

My Philosophy Of Education Paper

If YOU ALLY DEPENDENCE SUCH A REFERRED **My PHILOSOPHY OF EDUCATION PAPER** EBOOK THAT WILL HAVE THE FUNDS FOR YOU WORTH, ACQUIRE THE EXTREMELY BEST SELLER FROM US CURRENTLY FROM SEVERAL PREFERRED AUTHORS. If YOU DESIRE TO FUNNY BOOKS, LOTS OF NOVELS, TALE, JOKES, AND MORE FICTIONS COLLECTIONS ARE AFTER THAT LAUNCHED, FROM BEST SELLER TO ONE OF THE MOST CURRENT RELEASED.

YOU MAY NOT BE PERPLEXED TO ENJOY ALL EBOOK COLLECTIONS My PHILOSOPHY OF EDUCATION PAPER THAT WE WILL NO QUESTION OFFER. IT IS NOT SOMETHING LIKE THE COSTS. ITS VIRTUALLY WHAT YOU NEED CURRENTLY. THIS My PHILOSOPHY OF EDUCATION PAPER, AS ONE OF THE MOST OPERATING SELLERS HERE WILL UNQUESTIONABLY BE IN THE MIDST OF THE BEST OPTIONS TO REVIEW.

WOMEN, PHILOSOPHY AND LITERATURE JANE DURAN 2007-01-01 NEW WORK ON WOMEN THINKERS OFTEN MAKES THE POINT THAT PHILOSOPHICAL CONCEPTUAL THOUGHT IS WHERE WE FIND IT, EXAMPLES SUCH AS SIMONE DE BEAUVOIR AND THE NINETEENTH CENTURY BLACK AMERICAN WRITER ANNA JULIA COOPER ASSURE US THAT THERE IS AMPLE ROOM FOR THE DEVELOPMENT OF PHILOSOPHY IN LITERARY WORKS BUT AS YET THERE HAS BEEN NO SINGLE UNIFYING ATTEMPT TO TRACE SUCH PROJECTS AMONG A VARIETY OF WOMEN NOVELISTS. THIS BOOK ARTICULATES PHILOSOPHICAL CONCERNS IN THE WORK OF FIVE WELL KNOWN TWENTIETH CENTURY WOMEN WRITERS, INCLUDING WRITERS OF COLOR. DURAN TRACES THE DEVELOPMENT OF PHILOSOPHICAL THEMES - ONTOLOGICAL, ETHICAL AND FEMINIST - IN THE WRITINGS OF MARGARET DRABBLE, VIRGINIA WOOLF, SIMONE DE BEAUVOIR, TONI CADE BAMBARA AND ELENA PONIATOWSKA PRESENTING BOTH A GENERAL OVERVIEW OF THE AUTHOR’S WORK WITH AN EMPHASIS ON TRADITIONAL PHILOSOPHICAL QUESTIONS AND A DETAILED FEMINIST READING OF THE WORK.

CHANGING THE EDUCATIONAL LANDSCAPE JANE ROLAND MARTIN 2017-09-29 CHANGING THE EDUCATIONAL LANDSCAPE IS A COLLECTION OF THE BEST-KNOWN AND BEST-LOVED ESSAYS BY THE RENOWNED FEMINIST PHILOSOPHER OF EDUCATION, JANE ROLAND MARTIN. TRAINED AS AN ANALYTIC PHILOSOPHER AT A TIME BEFORE WOMEN OR FEMINIST IDEAS WERE WELCOME IN THE FIELD, MARTIN BROUGHT A PHILOSOPHER’S DETACHMENT TO HER EARLIEST EFFORTS AT REVOLUTIONIZING THE CURRICULUM. HER LATER ESSAYS ON WOMEN AND GENDER FURTHER SHOWCASE THE TREMENDOUS INTELLECTUAL ENERGY SHE BROUGHT TO THE FIELD OF FEMINIST EDUCATIONAL THEORY. MARTIN EXPLORES THE CHALLENGES AND CONTRADICTIONS POSED BY THE VERY CONCEPT OF WOMEN’S EDUCATION, AND ALSO RECOGNIZES HOW THE PRESENCE OF WOMEN NECESSITATES THE REARTICULATION OF NOT ONLY THE CURRICULUM BUT ALSO THE STANDARD IDEOLOGIES IN EDUCATION.

