



Western Culture

新编西方文化 教程

(第四册)

马冬 主编



北京大学出版社
PEKING UNIVERSITY PRESS

新编西方文化教程

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图书在版编目(CIP)数据

新编西方文化教程. 第四册/马冬主编. —北京: 北京大学出版社, 2013. 8

ISBN 978-7-301-23119-7

I. ①新… II. ①马… III. ①英语—高等学校—教材②西方文化—文化史
IV. ①H319.4:K

中国版本图书馆 CIP 数据核字(2013)第 202624 号

书 名: 新编西方文化教程(第四册)

著作责任者: 马 冬 主编

责任编辑: 刘 爽

标准书号: ISBN 978-7-301-23119-7/H · 3388

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路 205 号 100871

网 址: <http://www.pup.cn> 新浪官方微博: @北京大学出版社

电子信箱: nkliushuang@hotmail.com

电 话: 邮购部 62752015 发行部 62750672 编辑部 62759634 出版部 62754962

印 刷 者: 北京大学印刷厂

经 销 者: 新华书店

787 毫米×1092 毫米 16 开本 9 印张 280 千字

2013 年 8 月第 1 版 2013 年 8 月第 1 次印刷

定 价: 28.00 元

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前 言

英语学习者在英语技能类知识的学习完结后,往往会觉得在与西方人的交往中仍然存在诸多困难;在阅读英文报刊、收看英语类电视节目时也时常感觉缺乏背景知识,理解起来有这样那样的障碍。实际上,语言学习的目的在于交流,而言语间的交流离不开社会文化的制约。如果对一种语言的文化知之甚少,则对谈实难顺利,读书未必全懂。通过学习文化来学习语言,不仅能够大大地提高英语学习者学习语言的效率,更能够使英语学习者在语言的应用中得心应手。了解英语国家文化对于中国读者而言,除了具有实际应用价值之外,更有助于拓展视野、陶冶性情、激发学习热情、培养多元文化价值观。与此同时,探究语言背后深层的文化内容、提高我国英语学习者跨文化交际能力也是我国大学外语教学的一项重要内容。

西方文化指的是最初形成于南欧、北欧,盛行于西欧、北欧、北美、澳洲的文化,包括西方世界中共同的标准、价值观、风俗等。本系列教程旨在为中国的英语学习者和西方文化爱好者提供一幅“西方社会文化全景图”,使中国的英语学习者能够加深对语言和文化的理解,增强对文化差异的敏感性,拓宽知识面,巩固和提高英语水平,提高文化评价和交际能力。

本系列教程共分为四册,每册书侧重西方文化两个主要方面。四册书分别围绕社会生活、历史地理、教育传媒、艺术体育展开。每册书每一章围绕不同的主题展开。四册书中的每一章都包括文化竞技场、术语链接、视野拓展、深入阅读和文化休息站五个部分。本教程在编写的过程中力争做到三个“兼顾”:一、兼顾深度、广度。本教程内容覆盖面广,几乎涉及了文化体系的每一个方面,具有无可比拟的广度。视野拓展部分内容丰富、选材新颖,信息量大,具有相当的可参考性。每章设置独立主题,内容深入浅出、把握热点,具有相当的可读性。二、兼顾知识性、趣味性。术语链接和视野拓展部分涉及的知识性内容有较强的代表性、连贯性,知识点规范准确;深入阅读部分选择的文章有鲜明的时代特色,符合学生的心理需求;文化休息站则能够让学生在紧张学习之余轻松应对。三、兼顾专业性、百科性。本教程既可作为第二语言学习者的课外阅读材料,又可作为英语专业学生西方文化入门的有益补充。

本教程由八位老师共同编写,编者均为长期从事大学英语教学的教师,有丰富的教学经验。本册书主编为马冬,副主编为苏岩。其中,马冬编写了第一章、第三章、第四章和第五章,约14万字;苏岩编写了第二章、第六章、第七章和第八章,约14万字。

