for someone with an advanced degree (master's, professional, or doctoral) was \$83,144; for someone with a bachelor's degree, it was \$58,613; for someone with only a high-school education, it was \$31,283" (Menand).

“The No. 1 major in America is, in fact, business. Twenty-two per cent of bachelor’s degrees are awarded in that field. Ten per cent are awarded in education, seven per cent in the health professions” (Menand).

Connections to previous readings:

Higher education discourse:

- Mechanism
- Meritocratic
- Democratic
- Intellectual
- Utilitarian

Works Cited Entry:

Delbanco, Andrew. *College: What it is, was, and Should be*. Princeton, New Jersey: Princeton University Press, 2012. Print.

college as career prep:

“there is little dispute that one reason to go to college is to increase one’s earning power” (Delbanco 26).

college as sorting mechanism:

college as intellectual growth:

“What he meant was that college had opened his senses as well as his mind to experiences that would otherwise be foreclosed for him” (Delbanco 32).

“It slakes the human craving for contact with works of art that somehow register one’s own longings and yet exceed what one has been able to articulate by and for oneself” (Delbanco 32).

“knowledge of the past helps us to think critically about the present” (Delbanco 33).

““You want the inside of your head to be an interesting place to spend the rest of your life.”” (Delbanco 33).

college as democracy prep:

“providing more people with a college education is good for the economic health of the nation; and, second, that going to college is good for the economic competitiveness of the individuals who constitute the nation” (Delbanco 25).

“knowledge of the past helps us to think critically about the present” (Delbanco 33).

“so we might say that the most important thing one can acquire in college is a well functioning bullshit meter. It’s a technology that will never become obsolete” (Delbanco 29).

“so it should be obvious that the best chance we have to maintain a functioning democracy is a citizenry that can tell the difference between demagoguery and responsible arguments” (Delbanco 29).

General information on colleges:

“One authority claims that those who hold a BA degree earn roughly 60 percent more, on average, over their lifetime than those who do not” (Delbanco 25).

Connections to previous readings:

“What he meant was that college had opened his senses as well as his mind to experiences that would otherwise be foreclosed for him” (Delbanco 32).

“David Foster Wallace ('85), defined the value of the liberal arts in the following terms: “The real, no bullshit value of your liberal-arts education is how to keep from going through your comfortable, prosperous, respectable lives dead, unconscious, a slave to your head and to your natural default settings.”” (“What Is”).

Higher education discourse:

-citizenry

Works Cited Entry:

Gutting, Gary. "What Is College For." *The New York Times*. 14 December 2011. AND SOMETHING ELSE

college as career prep:

"55 percent claimed that "it was very useful in helping prepare them for a job or career."" (Gutting).

college as sorting mechanism:

college as intellectual growth:

"74 percent of graduates from four-year colleges say that their education was "very useful in helping them grow intellectually."" (Gutting).

"First of all, they are not simply for the education of students. This is an essential function, but the *raison d'être* of a college is to nourish a world of intellectual culture; that is, a world of ideas, dedicated to what we can know scientifically, understand humanistically, or express artistically" (Gutting).

"Students, in turn, need to recognize that their college education is above all a matter of opening themselves up to new dimensions of knowledge and understanding" (Gutting).

college as democracy prep:

"Sixty-nine percent said that "it was very useful in helping them grow and mature as a person"" (Gutting).

General information on colleges:

Connections to previous readings:

"55 percent claimed that "it was very useful in helping prepare them for a job or career."" (Gutting).

William Pepicello "*President of the University of Phoenix*"

"College is for creating a pathway to career success" ("What Is").

"there is little dispute that one reason to go to college is to increase one's earning power" (Delbanco 26).

Higher education discourse:

Works Cited Entry:

Berrett, Dan. "The Day the Purpose of College Changed." *The Chronicle Of Higher Education*. 26 January 2015. Web.

college as career prep:

"Colleges increasingly viewed students as customers. Economic inequality and insecurity rose, as did the wage premium of a college degree. And that became one of higher education's main selling points" (Berrett).

"In the early 80s, most freshmen said they'd chosen their college because they thought it would help them get a better job" (Berrett).

