

Index

A

- ABA (American Bar Association), 95, 210, 215
- Academic model. *See* Universities
- Accountability, 63–64
- Accounting: Arthur Andersen disaster and, 47–50; GAAP standards of, 48; professional credentials associated with, 46–47
- Acheson, D., 272
- Actual Minds, Possible Worlds* (Bruner), 198
- Adams, J., 71, 72
- Addams, J.: career and accomplishments of, 111–113; Progressive public philosophy of, 106, 107, 109, 136, 163
- Adler, D., 120
- Advanced beginner stage of expertise, 247–248
- African American medical schools, 203
- African Americans: changes leading to enfranchisement as full citizens, 139; development of colleges for, 93
- Aging population: examining moral significance of health care for, 273–279; technological augmentation of medicine and impact on, 274–276
- Alinsky, S., 281
- AMA (American Medical Association), 56–57, 95, 202–203
- American Association of Law Schools, 210, 215
- American Bar Association (ABA), 95, 210, 215
- American Board of Internal Medicine Foundation, 61
- American College of Physicians-American Specialty of Internal Medicine Foundation, 61
- American individualism: civic professionals as advancing, 114–115; Dewey's views on, 110; nonself-conscious, 269; de Tocqueville reporting on achievement of, 77–78. *See also* Individual freedom; United States
- Analytic cognitive style, 198–199, 206
- Analytic ethics, 262–263
- Analytic knowledge, 253–254
- Andersen, A., 47
- Apprenticeships: legal education seen as three, 210–214; problem of “ethics” and third, 214–216; professional socialization through, 209–210; shift to schooling from, 196–201; three types of professional educational, 207–210; university model of “cognitive,” 205–207. *See also* Learning from practice
- Architectural Record* (journal), 107
- Architecture profession: American developments in the, 119–121; *atelier* system used by, 119, 120; tracing origins/social forces directing early, 116–119
- Arendt, H., 126, 127
- Aristocratic societies, 79–80
- Aristotle, 104, 105, 126, 180, 265, 266
- Arnold, M., 106
- Art, 126–127
- Arthur Andersen: professional failure of, 45, 46; unregulated capitalism and failed accounting of, 47–50
- Artists, 147
- Atelier* system, 119, 120
- Athens conception of knowledge, 220–221
- Auchincloss, L., 167, 173
- Authority: professional transformation to market ideology from, 59–60; through professional expertise, 82–87, 92–93

B

Baroque city planning, 116–117
 Bell, D., 141, 142, 166
 Benner, P., 250, 251, 252, 253
 Bentham, J., 103, 106
 Berlin conception of knowledge, 220–221
Between Athens and Berlin: The Theological Education Debate (Kelsey), 220
 Beveridge Commission report (Great Britain), 143
The Big Test: the Secret History of the American Meritocracy (Lemann), 229
 Bloomsbury lifestyle (Great Britain), 167
Bobos in Paradise (Brooks), 166
 Bok, D., 8, 227–228, 231, 232
 Borrage, M., 197
 Bosck, C., 206
 “Bourgeois-bohemian” achievers, 174
 Bourne, R., 135
 Brandeis, L., 101–105, 114, 144, 146
 Bransford, J., 207
 Briefcase symbolism, 35
 Brint, S., 9, 53, 59, 92, 235
 British Fabian Society, 103
 British utilitarians, 103
 Brooks, D., 166, 174, 230
 Brown, A., 207
 Bruner, J., 198, 220, 240
 Burnham, D., 119, 120, 121, 123
 Business. *See* Private sector

C

Calhoun, J., 73
 Callahan, D., 176, 273–275, 276–277, 279
 Calling vs. career, 38–42
Capitalism and Freedom (Friedman), 177
 Carnegie, A., 87
 Carnegie Foundation, 202, 211
 Carnegie Foundation for the Advancement of Teaching Flexner Report, 56, 146, 202
 Carnegie Foundation for the Advancement of Teaching study (1999), 30
 Case-dialogue (or Socratic) method, 210, 211–212
 Chapman, J. J., 93, 94
 Character, 265, 270
 “Charter on Medical Professionalism,” 60, 61
 Chicago Federation of Labor, 113
 Chicago World’s Fair (1893), 121
 Cicero, 104, 220