Philosophy of Education PHILOSOPHY OF EDUCATION SOCIETY (U.S.) 2002

BEING AND LEARNING EDUARDO M. DUARTE 2012-10-17 “EDUCATION IS NOT AN ART OF PUTTING SIGHT INTO THE EYE THAT CAN ALREADY SEE, BUT ONE OF TURNING THE EYE TOWARDS THE PROPER GAZE OF BEING. THAT’S WHAT MUST BE MANAGED!” PLATO INSISTS. THIS CLAIM IS THE TAKE-OFF POINT FOR EDUARDO DUARTE’S MEDITATIONS ON THE METAPHYSICS AND ONTOLOGY OF TEACHING AND LEARNING. IN BEING AND LEARNING HE OFFERS AN ACCOUNT OF LEARNING AS AN ATTUNEMENT WITH BEING’S DYNAMIC PRESENCING AND UNCONCEALMENT, WHICH DUARTE EXPLORES AS THE CAPACITY TO RESPOND AND ATTEND TO THE MATTER THAT STANDS BEFORE US, OR, IN ARENDTIAN TERMS, TO LOVE THE WORLD, AND TO BE WITH OTHERS IN THIS WORLD. THIS BOOK OF ‘POETIC THINKING’ IS A CHRONICLE OF DUARTE’S ONGOING EXPLORATION OF THE QUESTION OF BEING, A PHILOSOPHICAL JOURNEY THAT HAS BEEN GUIDED PRIMARILY THROUGH A CONVERSATION WITH HEIDEGGER, AND WHICH ALSO INCLUDES THE VOICES OF PLATO, ARISTOTLE, HERACLITUS, NIETZSCHE, AS WELL LAO TZU AND THE BUDDHA, AMONG OTHERS. IN BEING AND LEARNING, DUARTE UNDERTAKES A ‘PHENOMENOLOGY OF THE ORIGINAL’: A WRITING THAT CONSCIOUSLY AND CONSPICUOUSLY INTERRUPTS THE DISCURSIVE FIELD OF WORK IN PHILOSOPHY OF EDUCATION. AS THE LATE REINER SCHURMANN DESCRIBED THIS METHOD: “IT RECALLS THE ANCIENT BEGINNINGS AND IT ANTICIPATES A NEW BEGINNING, THE POSSIBLE RISE OF A NEW ECONOMY AMONG THINGS, WORDS AND ACTIONS.” BEING AND LEARNING IS A WORK OF PARRHESIA: A COMPOSITION OF FREE THOUGHT THAT DISRUPTS THE CONVENTIONAL PRACTICE OF PHILOSOPHY OF EDUCATION, AND THEREBY OPEN UP GAPS AND SPACES OF POSSIBILITY IN THE ARRANGEMENT OF WORDS, CONCEPTS, AND IDEAS IN THE FIELD. WITH THIS WORK EDUARDO DUARTE IS INITIATING NEW PATHWAYS OF THINKING ABOUT EDUCATION.

THE PHILOSOPHY OF EDUCATION CHARLES ALBERT BAATZ 1980

KEY CONCEPTS IN THE PHILOSOPHY OF EDUCATION CHRISTOPHER WINCH 1999 THIS BOOK OFFERS A CLEAR AND LIVELY SURVEY INTO THE KEY TERMS AND CONCEPTS OF PHILOSOPHY WHICH ARE OF INTEREST AND RELEVANCE TODAY.

PHILOSOPHICAL EXPLORATIONS OF NEW AND ALTERNATIVE RELIGIOUS MOVEMENTS MORGAN LUCK 2016-04-22 PHILOSOPHY OF RELIGION IS FOCUSED CHIEFLY ON THEISM. YET THERE ARE A GROWING NUMBER OF NEW AND ALTERNATIVE RELIGIOUS MOVEMENTS THAT WOULD ALSO BENEFIT FROM PHILOSOPHICAL SCRUTINY. THIS BOOK IS THE FIRST COLLECTION OF PHILOSOPHICAL ESSAYS, BY A TEAM OF INTERNATIONAL AUTHORS, FOCUSING ON NEW AND ALTERNATIVE RELIGIOUS MOVEMENTS. THE BOOK BEGINS WITH AN EXAMINATION OF THE DEFINITION OF NEW RELIGIOUS MOVEMENTS, BEFORE OFFERING AN INTRODUCTION TO, AND AN ANALYSIS OF, CORE BELIEFS HELD BY PARTICULAR MOVEMENTS, INCLUDING: SCIENTOLOGY, RAEIANISM, SIDDDHA YOGA, THE ARICA SCHOOL, THE CHURCH OF THE LATTER DAY SAINTS (MORMONISM), PANTHEISM, DIGITAL THEOLOGY, NEW ATHEISM, AND THE WORD OF FAITH MOVEMENT. CONTRIBUTORS OFFER AN ANALYSIS OF ONE OR MORE OF THE CORE TENETS OF THE RELIGIOUS MOVEMENT, PROVIDING READERS WITH BOTH AN INSIGHT INTO THE GROUP, AND THE METHODOLOGY OF PHILOSOPHY OF RELIGION.

