

## Campus Life Undergraduate Cultures From The End Of The Eighteenth Century To The Present

An iconoclast and best-selling author of both nonfiction and fiction, Elizabeth Marshall Thomas has spent a lifetime observing, thinking, and writing about the cultures of animals such as lions, wolves, dogs, deer, and humans. In this compulsively readable book, she provides a plainspoken, big-picture look at the commonality of life on our planet, from the littlest microbes to the largest lizards. Inspired by the idea of symbiosis in evolution—that all living things evolve in a series of cooperative relationships—Thomas takes readers on a journey through the progression of life. Along the way she shares the universal likenesses, experiences, and environments of “Gaia’s creatures,” from amoebas in plant soil to the pets we love, from proud primates to Homo sapiens hunter-gatherers on the African savanna. Fervently rejecting “anthropodenial,” the notion that nonhuman life does not share characteristics with humans, Thomas instead shows that paramecia can learn, plants can communicate, humans aren’t really as special as we think we are—and that it doesn’t take a scientist to marvel at the smallest inhabitants of the natural world and their connections to all living things. A unique voice on anthropology and animal behavior, Thomas challenges scientific convention and the jargon that prevents us all from understanding all living things better. This joyfully written book is a fascinating look at the challenges and behaviors shared by creatures from bacteria to larvae to parasitic fungi, a potted hyacinth to the author herself, and all those in between.

An NPR Favorite Book of the Year Winner of the Critics’ Choice Book Award, American Educational Studies Association Winner of the Mirra Komarovsky Book Award Winner of the CEP–Mildred García Award for Exemplary Scholarship “Eye-opening...Brings home the pain and reality of on-campus poverty and puts the blame squarely on elite institutions.” —Washington Post “Jack’s investigation redirects attention from the matter of access to the matter of inclusion...His book challenges universities to support the diversity they indulge in advertising.” —New Yorker “The lesson is plain—simply admitting low-income students is just the start of a university’s obligations. Once they’re on campus, colleges must show them that they are full-fledged citizen.” —David Kirp, American Prospect “This book should be studied closely by anyone interested in improving diversity and inclusion in higher education and provides a moving call to action for us all.” —Raj Chetty, Harvard University The Ivy League looks different than it used to. College presidents and deans of admission have opened their doors—and their coffers—to support a more diverse student body. But is it enough just to admit these students? In this bracing exposé, Anthony Jack shows that many students’ struggles continue long after they’ve settled in their dorms. Admission, they quickly learn, is not the same as acceptance. This powerfully argued book documents how university policies and campus culture can exacerbate preexisting inequalities and reveals why some students are harder hit than others.

With over 600 signed entries, The SAGE Encyclopedia of Higher Education demonstrates the impact higher education has had on global economies and universities across the world. Topics include: • students burdened with higher tuition fees • departments expected to produce courses and research that have clear and demonstrable social impact • what the university is and how it meets social and business requirements This encyclopedia touches on all aspects of higher education through: • key concepts • debates • approaches • schools of thought on higher education • role of universities As an interdisciplinary field, these volumes will prove to be an essential resource for students and researchers in education, sociology, politics and other related fields across the humanities and social science disciplines.

An engaging look at the aphorism, the shortest literary form, across time, languages, and cultures Aphorisms—or short philosophical sayings—appear everywhere, from Confucius to Twitter, the Buddha to the Bible, Heraclitus to Nietzsche. Yet despite this ubiquity, the aphorism is the least studied literary form. What are its origins? How did it develop? Were the enigmatic sayings of charismatic sages the original “social media”? And why do some of our most celebrated modern philosophers use aphoristic fragments to convey their deepest ideas? In A Theory of the Aphorism, Andrew Hui crisscrosses histories and cultures to answer these questions and more. Encompassing literature, philology, and philosophy, A Theory of the Aphorism invites us to reflect anew on the meaning of this pithiest of literary forms.

