

ARTICLE

Race and the Yale Report of 1828

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Abstract

This essay recontextualizes the Yale Report of 1828, arguing that the report's advocacy for classical liberal education should be understood alongside the racial concerns of its authors, some of whom were well-known colonizationists who viewed African American education as a threat to New Haven's social and economic stability. The Yale Report's vision for leadership and economic success not only excluded African Americans by default, but created a lasting binary that defined Black educational opportunities in the nineteenth century and beyond. The essay considers the near overlap between the writing of the Yale Report and the failed proposal to establish an African American men's college in New Haven in 1831, placing the document within a key period in the history of American higher education in which education became highly commodified and racialized. Building upon scholarship on the Yale Report that has already considered its neorepublican aims, this essay opens the possibility of viewing the document beyond its immediate concerns with curricular reform and contemplating the elusive connections between American higher education, race, and power.

Keywords: African American Education; colonizationism; higher education; Yale Report of 1828

The Yale Report of 1828 is a declarative statement about the purpose of higher education, issued at a crucial time in the development of American colleges.¹ David Potts writes that by the 1820s, America had started to become “a land of colleges” and the report was well suited to forge a persuasive connection between higher education and national interest.² The report became an “indispensable reference point” influencing new institutions that emerged in the century of expansion before and after the Civil War.³ By issuing the report, Yale sharpened the concept of liberal education for both personal and national success, in ways that still resonate in university mission

¹David Potts writes that Yale's pamphlet has been mislabeled by scholars who employ the singular noun to discuss two “reports.” This paper considers both reports together and uses the singular noun, which appears in most of the scholarship written on the subject. See David B. Potts, *Liberal Education for a Land of Colleges: Yale's Reports of 1828* (New York: Palgrave MacMillan, 2010).

²Potts, *Liberal Education for a Land of Colleges*, xvi.

³Potts, *Liberal Education for a Land of Colleges*, xv.

The Yale Report Of 1828

Stephen J. Nelson



The Yale Report Of 1828:

Content, Context, and Continuity Alison Rabil,1998 Liberal Education for a Land of Colleges D. Potts,2016-07-21

Yale's Reports published in 1828 is a seminal publication for understanding the development of American higher education. Giving highest priority to critical thinking skills, this fifty-six page pamphlet played a central role in clearly delineating teaching objectives, modes of learning, and range of curriculum for the nation's colleges. In a deeply researched and well-crafted analytical narrative, David B. Potts introduces Yale's document, probes its origins and message, surveys its national reception, and assesses its import for liberal education both then and now. His broadly contextual approach helps readers understand why the young republic, informed and encouraged by Yale's rationale, became a land of liberal arts colleges.

The American College and University: A History Frederick Rudolph,2021-12-26 First published in 1962, this book remains one of the most significant works on the history of higher education in America. Bridging the chasm between educational and social history, it was one of the first to examine developments in higher education in the context of the social, economic, and political forces that were shaping the nation at large. Surveying higher education from the colonial era through the mid-20th century, Rudolph explores a multitude of issues: from the financing of institutions and the development of curriculum to the education of women and blacks, the rise of college athletics, and the complexities of student life. In his foreword to this edition, John R. Thelin assesses the impact Rudolph's work has had on higher education studies. The edition also includes a bibliographic essay by Thelin covering significant works in the field that have appeared since the publication of the first edition. A n excellent book, a scholarly book but one easy to read and always interesting. Francis Horn, The New York Times Book Review. A tour de force. The general reader as well as the historian of education will find in it the interesting story of America's academic life told with truth and originality. Saturday Review. An important and widely celebrated book, it collects an enormous number of disparate sources and weaves them into a history of American colleges and universities that is useful even today to both the scholar and the general reader. An exceptionally comprehensive book, it traces some three hundred years of the history of American colleges and universities from the 1636 founding of Harvard well into the twentieth century. David S. Webster, The Review of Higher Education. Rudolph has skillfully organized the results of his comprehensive research; he has a flair for catching the attention with a colorful incident or a memorable quotation, and he writes with a sprightly yet authoritative style. The result is an exceptionally readable account that the scholar will find a profitable addition to his library. The book should appeal too to the general reader with a non-professional interest in American higher education and in how it developed and why. David Madsen, History of Education Quarterly. The American College and University covers an amazing amount of ground in less than 500 pages of text, a significant contribution. Russell E. Miller, American Association of University Professors Bulletin. A first-rate contribution to the all too meager written history of American education and an example of institutional history at its best. Theodore R.Sizer, The New England Quarterly. Frederick Rudolph has chosen to