ANALYSIS AND INTERPRETATION IN THE EXACT SCIENCES MELANIE FRAPPIER 2012-02-26 THE ESSAYS IN THIS VOLUME CONCERN THE POINTS OF INTERSECTION BETWEEN ANALYTIC PHILOSOPHY AND THE PHILOSOPHY OF THE EXACT SCIENCES. MORE PRECISELY, IT CONCERN CONNECTIONS BETWEEN KNOWLEDGE IN MATHEMATICS AND THE EXACT SCIENCES, ON THE ONE HAND, AND THE CONCEPTUAL FOUNDATIONS OF KNOWLEDGE IN GENERAL. ITS GUIDING IDEA IS THAT, IN CONTEMPORARY PHILOSOPHY OF SCIENCE, THERE ARE PROFOUND PROBLEMS OF THEORETICAL INTERPRETATION-- PROBLEMS THAT TRANSCEND BOTH THE METHODOLOGICAL CONCERNS OF GENERAL PHILOSOPHY OF SCIENCE, AND THE TECHNICAL CONCERNS OF PHILOSOPHERS OF PARTICULAR SCIENCES. A FRUITFUL APPROACH TO THESE PROBLEMS COMBINES THE STUDY OF SCIENTIFIC DETAIL WITH THE KIND OF CONCEPTUAL ANALYSIS THAT IS CHARACTERISTIC OF THE MODERN ANALYTIC TRADITION. SUCH AN APPROACH IS SHARED BY THESE CONTRIBUTORS: SOME PRIMARILY KNOWN AS ANALYTIC PHILOSOPHERS, SOME AS PHILOSOPHERS OF SCIENCE, BUT ALL DEEPLY AWARE THAT THE PROBLEMS OF ANALYSIS AND INTERPRETATION LINK THESE FIELDS TOGETHER.

IMPROVING SCIENCE EDUCATION MILLAR, JOHN 2000-12-01 THIS BOOK TAKES STOCK OF WHERE WE ARE IN SCIENCE EDUCATION RESEARCH, AND CONSIDERS WHERE WE OUGHT NOW TO BE GOING. IT EXPLORES HOW AND WHETHER THE RESEARCH EFFORT IN SCIENCE EDUCATION HAS CONTRIBUTED TO IMPROVEMENTS IN THE PRACTICE OF TEACHING SCIENCE AND THE SCIENCE CURRICULUM. IT CONTAINS CONTRIBUTIONS FROM AN INTERNATIONAL GROUP OF SCIENCE EDUCATORS. EACH CHAPTER EXPLORES A SPECIFIC AREA OF RESEARCH IN SCIENCE EDUCATION, CONSIDERING WHY THIS RESEARCH IS WORTH DOING, AND ITS POTENTIAL FOR DEVELOPMENT. TOGETHER THEY LOOK CANDIDLY AT IMPORTANT GENERAL ISSUES SUCH AS THE IMPACT OF RESEARCH ON CLASSROOM PRACTICE AND THE DEVELOPMENT OF SCIENCE EDUCATION AS A PROGRESSIVE FIELD OF RESEARCH. THE BOOK WAS PRODUCED IN CELEBRATION OF THE WORK OF THE LATE ROSALIND DRIVER. ALL THE PRINCIPAL CONTRIBUTORS TO THE BOOK HAD PROFESSIONAL LINKS WITH HER, AND THE THREE SECTIONS OF THE BOOK FOCUS ON ISSUES THAT WERE OF CENTRAL IMPORTANCE IN HER WORK: RESEARCH ON TEACHING AND LEARNING IN SCIENCE; THE ROLE OF SCIENCE WITHIN THE SCHOOL CURRICULUM AND THE NATURE OF THE SCIENCE EDUCATION WE OUGHT TO BE PROVIDING FOR YOUNG PEOPLE; AND THE ACHIEVEMENTS OF, AND FUTURE AGENDA FOR, RESEARCH IN SCIENCE EDUCATION.

GALLERY OF SCHOLARS ISRAEL SCHEFFLER 2005-02-11 THIS BOOK OFFERS A PERSONAL ACCOUNT OF SCHOLARS IN PHILOSOPHY AND EDUCATION WITH WHOM I HAVE HAD THE GOOD FORTUNE TO INTERACT DURING THE COURSE OF MY HALF CENTURY AT HARVARD UNIVERSITY AND ELSEWHERE. MY AIM IN WRITING THIS ACCOUNT IS THREEFOLD: FIRST, TO RECAPTURE FOR MYSELF THE PLEASURE OF THEIR MEMORABLE COMPANY FOR ITS OWN SAKE, SECONDLY, TO HAVE OCCASION TO REFLECT ON THE EDUCATIONAL IMPACT OF THEIR TEACHING, AND, FINALLY, TO COUNTERACT THE PREVALENT AMNESIA OF UNIVERSITIES BY RECALLING THE CONDUCT OF SCHOLARS OF PAST GENERATIONS WHO STILL HAVE THINGS TO TEACH US. IOWE THANKS TO MANY PEOPLE WHO HAVE HELPED ME IN THIS ENDEAVOR. PROFESSOR HARVEY SIEGEL, DR. STEFANIA JHA, AND DR. ROSALIND SCHEFFLER READ INITIAL VERSIONS OF THE MANUSCRIPT AND GAVE ME THE BENEFIT OF THEIR CRITICISMS, AS DID THE PUBLISHER’S ANONYMOUS READERS. JOANNE SORABELLA AND STEFANIA JHA LISTENED TO MY READINGS OF A NUMBER OF THESE CHAPTERS, AND JOANNE SORABELLA PRODUCED SEVERAL TYPESCRIPTS OF THE WHOLE WITH HER USUAL MATCHLESS PROFICIENCY. I PRESENTED SOME PORTIONS OF THE MANUSCRIPT TO THE PHILOSOPHY OF EDUCATION RESEARCH CENTER AT HARVARD AND PROTECTED FROM THESE OCCASIONS. AFTER I JOINED THE MANDEL CENTER AT BRANDEIS UNIVERSITY IN THE FALL OF 2003, AVITAL FEUER ASSISTED ME ABLY IN READING THE FINAL VERSION OF THE BOOK. AND I AM GRATEFUL TO LAURIE SCHEFFLER FOR HER METICULOUS HELP WITH PROOFREADING.