The struggles and achievements of today’s college students are thrown into stark relief in this fascinating account of how such students make meaning of their lives. Author Mary Grigsby uses the voices of students themselves to discuss how they view, adjust to, and participate in the college student culture of a large midwestern university and to explore what they think of their educational experiences. Topics include a look at a typical day on campus, student subcultures and the lifestyles they engender, whether college life conforms to the images and scenarios of popular culture, and student approaches to making it through college. Going to college has become the major coming-of-age experience for many people in the United States, and Mary Grigsby has provided a compelling, readable, and up-to-date account of this formative period. Book jacket.

Waging the Cold War's ideological battles on the gridiron

This is at once a playful text with a serious purpose: to provide the reader with the theoretical lenses to analyze the dynamics of social class. It will appeal to students, and indeed anyone interested in how class mediates relationships in higher education, both because of its engaging tone, and because it uses the college campus as a microcosm for observing and analyzing the concept of class – and does so in a way that will prompt the reader to reflect on her or his location in the continuum of class, and understand how every member of the campus community helps co-construct social class. Will Barratt starts from the premise that there is more than one way to study any idea; and that the more tools we use to examine a concept, the more fully we understand it in all its complexity and ambiguity. To illustrate salient features of class on campus, he introduces five fictional European-American women – Whitney Page, Louise, Misty, Ursula, and Eleanor – and also includes the real stories of students who represent a diversity of backgrounds. Social class is often neglected or ignored as an important issue in the lives of students. The book provides the reader with a language for analyzing class, with theories of class that go beyond standard economic and sociological models, and examples of the manifestation of class – all toward the end of helping the reader have more agency in working with this difficult and challenging concept. This book is suitable for students going to college for the first time, for courses exploring multicultural issues in contemporary society, and for anyone professionally involved with students. Each chapter includes a suggested experience and reflection questions to prompt readers to explore their thinking and feeling about class, as well as class discussion questions.

Effective socialization of new student affairs professionals is essential—both for the individual success of these practitioners, and for the work of a college or university that promotes student learning. It enables new professionals to manage the important personal and professional transitions they experience throughout their careers, engage in continuous professional development, and achieve high levels of productivity. It also counteracts the high attrition rate among new hires, with all the attendant costs to the institution in terms of resources spent on recruiting, hiring, training, supervising, and developing staff talent. The socialization process for new professionals includes formal and informal elements that influence both success and quality of work life. This process is far more complex than a single orientation program organized by a unit or division. Rather, it is a comprehensive process where both the new professional and organization learn about and from each other in ways that influence working relationships and individual and organizational outcomes. Part I of this book defines the concept, explains its value, and offers a model of socialization. Part II examines the institutional context in which the socialization of new professionals occurs, and describes how different institutional types influence the socialization process. It considers the changing characteristics of college students, and how these impact the work of student affairs. In addressing the extra-institutional and professional contexts, Part III considers the role that graduate education plays in preparing new professionals for work in student affairs, and offers guidance to faculty and practitioners involved in graduate education about what they can do to introduce graduate students to professional life. It addresses the importance of professional orientation activities, the roles of supervision and mentorship, as well as the impact of peers and institutions on the socialization process. It concludes with a discussion of the role and importance of professional associations. This book is intended for graduate program faculty, for senior student affairs officers concerned about developing and retaining the new staff, and for administrators and leaders in student affairs shaping the future of the profession. For new professionals themselves it offers insights on the path to professionalization.

The creed of the United States National Student Association (USNSA) is: A world where there are differences without hate...This is our desire. In this illustrated anthology/sourcebook produced by the USNSA Anthology Project, its editorial director and 90 authors from the GI bill generation that founded the USNSA in 1947, chronicle its formation a