西方文化林林总总,一套教程很难详尽细述,但编者希望通过自己的归纳梳理呈献给读者一套脉络分明、包罗万象的西方文化教程。在编写过程中,我们参考了大量的文献资料,在此,我们谨向这些文献资料的作者表示诚挚的谢意。尽管编者力求尽善尽美、恰到好处,但由于水平有限,编写中定会存在不当和疏漏之处,恳请研究西方文化的专家和读者批评指正。

马冬

2013年6月

Chapter One

School Education in the UK

I. Practicing Field

1. In all countries of the UK, is the education system run by the state?
2. What are the two levels of GCE?
3. In the UK, which letter grade is used in reports to show excellent?
4. How many years of compulsory full-time education should all children in the UK have at least?
5. At which age must parents send their children to primary school?
6. To which university can people go without having any formal school qualifications?
7. Who benefit most from expansion of higher education?
8. In which university students are required to pay all the costs without state support?
9. How many years does bachelor's degree usually last as the typical first degree offered at English universities?
10. How many categories of universities in the UK?

II. Linking Tips

1. Local Education Authority (LEA)

The part of a local council, or local authority (LA), in England and Wales, which is responsible for education within that council's jurisdiction.

2. The General Certificate of Education (GCE)

It is an academic qualification that examination boards in the United Kingdom and a few of the Commonwealth countries, notably Sri Lanka, confer to students. The GCE traditionally comprised two levels; the Ordinary Level (O Level) and the Advanced Level (A Level). More recently examination boards also offer an intermediate third GCE level, the Advanced Subsidiary Level (AS Level) replacing the earlier Advanced Supplementary level.

3. The General Certificate of Secondary Education (GCSE)

It is an academic qualification awarded in a specified subject, generally taken in a number of subjects by students aged 14–16 in secondary education in England, Wales and Northern Ireland. The qualification is equivalent to a Level 1 or Level 2 (grade depending) Key Skills Qualification. (In Scotland, the equivalent is the Standard Grade.) Some students may decide to take one or more GCSEs before or after they sit the others, and people may apply for GCSEs at any point either internally through an institution or externally. The educational systems of other British territories, such as Gibraltar, and

South Africa also offer the qualification, as supplied by the same examination boards. The international version of the GCSE is the IGCSE, which can be taken anywhere in the world, and which includes additional options relating to coursework and the language the qualification is pursued in.

4. Primary Education

The first stage of compulsory education. It is preceded by preschool or nursery education and is followed by secondary education.

5. Secondary School

A term used to describe an educational institution where the final stage of compulsory schooling, known as secondary education, takes place. There are many different types of secondary school, and the terminology used varies around the world. Children usually transfer to secondary school between the ages of 11–14 years, and finish between the ages of 16–18 years, though there is considerable variation from country to country.

6. Boarding School

A school where some or all pupils not only study, but also live during term time, with their fellow students and possibly teachers. The word “boarding” in this sense means to provide food and lodging.

7. Independent School

A school which is not dependent upon national or local government for financing its operation. The terms independent school and private school are often synonyms in popular usage outside the United Kingdom.

8. Comprehensive School

In the UK a secondary school for children from the age of 11 to at least 16 of all levels of ability.

9. League Table, Standings, Ranking Chart, or Ladder

This is a chart or list which compares sports teams, institutions, nations or companies by ranking them in order of ability or achievement.

III. Horizon Broadening

1. Basic Information of School Education in the UK

Education in the United Kingdom is a devolved matter with each of the countries of the United Kingdom having separate systems under separate governments; the UK Government is responsible for England with the Secretary of State for Children, Schools and Families and the Secretary of State for Innovation, Universities and Skills leading, though the day to day administration and funding of state schools is the responsibility of Local Education Authorities. The Scottish Government is responsible for Education in Scotland with the Cabinet Secretary for Education and Lifelong Learning leading. The Welsh Assembly Government is responsible for Education in Wales and the Northern Ireland Executive responsible in Northern Ireland with the minister for Education, currently Caitriona Ruane, leading though responsibility at a local level is administered by five Education and Library Boards. Basically, the educational system in Northern Ireland is

more similar to that used in England and Wales while the Scottish education system is distinctly different from other parts of the UK. These systems have different emphases: traditionally the English, Welsh, and Northern Irish system has emphasized on depth of education, whereas the Scottish system has emphasized on breadth. Thus English, Welsh, and Northern Irish students tend to sit a small number of more advanced exams, while Scottish students tend to sit a larger number of less advanced exams.