LITERACY LEARNING DAVID B. DOAKE 1995

MAKING A DIFFERENCE IN TEACHER EDUCATION THROUGH SELF-STUDY CLARE KOSNIK 2006-02-14 * EXAMPLES OF RESEARCH CONDUCTED ON 15 DIFFERENT TEACHER EDUCATION PROGRAMS * THE IMPACT THE RESEARCH HAD ON THE DEVELOPMENT OF THE PROGRAM IS INCLUDED * THE TEXT SYSTEMATICALLY DESCRIBES 15 TEACHER EDUCATION PROGRAMS * ENGAGING STORIES OF TEACHER EDUCATORS WORKING TO RENEW THEIR PROGRAMS * THE STUDIES INCLUDE A DESCRIPTION OF THE RESEARCH METHODOLOGY USED

LEADERS IN PHILOSOPHY OF EDUCATION 2008-01-01 IN THIS BOOK, 24 LEADING PHILOSOPHERS OF EDUCATION SINCE 1970 WHO REMAIN INFLUENTIAL TODAY PRESENT THE FASCINATING STORIES OF THEIR LIVES AND IMPORTANT NEW CONTRIBUTIONS TO THE FIELD.

ESSAYS IN THE PHILOSOPHY OF EDUCATION CELESTE ORDAS-BOTOR 1995

EDUCATION’S EPISTEMOLOGY HARVEY SIEGEL 2017-10-02 EDUCATION’S EPISTEMOLOGY EXTENDS AND FURTHER DEFENDS HARVEY SIEGEL’S “REASONS CONCEPTION” OF CRITICAL THINKING. IT ANALYZES AND EMPHASIZES BOTH THE EPISTEMIC QUALITY, AND THE DISPOSITIONS AND CHARACTER TRAITS THAT CONSTITUTE THE “CRITICAL SPIRIT,” THAT ARE CENTRAL TO A PROPER ACCOUNT OF CRITICAL THINKING; ARGUES THAT THAT EPISTEMIC QUALITY MUST BE UNDERSTOOD ULTIMATELY IN TERMS OF EPISTEMIC RATIONALITY; DEFENDS A CONCEPTION OF RATIONALITY THAT INVOLVES BOTH RULES AND JUDGMENT; AND ARGUES THAT CRITICAL THINKING HAS NORMATIVE VALUE OVER AND ABOVE ITS INSTRUMENTAL TIE TO TRUTH. SIEGEL ALSO ARGUES, CONTRARY TO CURRENTLY POPULAR MULTICULTURALIST THOUGHT, FOR BOTH TRANSCULTURAL AND UNIVERSAL PHILOSOPHICAL IDEALS, INCLUDING THOSE OF MULTICULTURALISM AND OF CRITICAL THINKING THEMSELVES.

