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## **WOXEK9 - YOSLIN GRANT**

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This historical perspective on The Open University, founded in 1969, frames its ethos (to be open to people, places, methods and ideas) within the traditions of correspondence courses, commercial television, adult education, the post-war social democratic settlement and the Cold War. A critical assessment of its engagement with teaching, assessment and support for adult learners offers an understanding as to how it came to dominate the market for part-time studies. It also indicates how, as the funding and status of higher education shifted, it became a loved brand and a model for universities around the world. Drawing on previously ignored or unavailable records, personal testimony and recently digitised broadcast teaching materials, it recognises the importance of students to the maintenance of the university and places the development of learning and the uses of technology for education over the course of half a century within a wider social and economic perspective.

This is the fourth volume of A History of the University of Cambridge and explores the extraordinary growth in size and academic stature of the University between 1870 and 1990. Though the University has made great advances since the 1870s, when it was viewed as a provincial seminary, it is also the home of tradition: a federation of colleges, one over 700 years old, one of the 1970s. This book seeks to penetrate the nature of the colleges and of the federation; and to show the way in which university faculties and departments have come to vie with the colleges for this predominant role. It attempts to unravel a fascinating institutional story of the society of the University and its place in the world. It explores in depth the themes of religion and learning, and of the entry of women into a once male environment. There are portraits of seminal and characteristic figures of the Cambridge scene, and there is a sketch - inevitably selective but wide-ranging - of many disciplines, an extensive study in intellectual and academic history.

This is the first full history of the six university observatories that undertook research before World War II - Oxford, Dunsink, Cambridge, Durham, Glasgow and London - and their struggle to evolve in the middle ground between the royal or government observatories, and those of the 'Grand Amateurs'. The book will intrigue anyone interested in the history of astronomy, of telescopes, of patronage networks, of scientific institutions, and of the history of universities.

The University of Oxford was a medieval wonder. After its foundation in the late 12th century it made a crucial contribution to the core syllabus of all medieval universities - the study of the liberal arts law, medicine and theology - and attracted teachers of international calibre and fame. The ideas of brilliant thinkers like innovative translator of Greek Robert Grosseteste, pioneering philosopher Roger Bacon and reforming Christian humanist John Colet redirected traditional scholasticism and helped usher in the Renaissance. In her concise and much-praised new history, G R Evans reveals a powerhouse of learning and culture. Over a span of more than 800 years Oxford has nurtured some of the greatest minds, while right across the globe its name is synonymous with educational excellence. From dangerous political upheavals caused by the radical and inflammatory ideas of John Wyclif to the bloody 1555 martyrdoms of Hugh Latimer and Nicholas Ridley; and from John Ruskin's innovative lectures on art and explosive public debate between Charles Darwin and his opponents to gentler meetings of C. S. Lewis, J. R. R. Tolkien and the Inklings in the 'Bird and Baby', Evans brings Oxford's revolutionary events, as well as its remarkable intellectual journey, to vivid and sparkling life.

Volume XXI/1 of History of Universities contains the customary mix of learned articles, book reviews, conference reports, and bibliographical information, which makes this publication such an indispensable tool for the historian of higher education. Its contributions range widely geographically, chronologically, and in subject-matter. The volume is, as always, a lively combination of original research and invaluable reference material.

This volume presents the state of the art in digital scholarly editing. Drawing together the work of established and emerging researchers, it gives pause at a crucial moment in the history of technology in order to offer a sustained reflection on the practices involved in producing, editing and reading digital scholarly editions—and the theories that underpin them. The unrelenting progress of computer technology has changed the nature of textual scholarship at the most fundamental level: the way editors and scholars work, the tools they use to do such work and the research questions they attempt to answer have all been affected. Each of the essays in Digital Scholarly Editing approaches these changes with a different methodological consideration in mind. Together, they make a compelling case for re-evaluating the foundation of the discipline—one that tests its assertions against manuscripts and printed works from across literary history, and the globe. The sheer breadth of Digital Scholarly Editing, along with its successful integration of theory and practice, help redefine a rapidly-changing field, as its firm grounding and future-looking ambit ensure the work will be an indispensable starting point for further scholarship. This collection is essential reading for editors, scholars, students and readers who are invested in the future of textual scho-

larship and the digital humanities.