“Citizenship and Social Class” (Marshall), 143
 City Beautiful ideal (White City, Chicago World’s Fair), 121–124
City Planning According to Artistic Principles (Hausmann), 118
 Civic culture, 95–96
 Civic institutions. *See* Institutions
 Civic professionalism: challenge of leadership faced by, 187–194; City Beautiful ideal of, 121–124; Croly’s vision of, 114–115; described, 98; development toward a, 105–115; ideal of self proposed by, 289–290; limitations of initial efforts toward, 127–131; making interdependence work through, 185–187; metropolis architecture/planning through, 116–119; Regionalist vision of metropolitan ecology as, 124–127; renewing moral sources of, 279–282; shaping architecture as, 119–121; social contract theories on service of, 16. *See also* Democratic society; Professionalism
 Civil rights struggle, 152, 153, 162
 Civil society: academe as self-aware institutional sector of, 235; development of, 71–72; open and fluid nature of modern, 286; role of professionals in, 181; de Tocqueville’s observations about, 159
 Class struggle, 85–87
 Clay, H., 73, 76
 Clergy. *See* Ministry profession
 “Clerisy” elite proposal, 106, 107
 Cocking, R., 207
 Coleridge, S. T., 106, 107
 Collins, R., 54, 230
 Common good concept, 71
 Competence stage of expertise, 248
 Comte, A., 236, 237, 239, 253
 Conant, J. B., 228, 229, 232, 236
 “Consciousness communities,” 54
 Conservative Judaism in America, 218
 Cooke, M., 106
The Cost of Talent: How Executives and Professionals Are Paid and How It Affects America (Bok), 231
 Council of Economic Advisors, 46
 “Creative class,” 174
 “Creative democracy” philosophy, 108–111, 136
 Creative destruction theory of economic progress, 8
The Credential Society (Collins), 230

Credentials: accounting professional, 46–47; historic importance of professional, 12–13, 52–53; independence conferred by, 181–182; medical training linked to professional, 57; into status competition, 230–231. *See also* Expertise; Professional education

Cremin, L., 108

Critical discourse culture, 216–217

Croly, H.: on Burnham's plan for new San Francisco, 122; on civic concerns during social reconstruction, 163; on civic professionalism as public philosophy, 116; on need for public commitments, 106–107; “new nationalism” proposed by, 164; public and educational influence of, 113–115; vision of democracy by, 136, 163, 164

Csikszentmihalyi, M., 268

The Cultural Contradictions of Capitalism (Bell), 166

“Culture of cheating,” 176

Culture of terrific deal, 18–22, 175, 176

D

Deadly Consequences: How Violence Is Destroying Our Teenage Population and a Plan to Begin Solving the Problem (Prothrow-Stith), 188, 189

Debs, E., 86

Democracy: Croly's vision of, 136, 163, 164; Dewey's description of, 108; Progressive's “creative,” 108–111; regionalists on combining urban needs and, 126–127

Democracy in America (de Tocqueville), 77

Democratic equality: embraced by 19th century U.S., 73; de Tocqueville on paradox of, 78, 115, 159

Democratic society: Brandeis on role of legal profession in, 103–105; comparison of aristocratic society and, 79–80; envisioned amid stress of war, 138; evolution of free professionals in, 72–77; Jacksonian identification of economic opportunity with, 74–75; positive interdependence as result of viable, 178–179; positivism on direction of, 239–242; precarious existence of professions in, 67–68; relationship between professionals and, 67–72; role of urban planning in, 116–127; social contract between professionals and, 2,

54, 58, 60–65, 157, 183; de Tocqueville's interpretation of, 77–81. *See also* Civic professionalism

Deontological (or duty) ethics, 262–263

Deregulation: Arthur Andersen disaster and, 46–50; economic results of, 44–46

Dewey, A. C., 109

Dewey, J.: assistance to Hull House project by, 111; on civic concerns during social reconstruction, 163; “creative democracy” envisioned by, 108–111, 136; on function of analytic thinking, 253; influence of British idealists' approach to pragmatism of, 106–108; on knowledge as resulting from inquiry, 243; Lab School work of, 109; *New Republic* readership including, 114; philosophy of pragmatism influence of, 100, 102; psychologies/moralities of responsibilities by, 265; on sources of rationality, 244–245

Diary of a Yuppie (Auchincloss), 167–169

Disney, E., 123

Distrust development, 270–271

Dreyfus, H., 246, 250

Dreyfus model of expertise, 246–250

Dreyfus, S., 246, 250

Du Bois, W.E.B., 93

E

Eastern Rate Case (1910–11), 102–103

Economic opportunities: identified with democracy, 74–76; understood in vertical terms, 83