MARTIN BUBER’S PHILOSOPHY OF EDUCATION DANIEL MURPHY 1988

PHILOSOPHY IN SCHOOLS SARA GOERING 2013 ALL OF US PONDER THE BIG AND ENDURING HUMAN QUESTIONS--WHO AM I? AM I FREE? WHAT SHOULD I DO? WHAT IS GOOD? IS THERE JUSTICE? IS LIFE MEANINGFUL?--BUT THIS KIND OF PHILOSOPHICAL INTERROGATION IS RARELY CAREFULLY EXPLORED OR EVEN TAKEN SERIOUSLY IN MOST PRIMARY AND SECONDARY SCHOOL SETTINGS. HOWEVER, INTRODUCING PHILOSOPHY TO YOUNG PEOPLE WELL BEFORE THEY GET TO COLLEGE CAN HELP TO DEVELOP AND DEEPEN CRITICAL AND CREATIVE THINKING, FOSTER SOCIAL AND BEHAVIORAL SKILLS, AND INCREASE PHILOSOPHICAL AWARENESS. PHILOSOPHY IN SCHOOLS: AN INTRODUCTION PHILOSOPHERS AND TEACHERS IS AN INVALUABLE RESOURCE FOR STUDENTS AND PRACTITIONERS WHO WISH TO LEARN ABOUT THE PHILOSOPHY FOR CHILDREN MOVEMENT, AND HOW TO WORK ITS PRINCIPLES INTO THEIR OWN CLASSROOM ACTIVITIES. THE VOLUME PROVIDES A WEALTH OF PRACTICAL INFORMATION, INCLUDING HOW TO TRAIN EDUCATORS TO INCORPORATE PHILOSOPHY INTO THEIR DAILY LESSONS, BEST PRACTICES AND ACTIVITY IDEAS FOR EVERY GRADE LEVEL, AND ASSESSMENT STRATEGIES. WITH CONTRIBUTIONS FROM SOME OF THE BEST PRACTITIONERS OF PHILOSOPHY FOR CHILDREN, PHILOSOPHY IN SCHOOLS IS A MUST-HAVE RESOURCE FOR STUDENTS OF PHILOSOPHY AND

EDUCATION ALIKE.

THE REFLECTIVE EDUCATOR’S GUIDE TO CLASSROOM RESEARCH NANCY FICHTMAN DANA 2019-08-20 FOR THREE EDITIONS, TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT PROVIDERS HAVE TURNED TO THIS BESTSELLING HOW-TO GUIDE FOR ITS AUTHENTIC APPROACH TO TEACHER INQUIRY AND HOW TO HARNESS IT FOR THE GREATEST TRANSFORMATIONAL EFFECT. IN THIS EDITION, READERS EXPLORE CONTEMPORARY AS WELL AS ENDURING REAL-LIFE EXAMPLES OF DATA-DRIVEN CLASSROOMS. FEATURING HELPFUL EXERCISES AND STEP-BY-STEP INSTRUCTIONS, THIS EDITION EXPLORES: * EQUITY AND SOCIAL JUSTICE AND THE ROLE INQUIRY PLAYS IN TACKLING IT * PROFESSIONAL PRACTICE DOCTORAL PROGRAMS AS RIPE CONTEXT FOR INQUIRY * THE ROLE LITERATURE PLAYS IN TEACHER RESEARCH

THE PHILOSOPHY OF EDUCATION RICHARD STANLEY PETERS 1973

CHILDHOOD AND THE PHILOSOPHY OF EDUCATION ANDREW STABLES 2008 A CRITICAL EXAMINATION OF THE IDEA THAT COMPULSORY EDUCATION IS A SOCIAL GOOD, AND THAT ADULTHOOD AND CHILDHOOD SHOULD BE CONSIDERED AS ENTIRELY SEPARATE REALMS.

ART, EDUCATION, AND CULTURAL RENEWAL LAMBERT ZUIDERVAART 2017-05-05 WHAT GOOD IS ART? WHAT IS THE POINT OF A UNIVERSITY EDUCATION? CAN PHILOSOPHERS CONTRIBUTE ANYTHING TO SOCIAL LIBERATION? SUCH QUESTIONS, BOTH ANCIENT AND URGENT, ARE THE PULSE OF REFORMATIONAL PHILOSOPHY. INSPIRED BY THE VISION OF THE DUTCH RELIGIOUS AND POLITICAL LEADER ABRAHAM KUYPER, REFORMATIONAL PHILOSOPHY PURSUES SOCIAL TRANSFORMATION FOR THE COMMON GOOD. IN THIS COMPANION VOLUME TO RELIGION, TRUTH, AND SOCIAL TRANSFORMATION, LAMBERT ZUIDERVAART PRESENTS A SOCIALLY ENGAGED PHILOSOPHY OF THE ARTS AND HIGHER EDUCATION. INTERACTING WITH THE IDEAS OF LEADING KUYPERIAN THINKERS SUCH AS CALVIN SEERVELD AND NICHOLAS WOLTERSTORFF, ZUIDERVAART SHOWS WHY RENEWAL IN THE ARTS NEEDS TO COINCIDE WITH POLITICAL AND ECONOMIC TRANSFORMATION. HE ALSO CALLS FOR EDUCATION AND RESEARCH THAT SERVE THE COMMON GOOD. DEEPLY ROOTED IN REFORMATIONAL PHILOSOPHY, HIS BOOK BRINGS A FRESH AND INSPIRING VOICE TO CURRENT DISCUSSIONS OF RELIGIOUS AESTHETICS AND CHRISTIAN SCHOLARSHIP. ART, EDUCATION, AND CULTURAL RENEWAL IS A TESTAMENT TO THE PRACTICAL AND INTELLECTUAL RICHNESS OF A UNIQUE RELIGIOUS TRADITION, COMPELLING IN ITS CALL FOR SOCIAL SOLIDARITY AND CULTURAL CRITIQUE.

