# Foundation Science And Life Du





## SIMMONS DEMARION

The Restless Clock BRILL
This book explores the state of open education in terms of self-directed learning on the African continent. Through a combination of conceptual, systematic literature review and empirical chapters, readers will get a research-based impression of these aspects in this area. Apart from presenting existing wider trends regarding open education, this book also reports on effective open practices in support of self-directed learning.
Congressional Record Springer Nature
Remember the first time you planted a seed and watched it sprout? Or explored how a magnet attracted a nail? If these questions bring back memories of joy and wonder, then you understand the idea behind inquiry-based scienceâ€"an approach to science education that challenges children to ask questions, solve problems, and develop scientific skills as well as gain knowledge. Inquiry-based science is based on research and experience, both of which confirm that children learn science best when they engage in hands-on science activities rather than read from a textbook. The recent National Science Education Standards prepared by the National Research Council call for a revolution in science education. They stress that the science taught must be based on active inquiry and that science should become a core activity in every grade, starting in kindergarten. This easy-to-read and practical book shows how to bring about the changes recommended in the standards. It provides guidelines for planning and implementing an inquiry-based science program in any school district. The book is divided into three parts. "Building a Foundation for Change," presents a rationale for inquiry-based science and describes how teaching through inquiry supports the way children naturally learn. It concludes with basic guidelines for planning a program. School administrators, teachers, and parents will be especially interested in the second part, "The Nuts and Bolts of Change." This section describes the five building blocks of an elementary science program: Community and administrative support. A developmentally appropriate curriculum. Opportunities for professional development. Materials support. Appropriate assessment tools. Together, these five elements provide a working model of how to implement hands-on science. The third part, "Inquiry-Centered Science in Practice," presents profiles of the successful inquiry-based science programs in districts nationwide. These profiles show how the principles of hands-on science can be adapted to different school settings. If you want to improve the way science is taught in the elementary schools in your community, Science for All Children is an indispensable resource.
Medical and Health Information Directory National Academies Press
"An index and document delivery service for Canadian report literature".
Associations Canada Copyright Office, Library of Congress
An interdisciplinary look at the Harlem Renaissance, it includes essays on the principal participants, those who defined the political, intellectual and cultural milieu in which the Renaissance existed; on important events and places.
**The Europa International Foundation Directory 2023** University of Chicago Press
Africa / The Americas / Asia and Oceania.
*Répertoire Collectif Des Publications en Série Des Bibliothèques Du Ministère de L'agriculture Du Canada* EOLSS Publications
Includes subject section, name section, and 1968-1970, technical reports.
**Code** Cambridge University Press
A comprehensive guide to foundation activity on a world-wide scale.
*Max Horkheimer and the Foundations of the Frankfurt School* Taylor & Francis
"To earn a degree, every doctoral candidate should go out to Harvard Square, find an audience, and explain his [or her] dissertation". Everett Mendelsohn's worldly advice to successive generations of students, whether apocryphal or real, has for over forty years spoken both to the essence of his scholarship, and to the role of the scholar. Possibly no one has done more to establish the history of the life sciences as a recognized university discipline in the United States, and to inspire a critical concern for the ways in which science and technology operate as central features of Western society. This book is both an act of homage and of commemoration to Professor Mendelsohn on his 70th birthday. As befits its subject, the work it presents is original, comparative, wide-ranging, and new. Since 1960, Everett Mendelsohn has been identified with Harvard Univer sity, and with its Department of the History of Science. Those that know him as a teacher, will also know him as a scholar. In 1968, he began- and after 30 years, has just bequeathed to others - the editorship of the Journal of the History of Biology, among the earliest and one of the most important publications in its field. At the same time, he has been a pioneer in the social history and sociology of science. He has formed particularly close working relationships with colleagues in Sweden and Germany - as witnessed by his editorial presence in the Sociology of Science Yearbook.
**Radical Solutions for Education in Africa** Springer
In Code Bernard Dionysius Geoghegan reconstructs how Progressive Era technocracy as well as crises of industrial democracy and colonialism shaped early accounts of cybernetics and digital media by theorists including Norbert Wiener, Warren Weaver, Margaret Mead, Gregory Bateson, Claude Lévi-Strauss, Roman Jakobson, Jacques Lacan, Roland Barthes, and Luce Irigaray. His analysis casts light on how media-practical research forged common epistemic cause in programs that stretched from 1930s interwar computing at MIT and eugenics to the proliferation of seminars and laboratories in 1960s Paris. This mobilization ushered forth new fields of study such as structural anthropology, family therapy, and literary semiology while forming enduring intellectual affinities between the humanities and informatics. With Code, Geoghegan offers a new history of French theory and the digital humanities as transcontinental and political endeavors linking interwar colonial ethnography in Dutch Bali to French sciences in the throes of Cold War-era decolonization and modernization.
**Sources** Springer Science & Business Media
This book honors the career of historian of mathematics J.L. Berggren, his scholarship, and service to the broader community. The first part, of value to scholars, graduate students, and interested readers, is a survey of scholarship in the mathematical sciences in ancient Greece and medieval Islam. It consists of six articles (three by Berggren himself) covering research from the middle of the 20th century to the present. The remainder of the book contains studies by eminent scholars of the ancient and medieval mathematical sciences. They serve both as examples of the breadth of current approaches and topics, and as tributes to Berggren's interests by his friends and colleagues.
**Emilie du Châtelet between Leibniz and Newton** Springer Science & Business Media
The Congressional Record is the official record of the proceedings and debates of the United States Congress. It is published daily when Congress is in session. The Congressional Record began publication in 1873. Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States (1789-1824), the Register of Debates in Congress (1824-1837), and the Congressional Globe (1833-1873)
**Science for All Children** National Academies Press
This book is the first comprehensive intellectual biography of Max Horkheimer during the early and middle phases of his life (1895–1941). Drawing on unexamined new sources, John Abromeit describes the critical details of Horkheimer's intellectual development. This study recovers and reconstructs the model of early Critical Theory that guided the work of the Institute for Social Research in the 1930s. Horkheimer is remembered primarily as the co-author of Dialectic of Enlightenment, which he wrote with Theodor W. Adorno in the early 1940s. But few people realize