Economy: analyses of marketing self-regulation in the, 45–46; economic inequality resulting from competition in, 258; Galbraith on “new industrial state” vs. expert-guided, 144; ideology of deregulation and, 44–45; increasing global competition of, 157; issues of new, 173–176; market fundamentalism and, 176–178; “mixed,” 178; of post-war corporation capitalism, 138–139; “professional social ideal” as blending of social justice and, 59; Roaring Nineties expansion of, 45; “secession of the successful” strategy used in, 175–176; three occupational groups in, 172–173; trends during 1990s boom, 174; yuppie phenomenon (1980s) and, 157, 158, 166–169. *See also* Laissez-nous faire economics; Progressivism movement

"Edge cities," 171–172
 Eisenhower, D. D., 158
 Eliot, C. W., 94
 Engineering education, 204, 221–225
 Enlightenment, 68–69
 Enron, 45, 48
 Environmentalism, 280
 Epstein, Rabbi G., 218
 Ethical codes: Arthur Andersen case as argument for, 49–50; to ensure public good, 24; increasing number of professional, 259. *See also* Integrity; Professional ethics
 Ethical comportment, 252
 Ethical theory, 264
 Ethos (or character), 265
 Europe: Marshall Plan (1947) for reconstruction of, 139–140, 272–273; origins of progressivism in, 97–98. *See also* Great Britain
 Experience, 244–245
 Expertise: authority through professional, 82–87, 92–93; crisis of professional era and Vietnam War, 148–155; as defined during 19th century, 84–85; developed at universities, 146–147; Dreyfus model of, 246–250; increasing importance of, 172–173; increasing importance of professional, 88–90; New Class, 151–152, 154; Parson on public confidence in professional, 145–146; Taylorism on the indispensability of, 88–90; teaching nursing, 250–254. *See also* Credentials; Knowledge
Expertise in Nursing Practice: Caring, Clinical Judgment, and Ethics (Benner), 250
 Expertise stage, 249

F

The Federalists, 72
 Feminism, 280
 Finkelstein, M., 233, 234
 Fitzpatrick, J., 113
 Flexner, A., 202, 203
 Flexner model of education, 203–205, 253
 Flexner Report (Carnegie Foundation), 56, 146, 202
 Florida, R., 166, 174, 216
Flow (Csikszentmihalyi), 268
 Ford, H., II, 148
 Ford Motor Company, 149
Forgive and Remember (Bosck), 206

Fortune magazine, 148
 Frank, R., 176
 Franklin, B., 75, 76
 Free professionals: challenges faced by 19th century, 80–81; comparing evolution of European and American, 68–72; Jackson's denouncement of privilege and impact on, 73–75; Lincoln's role as, 76–77; precarious existence of democratic society and, 67–68; relationship between democratic society and, 67–72; search for professional integrity by, 77–82; spirit of public service element of, 72; struggle to control public opinion by, 73–76, 81–82. *See also* Professionals; United States
 Freidson, E., 13, 21, 199, 232
 "Frictionless capitalism," 43–44
 Friedman, M., 177
The Future of Success: Working and Living in the New Economy (Reich), 172, 174

G

GAAP (Generally Accepted Accounting Principles), 48
 Galbraith, J. K., 144
 Gates, B., 7
 Gellner, E., 240, 241
 Global Crossing, 45, 48
 Grant, R., 115
 Great Britain: Bloomsbury lifestyle of Edwardian, 167; evolution toward Professional Society in, 142–143; welfare state debate in, 143–144. *See also* Europe
 Great Depression, 131, 136, 138, 162, 171
 Great Society, 152
 Great War (World War I), 128, 162
 Green, T. H., 106
 Gumport, P., 235

H

Haber, S., 54
 Halliday, T., 11, 12
 Hamilton, A., 72
 Harper, W. R., 109
 Harvard University, 93, 94, 210
 Harvard's Red Book, 222
 Haussmann, Baron, 117–118
 Haworth, L., 21, 22, 23

Health care system: Clinton administration's efforts to reform, 58; impact on medical professional by crisis in, 57–58; moral significance of aging society and, 273–279. *See also* Public health

Hegel, G.W.F., 167

Holmes, O. W., 146

Homestead Act, 76

How People Learn: Brain, Mind, Experience, and School (Bransford, Brown, and Cocking), 207