TEACHING IN EDEN JOHN JANOVY, JR. 2003-12-16 TEACHING IN EDEN PROVIDES ANY TEACHER WITH POWERFUL AND VIRTUALLY FREE TOOLS THAT HE OR SHE CAN USE TO ALTER THE FUNDAMENTAL NATURE OF THE EDUCATIONAL EXPERIENCE. THE TOOLS ARE SIMPLE INSTRUCTIONAL DEVICES THAT REQUIRE ONLY A TEACHER’S TIME, AND THE COURAGE TO BREAK OUT OF THE EXISTING CONSTRAINTS TO DISCOVER AND ASSEMBLE THE ELEMENTS OF AN IDEAL INSTRUCTIONAL ENVIRONMENT.

THE COLLECTED PAPERS OF BERTRAND RUSSELL VOLUME 29 BERTRAND RUSSELL 2012-10-12 DENTENTE OR DESTRUCTION, 1955-57 CONTINUES PUBLICATION OF ROUTLEDGE’S MULTI-VOLUME CRITICAL EDITION OF BERTRAND RUSSELL’S SHORTER WRITINGS. BETWEEN SEPTEMBER 1955 AND NOVEMBER 1957 RUSSELL PUBLISHED SOME SIXTY-ONE ARTICLES, REVIEWS, STATEMENTS, CONTRIBUTIONS TO BOOKS AND LETTERS TO EDITORS, OVER FIFTY OF WHICH ARE CONTAINED IN THIS VOLUME. THE TEXTS, SEVERAL OF THEM HITHERTO UNPUBLISHED, REVEAL THE DEEPENING OF RUSSELL’S COMMITMENT TO THE ANTI-NUCLEAR STRUGGLE, UPON WHICH HE EMBARKED IN THE PREVIOUS VOLUME OF COLLECTED PAPERS (MAN’S PERIL, 1954-55). CONTINUING WITH THE THEME OF NUCLEAR PERIL, THIS VOLUME CONTAINS DISCUSSION OF NUCLEAR WEAPONS, WORLD PEACE, PROSPECTS FOR DISARMAMENT AND BRITISH-SOVIET FRIENDSHIP AGAINST THE BACKDROP OF THE COLD WAR. ONE OF THE KEY PAPERS IN THIS VOLUME IS RUSSELL’S MESSAGE TO THE INAUGURAL CONFERENCE OF THE PUGWASH MOVEMENT, WHICH RUSSELL WAS INSTRUMENTAL IN LAUNCHING AND WHICH BECAME AN INFLUENTIAL, INDEPENDENT FORUM OF EAST-WEST SCIENTIFIC COOPERATION AND COUNSEL ON ISSUES AS AN INTERNATIONALLY AGREED NUCLEAR TEST-BAN. IN ADDITION TO THE ISSUES OF WAR AND PEACE, RUSSELL, NOW IN HIS EIGHTIES, CONTINUED TO TAKE AN INTEREST IN A WIDE VARIETY OF THEMES. RUSSELL NOT ONLY ADDRESSES OLDER CONTROVERSIES OVER NATIONALISM AND EMPIRE, RELIGIOUS BELIEF AND AMERICAN CIVIL LIBERTIES, HE ALSO CONFRONTS HEAD-ON THE NEW AND PRESSING MATTERS OF ARMED INTERVENTION IN HUNGARY AND SUEZ, AND OF THE MANUFACTURE AND TESTING OF THE BRITISH HYDROGEN BOMB. THIS VOLUME INCLUDES SEVEN INTERVIEWS RANGING FROM EAST-WEST RELATIONS AFTER THE GENEVA CONFERENCE TO A MEETING WITH RUSSELL.