A reissue of a charming little illustrated volume originally published in 1974 which walks the reader through the highlights of the history of the University of California.

This is the first of four volumes that will comprise *A History of the University in Europe*, covering the development of the university in Europe (East and West) from its origins to the present day. No other up-to-date, comprehensive history of this type exists: its originality lies in focusing on a number of major themes viewed from a European perspective, and in its interdisciplinary, collaborative and transnational character. Volume I, covering the Middle Ages, places the medieval European universities in their social and political context. After explaining the number and types of universities from their origins in the twelfth century to around 1500, it examines the inner workings as an institution and paints a general picture of medieval student life.

This concise, illustrated history of the University of Cambridge, from its thirteenth-century origins to the present day, is the only book of its kind in print and is intended as a standard introduction for anyone interested in one of the world's greatest academic institutions. Many individuals are celebrated here who have exerted great influence upon developments within the University and beyond. But forces for change have often come from outside the University, from central government or from the aspirations and expectations of society at large. One of the prime objectives of this book is to describe how the university has reacted to, or resisted, these external pressures. At the same time it conveys an impression of the day-to-day experiences of students and their teachers and administra-

tors over the University's 700-year history. Major university institutions, such as the University Press and the University Library, are also described briefly. The book contains many attractive and often unusual illustrations, of subjects ranging from medieval manuscripts to the striking new building projects of the 1990s.

First published in 1962, Frederick Rudolph's groundbreaking study, *The American College and University*, remains one of the most useful and significant works on the history of higher education in America. Bridging the chasm between educational and social history, this book 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-twentieth 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 new edition, John Thelin assesses the impact that Rudolph's work has had on higher education studies. The new edition also includes a bibliographic essay by Thelin covering significant works in the field that have appeared since the publication of the first edition. At a time when our educational system as a whole is under intense scrutiny, Rudolph's seminal work offers an important historical perspective on the development of higher education in the United States.

In *Fantasy and Reality in History*, Peter Loewenberg brings what the discipline of psychoanalysis has learned about human conduct and the irrational to bear on the analysis and writing of history.

The result is a remarkable series of studies on individual and social anxiety, racism and nationalism, and crisis management. First examining early twentieth century Zürich and the first practitioners of psychoanalysis--Freud, C.G. Jung, Karl Abraham, and others--to establish the discipline's understanding of the unconscious and how it functions, Loewenberg then explores the tensions in the lives and politics of modern political leaders. The great British Liberal Prime Minister Walther Rathenau, and the Russian fascist demagogue Vladimir Zhirinovsky are among those studied. In each of these interconnected essays, *Fantasy and Reality in History* makes readily evident the advantages, and unique insights, that psychoanalytical techniques can provide in the examination of history. Loewenberg's blend of clinical and historico-political methods not only produces new exciting research, but demonstrates how it is done.

This is the final volume in a four-part series covering the development of the university in Europe (east and west) from its origins to the present day, focusing on a number of major themes viewed from a European perspective. The originality of the series lies in its comparative, interdisciplinary, collaborative and transnational nature. It deals also with the content of what was taught at the universities, but its main purpose is an appreciation of the role and structures of the universities as seen against a backdrop of changing conditions, ideas and values. This volume deals with the reconstruction and epoch-making expansion of higher education after 1945, which led to the triumph of modern science. It traces the development of the relationship between universities and national states, teachers and students, their ambitions and political activities. Special attention is paid to funda-

mental changes in the content of teaching at the universities.

Cambridge in the eighteenth and nineteenth centuries was a place of sharp contrasts. At one extreme a gifted minority studied mathematics intensively for the Tripos, the honours degree. At the other, most undergraduates faced meagre academic demands and might idle their time away. The dons, the fellows of the colleges that constituted the University, were chosen for their Tripos performance and included scholars of international reputation such as Whewell and Sidgwick, but also men who treated their fellowships as sinecures. A pillar of the Church of England that denied membership to non-Anglicans, the University functioned largely as a seminary, while teaching more mathematics than theology. This volume describes the complex institution of the University, and also the beginnings of its transformation after 1850 - under the pressure of public opinion and the State - into the University as it exists today: inclusive in its membership, diverse in its curricula, and staffed by committed scholars and teachers.