In all countries of the UK, the educational system is run by the state, which provides funding, overseas standard, and tries to make sure all British children receive a quality education. So, education, though not school attendance, is mandatory and attendance at primary and secondary is nearly universal. Though most pupils are educated in state schools, there is also an important private sector. Similarly, most universities in the UK are state funded, though there is one private university in England—the University of Buckingham—where students are required to pay all the costs without state support. The responsibility of the British education service is distributed between central government, the local authorities and the teaching profession. By a tradition the local authorities have considerable power in education compared to the central government. For example, central government does not prescribe what shall be taught in schools and colleges, and does not prescribe any text or other book, or give any directions about teaching methods; while the local authorities are responsible for all these aspects. Recently the Government has realized that an extreme form of decentralization could counteract the principle of equal educational opportunity, and has taken steps to establish a more centralized type of control. Subsequent legislation has succeeded to large extent in balancing the power of the central government and that of local governing boards.

The purpose of the British education is not only to provide children with literacy and the other basic skills they will need to become active members of society but also to socialize children. Britain is a society in which social class is still very important. Class inequality can be erased or continued according to educational policy. In Britain, the accent you speak with, the clothes you wear, and the schools you attend are all markers that identify your social class. Hence, where you are educated is still very important to your future.

2. Development Process of Educational System in the UK

History

There have been great changes along the history of the UK. Prior to the 19th century, education was voluntary and many of the schools that existed were set up by churches or private benefactors. The influence of the church on schooling is still strong: religious education was the only subject which the state insisted all schools teach their pupils (other subjects were left up to schools to decide upon). Daily prayers and singing hymns is still a regular part of school life. The state became involved in construction of schools in England and Wales in 1833, with the Elementary Education Act of 1870 setting the framework for universal education. Compulsory education was introduced in 1888 and the “Balfour” Education Act of 1902 brought most schools in England and Wales under Local Education Authority control. In Scotland, compulsory education for barons and wealthy landowners began with the Education Act of 1496. The Education Act of 1633 ordained the establishment and maintenance of parish schools. The 1633 act was strengthened by the

Education Act of 1646, which itself was reaffirmed by the Education Act of 1696. That act would regulate education until the Education (Scotland) Act 1872, when the Scottish Education Department took over that role.

After the Second World War a new educational system emphasizing on equality was constructed with the assistance of church and trade unions. The Education Act in 1944 made entry to secondary schools and universities meritocratic. In other words, more children had access to a good education not because of their social class or their parents' possession, but for the abilities they display. All children were given the right to a free secondary education.

In 1976, the Labour Party started "the Great Education Debate" and was concerned about the inadequate skills of the labour force. In 1989, the Conservative Party led by Margaret Thatcher thought job training was important and schools were not paying enough attention in teaching pupils the traditional "three R's" —reading, writing and arithmetic. Therefore, in 1989 the government introduced a National Curriculum. Now all children throughout the country must study the following subjects: English, mathematics, science, religious education, history, geography, technology, music, art, physical education, and a modern foreign language. They must also pass national tests and schools are ranked according to the success of their pupils in reaching national targets. The National Curriculum has reinforced competitions between schools. Good schools attract good pupils and therefore attract more funding; which means they can hire better teachers, buy more books and equipment and produce more good students.

Current Situation

In all the countries of the UK, state-funded nursery education is available from the age of three, and may be full-time or part-time. Early years' education aims to ensure that all children begin their compulsory education with a basic foundation in literacy and numeracy; and key skills such as listening, concentration and learning to work with others. Full-time education is compulsory for all children aged between five and sixteen. Children between five and eleven go to primary school.