LIVING ON PAPER IRIS MURDOCH 2016-01-12 FOR THE FIRST TIME, NOVELIST IRIS MURDOCH’S LIFE IN HER OWN WORDS, FROM GIRLHOOD TO HER LAST YEARS IRIS MURDOCH WAS AN ACCLAIMED NOVELIST AND GROUNDBREAKING PHILOSOPHER WHOSE LIFE REFLECTED HER UNCONVENTIONAL BELIEFS AND VALUES. BUT WHAT HAS BEEN MISSING FROM BIOGRAPHICAL ACCOUNTS HAS BEEN MURDOCH’S OWN VOICE—HER LIFE IN HER OWN WORDS. LIVING ON PAPER—THE FIRST MAJOR COLLECTION OF MURDOCH’S MOST COMPELLING AND INTERESTING PERSONAL LETTERS—GIVES, FOR THE FIRST TIME, A ROUNDED SELF-PORTRAIT OF ONE OF THE TWENTIETH CENTURY’S GREATEST WRITERS AND THINKERS. WITH MORE THAN 760 LETTERS, FEWER THAN FORTY OF WHICH HAVE BEEN PUBLISHED BEFORE, THE BOOK PROVIDES A UNIQUE CHRONICLE OF MURDOCH’S LIFE FROM HER DAYS AS A SCHOOLGIRL TO HER LAST YEARS. THE RESULT IS THE MOST IMPORTANT BOOK ABOUT MURDOCH IN MORE THAN A DECADE. THE LETTERS SHOW A GREAT MIND AT WORK—STRUGGLING WITH PHILOSOPHICAL PROBLEMS, TRYING TO BRING A DIFFICULT NOVEL TOGETHER, EXPLORING SPIRITUALITY, AND RESPONDING POINTEDLY TO WORLD EVENTS. THEY ALSO REVEAL HER PERSONAL LIFE, THE SUBJECT OF MUCH SPECULATION, IN ALL ITS COMPLEXITY, ESPECIALLY IN LETTERS TO LOVERS OR CLOSE FRIENDS, SUCH AS THE WRITERS BRIGID BROPHY, ELIAS CANETTI, AND RAYMOND QUENEAU, PHILOSOPHERS MICHAEL OAKESHOTT AND PHILIPPA FOOT, AND MATHEMATICIAN GEORG KREISEL. WE WITNESS MURDOCH’S EMOTIONAL HUNGER, HER TENDENCY TO LIVE ON THE EDGE OF WHAT WAS SOCIALLY ACCEPTABLE, AND HER IRREVERENCE AND SHARP SENSE OF HUMOR. WE ALSO LEARN HOW HER PRIVATE LIFE FED INTO THE PLOTS AND CHARACTERS OF HER NOVELS, DESPITE HER CLAIMS THAT THEY WERE NOT DRAWN FROM REALITY. DIRECT AND INTIMATE, THESE LETTERS BRING US CLOSER THAN EVER BEFORE TO IRIS MURDOCH AS A PERSON, MAKING FOR AN EXTRAORDINARY READING EXPERIENCE.

THE JOURNAL OF EDUCATION FOR ONTARIO 1876

THE FUTURE OF VALUE INQUIRY MATTI HIRVY 2001 THIS BOOK EXPLORES THE NATURE OF VALUES, AND THE STATUS OF VALUE STUDIES, AT THE TURN OF THE MILLENNIUM. THE CONTRIBUTORS, NINETEEN PHILOSOPHERS FROM FOURTEEN COUNTRIES, INTRODUCE AND DEFEND AN ENRICHING VARIETY OF VIEWS REGARDING THE PRESENT STATE AND FUTURE PROSPECTS OF VALUE INQUIRY.

WITTGENSTEIN, EDUCATION AND THE PROBLEM OF RATIONALITY MICHAEL A. PETERS 2021-01-21 THIS BOOK DEVELOPS AN ARGUMENT FOR A HISTORICIST AND NON-FOUNDATIONALIST NOTION OF RATIONALITY BASED ON AN INTERPRETATION OF WITTGENSTEIN OF THE PHILOSOPHICAL INVESTIGATIONS AND ON CERTAINTY. THE BOOK EXAMINES TWO NOTIONS OF RATIONALITY—A UNIVERSAL VERSUS A CONSTITUTITIVE CONCEPTION -- AND THEIR SIGNIFICANCE FOR EDUCATIONAL THEORY. THE FORMER ADVANCED BY ANALYTIC PHILOSOPHY OF EDUCATION AS A FORM OF CONCEPTUAL ANALYSIS IS BASED ON A MISTAKEN READING OF WITTGENSTEIN. ANALYTIC PHILOSOPHY OF EDUCATION USED A READING OF WITTGENSTEIN’S PHILOSOPHY OF LANGUAGE TO SET UP AND JUSTIFY AN ABSOLUTE, UNIVERSAL AND AHISTORICAL NOTION OF RATIONALITY. BY CONTRAST, THE BOOK EXAMINES THE UNDERLYING INFLUENCE OF THE LATER WITTGENSTEIN ON THE HISTORICIST TURN IN PHILOSOPHY OF SCIENCE AS A BASIS FOR A NON-FOUNDATIONALIST AND CONSTITUTITIVE NOTION OF RATIONALITY WHICH IS BOTH HISTORICAL AND CULTURAL, AND REMAINS CONSISTENT WITH WIDER DEVELOPMENTS IN PHILOSOPHY, HERMENEUTICS AND SOCIAL THEORY. THIS BOOK AIMS TO UNDERSTAND THE PHILOSOPHICAL MOTIVATION BEHIND THIS VIEW, TO EXAMINE ITS INTELLECTUAL UNDERPINNINGS AND TO SUBSTITUTE THIS UNIVERSAL CONCEPTION OF RATIONALITY BY REFERENCE TO A HEGLIAN INTERPRETATION OF THE LATER WITTGENSTEIN THAT EMPHASIZES HIS STATUS AS AN ANTI-FOUNDATIONAL THINKER.