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How our colleges and universities can respond to the changing hopes and needs of society In recent decades, cognitive psychologists have cast new light on human development and given colleges new possibilities for helping students acquire skills and qualities that will enhance their lives and increase their contributions to society. In this landmark book, Derek Bok explores how colleges can reap the benefits of these discoveries and create a more robust undergraduate curriculum for the twenty-first century. Prior to this century, most psychologists thought that creativity, empathy, resilience, conscientiousness, and most personality traits were largely fixed by early childhood. What researchers have now discovered is that virtually all of these qualities continue to change through early adulthood and often well beyond. Such findings suggest that educators may be able to do much more than was previously thought possible to teach students to develop these important characteristics and thereby enable them to flourish in later life. How prepared are educators to cultivate these qualities of mind and behavior? What do they need to learn to capitalize on the possibilities? Will college faculties embrace these opportunities and make the necessary changes in their curricula and teaching methods? What can be done to hasten the process of innovation and application? In providing answers to these questions, Bok identifies the hurdles to institutional change, proposes sensible reforms, and demonstrates how our colleges can help students lead more successful, productive, and meaningful lives.

Hollywood films have presented audiences with stories of campus life for nearly a century, shaping popular perceptions of our colleges and universities and the students who attend them. These depictions of campus life have even altered the attitudes of the students themselves, serving as both a mirror of and a model for behavior. One can only imagine how many high school seniors enter college today with the hopes of living the proverbial Animal House or PCU Greek experience, or how many have worried over the SAT and college admissions after watching more recent movies like 2004's The Perfect Score. This book explores themes of college life in 681 live-action, theatrically released, feature-length films set in the United States and released from 1915 through 2006, evaluating how these movies both reflected and distorted the reality of undergraduate life. Topics include college admissions, the freshman experience, academic work, professor-student relations, student romance, fraternity and sorority life, sports, political activism, and other extracurricular activities. The book also includes a complete filmography and 66 illustrations.

In 1902, Professor Woodrow Wilson took the helm of Princeton University, then a small denominational college with few academic pretensions. But Wilson had a blueprint for remaking the too-cozy college into an intellectual powerhouse. The Making of Princeton University tells, for the first time, the story of how the University adapted and updated Wilson's vision to transform itself into the prestigious institution it is today. James Axtell brings the methods and insights from his extensive work in ethnohistory to the collegiate realm, focusing especially on one of Princeton's most distinguished features: its unrivaled reputation for undergraduate education. Addressing admissions, the curriculum, extracurricular activities, and the changing landscape of student culture, the book devotes four full chapters to undergraduate life inside and outside the classroom. The book is a lively warts-and-all rendering of Princeton's rise, addressing such themes as discriminatory admission policies, the academic underperformance of many varsity athletes, and the controversial "bicker" system through which students have been selected for the University's private eating clubs. Written in a delightful and elegant style, The Making of Princeton University offers a detailed picture of how the University has dealt with these issues to secure a distinguished position in both higher education and American society. For anyone interested in or associated with Princeton, past or present, this is a book to savor.

Argues that national exposure through athletic success, profitable athletic departments, and an emphasis on research and graduate programs over undergraduate education are creating a "beer and circus" atmosphere in large universities.

At Dupont University, an innocent college freshman named Charlotte Simmons learns that her intellect alone will not help her survive.

Games Colleges Play provides historical background that will inform current policy discussions about the proper place of intercollegiate athletics within the American university.

Drawing on Japan's experiences with testing, overtesting, and recent reforms to relax educational pressures, Christopher Bjork sheds light on the best path forward for US schools. He asks a variety of questions related to testing and reform, and each draws direct parallels to issues that the schools currently face.

University Ethics: The Status of the Field Matthew J. Gaudet A Crisis of Mistaken Identity: The Ethical Insufficiency of the Corporate University Model Conor M. Kelly Discipline is not Prevention: Transforming the Cultural Foundations of Campus Rape Culture Megan K. McCabe Navigating the Ethics of University-Based Medical Research Michael McCarthy Catholic Universities and Religious Liberty Laurie Johnston The System of Scholarly Communication through the Lens of Jesuit Values Lev Rickards and Shannon Kealey The Community Colleges: Giving Them the Ethical Recognition They Deserve James F. Keenan, S.J. The Data and Ethics of Contingent Faculty at Catholic Colleges and