Howard, E., 125

Hull House (Chicago), 107, 111–113

Human capital, 67–68, 181–182

Humboldt, W. von, 237, 238

I

IAF (Industrial Areas Foundation), 281

Ideology of deregulation, 44–45

Immigrants, 107, 111–113

“In-person servers,” 172–173

Individual freedom: American expansion and legitimation of, 259; as feature of professional life, 182–183; de Tocqueville's observations regarding, 77–78. *See also* American individualism

Inquiry: knowledge resulting from, 243; pragmatist view of, 244–245

Institutions: as generators of social capital, 186; integrity supported by, 285; interdependence and importance of, 185–186; professional enterprise as modern civic, 285–286; professionalism as type of, 186–187; university as key educational, 201–205; vision of developing ecology of civic, 108

Integrity: associated with professional life, 283; institutions required as support of, 285; modern life tensions mediated with, 283–284; as part of meaningful and happy life, 290; requirements of, 284–285. *See also* Ethical codes; Professional ethics

Interdependence: civic alternative to negative, 176–179; civic professionalism solution to negative, 185–187; pragmatist approach to reconstructing, 179–185; problem of negative, 170–176

Internet, 175

“Interpretive phenomenology,” 252–253

J

Jackson, A., 73–74

James, W., 100

Jefferson, T., 71, 72

Johns Hopkins University, 94, 146

Judis, J., 178, 279

K

Kant, I., 262, 265

Kelsey, D., 220

Kennedy, J. F., 149

Kerr, C., 153, 228

Kimball, B., 15, 16

Kirp, D., 232, 233

Knowledge: analytic, 253–254; Athens and Berlin conceptions of, 220–221; concerns with purpose/social organization of, 235–236; creation vs. transmission of, 201; education to appropriate professional, 26–27; embodied/situational nature of practical, 252–253; “good work” model committed to professional, 14; influence on social life by professional, 11–12; *phronesis* (practical wisdom), 105, 254, 266, 272; professional occupation based on, 16; professional reintegration of, 199–200; professionalization as active social response to, 181; resulting from inquiry, 243; symbolic analytic's use of, 173–274; tacit, 219. *See also* Expertise; Positivism

Krause, E., 10, 55, 58

Kuhn, T., 243

L

Labor market: analyses of self-regulation in the, 45–46; description of professional, 13–14; professional education market model, 235; professional niche in, 54, 55; professional transformation from authority to ideology of, 59–60. *See also* Private sector

Laboratory School (University of Chicago), 109

Laissez-nous faire economics: described, 75; establishing professional standards under, 81; public confidence in progress through, 144–145; recast as corporation capitalism, 83; welfare state vs., 287. *See also* Economy

Langdell, C., 210
 Larson, M. S., 55
 Lasch, C., 216, 217, 223
 Law School Admissions Test, 210
 Learning from practice: epistemology of practical reason and, 246–250; teaching expertise in nursing as, 250–254. *See also* Apprenticeships
 Legal professional education: admission to, 210; clinical, 213–214; Socratic or case-dialogue method used in, 210, 211–212; teacher pedagogy used in, 211–213; three apprenticeships of, 210–214; three-year course of study in, 210–211
 Legal professionals: Brandeis's vs. Root's conception of vocation of, 103–105; collective empowerment/accountability to restore, 63–64; evolution on American, 72–73; loss of morale among practitioners of, 63; pressured to adopt standards of business, 156; professional malaise of, 62–63
 Legal regulation: Eastern Rate Case (1910–11), 102–103; to ensure public good, 24
 Lemann, N., 229
 Lewis Report, 222–223
 Lewis, W. K., 222
 Lincoln, A., 76–77, 82
 Lippmann, W., 114, 129
 Locke, J., 133
 Lovett, R., 148
 Luce, H., 139, 144
Luxury Fever: Money and Happiness in an Age of Excess (Frank), 176

M

MacKaye, B., 124
 McKim, J., 119
 McNamara, R., 148, 149, 150, 152
 Market fundamentalism, 176–178
 Marshall, G. C., 150, 272
 Marshall Plan (1947), 139–140, 272–273
 Marshall, T. H., 143
 May, G., 47, 48
 Meaning: affecting technical and instrumental functions, 186; described, 184; narrative mode of thinking as source of, 198; personal fulfillment through, 184–185; positivism as philosophical theory of, 236; search for personal, 271