This fresh and readable account gives a complete history of the University of Oxford, from its beginnings in the eleventh century to the present day. Written by one of the leading authorities on the history of universities internationally, it traces Oxford's improbable rise from provincial backwater to one of the world's leading centres of research and teaching. Laurence Brockliss sees Oxford's history as one of discontinuity as much as continuity, describing it in four distinct parts. First he explores Oxford as 'The Catholic University' in the centuries before the Reformation, when it was principally a clerical studium serving the

needs of the Western church. Then as 'The Anglican University', in the years from 1534 to 1845 when Oxford was confessionally closed to other religions, it trained the next generation of ministers of the Church of England, and acted as a finishing school for the sons of the gentry and the well-to-do. After 1845 'The Imperial University' saw the emergence over the following century of a new Oxford - a university which was still elitist but now non-confessional; became open to women as well as men; took students from all round the Empire; and was held together at least until 1914 by a novel concept of Christian service. The final part, 'The World University', takes the story forward from 1945 to the present day, and describes Oxford's development as a modern meritocratic and secular university with an ever-growing commitment to high-quality academic research. Throughout the book, Oxford's history is placed in the wider context of the history of higher education in the UK, Europe, and the world. This helps to show how singular Oxford's evolution has been: a story not of entitlement but of hard work, difficult decisions, and a creative use of limited resources and advantages to keep its destiny in its own hands.

This is the first history in over a century of what is arguably Oxford's oldest College. As one of the few organizations in the UK whose history goes back so far, this is an account of the College from its origins over seven and a half centuries ago to the present day.

The University of Oxford is the third oldest university in Europe and remains one of the greatest universities in the world. How did such an ancient institution flourish through the ages? This book offers a succinct illustrated account of its colour-

ful and controversial 800-year history, from medieval times through the Reformation and on to the nineteenth century, in which the foundations of the modern tutorial system were laid. It describes the extraordinary and influential people who shaped the development of the institution and helped to create today's world-class research university. Institutions have waxed and waned over the centuries but Oxford has always succeeded in reinventing itself to meet the demands of a new age. Richly illustrated with archival material, prints and portraits, this book explores how a university in a small provincial town rose to become one of the top universities in the world at the beginning of the twenty-first century.

This is the first volume on the medieval University as a whole to be published in over a century. It provides a synthesis of the intellectual, social, political and religious life of the early University, and gives serious attention to the development of classroom studies and how they changed with the coming of the Renaissance and the Reformation.

Although Amhurst was often dismissed by nineteenth-century historians of Oxford as a bitter "slanderer of his university," his work stands as the single most important and reliable contemporarily published account of life in early eighteenth-century Oxford. The *Terrae-Filius* essays, despite their satirical bent, also demonstrate that Amhurst had a deep respect for the institution and a clear vision of the intellectual ideas it should embody. This modern critical edition reprints all fifty-three *Terrae-Filius* essays (including the three omitted from the 1726 collected editions) and provides an introduction and extensive explanatory notes that set the essays in their historical and cultural context."---



## BOOK JACKET.

Reprint of the original, first published in 1862.

This issue of *History of Universities*, Volume XXXI / 2, contains the customary mix of learned articles and book reviews which makes this publication such an indispensable tool for the historian of higher education. The volume is, as always, a lively combination of original research and invaluable reference material.

First published during the school's bicentennial, *A Pictorial History of the University of Georgia* has now been revised and expanded to include a new, updated section and 43 new photographs that portray the university's most recent growth and development. More than 300 illustrations and photographs accompany the story of pivotal events and the details of student life from the first classes held on the Georgia frontier in 1801 through the impact of the Civil War and Reconstruction, the admission of women in 1918, and the construction of a new east campus. This new edition features an in-depth chronicle of the University of Georgia's rapid growth during the past decade and describes the effects of the expansion of the student body and faculty, the burgeoning athletic program and its new emphasis on women's sports, and the administrations of Charles Knapp and Michael Adams. From landmark changes to little-known events and curious facts, *A Pictorial History of the University of Georgia* presents a complete portrait of the school that blends educational innovation and cultural diversity with long-standing traditions.