create a vast design stretched across the canvas of several centuries and a broad continent woven against the military political and economic tapestry of a new people creating a new way of life He has more than succeeded Covering both minute detail and sweeping developments Mr Rudolph makes a significant contribution to historical research by relating the growth of higher education to the totality of the American scene At the same time he has produced a readable literary effort set apart from books for popular consumption not by its style which is well paced and clear but by its depth of documentation Rudolph writes with the skill of the novelist in keeping his narrative alive Kenneth R Williams *The Florida Historical Quarterly* This is a superb account of American higher education from colonial times to the present The major developments are here all in perspective and treated in such a way as to please readers who value clarity insight proportion quiet humor and literary grace Irwin G Wyllie *The Business History Review* The American College and University is felicitous writing eminently readable and frequently entertaining Rudolph s work makes a significant contribution to educational history and will repay conscientious study Saul Sack *The Pennsylvania Magazine of History and Biography* Rudolph s book bears the marks of sound scholarship and it is written with clarity and urbanity It will be read with interest by academics and laymen and will probably remain the best one volume history of its subject for many years Frederick H Jackson *The Mississippi Valley Historical Review* This is a very capable history of the American college and university and is delightfully written Both layman and historian can read this book with great profit and great enjoyment Philip Davidson *The Journal of Southern History* Very readable and at times absorbing an illuminating history of the American college Leonard F Bacigalupo *The Catholic Historical Review* A carefully documented well indexed and to cap it entertaining work leaving little doubt that the history of American higher education must be the most delightful story since the beginning of universities in medieval Europe American Behavioral Scientist

Higher Education in Transition John Seiler Brubacher, Willis Rudy, 1997-01-01 At a time when our colleges and universities face momentous questions of new growth and direction the republication of *Higher Education in Transition* is more timely than ever Beginning with colonial times the authors trace the development of our college and university system chronologically in terms of men and institutions They bring into focus such major areas of concern as curriculum administration academic freedom and student life They tell their story with a sharp eye for the human values at stake and the issues that will be with us in the future One gets a sense not only of temporal sequence by centuries and decades but also of unity and continuity by a review of major themes and topics Rudy s new chapters update developments in higher education during the last twenty years *Higher Education in Transition* continues to have significance not only for those who work in higher education but for everyone interested in American ideas traditions and social and intellectual history *Higher Education in Transition* is a superb contribution to American social and intellectual history and the best history extant of the American college and university Sol Cohen *Change* This volume is highly recommended not only to students and practitioners of higher education to whom it is indispensable but to all who would truly understand what may

well be the most important factor in our ultimate survival our colleges and universities Francis H Horn New York Times Book Review

Reawakening the Public Research University Renée Beville Flower, Brent M. Haddad, 2014-03-28 A core institution in the human endeavor the public research university is in transition As U S public universities adapt to a multi decadal decline in public funding they risk losing their essential character as a generator evaluator and archivist of ideas and as a wellspring of tomorrow s intellectual economic and political leaders This book explores the core interdependent and coevolving structures of the research university its physical domain buildings libraries classrooms administration governance and funding and intellectual structures curricula and degree programs It searches the U S history of the public research university to identify its essential qualities and generates recommendations that identify the crucial roles of university administration state government and federal government

American Higher Education in the Twenty-First Century Philip G. Altbach, Robert Oliver Berdahl, Robert O. Berdahl, Patricia J. Gumpert, 2005-02-25 This new edition explores current issues of central importance to the academy leadership accountability access finance technology academic freedom the canon governance and race Chapters also deal with key constituencies students and faculty in the context of a changing academic environment