Medical profession: British understanding of new professionalism of, 60–61; Charter on Medical Professionalism on, 60, 61; evolution of American, 72–73; health care corporate entities control of, 156; health care crisis trajectory and impact on, 57–58; linking credentials to medical training of, 56–57; moral obligations toward aging society by, 273–279; “redrawing” of social contract between public and, 58; research on youth violence prevention and, 190–194; rise and decline of “sovereign,” 55–60; social changes affecting, 258–262; technological augmentation of, 274–276
 Medical professional education: AMA's influence on consolidation of, 202–203; “clinical” habit of mind developed by, 199–200; Flexner model used in, 203–204; practical reasoning used in, 244
 Medical professional ethics: changes in medical profession and, 258; concerns regarding self-protection and, 257
 Meritocratic system of education, 227–232
 Military-industrial complex, 158
 Mill, J. S., 262, 263
Mind over Machine: The Power of Human Intuition and Expertise in the Era of the Computer (Dreyfus and Dreyfus), 246–247
 Ministry profession: evolution of American, 72–73; Parson's claim regarding professional status of, 147, 201; “public worship” conducted by American, 70; seminary education of, 204, 217–221
 MIT engineering education, 222–223
 “Mixed economy,” 178
 Modern metropolis: architecture and planning challenges of, 116–119; as architecture professional's mission, 119–121; City Beautiful ideal of, 121–124; Regionalist vision of, 124–127
 “Modernization of old age,” 274
 Morgan, J. P., 88
 “The Morphing of the American Academic Profession” (Finkelstein), 234
 Morris, W., 119
 Mumford, L., 124, 125–127, 127

N

- Napoleon III (Emperor), 117
 Narrative model of thinking, 198
 National Association for the Advancement of Colored People, 113
 National societies. *See* Professional organizations
 Negative interdependence: civic alternative to, 176–179; civic professionalism solution to, 185–187; pragmatist approach to solving problem of, 179–185; problem of, 170–176
 “Neoconservatives,” 151–152
 New Class experts, 151–152, 154
 New Deal, 128, 137, 138
 New economy: professionals working in the, 6–11; as threatening to professionalism, 11
 New England Congregational minister, 70
The New Industrial State (Galbraith), 144
New Republic (journal), 107, 114
Newsweek (magazine), 157
 Nonself-conscious individualism, 269
 Novice stage of expertise, 247
 Nursing education, 250–254

O

- Olmsted, F. L., 119, 121
One L, 211
 “The Opportunity in the Law” (Brandeis lecture), 103–104

P

- Pacific Southwest Office of the National Resources Planning Board, 137, 138
The Paper Chase (film), 211
 Paradigmatic cognitive style, 198–199
 Parsons, T., 144–146, 147, 152, 201
 Peirce, C. S., 243
 Penta, Rev. L., 281
 Perkin, H., 36, 59, 90, 142, 143, 144, 201, 286, 287
 Philanthropic foundations, 87
Phronesis (practical wisdom), 105, 254, 266, 272
 Plato, 108
Plough, Sword, and Book: The Structure of Human History (Gellner), 240
 Polanyi, K., 86
 Pond, A. B., 113
 Positivism: described, 236; historic development of, 237–242; learning from

- practice/practical reason of, 246–250; on relevance of practical reasoning, 242–246. *See also* Knowledge
 Practice. *See* Learning from practice
 Pragmatism philosophy: attempts to tie idealist values to, 106–107; influence on American Progressives by, 100, 127–131, 163; on knowledge as resulting from inquiry, 243; reconstructing professionalism using approach of, 179–185; reconstruction as critical approach using, 179–180; view of inquiry in, 244–245
 Price Waterhouse, 47
 Private sector: civic professionalism of professionals in, 98, 105–131; economy of corporation capitalism of, 138–139; impact of technological advances on the, 137–138; relationships between government and, 139–140; rewards of professionals in public vs., 231. *See also* Labor market
 Professional associations. *See* Professional organizations
 Professional culture: benefits to professionals, 11; increasing importance of credentials to, 52–53; late 19th Century revisions of traditional, 52
 Professional education: challenge facing, 195–196; contributing to professional culture, 11; credentials through, 12–13, 52–53; directions for reform of, 254–256; of engineers, 204, 221–225; Flexner model of, 203–205, 253; historic development of, 90–95; inherent danger of critical discourse in, 216–217; learning from practice, 246–250; of legal profession, 210–214; market model of, 235; questioning academic setting of, 225–226; recovering the formative dimension of, 25–30; relevance of practical reasoning for, 242–246; seminary example of, 204, 217–221; shift from apprenticeship to schooling, 196–201; teaching expertise in nursing, 250–254; threat to formative, 231–236; three apprenticeships of, 207–210; three clusters of value as part of, 24; university as key institution of, 201–205; university model of cognitive apprenticeship of, 205–207; values attached to, 28. *See also* Credentials; Universities

