

Walking Bridges: Placing the Liberal Arts and Sciences  
Between Secondary and Tertiary

Austin X. Volz, Ed.M. Harvard University  
Avenues: The World School  
Axx926@mail.harvard.edu

Abstract

When are the most appropriate times to receive a liberal arts and science education? The liberal arts and science model is meant to achieve aims that include general cognitive abilities, moral and social growth, and interdisciplinary understanding. This paper considers the case for studying the liberal arts and sciences in secondary school in contrast with studying them in college/university. Success in fostering cognitive skills such as critical thinking is used as a basis for comparison of these two settings. A review of empirical research suggests that general cognitive skills do not provide sufficient reason for LAS in tertiary education, calling into question the relationship between secondary and tertiary education. The paper concludes with suggestions that LAS uniquely facilitates moral/social growth and thoughts on the future of LAS forming a bridge between secondary and higher education.

*Keywords: Liberal arts, secondary, higher education, critical thinking*