In England, children attend secondary education from the age of eleven, going to a comprehensive school, grammar school or an independent (fee-paying) school. Some local authorities operate a three-tier system, where children leave primary school aged 9 to go on to a middle school until the age of 13. All of these types of schools may be single sex or co-educational, however, the vast majority of comprehensive schools are co-educational. After 5 years of secondary education, English, Northern Irish and Welsh students sit the GCSE exam which is to assess their progress in their final 2 years of compulsory education. Then, they will decide what avenue of education they would like to follow based on the results of the exams. If the students want to prepare for university entrance exam, they need a 2-year-further study (six forms) leading to an A level qualification—GCE—A-level exam. Students who decide not to go to university may choose to take vocational training and sit the GNVQ (General National Vocational Qualifications) for preparation for work. It is expected that by 2013 students will be required to continue to receive some form of education or training until the age of 18. Higher education typically begins with a 3-year Bachelor's Degree. Postgraduate degrees include Master's Degrees, either taught or by research, and Doctor of Philosophy, a research degree that usually takes at least 3 years. Universities require a Royal Charter in order to issue degrees, and all but one is financed by

the state with a low level of fees for students. Universities, reflecting the trend throughout the education system, have traditionally been rather elitist. In recent years, great efforts have been made to increase the numbers and kinds of people that pursue higher education. In 1980, 1 in 8 pupils went to universities; by 1990 it was 1 in 5; by 2000 it was 1 in 3.

School Operation

The school year usually begins on September 1. School hours generally fall between 8:30 and 16:00, though schools are free to set their own hours. Children go to school from Monday to Friday for three terms and have thirteen weeks of holiday which are Easter, Christmas and the summer, with a week breaching up each of the three terms (Half Term). Some local authorities have a "six-term year," numbering each half term one to six. Independent schools usually have a longer school day, sometimes including Saturday mornings, and longer holidays in compensation.

In Scotland, all local authority schools are comprehensive schools which the vast majority of pupils attend. Local Authorities set the dates for holidays in their own areas, though all teachers in local authority schools have the same holiday entitlement—effectively 12 weeks per year. The teachers' contract actually stipulates that teachers are expected to work 195 days per year, of which 5 working days are In-Service Training days. This means that pupils effectively get 13 weeks' holiday per year. The teachers' contract also stipulates that working hours of secondary schools should be 27.5 hours per week, though teachers expected to work a 35-hour-week. As part of the McCrone agreement, teachers are entitled to work "at a time and place of their choosing" if not required for actual teaching duties. Since the maximum pupil contact time is 22.5 hours, all teachers will have time during school hours when they may choose to leave the building for some other purpose—on the basis that they will be working the hours at some other time.

School Curriculum

State schools in England, Wales and Northern Ireland follow the National Curriculum which was introduced by the UK government under the *Education Reform Act 1988*. Independent schools do not need to follow any set curriculum, as long as they are providing a reasonable standard of education. The purpose of the National Curriculum was to ensure that certain basic material was covered by all pupils.

In Wales all pupils must learn Welsh. In most schools this is taught as a second language. Welsh medium schools teach much of the National Curriculum in Welsh language.

Scotland does not have a prescribed national curriculum though schools are expected to follow national guidelines. Learning and Teaching Scotland has a key role in helping schools improve the curriculum they offer. The most recent curricular advice is contained in the publication "A Curriculum for Excellence" and all schools are expected to move towards adjusting the curriculum they offer in the light of these guidelines.

Assessments are carried out at three ages: seven (school year 2, at the end of Key Stage 1), eleven (Year 6, the end of Key Stage 2) and 14 (Year 9, the end of Key Stage 3). Some aspects of subjects are teacher-assessed, whilst others involve sitting an exam paper. The results are considered when school and LEA performance league tables are being compiled, but they do not lead to any formal qualification for the candidates taking them.

Grading Scale

In the UK (as in other English speaking countries) letter grades are used in reports:

A > 80% (excellent) B > 70% (very good)

C > 60% (improvement needed) D > 50% (close fail)

E > 40% (fail) F < 40% (fail)

In general, only grades A to C are a “pass.” Still, in the UK no student has to repeat a year—weak students can take extra lessons at school.