The Great Upheaval Arthur Levine, Scott Van Pelt, 2021-09-14 How will America s colleges and universities adapt to remarkable technological economic and demographic change The United States is in the midst of a profound transformation the likes of which hasn t been seen since the Industrial Revolution when America s classical colleges adapted to meet the needs of an emerging industrial economy Today as the world shifts to an increasingly interconnected knowledge economy the intersecting forces of technological innovation globalization and demographic change create vast new challenges opportunities and uncertainties In this great upheaval the nation s most enduring social institutions are at a crossroads In The Great Upheaval Arthur Levine and Scott Van Pelt examine higher and postsecondary education to see how it has changed to become what it is today and how it might be refitted for an uncertain future Taking a unique historical cross industry perspective Levine and Van Pelt perform a 360 degree survey of American higher education Combining historical trend and comparative analyses of other business sectors they ask how much will colleges and universities change what will change and how will these changes occur will institutions of higher learning be able to adapt to the challenges they face or will they be disrupted by them will the industrial model of higher education be repaired or replaced why is higher education more important than ever The book is neither an attempt to advocate for a particular future direction nor a warning about that future Rather it looks objectively at the contexts in which higher education has operated and will continue to operate It also seeks to identify likely developments that will aid those involved in steering higher education forward as well as the many millions of Americans who have a stake in its future Concluding with a detailed agenda for action The Great Upheaval is aimed at policy makers college administrators faculty trustees and students as well as general readers and people who work for nonprofits facing the same big changes

The Golden Age of the Classics in America Carl J.

Richard, 2009-03-23 Classical conditioning school home and society Democracy Pastoralism and utilitarianism Nationalism Romanticism Christianity Slavery *America's Great Age of Rhetoric, 1770-1860* Merrill D. Whitburn, 2024-05-13 This book analyzes the advocacy conceptualization and institutionalization of rhetoric from 1770 to 1860 Among the forces promoting advocacy was the need for oratory calling for independence the belief that using rhetoric was the way to succeed in biblical interpretation and preaching and the desire for rhetoric as entertainment Conceptually leaders followed classical and German rhetoricians in viewing rhetoric as an art of ethical choice Institutionally a rhetorician such as Ebenezer Porter called for the development of organizations at all levels a sociology of rhetoric Orville Dewey highlighted the passion for rhetoric calling his times the age of eloquence **The American College in the Nineteenth Century** Roger L. Geiger, 2000 Counter Roger L. Geiger's collection of essays and interpretive introduction shows the growth of colleges in America over the nineteenth century from eighteen schools at the beginning of the century to 450 Universities by the end which transformed the life of the nation **Liberal Education and Democracy** Bob Pepperman Taylor, 2025-05-15 Liberal Education and Democracy addresses three vital arguments for liberal education and its integral relationship to democracy Liberal education is currently under attack as both politically subversive and economically impractical In Liberal Education and Democracy Bob Pepperman Taylor evaluates both the defenses that have been offered for liberal education and the complex relationship between liberal education and democracy He offers a compelling case for maintaining a strong commitment to this form of education as an essential good for all citizens His three primary arguments for liberal education are that it prepares students to be useful contributors to the economy that it prepares citizens to be thoughtful and responsible and that it can stimulate students to experience the delight of intellectual exploration and understanding Taylor moves through each of these arguments and concludes that the seemingly least practical of them may in fact be the most powerful He gives an insightful glimpse into the current democratic climate and through thorough examination argues that democracies need liberal education as much as liberal learning requires the freedom of democratic societies **American Higher Education in the Twenty-First Century** Michael N. Bastedo, Philip G. Altbach, Patricia J. Gumpert, 2016-03-30 American Higher Education in the Twenty first century offers a comprehensive introduction to the central issues facing American colleges and universities The contributors address major changes in higher education including the rise of organized social movements the problem of income inequality and stratification the growth of for profit and distance education online education community colleges and teaching and learning will placing American higher education and its complex social and political context Cover **Knowledge Worlds** Reinhold Martin, 2021-03-16 What do the technical practices procedures and systems that have shaped institutions of higher learning in the United States from the Ivy League and women's colleges to historically black colleges and land grant universities teach us about the production and distribution of knowledge Addressing media theory architectural history and the history of academia Knowledge Worlds reconceives the