"President Obama, she says, "sees education as a redistributive process" in which "community and state colleges will teach vocational skills so people can get jobs." (Berrett).

"vital skills of critical thinking, writing, quantitative reasoning, and teamwork that liberal education cultivates. That's what employers have consistently told the group they're looking for in new hires, Ms. Schneider says. "They just didn't use the words 'liberal education.'" (Berrett).

college as sorting mechanism:

college as intellectual growth:

"If a university is not a place where intellectual curiosity is to be encouraged, and subsidized," the editors wrote, "then it is nothing." (Berrett).

"college is a vehicle for intellectual development, for cultivating a flexible mind, and, no matter the focus of study, for fostering a broad set of knowledge and skills whose value is not always immediately apparent" (Berrett).

"In the early 1970s, nearly three-quarters of freshmen said it was essential to them to develop a meaningful philosophy of life" (Berrett).

"People understood that liberal learning served individuals, regardless of their jobs, as well as society at large. That's no longer true, he says" (Berrett).

"Those objectives should not be restricted, she says, to liberal-arts majors. They are useful for teachers and technicians" (Berrett).

college as democracy prep:

"Thomas Jefferson argued for increased access to liberal education—among white males. A broadly educated populace, he said, would strengthen democracy" (Berrett).

“People “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,” he wrote in 1779. Such men wouldn’t be easily swayed by tyrants” (Berrett).

“A presidential commission chartered by Harry S. Truman recommended in 1947 that colleges strive to more fully realize democracy “in every phase of living,” promote international understanding, and deploy creative intelligence to solve social problems. College wasn’t a way to get a job or make a buck” (Berrett).

“People understood that liberal learning served individuals, regardless of their jobs, as well as society at large. That’s no longer true, he says” (Berrett).

“The AAC&U pushes a more expansive vision: that a liberal education is for everyone who seeks to make meaning in their lives and to participate in democracy” (Berrett).

General information on colleges:

“Once prized as a worthy pursuit for all, liberal education that day in 1967 became pointless, an indulgence, a joke” (Berrett).

“By the time Reagan won the presidency, in 1980, practical degrees had become the safe and popular choice” (Berrett).

“Responding to the Soviet threat opened opportunities for generations of middle-class Americans, argues Ms. Liu, author of *The American Idyll: Academic Antielitism as Cultural Critique*. “Liberal education was the great dream of the postwar era,” she says” (Berrett).

“But the conclusion of the Cold War ended that dream, she says, and a more instrumentalist view of college has become a point of bipartisan agreement” (Berrett).

“Education once sought to develop people’s potential, says Ms. Liu. Now it’s all about training. “Training,” she says, “is what you get through mindless repetition.”” (Berrett).

“Liberal learning is now a luxury good, she says. “It’s become the education of the 1 percent.”” (Berrett).

Works Cited Entry:

The Purpose of Higher Ed. NOT REAL CITATION

college as career prep:

“two major paths to economic security in the United States: Go to college or join a unionized occupation. But today, less than 7% of private sector workers are unionized, compared with 35% in the 1950s. So now, the most reliable avenue to economic security involves getting a four-year degree” (Kahlenberg).

college as sorting mechanism:

“Many colleges have done a fairly good job of promoting racial diversity through affirmative action programs, but most do a poor job of bringing students from different economic backgrounds together” (Kahlenberg).

college as intellectual growth:

“As Louis Menand has written in *The New Yorker* magazine, college is a time for you to learn “things about the world and yourself that, if you do not learn them in college, you are unlikely to learn anywhere else.”” (Kahlenberg).

college as democracy prep:

“a system of free public education, coupled with accessible higher education, was critical, in his view, to producing America’s leaders” (Kahlenberg).

General information on colleges:

“According to recent [data](#), 82% of those from higher-income families get a bachelor’s degree by age 24, compared with just 8% from low-income families” (Kahlenberg).

“the study *Academically Adrift: Limited Learning on College Campuses*, famously found that an astounding 45 percent of students learn little in the first two years of college” (Kahlenberg).

“American colleges—because they draw upon students from a variety of neighborhoods and states, and countries—provide a unique environment in which students of different backgrounds can learn from one another” (Kahlenberg).