3. Educational Stages

Primary and Secondary Education

Primary and secondary education in the UK is compulsory for all children from their fifth birthday to the last Friday in June of the school year in which they turn 16. This will be raised in 2013 to the year in which they turn 17 and in 2015 to the year in which they turn 18.

State-run schools and colleges are financed through national taxation, and take pupils free of charge between the ages of 3 and 18. The schools may levy charges for activities such as swimming, theatre visits and field trips, provided the charges are voluntary, thus, ensuring that those who cannot afford to pay are allowed to participate in such events. Approximately 93 percent of English school children attend such schools.

A significant minority of state-funded schools are faith schools, which are attached to religious groups, most often the Church of England or the Roman Catholic Church. There is also a small number of state-funded boarding schools, which typically charge for board but not tuition. However, the charges are often substantial. For example, Wymondham College charged £8,100 per annum in 2010.

Nearly 90% of state-funded secondary schools are specialist schools, receiving extra funding to develop one or more subjects in which the school specializes.

All maintained schools in the UK are required to follow the National Curriculum, which is made up of twelve subjects. The core subjects—English, Mathematics and Science—are compulsory for all students aged 5 to 16. A range of other subjects, known as foundation subjects, are compulsory at one or more Key Stages:

- Art & Design
- Citizenship
- Design & Technology
- Geography
- History
- Information & Communication Technology
- Modern Foreign Languages
- Music
- Physical Education

In addition, other subjects with a non-statutory program of study in the National Curriculum are also taught, including Religious education in all Key Stages, Sex education from Key Stage 2, and Career education and Work-related learning in Key Stages 3 and 4. Religious education within community schools may be withdrawn for individual pupils with parental consent. Similarly, parents of children in community schools may choose to opt their children out of some or all sex education lessons.

Secondary Schools by Intake

English secondary schools are mostly comprehensive, except in a few areas that retain a form of the previous selective system (the Tripartite System), with students selected for grammar school by the eleven plus exam. There are also a number of isolated fully selective grammar schools, and a few dozen partially selective schools. Specialist schools may also select up to 10 percent of their intake for aptitude in the specialism, though relatively few of them have taken up this option. The intake of comprehensive schools can vary widely, especially in urban areas with several local schools.

British schools can be divided into 8 types (with some overlap), based on the ability range of their intake:

- “super-selective”: almost all of the intake from the top 10 percent. These are the few highly selective grammar schools that dominate school performance tables.

- “selective”: almost all of the intake from the top 25 percent. These include grammar schools in areas where the Tripartite system survives.

- “comprehensive (plus)”: admit children of all abilities, but concentrated in the top 50 percent.

These include partially selective schools and a few high-status faith schools in areas without selection.

- comprehensive: intake with an ability distribution matching the population. These schools are most common in rural areas and small towns with no nearby selection, but a few occur in urban areas.

- “comprehensive (minus)”: admit children of all abilities, but with few in the top 25 percent.

These include comprehensive schools with nearby selective schools “skimming” the intake.

- secondary modern: hardly any of the intake in the top 25 percent, but an even distribution of the rest. These include non-selective schools in areas where the Tripartite system survives.

- “secondary modern (minus)”: no pupils in the top 25 percent and 10—15 percent in the next 25 percent. These schools are most common in urban areas where alternatives of types 1—5 are available.

- “sub-secondary modern”: intake heavily weighted toward the low end of the ability range.

This ranking is reflected in performance tables, and thus the schools’ attractiveness to parents. Thus, although schools may use the phrase “comprehensive” in their prospectus or name, the schools at the higher end of the spectrum are not comprehensive in intake. Indeed, the variation in the social groupings in school intake, and the differences in academic performance, are enormous.

Independent Schools

Approximately 7 percent of school children in England attend privately run independent schools, commonly called “private schools,” whilst private sixth forms are attended by around 18 percent of students. Independent schools do not have to follow the National Curriculum, and their teachers are not required or regulated by law to have official teaching qualifications. Some of the earliest established independent schools are known for historical reasons as “public schools.”