Universities Andrew Herr, Julia Cavallo, and Jason King The Ethics Program at Villanova University: A Story of Seed Sowing Mark J. Doorley A University Applied Ethics Center: The Markkula Center for Applied Ethics at Santa Clara University Brian Patrick Green, David DeCosse, Kirk Hanson, Don Heider, Margaret R. McLean, Irina Raicu, and Ann Skeet Diversity, Equity, and Inclusion —Doing the Work of Mission in the University Teresa A. Nance

Many colleges and universities have not engaged in the critical self-examination of their campuses necessary for effectively serving racially diverse student populations. This timely edited collection provides insights into how campus cultures can and do shape the experiences and outcomes of their increasingly diverse college student populations. By cultivating values, beliefs, and assumptions that focus on including, validating, and creating equitable outcomes among diverse undergraduate students, an institution can foster their success. While attention to campus climate is critical for gauging the nature of an institution's culture and how students are experiencing the campus environment, changes in climate alone will not lead to holistic and deep rooted institutional transformation. Moving beyond previous explorations of campus racial climates, *Creating Campus Cultures* addresses the considerable institutionally embedded obstacles practitioners face as they attempt to transform entrenched institutional cultures to meet the needs of diverse student bodies. A broad range of chapters include voices of students, new research, practical experiences, and application of frameworks that are conducive to success. This book will help student affairs and higher education administrators navigate this increasingly difficult terrain by providing practical advice on how to foster success among racial minority students and enact long-term, holistic change at any institution.

America's undergraduates truly represent a mind-boggling diversity. &lt;l>Today's College Students: A Reader looks at a wide variety of student groups and identities, which sets it apart from other texts on contemporary college students that do not cover such a broad spectrum. The editors and contributors also invite students, their instructors, and other college/university practitioners to be mindful of the crucial, yet sometimes overlooked, connection between extra-curricular campus activities and learning. Sustaining educational moments throughout the undergraduate experience, in and out of the classroom, is why colleges exist. This volume thus reminds us that both social interaction and individual critical reflection are vital collegiate processes, especially in an age of consumerism and the McDonaldisation of higher education. Ultimately, the text seeks to reinforce and augment the rich diversity that can make college more rewarding for us all. It is especially useful for courses devoted to today's college students and diversity, the multicultural university, college student development, and student affairs administration.

This edited volume explores the history of student life throughout the nineteenth and twentieth centuries. Chapter authors examine the expanding reach of scholarship on the history of college students; the history of underrepresented students, including black, Latino, and LGBTQ students; and student life at state normal schools and their successors, regional colleges and universities, and at community colleges and evangelical institutions. The book also includes research on drag and gender and on student labor activism, and offers new interpretations of fraternity and sorority life. Collectively, these chapters deepen scholarly understanding of students, the diversity of their experiences at an array of institutions, and the campus lives they built.

Stevenson offers a concise and fascinating portrait of the intellectual lives of ordinary Americans from the Civil War through Reconstruction.

Multidisciplinary focus Surveying many disciplines, this anthology brings together an outstanding selection of scholarly articles that examine the profound impact of law on the lives of women in the United States. The themes addressed include the historical, political, and social contexts of legal issues that have affected women's struggles to obtain equal treatment under the law. The articles are drawn from journals in law, political science, history, women's studies, philosophy, and education and represent some of the most interesting writing on the subject. The law in theory and practice Many of the articles bring race, social, and economic factors into their analyses, observing, for example, that black women, poor women, and single mothers are treated by the wielders of the power of the law differently than middle class white women. Other topics covered include the evolution of women's legal status, reproduction rights, sexuality and family issues, equal employment and educational opportunities, domestic violence, pornography and sexual exploitation, hate speech, and feminist legal thought. A valuable research and classroom aid, this series provides in-depth coverage of specific legal issues and takes into account the major legal changes and policies that have had an impact on the lives of American women.

Ultimately, the book is an invitation—and a challenge—for faculty, administrators, and student life staff to move relationships from the periphery to the center of undergraduate education.