One of the most influential institutions of higher learning in the world, the University of Chicago has a powerful and distinct identity, and its name is synonymous with intellectual rigor. With nearly

170,000 alumni living and working in more than 150 countries, its impact is far-reaching and long-lasting. With *The University of Chicago: A History*, John W. Boyer, Dean of the College since 1992, presents a deeply researched and comprehensive history of the university. Boyer has mined the archives, exploring the school's complex and sometimes controversial past to set myth and hearsay apart from fact. The result is a fascinating narrative of a legendary academic community, one that brings to light the nature of its academic culture and curricula, the experience of its students, its engagement with Chicago's civic community, and the conditions that have enabled the university to survive and sustain itself through decades of change. Boyer's extensive research shows that the University of Chicago's identity is profoundly interwoven with its history, and that history is unique in the annals of American higher education. After a little-known false start in the mid-nineteenth century, it achieved remarkable early successes, yet in the 1950s it faced a collapse of undergraduate enrollment, which proved fiscally debilitating for decades. Throughout, the university retained its fierce commitment to a distinctive, intense academic culture marked by intellectual merit and free debate, allowing it to rise to international acclaim. Today it maintains a strong obligation to serve the larger community through its connections to alumni, to the city of Chicago, and increasingly to its global community. Published to coincide with the 125th anniversary of the university, this must-have reference will appeal to alumni and anyone interested in the history of higher education of the United States.

Foreign students have travelled to Britain for centuries and, from the beginn-

ing, attracted controversy. This book explores changing British policy and practice, and changing student experience, set within the context of British social and political history.

The University of East Anglia at Norwich was one of a number of new universities founded in Britain in the 1960s in response to the need to increase the provision for higher education. Remarkable for its architecture, primarily by Denys Lasdun, and for its superb Sainsbury Art Collection, its history is a telling commentary on the opportunities and problems faced by British universities over the last forty years. The History of the University of East Anglia Norwich is a full account of UEA's foundation, growth and distinctive character. Michael Sanderson highlights both the university's successes and failures, at the same time painting a picture of life, teaching and research on the campus. By examining the real problems faced by a leading British university, he has provided an important contribution to British educational history.

In 14 original essays, this book reveals the history of books in all their various forms, from the ancient world to the digital present

History of Universities XXXIV/1 contains the customary mix of learned articles which makes this publication an indispensable tool for the historian of higher education. This volume offers a global history of research education in the nineteenth and twentieth centuries.

This is a definitive new account of Britain's economic evolution from a backwater of Europe in 1270 to the hub of the global economy in 1870. A team of leading economic historians reconstruct Britain's national accounts for the first time

right back into the thirteenth century to show what really happened quantitatively during the centuries leading up to the Industrial Revolution. Contrary to traditional views of the earlier period as one of Malthusian stagnation, they reveal how the transition to modern economic growth built on the earlier foundations of a persistent upward trend in GDP per capita which doubled between 1270 and 1700. Featuring comprehensive estimates of population, land use, agricultural production, industrial and service-sector production and GDP per capita, as well as analysis of their implications, this will be an essential reference for anyone interested in British economic history and the origins of modern economic growth more generally.

Although there has been a University of Chester only since 2005, its predecessor, Chester College, dates back further than most UK universities, to 1839. This book celebrates the 175th anniversary of the foundation in 2014. The story is a remarkable one of survival and success. The early College was a pioneering venture with a unique approach to learning and the University still houses the first buildings in England specifically designed for the training of teachers. Three times, in the 1860s, the 1930s and the 1970s, Chester College came near to closure, only repeatedly to emerge intact and to become stronger than before. In the early twenty-first century, the University has a growing reputation within the higher education sector and can claim some of the highest rates of student satisfaction in the country. The book's title is taken from the College motto of the late-Victorian and Edwardian period: as appropriate today as when it was coined.