Education at independent schools is usually chargeable. Such schools, some of which are boarding schools, cover primary and/or secondary education and charge between £2,500 and £30,000 per year. Some schools offer scholarships for those with particular skills or aptitudes, or bursaries to allow students from less financially well-off families to attend.

Traditionally, many private schools have been single-sex, but a growing number are now co-educational (mixed-sex). Traditional public schools such as Radley, Winchester, Eton and Harrow take boys at 13 years of age. Many students must pass the Common Entrance Exam at 11 or 13 to gain entry into highly selective schools. As in the state sector, there is a hierarchy of independent schools with schools towards the top of the hierarchy attracting applications from the strongest 11- or 13-year-olds. The net effect is one of distillation of talent, which may explain their academic success.

University Education

Students normally enter university from age 18 onwards, and study for an academic degree. Historically, all undergraduate education outside the private University of Buckingham was largely state-financed, with a small contribution from top-up fees, however fees of up to £9,000 per annum will be charged from October 2012. There is a distinct hierarchy among universities, with the Russell Group containing most of the country's more prestigious, research-led and research-focused universities. The state does not control university syllabuses, but it does influence admission procedures through the Office For Fair Access (Offa), which approves and monitors access agreements to safeguard and promote fair access to higher education. Unlike most degrees, the state still has control over teacher training courses, and uses its Ofsted inspectors to maintain standards.

The typical first degree offered at English universities is the bachelor's degree, and usually lasts for three years. Many institutions now offer an undergraduate master's degree as a first degree, which typically lasts for four years. During a first degree students are known as undergraduates. The difference in fees between undergraduate and traditional postgraduate master's degrees (and the possibility of securing LEA funding for the former) makes taking an undergraduate master's degree as a first degree a more attractive option, although the novelty of undergraduate master's degrees means that the relative educational merit of the two is currently unclear.

Some universities offer a vocationally based foundation degree, typically two years in length for those students who hope to continue on to a first degree but wish to remain in employment.

Postgraduate Education

Students who have completed a first degree are eligible to undertake a postgraduate degree, which might be a:

- Master's degree (typically taken in one year, though research-based master's degrees may last for two)
- Doctorate (typically taken in three years)

Postgraduate education is not automatically financed by the state, so admissions are highly competitive.

Specialist Qualifications

- Education: Postgraduate Certificate in Education (PGCE), Certificate in Education (Cert Ed), City and Guilds of London Institute (C&G), or Bachelor of Education (BA or BEd), most of which also incorporate Qualified Teacher Status (QTS).
- Law: Bachelor of Laws (LLB).
- Medicine: Bachelor of Medicine, Bachelor of Surgery, studied at medical school
- Business: Master of Business Administration (MBA).
- Psychology: Doctor of Educational Psychology (D. Ed. Ch. Psychol) or Clinical Psychology (D. Clin. Psych.).

Admission

The universities in the United Kingdom (with the exception of The Open University) share an undergraduate admission system which is operated by UCAS. Applications must be made by 15 October for admissions to Oxford and Cambridge (and medicine, dentistry and veterinary science courses) and by 15 January for admissions to other UK universities. Many universities now operate the Credit Accumulation and Transfer Scheme (CATS) and all universities in Scotland use the Scottish Credit and Qualifications Framework (SCQF) enabling easier transfer between courses and institutions.

Reputations

British universities tend to have a strong reputation internationally for two reasons: history and research output. Britain's role in the industrial and scientific revolutions, combined with its imperial history and the sheer longevity of its Ancient Universities, are significant factors as to why these institutions are world renowned. The University of Cambridge, for example, has produced 83 Nobel Laureates to date—more than any other university in the world. The reputation of British institutions is maintained today by their continuous stream of world-class research output. The larger research-intensive civic universities are members of the Russell Group, which receives two-thirds of all research funding in the UK.

The perceived ranking of top British universities is also heavily influenced by the popularity in recent years of newspaper league tables which rank universities by teaching and research. Only 5 universities in Britain have never been ranked outside the top 10, with Oxford, Cambridge, University College London, Imperial College London and the London School of Economics having become constant features at the summit of national ranking tables.

