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Nota di contenuto	Front matter -- Contents -- Editor's Preface -- Note on the Life of John Henry Newman -- Reading The Idea of University -- I. Newman's Arguments -- II. Analytic Table of Contents -- III. Questions for Reflection -- Preface. -- Discourse I. Introductory -- Discourse II. Theology a Branch of Knowledge -- Discourse III. Bearing of Theology on Other Knowledge -- Discourse IV. Bearing of Other Knowledge on Theology -- Discourse V. Knowledge Its Own End -- Discourse VI. Knowledge Viewed in Relation to Learning -- Discourse VII. Knowledge Viewed in Relation to Professional Skill -- Discourse VIII. Knowledge Viewed in Relation to Religious Duty -- Discourse IX. Duties of the Church Towards Knowledge -- I. Christianity and Letters A Lecture read in the School of Philosophy and Letters -- II. Catholic Literature in the English Tongue, I 1854- I 1858 -- III. Christianity and Physical Science A Lecture read in the School of Medicine. November, 1855 -- IV. Christianity and Scientific Investigation. A Lecture for the School of Science, 1855 -- Notes -- Glossary of Names -- Introduction to Interpretive Essays -- Newman in His Own Day -- "Newman's University and Ours" -- Newman's Idea and Current Realities" -- "The Paradox of Self in The Idea of a University" -- "Newman and the Idea of an

Sommario/riassunto

Since its publication almost 150 years ago, *The Idea of a University* has had an extraordinary influence on the shaping and goals of higher education. The issues that John Henry Newman raised—the place of religion and moral values in the university setting, the competing claims of liberal and professional education, the character of the academic community, the cultural role of literature, the relation of religion and science—have provoked discussion from Newman's time to our own. This edition of *The Idea of a University* includes the full text of "University Teaching" and four selections from "University Subjects," together with five essays by leading scholars that explore the background and the present day relevance of Newman's themes. In the essays Martha Garland discusses the character and organization of the early nineteenth-century English universities upon which Newman based much of his vision; Frank M. Turner traces the impact of Newman's influence during the vast expansion of higher education since World War II; George Marsden investigates how the decreasing emphasis on religion has affected higher education; Sara Castro Klaren examines the implications of Newman's views on education and literature for current debates between proponents of a curriculum based on western civilization and one based on multiculturalism; and George Landow considers what the advent of electronic communication will mean to university teaching, research, and community. To aid accessibility, the edition also includes an analytical table of contents, a chronology and biographical sketch of Newman's life, questions for discussion, expanded notes, and a glossary of names, all of which will help make this the standard teaching text for Newman's work.