that Horkheimer and Adorno did not begin working together seriously until the late 1930s or that the model of Critical Theory developed by Horkheimer and Erich Fromm in the late 1920s and early 1930s differs in crucial ways from Dialectic of Enlightenment. Abromeit highlights the ways in which Horkheimer's early Critical Theory remains relevant to contemporary theoretical discussions in a wide variety of fields.

*Science for All Children* Walter de Gruyter

Remember the first time you planted a seed and watched it sprout? Or explored how a magnet attracted a nail? If these questions bring back memories of joy and wonder, then you understand the idea behind inquiry-based science--an approach to science education that challenges children to ask questions, solve problems, and develop scientific skills as well as gain knowledge. Inquiry-based science is based on research and experience, both of which confirm that children learn science best when they engage in hands-on science activities rather than read from a textbook. The recent National Science Education Standards prepared by the National Research Council call for a revolution in science education. They stress that the science taught must be based on active inquiry and that science should become a core activity in every grade, starting in kindergarten. This easy-to-read and practical book shows how to bring about the changes recommended in the standards. It provides guidelines for planning and implementing an inquiry-based science program in any school district. The book is divided into three parts. "Building a Foundation for Change," presents a rationale for inquiry-based science and describes how teaching through inquiry supports the way children naturally learn. It concludes with basic guidelines for planning a program. School administrators, teachers, and parents will be especially interested in the second part, "The Nuts and Bolts of Change." This section describes the five building blocks of an elementary science program: Community and administrative support. A developmentally appropriate curriculum. Opportunities for professional development. Materials support. Appropriate assessment tools. Together, these five elements provide a working model of how to implement hands-on science. The third part, "Inquiry-Centered Science in Practice," presents profiles of the successful inquiry-based science programs in districts nationwide. These profiles show how the principles of hands-on science can be adapted to different school settings. If you want to improve the way science is taught in the elementary schools in your community, Science for All Children is an indispensable resource.

*The Saturday Review of Politics, Literature, Science and Art* Duke University Press

This volume aims to furnish a broader framework for analyzing the scientific and institutional context that gave rise to scientific academies in Europe—including the Accademia del Cimento in Florence; the Royal Society in London; the Académie Royale des Sciences in Paris; and the Academia naturae curiosorum in Schweinfurt. The essays detail the multiple backgrounds that prompted seventeenth-century savants—from Italy to England, and from Poland to Portugal—to establish new forms of scientific organizations, in which to institutionalize collaborative research as well as modes of communication with like-minded individuals and associations.