Britain's top universities have fared well in international rankings, where four of them were in the world top ten according to the Times Higher Education in 2009, these being Cambridge (2nd), University College London (4th), Imperial College London and Oxford (joint 5th). These rankings appeared in the THES-QS World University Rankings, a widely acknowledged international ranking of universities. A Chinese "Academic Ranking of World Universities" also places Cambridge (4th place) and Oxford (10th place) in the World top ten in 2008, with University College London (22nd) and Imperial College London (27th) following in the top 30. The University of Edinburgh has been ranked 20th in the World in the 2011 QS world University Ranking.

Adult Education

Adult education, continuing education or lifelong learning is offered to students of all ages. This can include the vocational qualifications mentioned above, and also:

- One or two year access courses, to allow adults without suitable qualifications access to university.
- The Open University runs undergraduate and postgraduate distance learning programmes.
- The Workers' Educational Association offers large number of semi-recreational courses, with or without qualifications, made available by Local Education Authorities under the guise of Adult Education. Courses are available in a wide variety of areas, such as holiday languages, crafts and yacht navigation.

4. Categories of Universities in the UK

The vast majority of British universities are state financed, though none of the universities is actually state-owned. In the years following the end of World War II local education authorities paid students fees and provided students with a grant to cover other costs of their study. In the UK most universities can be classified into five main categories:

Ancient Universities

Ancient Universities that were founded before the 19th century. The two best-known universities date back to the 13th century and they consist of a number of colleges founded and built in the early years of the universities' development. For both the students and visitors, the universities are collections of buildings of great historical interest. Among these universities in the UK, Oxford and Cambridge hold a dominant position. Of cabinet ministers who went to universities, nearly all went to one or the other of these two. British universities tend to have a strong reputation internationally for two reasons: history and research output. Universities of a long history like Oxford and Cambridge are world famous, and their reputation is still kept today by their continuous stream of world-class research output.

Red Brick Universities

Red Brick Universities that were founded in the 19th century and early 20th century. The term Red Brick implies newness as opposed to the ancient. Red Brick is a name given originally to the six civic British universities that were founded in the industrial cities of England in the Victorian era and later achieved university status. One among these was London University founded in the first half of the 19th century. It follows the organizational structure of the ancient universities with a number of colleges. New provincial universities were established in the early part of the 20th century. Universities in Manchester, Sheffield and Bristol were among the first and these set up a different pattern of university life. Most of the teaching and lecturing takes place in the main buildings of the university and the students live in hostels (known as Halls of Residence) or lodge in the town.

New Universities

The term New University has two meanings here. It may refer to one of the several universities founded in the 1960s following the Robbins Report on higher education. These are often called Glass Plate universities. The term reflects the common design of campus buildings, which often contains much concrete. This contrasts with the Red Brick and the much older Ancient universities. A very rapid expansion took place in the mid-1960s when the 10 new institutions were granted university status. Those universities created in the 1990s are often called Post-1992 Universities or Modern Universities. In the UK, the Post-

1992 Universities are the former polytechnics or colleges of higher education that were given the status of universities by the Major government in 1992 or colleges that were granted university status then.

The Modern Universities

The Modern Universities which in many respects are different from those older universities. They pay much more emphasis on advanced studies in science and technology and newer social science disciplines than on arts and humanities. In the world of higher education as a whole, new courses and fields of study begin to proliferate. In the mid-1960s, for instance, there were still only three MBA programmes offered in all of the country, but 30 years later in the 1990s there were nearly 100. Considerable emphasis is also placed on residential and architectural character of the new universities opened during the 1960s. Kent, Lancaster and York all have residential colleges following the Oxbridge example. Greenfield sites help to improve the landscape. However, for the most part of the buildings the students live and work in are very functional and of continuous activity, in sharp contrast to the quiet gardens of Oxford and Cambridge. These new universities are designed to meet the needs and demands of a new age.

The Open University

It is a distance learning university which has students all over the UK. It accepted its first group of students in 1971. For those people who missed the opportunity for higher education at the age of 18, the open university provides a second chance. There are no formal academic qualifications required for entry. The courses are taught through radio and television programmes and by correspondence with open university tutors. It also has over 25,000 students studying overseas, and it awards undergraduate and postgraduate degrees, diplomas and certificates.