- Professional ethics: Arthur Andersen as case for, 49–50; civic alternative solution to interdependence threat, 176–179; civic professionalism solution to interdependence threat, 185–187; disintegration of, 165–170; to ensure public good, 24; ethical comportment of, 252; increasing public interest in, 258–262; negative interdependence as threat to, 170–176; physician self-protection concerns regarding, 257; pragmatist approach to reconstructing interdependence for, 179–185; psychology of engagement, ethics of vocation and, 267–273; third apprenticeship and problem of, 214–216; two gestalts of, 262–267; values emphasizing, 29–30. *See also* Ethical codes; Integrity; Values
- Professional ideal: conception of freedom as part of, 20–21; individual creativity as part of, 21–22; stages of evolving, 16–17
- Professional identity: described, 39, 41–42; ongoing contest between destiny and, 64–65; values of, 28
- Professional knowledge. *See* Knowledge
- Professional markets. *See* Labor market
- Professional model of work, 232
- Professional organizations: anatomy of society within, 140–144; history as characterized by, 36–37; influence over social life by, 11–12; organizational strength of, 13–14; origins and development of, 85, 95–98
- Professional organized work: described, 13; unhelpful stereotypes of, 14–15
- Professional service. *See* Civic professionalism
- “Professional social ideal,” 59
- Professional society, 140–144
- Professional standards, 41
- Professionalism: The Third Logic* (Freidson), 232
- Professionalism: Brandeis’ Progressive, 101–105; briefcase symbolism for, 35; calling vs. career tensions within, 38–42; defined as technical problem solving, 84; development of global culture as task of, 286–2887; mutual influence of Progressivism and, 101; negative interdependence problem of, 170–179; new economy as threatening, 10–11; as part of popular moral vocabulary, 37; protean institutional form of, 186–187; reinventing, 170–194; relevance in the age of the “terrific deal,” 18–22, 175, 176; renewing the civic partnership of, 22–24; “social trustee,” 92; technical, 9; three constituent features of, 184; time of conflict over meaning of, 85; transformation from ideology of authority to market, 59–60; as under stress since 1970s, 155–160. *See also* Civic professionalism; Social contract
- Professionalism test cases: on obsolete nature of professionalism, 42–46; rise and decline of “sovereign” medicine, 55–60
- Professionals: basic operating structures of, 1–2; civil society role of, 181; claims to prestige under siege, 42–46; crisis and loss of legitimacy (1960s) of, 148–155; current crises facing, 5–6; decline in earnings/prestige of public sector, 8–9; disagreement over designation of, 38; greater inequality within groups of, 9–10; human capital of, 67–68, 181–182; institutionalism of science, 17; loose definitions of, 35–36; in the new economy, 6–11; niche in labor market of democratic society, 54–55; public concerns over ethics of accountability of, 2–3; public interest in quality/reliability of, 4–5; as purveyor of expert services, 9; rewards of public vs. private sector, 231; voluntary/philanthropic activities of, 87. *See also* Free professionals; Social contract
- Professions: as good work, 11–15; historic rise to prominence in America by, 51–52; need for broader understanding of, 50–55. *See also* Vocation
- Proficiency stage of expertise, 248–249
- Progressive Party, 113
- Progressive professionalism, 101–105
- Progressivism movement: City Beautiful ideal of, 121–124; “creative democracy” philosophy of, 108–110; mutual influence of professionalism and, 101; origins of, 97–98; perspectives and objectives of, 99–101; vision of pragmatist Progressives in, 100, 127–131, 163. *See also* Economy

The Promise of American Life (Croly), 114
 Protestant ethic, 260
 Prothrow-Stith, D., 188–190, 191,
 192–193, 194, 279
 Psychology of engagement, 267–273
 Public health: prevention of youth vio-
 lence and, 190; Prothrow-Stith's
 examination of, 190–194. *See also*
 Health care system