This book is the first comprehensive history of medical student culture and medical education in Ireland from the middle of the nineteenth century until the 1950s. Utilising a variety of rich sources, including novels, newspapers, student magazines, doctors' memoirs, and oral history accounts, it examines Irish medical student life and culture, incorporating students' educational and extra-curricular activities at all of the Irish medical schools. The book investigates students' experiences in the lecture theatre, hospital, dissecting room and outside their studies, such as in 'digs', sporting teams and in student societies, illustrating how representations of medical students changed in Ireland over the period and examines the importance of class, religious affiliation and the appropriate traits that students were expected to possess. It highlights religious divisions as well as the dominance of the middle classes in Irish medical schools while also exploring institutional differences, the students' decisions to pursue medical education, emigration and the experiences of women medical students within a predominantly masculine sphere. Through an examination of the history of medical education in Ireland, this book builds on our understanding of the Irish medical profession while also contributing to the wider scholarship of student life and culture. It will appeal to those interested in the history of medicine, the history of education and social history in modern Ireland.

Today's colleges and universities face countless uncharted challenges and possibilities. They are often prized as national treasures, yet, in tough economic times, they are becoming a major focus of contestation and controversy. This richly comprehensive survey takes a frank look at both polarities of the puzzles of academe. Presenting multiple perspectives on a wide array of crucial issues, the book features realistic representations of students, faculty, curriculum, administration, and the socio-cultural conditions that shape higher education. The incisive essays are written by practitioners on the front lines of the academy's battle to validate and sustain its core principles in a complex, rapidly evolving world. They afford valuable insights into the postsecondary scene for all who seek to nurture its development in these uncertain, troubled times. The text will appeal to students, faculty, administrators, student life professionals, and policymakers who shape human potential. In the end it will leave them with sobering thoughts about the present and future of higher education, an institution that still warrants their constant care and vigilance.

From Davy Crockett hats and Barbie dolls to the civil-rights movement and the sexual revolution, the concerns of the baby-boomers became predominant themes for all of society. The first Canadian history of a legendary generation.

Frustrated by her students' performance, her relationships with them, and her own daughter's problems in school, Susan D. Blum, a professor of anthropology, set out to understand why her students found their educational experience at a top-tier institution so profoundly difficult and unsatisfying. Through her research and in conversations with her students, she discovered a troubling mismatch between the goals of the university and the needs of students. In "I Love Learning; I Hate School," Blum tells two intertwined but inseparable stories: the results of her research into how students learn contrasted with the way conventional education works, and the personal narrative of how she herself was transformed by this understanding. Blum concludes that the dominant forms of higher education do not match the myriad forms of learning that help students—people in general—master meaningful and worthwhile skills and knowledge. Students are capable of learning huge amounts, but the ways higher education is structured often leads them to fail to learn. More than that, it leads to ill effects. In this critique of higher education, infused with anthropological insights, Blum explains why so much is going wrong and offers suggestions for how to bring classroom learning more in line with appropriate forms of engagement. She challenges our system of education and argues for a "reintegration of learning with life."

Campus Life Undergraduate Cultures from the End of the Eighteenth Century to the Present University of Chicago Press

Donald Harward has assembled the deepest thinkers in higher education in one resource that combines theoretical considerations with analyses of fundamental issues related to learning and liberal education. This set of arguments, theories, and evidence are sufficient to encourage significant—transformative—changes in higher education. Contributors go on to offer examples of campus initiatives that document such changes, from directional nudges to major shifts of emphases and resources.

Presents more than two hundred alphabetically arranged entries on the issues, events, and history behind post-secondary education in contemporary America.