5. Famous Universities Introduction

The University of Oxford

The University of Oxford (informally Oxford University or Oxford) is a university located in Oxford, United Kingdom. It is the second-oldest surviving university in the world and the oldest in the English-speaking world. Although its exact date of foundation is unclear, there is evidence of teaching as far back as 1096. The University grew rapidly from 1167 when Henry II banned English students from attending the University of Paris. In post-nominals, the University of Oxford was historically abbreviated as Oxon. (from the Latin *Oxoniensis*), although Oxf is now used in official university publications. After disputes between students and Oxford townsfolk in 1209, some academics fled north-east to Cambridge, where they established what became the University of Cambridge. The two ancient English universities have many common features and are often jointly referred to as *Oxbridge*. In addition to their cultural and practical associations, as a historic part of British society, they have a long history of rivalry with each other.

Oxford is a member of the Russell Group of research-led British universities, the Coimbra Group, the G5, the League of European Research Universities, and the International Alliance of Research Universities. It is also a core member of the Europaeum and forms part of the "Golden Triangle" of British universities. Most undergraduate teaching at Oxford is organized around weekly tutorials at self-governing colleges and halls, supported by lectures and laboratory classes organized by University faculties and

departments. League tables consistently list Oxford as one of the UK's best universities; the university regularly contends with Cambridge for first place in the tables. Oxford consistently ranks in the world's top 10. For more than a century, it has served as the home of the Rhodes Scholarship, which brings students from a number of countries to study at Oxford as postgraduates or for a second bachelor's degree. The list of distinguished scholars at the University of Oxford is long and includes many who have made major contributions to British politics, the sciences, medicine, and literature. More than forty Nobel laureates and more than fifty world leaders have been affiliated with the University of Oxford.

The University of Cambridge

The University of Cambridge (informally Cambridge University or Cambridge) is a public research university located in Cambridge, United Kingdom. It is the second-oldest university in both the United Kingdom and the English-speaking world (after the University of Oxford), and the seventh-oldest globally. In post-nominals the university's name is abbreviated as *Cantab*, a shortened form of *Cantabrigiensis* (an adjective derived from *Cantabrigia*, the Latinised form of *Cambridge*). The university grew out of an association of scholars in the city of Cambridge that was formed in 1209, early records suggest, by scholars leaving Oxford after a dispute with townsfolk. The two "ancient universities" have many common features and are often jointly referred to as *Oxbridge*. In addition to cultural and practical associations as a historic part of British society, they have a long history of rivalry with each other.

Cambridge is a member of the Coimbra Group, the G5, the International Alliance of Research Universities, the League of European Research Universities and the Russell Group of research-led British universities. It forms part of the "Golden Triangle" of British universities. Graduates of the University have won a total of 61 Nobel Prizes, the most of any university in the world. In 2009, the marketing consultancy World Brand Lab rated Cambridge University as the 50th most influential brand in the world, and the 4th most influential university brand, behind only Harvard, MIT and Stanford University, while in 2011, Cambridge ranked third, after Harvard and MIT, in *The Times* Higher Education World Reputation Rankings, which reflect the reputation of universities for educational and research excellence based on a survey of academics worldwide.

Academically Cambridge ranks as one of the top universities in the world; first in the world in both the 2010 and 2011 *QS World University Rankings*, sixth in the world in the 2011 *Times Higher Education World University Rankings*, and fifth in the world (and first in Europe) in the 2011 *Academic Ranking of World Universities*. Cambridge regularly contends with Oxford for first place in the UK league tables. In the most recently published ranking of the UK universities, published by *The Guardian* newspaper, Cambridge was ranked first.

University College London (UCL)

University College London (UCL) is a public research university located in London, United Kingdom, and the oldest and largest constituent college of the federal University of London. Founded in 1826, UCL was the first university institution to be founded in London and the first in England to be established on an entirely secular basis, to admit students regardless of their religion and to admit women on equal terms with men. UCL became one of the two founding colleges of the University of London in 1836.