Q

Qwest, 48

R

Reason/reasoning: epistemology of practi-
 cal, 246–250; modernity achieved
 through, 242; nursing education using
 pedagogy of practical, 250–254;
 positivist identification of, 238–242;
 relevance of practical, 242–246
 Reconstruction: civic professional leader-
 ship as part of, 187–194; nature of,
 180; pragmatic approach to profes-
 sionalism, 179–185; as pragmatist
 critical approach, 179–180
 Red Book (Harvard University), 222
*The Reflective Practitioner: How Professionals
 Think in Action* (Schön), 253
 Regional Planning Association of America,
 124–127
 Reich, R. B.: on culture of terrific deal,
 18–19, 175, 176; on economic gap
 between professionals, 8; perspective
 on employment by, 6, 7; on three
 occupational groups, 172–174, 216
 Reinventing professionalism: challenge of
 civic professional leadership and,
 187–194; civic alternative to negative
 interdependence, 176–179; civic pro-
 fessionalism approach to, 185–187;
 pragmatist approach to, 179–185;
 underlying problem of negative inter-
 dependence, 170–176
Retooling (Williams), 222
Return to Reason (Toulmin), 242
The Revolt of the Elites (Lasch), 216
 Rewards, 231
 Rhode, D., 62, 63, 221
 Richardson, H. H., 119
The Rise of the Creative Class (Florida), 166
The Rise of Professional Society (Perkin),
 286

Rockefeller Foundation, 202
 Rockefeller, J. D., 87, 88, 109
 Roosevelt, T., 113, 114
 Root, E., 104
 Root, J., 119, 120
 Rose, M., 251
 Rothblatt, S., 26
 “Routine-producers,” 172
 Royce, J., 107, 164
 Ruskin, J., 119
 Russell Sage Foundation, 202

S

Sarbanes-Oxley Act (2002), 49
 Schön, D., 253
 Schumpeter, J., 8, 176
 Schuster, J. H., 233
Science and the Modern World
 (Whitehead), 288
 Sciences: codified reason used in modern,
 245; rhetoric of professional ethics
 borrowed from, 264
 Scientific management, 88–90, 102–103,
 144
 Scott, D., 70
 SEC (Securities and Exchange Commis-
 sion), 46, 48, 49
 “Secession of the successful” strategy,
 175–176
 The self: civic professionalism’s proposed
 ideal of, 289–290; development of,
 268–270; professional ethics and role
 of, 271
 Self-actualization, 289–290
 Seminary education, 204, 217–221
 Service, R. (fictional character),
 167–169
Setting Limits (Callahan), 274
 Settlement house movement, 111
*Shakespeare, Einstein, and the Bottom Line:
 The Marketing of Higher Education*
 (Kirp), 232
 Shils, E., 12
 Sitte, C., 118, 119
 Smith, A., 176
 Social change: affecting professional
 ethics, 258–262; experienced in
 post-World War II period, 133–140;
 historical discontinuity in the U.S.
 and, 161–164; U.S. class struggle and,
 85–87; Western migration and expan-
 sion of U.S. and, 82–83

Social contract: between professionals and the public, 3–4; between public and professionals, 54; Charter on Medical Professionalism on, 61; civic professionalism and renewing moral sources of, 279–282; as core to professionalism concept, 2; efforts to preserve, 289; “redrawing” of medical professional-society, 58; rethinking professionalism toward new, 60–65; strategy of secession from, 157. *See also* Professionalism; Professionals

Social engineering, 103

Social reconstruction concept, 114

The Social Transformation of American Medicine (Starr), 56

“Social trustee” professionalism, 92

Socialization, 209–210

Socratic (or case-dialogue) method, 210, 211–212

Space program (1960s), 134

Standardized testing, 229

Starr, P., 56

Stein, C., 124

Stiglitz, J., 45–46

Straight, D., 114

Straight, W., 114

The Structure of Scientific Revolutions (Kuhn), 243

Student movements (1960), 152–155, 228

Sullivan, L., 119, 120–121

“Symbolic analysts,” 173–174

T

Tacit knowledge, 219

Tawney, R. H., 287–288

Taylor, F. W., 88–89, 102, 106, 229, 288

Technical professionalism, 9

Technocracy, 260

Technological advances: American confidence in, 144–145; increased employment opportunities due to, 137; Internet, 175; medical augmentation through, 274–276; rapid changes in post-World War II, 133–135; World War II and advances in, 135–136