The modern research university is a global institution with a rich history that stretches into an ivy-laden past, but for as much as we think we know about that past, most of the writings that have recorded it are scattered across many archives and, in many cases, have yet to be translated into English. With this book, Paul Reitter, Chad Wellmon, and Louis Menand bring a wealth of these important texts together, assembling a fascinating collection of primary sources—many translated into English for the first time—that outline what would become the university as we know it. The editors focus on the development of American universities such as Cornell, Johns Hopkins, Harvard, and the Universities of Chicago, California, and Michigan. Looking to Germany, they translate a number of seminal sources that formulate the shape and purpose of the university and place them next to hard-to-find English-language texts that took the German university as their inspiration, one that they creatively adapted, often against stiff resistance. Enriching these texts with short but insightful essays that contextualize their importance, the editors offer an accessible portrait of the early research university, one that provides invaluable insights not only into the historical development of higher learning but also its role in modern society.

Fully illustrated, Prehistoric Figurines brings a radical new approach to one of the most exciting, but poorly understood artefacts from our prehistoric past. Studying the interpretation of prehistoric figurines from Neolithic southeast Europe, Bailey introduces recent developments from the fields of visual culture studies and cultural anthropology, and investigates the ways in which representations of human bodies were used by the pre-historic people to understand their own identities, to negotiate relationships and to make subtle political points. Bailey examines four critical conditions: \* figurines as miniatures \* figurines as three-dimensional representations \* figurines as anthropomorphs \* figurines as representations. Through these conditions, the study travels beyond the traditional mechanisms of interpretation and takes the debate past the out-dated interpretations of figurines as Mother-Goddess as Bailey examines individual prehistoric figurines in their original archaeological contexts and views them in the light of modern exploitations of the human form. Students and scholars of History and Archaeology will benefit immensely from Bailey's close understanding of the material culture and pre-history of the Balkans.

"Sarah Marshall and Anne Hornak have done a magnificent job exploring diverse contexts in which college students expand their individual leadership capacity and learn and practice engaging in relational leadership with others. These cases are realistic because they were gathered from their interviews with real students engaging in leadership. From whatever perspective, students can learn that they are doing leadership when they work with others to address shared issues, solve shared problems, and work toward positive change."—from the Foreword by Susan R. Komives This book presents over 230 case studies that reflect typical issues faced by undergraduate student leaders. The scenarios cover the range of functional areas of student life. These cases are intended for use by faculty and student affairs professionals as training tools for new student leaders who generally receive little preparation before assuming their positions. Cases provide an opportunity for students to roleplay and discuss scenarios before they encounter potentially similar events in their daily lives as leaders; engage students intensely in their learning, as they work through the issues and problems; and promote meaningful dialogue and discussion of relevant theory. The cases are based on real life dilemmas, and reflect both contemporary and historical campus issues. They are derived from interviews with 110 undergraduates and 11 student affairs administrators from large public research institutions, small privates, community colleges, and mid-sized comprehensive schools. The book begins with guidance on how to use case studies effectively, and on how to incorporate theory in analyzing them. The cases are then grouped into chapters, each of which focuses on a particular type of student organization. The cases vary in length to allow for multiple uses. Shorter cases can be role played and discussed in leadership training workshops, while longer cases can be used as take home assignments or debated during longer training sessions. The book concludes with general advice for student leaders. To assist with the facilitation process, the authors provide discussion questions to begin the analysis of each case. The cases are written broadly

enough to allow for a variety of possible solutions.

"Stover at Yale" by Owen Johnson. Published by Good Press. Good Press publishes a wide range of titles that encompasses every genre. From well-known classics & literary fiction and non-fiction to forgotten?or yet undiscovered gems?of world literature, we issue the books that need to be read. Each Good Press edition has been meticulously edited and formatted to boost readability for all e-readers and devices. Our goal is to produce eBooks that are user-friendly and accessible to everyone in a high-quality digital format.

