

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