Terrific deal culture, 18–22, 175, 176

Theological education, 204, 217–221

Theory of progressive rationalization of life, 240

Time magazine, 257

Tocqueville, Alexis de: on American voluntary associations, 16; on lawyers playing American aristocracy role, 73; observations during trip through America by, 77–80, 81, 92, 106; on paradox of democratic equality, 78, 115, 159

Toulmin, S., 242

Town Watch, 191

Trow, M., 229

Truman, H., 272

Trust development, 270–271

U

United Nations, 139

United States: changes experienced in post-World War II, 133–140; civil rights struggle in the, 152, 153, 162; class struggle and social changes in the, 85–87; comparing evolution of professionals in Europe and, 68–72; continuation of historical discontinuity in the, 161–164; development of civil society in, 71–72; egalitarian society standards embraced by 19th century, 73; health care of aging population in the, 273–279; identification of economic opportunity with democracy in the, 74–75; Marshall Plan (1947) of, 139–140; migrations to the West and expansion of the, 82–83; professionalism under stress since 1970s, 155–160; public confidence in technological advances in, 144–145; space program (1960s) of, 134; de Tocqueville’s interpretation of democracy in the, 77–81; Vietnam War and crisis of professional era in, 148–155; Yuppie phenomenon (1980s) in the, 157, 158, 166–168, 173–174. *See also* American individualism; Free professionals

Universities: African American and women’s colleges and, 93; battle over liberal arts vs. useful knowledge model of, 94–95; cognitive apprenticeship through, 205–207; directions for reform of, 254–256; European influences on American, 91–92; historic development of, 90–95; influence of German model on American, 237–238; as key professional education institution,

- 201–205; market model of, 235; professional credentials gained through, 12–13, 52–53; professional expertise developed in, 146–147; questioned as professional education setting, 225–226; residual positivism of, 236–242; shift from apprenticeships to schooling at, 196–201; shift to meritocratic system by, 227–232; student movements (1960s) of, 152–155, 228; threat to formative education by, 231–236. *See also* Professional education
- Universities in the Marketplace* (Bok), 228
- University of California in Berkeley, 152, 153
- University of Chicago, 107, 109
- Unleavened Bread* (Grant), 115
- Urban planning: architecture profession's mission regarding, 119–121; Baroque architecture and, 116–117; City Beautiful ideal of, 121–124; Regionalist vision of, 124–127; social forces directing development of, 116–119
- USSR, 161
- Utilitarian ethics, 262–263
- Utilitarian intellectuals, 103
- V**
- Values: attached to professional education, 28–30; Comte's positivism regarding, 239; emphasizing professional's integrity/responsibilities, 29–30; ethos or character disposition toward good, 265; lacking in positive knowledge, 238; nature of professional work and tensions among, 28–29; professional apprenticeship's introduction to, 208–209; renewing civic professionalism through moral sources of, 279–282; three clusters of, 28. *See also* Professional ethics
- Values of the academy, 28
- Values of professional practice, 28
- Van Curen, M., 75
- Veatch, R., 264
- Veblen, T., 94, 128
- Vietnam War, 140, 148, 150–151, 273
- Vitruvius, 117 (check this name)
- Vocation: professions as, 15–18; psychology of engagement and ethics of, 267–273; traditional meaning of, 260. *See also* Profession
- Voluntary associations, 87
- W**
- Watergate scandals (1970s), 215
- Weber, M., 94, 95, 167, 240, 260
- Webster, D., 73
- West, C., 171
- Whig party, 75
- White City (Chicago World's Fair of 1893), 121–124
- White, S., 119
- Whitehead, A. N., 288
- Whiz Kid principles, 149
- Wiebe, R., 84
- Williams, R., 222, 223, 224
- Wilson, W., 101, 114
- Wissenschaft* (knowledge as science), 220
- The Work of Nations* (Reich), 172, 173
- Workforce: historic economic changes affecting the, 6–11; trends and innovations affecting the, 1
- World Bank, 139
- World Court, 139
- World War I (Great War), 128, 162
- World War II, 128, 131, 135–136
- WorldCom, 45, 48
- Wright, F. L., 119, 120, 123
- Y**
- Youth violence problem, 188–194
- Yuppie phenomenon (1980s): description of, 157, 158; disintegration of professional integrity during, 166–169; symbolic analysts as part of, 173–174
- Z**
- Zunz, O., 202