In spite of soaring tuition costs, more and more students go to college every year. A bachelor's degree is now required for entry into a growing number of professions. And some parents begin planning for the expense of sending their kids to college when they're born. Almost everyone strives to go, but almost no one asks the fundamental question posed by *Academically Adrift*: are undergraduates really learning anything once they get there? For a large proportion of students, Richard Arum and Josipa Roksa's answer to that question is a definitive no. Their extensive research draws on survey responses, transcript data, and, for the first time, the state-of-the-art Collegiate Learning Assessment, a standardized test administered to students in their first semester and then again at the end of their second year. According to their analysis of more than 2,300 undergraduates at twenty-four institutions, 45 percent of these students demonstrate no significant improvement in a range of skills—including critical thinking, complex reasoning, and writing—during their first two years of college. As troubling as their findings are, Arum and Roksa argue that for many faculty and administrators they will come as no surprise—instead, they are the expected result of a student body distracted by socializing or working and an institutional culture that puts undergraduate learning close to the bottom of the priority list. *Academically Adrift* holds sobering lessons for students, faculty, administrators, policy makers, and parents—all of whom are implicated in promoting or at least ignoring contemporary campus culture. Higher education faces crises on a number of fronts, but Arum and Roksa's report that colleges are failing at their most basic mission will demand the attention of us all.

Every generation of college students, no matter how different from its predecessor, has been an enigma to faculty and administration, to parents, and to society in general. Watching today's students "holding themselves in because they had to get A's not only on tests but on deans' reports and recommendations," Helen Lefkowitz Horowitz, author of the highly praised *Alma Mater*, began to ask, "What has gone wrong—how did we get where we are today?" *Campus Life* is the result of her search—through college studies, alumni autobiographies, and among students themselves—for an answer. She begins in the post-revolutionary years when the peculiarly American form of college was born, forced in the student-faculty warfare: in 1800, pleasure-seeking Princeton students, angered by disciplinary action, "show pistols . . . and rolled barrels filled with stones along the hallways." She looks deeply into the campus through the next two centuries, to show us student society as revealed and reflected in the students' own codes of behavior, in the clubs (social and intellectual), in athletics, in student publications, and in student government. And we begin to notice for the first time, from earliest days till now, younger men, and later young women as well, have entered not a monolithic "student body" but a complex world containing three distinct sub-cultures. We see how from the beginning some undergraduates have resisted the ritualized frivolity and rowdiness of the group she calls "College Men." For the second group, the "Outsiders," college was not so much a matter of secret societies, passionate team spirit and college patriotism as a serious preparation for a profession; and over the decades their ranks were joined by ambitious youths from all over rural America, by the first college women, by immigrants, Jews, "townies," blacks, veterans, and older women beginning or continuing their education. We watch a third subculture of "Rebels"—both men and women – emerging in the early twentieth century, transforming individual dissent into collective rebellion, contending for control of collegiate politics and press, and eventually—in the 1960s—reordering the whole college/university world. Yet, Horowitz demonstrates, in spite of the tumultuous 1960s, in spite of the vast changes since the nineteenth century, the ways in which undergraduates work and play have continued to be shaped by whichever of the three competing subcultures—college men and women, outsiders, and rebels—is in control. We see today's campus as dominated by the new breed of outsiders (they began to surface in the 1970s) driven to pursue their future careers with a "grim professionalism." And as faint and sporadic signs emerge of (perhaps) a new activism, and a new attraction to learning for its own sake, we find that Helen Lefkowitz Horowitz has given us, in this study, a basis for anticipated the possible nature of the next campus generation.

"Based on subtle, imaginative readings of autobiographies, memoirs, fiction and secondary sources, [*Campus Life*] tells the story of the changing mentalities of American undergraduates over two centuries."—Michael Moffatt, *New York Times Book Review*

One of the great challenges now facing education reformers in the United States is how to devise a consistent and intelligent framework for instruction that will work across the nation's notoriously fragmented and politically conflicted school systems. Various programs have tried to do that, but only a few have succeeded. *Improvement by Design* looks at three different programs, seeking to understand why two of them—America's Choice and Success for All—worked, and why the third—Accelerated Schools Project—did not. The authors identify four critical puzzles that the successful programs were able to solve: design, implementation, improvement, and sustainability. Pinpointing the specific solutions that clearly improved instruction, they identify the key elements that all successful reform programs share. Offering urgently needed guidance for state and local school systems as they attempt to respond to future reform proposals, *Improvement by Design* gets America one step closer to truly successful education systems.

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