university as a media complex comprising a network of infrastructures and operations through which knowledge is made conveyed and withheld Reinhold Martin argues that the material infrastructures of the modern university the architecture of academic buildings the configuration of seminar tables the organization of campus plans reveal the ways in which knowledge is created and reproduced in different kinds of institutions He reconstructs changes in aesthetic strategies pedagogical techniques and political economy to show how the boundaries that govern higher education have shifted over the past two centuries From colleges chartered as rights bearing corporations to research universities conceived as knowledge factories educating some has always depended upon excluding others Knowledge Worlds shows how the division of intellectual labor was redrawn as new students entered expertise circulated science repurposed old myths and humanists cultivated new forms of social and intellectual capital Combining histories of architecture technology knowledge and institutions into a critical media history Martin traces the uneven movement in the academy from liberal to neoliberal reason *Encyclopedia of African American Education* Kofi Lomotey,2010 The Encyclopedia of African American Education covers educational institutions at every level from preschool through graduate and professional training with special attention to historically black and predominantly black colleges and universities Other entries cover individuals organizations associations and publications that have had a significant impact on African American education The Encyclopedia also presents information on public policy affecting the education of African Americans including both court decisions and legislation It includes a discussion of curriculum concepts theories and alternative models of education and addresses the topics of gender and sexual orientation religion and the media The Encyclopedia also includes a Reader s Guide provided to help readers find entries on related topics It classifies entries in sixteen categories Alternative Educational Models Associations and Organizations Biographies Collegiate Education Curriculum Economics Gender Graduate and Professional Education Historically Black Colleges and Universities Legal Cases Pre Collegiate Education Psychology and Human Development Public Policy Publications Religious Institutions Segregation Desegregation Some entries appear in more than one category This two volume reference work will be an invaluable resource not only for educators and students but for all readers who seek an understanding of African American education both historically and in the 21st century *The European and American University Since 1800* Sheldon Rothblatt,Bjorn Wittrock,1993-01-28 The essays in this book discuss how universities work in relation to other parts of a higher education system *The Shape and Shaping of the College and University in America* Stephen J. Nelson,2016-03-01 This book presents the issues controversies and key players that formed and enabled the American college and university to endure as a critical institution of the nation and society Nelson examines contested issues and concerns in the academy such as the role and position of religion the place and value of the liberal arts the threat of disunity and balkanization the ideological contentions and fights for control the effect of politics and ideologies on its future as an institution its role as a critic and servant of society and its promotion of academic freedom free speech and

liberty This overview combined with Nelson's examination of the historical dramas influential political forces and stories of key personalities provides a nuanced understanding of the evolution of the academy that scholars of Education American History and Philosophy will appreciate *Princeton in the Nation's Service* Paul Charles Kemeny, 1998 This book argues against the conventional idea that Protestantism effectively ceased to play an important role in American higher education around the end of the nineteenth century Choosing Princeton as an example P C Kemeny shows that Protestantism was not abandoned but rather modified to conform to the educational values and intellectual standards of the modern university Drawing upon a wealth of neglected primary sources such as correspondence diaries lecture notes and publications and papers of presidents professors students and trustees the author sheds new light upon the role of religion in higher education

Knowledge for Whom? Christian Fleck, 2016-04-22 This ground breaking volume is a follow up to *Intellectuals and Their Publics* In contrast to the earlier book which was mainly concerned with the activity of intellectuals and how it relates to the public this volume analyses what happens when sociology and sociologists engage with or serve various publics More specifically this problem will be studied from the following three angles How does one become a public sociologist and prominent intellectual in the first place Part I How complex and complicated are the stories of institutions and professional associations when they take on a public role or tackle a major social or political problem Part II How can one investigate the relationship between individual sociologists and intellectuals and their various publics Part III This book will be of interest to academics and students working in the fields of the sociology of knowledge and ideas the history of social sciences intellectual history cultural sociology and cultural studies William Barton Rogers and the Idea of MIT A. J.

Angulo, 2009-01-26 Winner 2009 Outstanding Book Award History of Education Society Winner 2009 Richard Slatten Prize for Excellence in Virginia Biography Virginia Historical Society Conceptual founder of the Massachusetts Institute of Technology William Barton Rogers was a highly influential scientific mind and educational reformer of the nineteenth century A J Angulo recounts the largely unknown story of one man's ideas and how they gave way to the creation of one of America's premier institutions of higher learning MIT's long tradition of teaching research and technological innovation for real world applications is inexorably linked to Rogers' educational philosophy Emphasizing the useful arts a curriculum of specialized scientific study stressing theory and practice innovation and functionality Rogers sought to revolutionize standard educational practices of the day Controversial in an era typified by a generalist approach to teaching the sciences Rogers' model is now widely emulated by institutions throughout the world Exploring the intersection of Rogers' educational philosophy and the rise of technical institutes in America this biography offers a long overdue account of the man behind MIT

Higher Education: Handbook of Theory and Research Michael B. Paulsen, 2015-01-12 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research

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