National Library of Medicine Current Catalog Bloomsbury Publishing USA

Includes Part 1A, Number 1: Books (January - June) and Part 1B, Number 1: Pamphlets, Serials and Contributions to Periodicals (January - June)

Current Catalog Canada. Department of Agriculture

Emilie du Châtelet was one of the most influential woman philosophers of the Enlightenment. Her writings on natural philosophy, physics, and mechanics had a decisive impact on important scientific debates of the 18th century. Particularly, she took an innovative and outstanding position in the controversy between Newton and Leibniz, one of the fundamental scientific discourses of that time. The contributions in this volume focus on this "Leibnitian turn". They analyze the nature and motivation of Emilie du Châtelet's synthesis of Newtonian and Leibnitian philosophy. Apart from the Institutions Physiques they deal with Emilie du Châtelet's annotated translation of Isaac Newton's Principia. The chapters presented here collectively demonstrate that her work was an essential contribution to the mediation between empiricist and rationalist positions in the history of science.

*The Foundations of Phenomenological Psychotherapy* Taylor & Francis

Peace Studies, Public Policy and Global Security is a component of Encyclopedia of Social Sciences and Humanities in the global Encyclopedia of Life Support Systems (EOLSS), which is an integrated compendium of twenty one Encyclopedias. The Theme on Peace Studies, Public Policy and Global Security provides the essential aspects and a myriad of issues of great relevance to our world such as: Processes of Peace and Security; International Security, Peace, Development, and Environment; Security Threats, Challenges, Vulnerability and Risks; Sustainable Food and Water Security; World Economic Order. This 11-volume set contains several chapters, each of size 5000-30000 words, with perspectives, issues on Peace studies, Public Policy and Global security. These volumes are aimed at the following five major target audiences: University and College students Educators, Professional practitioners, Research personnel and Policy analysts, managers, and decision makers and NGOs.

PEACE STUDIES, PUBLIC POLICY AND GLOBAL SECURITY – Volume VIII Springer Science & Business Media

This book addresses selected central questions in phenomenological psychology, a discipline that investigates the experience of self that emerges over the course of an individual’s life, while also outlining a new method, the formal indication, as a means of accessing personal experience while remaining faithful to its uniqueness. In phenomenological psychology, the psyche no longer refers to an isolated self that remains unchanged by life’s changing situations, but is rather a phenomenon (ipseity) which manifests itself and constantly takes form over the course of a person’s unique existence. Thus, the formal indication allows us to study the way in which ipseity relates to the world in different situations, in a way that holds different meanings for different people. Based on this new approach, phenomenological psychotherapy marks a transition from a mode of grasping the truth about oneself through reflection, to a mode of accessing the disclosure of self through a work of self-transformation (the care of self) that requires the person to actually change her position on herself. By putting forward this method, the authors shed new light on the dynamic interplay between a person’s historicity and uniqueness on the one hand, and the related physiopathological mechanisms on the other, providing evidence from the fields of genetics, cardiology, the neurosciences and psychiatry. The book will appeal to a broad readership, from psychiatrists, psychologist and psychotherapists, to researchers in these fields.

*Microlog, Canadian Research Index*

First multi-year cumulation covers six years: 1965-70.

International Research Centers Directory

A “wide-ranging, witty, and astonishingly learned” scientific and cultural history of the concept of the capacity to act in nature (London Review of Books). Today, a scientific explanation is not meant to ascribe agency to natural phenomena: we would not say a rock falls because it seeks the center of the earth. Even for living things, in the natural sciences and often in the social sciences, the same is true. A modern botanist would not say that plants pursue sunlight. This has not always been the case, nor, perhaps, was it inevitable. Since the seventeenth century, many thinkers have made agency, in various forms, central to science. The Restless Clock examines the history of this principle, banning agency, in the life sciences. It also tells the story of dissenters embracing the opposite idea: that agency is essential to nature. The story begins with the automata of early modern Europe, as models for the new science of living things, and traces questions of science and agency through Descartes, Leibniz, Lamarck, and Darwin, among many others. Mechanist science, Jessica Riskin shows, had an associated theology: the argument from design, which found evidence for a designer in the mechanisms of nature. Rejecting such appeals to a supernatural God, the dissenters sought to naturalize agency rather than outsourcing it to a “divine engineer.” Their model cast living things not as passive but as active, self-making machines. The conflict between passive- and active-mechanist approaches maintains a subterranean life in current science, shaping debates in fields such as evolutionary biology, cognitive science, and artificial intelligence. This history promises not only to inform such debates, but also our sense of the possibilities for what it means to engage in science—and even what it means to be alive. Praise for The Restless Clock “A wonderful contribution—and much needed corrective—to the history of European ideas about life and matter.” —Evelyn Fox Keller, author of The Mirage of a Space between Nature and Nurture “Engrossing and illuminating.” —Nature “A sweeping survey of the search for answers to the mystery of life. Riskin writes with clarity and wit, and the breadth of her scholarship is breathtaking.” —Times Higher Education (UK)