MODERN PHILOSOPHIES OF EDUCATION JOHN SEILER BRUBACHER 1969

STORIES OF SCHOOL ANDREA M. HYDE 2019-09-01 PROVIDES FIRSTHAND PERSPECTIVES FROM YOGA PRACTITIONERS AND EDUCATORS ON THE PROMISES AND CHALLENGES OF SCHOOL-BASED YOGA PROGRAMS. THE YOGA-IN-SCHOOLS MOVEMENT HAS BEEN GAINING MOMENTUM IN RECENT YEARS AS ADULT PRACTITIONERS REALIZE THE BENEFIT OF YOGA IN THEIR PERSONAL LIVES AND WANT TO SHARE IT WITH CHILDREN AND YOUTH. AS THE MOVEMENT HAS GROWN, SO HAS THE NEED TO UNDERSTAND HOW YOGA WORKS AND ITS EFFECTS ON INDIVIDUALS, GROUPS, AND SCHOOL CULTURE. STORIES OF SCHOOL YOGA BRINGS TOGETHER FIRSTHAND NARRATIVES BY TEACHERS AND PRACTITIONERS FROM DIVERSE SETTINGS NATIONWIDE TO ILLUMINATE THE MULTIFACETED WORK, CHALLENGES, AND BENEFITS OF TEACHING YOGA TO K-12 STUDENTS IN PUBLIC SCHOOLS. THE STORIES HERE SUPPLEMENT AND REFRAME QUANTITATIVE RESEARCH IN THE FIELD; DEMONSTRATE HOW YOGA CAN MITIGATE STRESS AND TENSION, PARTICULARLY AMID AN INCREASED FOCUS ON STANDARDIZED CURRICULA AND TESTING; AND OFFER LESSONS LEARNED AND PRACTICAL INSIGHTS INTO PLANNING, IMPLEMENTING, AND RUNNING THESE PROGRAMS. RICH IN DETAIL AND ACCESSIBLE TO NONSPECIALISTS, STORIES OF SCHOOL YOGA PRESENTS HELPFUL RESOURCES AND A NUANCED, ON-THE-GROUND LOOK AT THE YOGA-IN-SCHOOLS MOVEMENT. “STORIES OF SCHOOL YOGA CONTRIBUTES TO THE FIELD OF SCHOOL-BASED YOGA PROGRAMS BY PROVIDING A MUCH-NEEDED COUNTERPOINT TO THE MAJORITY OF RESEARCH IN THIS FIELD, WHICH TENDS TO BE QUANTITATIVE IN NATURE. THE BOOK SHARES THE RICH STORIES OF PEOPLE WHO ARE IMPLEMENTING YOGA IN SCHOOLS WHILE ALSO PROVIDING A SCIENTIFIC EXPLANATION FOR WHY THESE STORIES ARE IMPORTANT/NEEDED. THE CONTRIBUTORS DO NOT SHY AWAY FROM THE BROADER SOCIAL/POLITICAL ISSUES INVOLVED IN IMPLEMENTING YOGA WITHIN THE EDUCATIONAL SYSTEM—a SYSTEM THAT HAS MANY CHALLENGES OF ITS OWN. I BELIEVE THIS BOOK WILL ASSIST BOTH QUANTITATIVE AND QUALITATIVE RESEARCHERS IN DEVELOPING FUTURE STUDIES OF YOGA IN SCHOOLS, AS WELL AS PRACTITIONERS INTERESTED IN IMPLEMENTING YOGA IN SCHOOLS.” — BETHANY BUTZER, UNIVERSITY OF NEW YORK IN PRAGUE

MY REVISION NOTES: AQA A-LEVEL PHILOSOPHY PAPER 1 EPISTEMOLOGY AND MORAL PHILOSOPHY DAN CARDINAL 2019-05-28 TARGET SUCCESS IN AQA A-LEVEL PHILOSOPHY WITH THIS PROVEN FORMULA FOR EFFECTIVE, STRUCTURED REVISION; KEY CONTENT COVERAGE IS COMBINED WITH EXAM-STYLE TASKS AND PRACTICAL TIPS TO CREATE A REVISION GUIDE THAT YOU CAN RELY ON TO REVIEW, STRENGTHEN AND TEST STUDENTS’ KNOWLEDGE. WITH MY REVISION NOTES, EVERY STUDENT CAN: - PLAN AND MANAGE A SUCCESSFUL REVISION PROGRAMME USING THE TOPIC-BY-TOPIC PLANNER - CONSOLIDATE SUBJECT KNOWLEDGE BY WORKING THROUGH CLEAR AND FOCUSED CONTENT COVERAGE - TEST UNDERSTANDING AND IDENTIFY AREAS FOR IMPROVEMENT WITH REGULAR ‘NOW TEST YOURSELF’ TASKS AND ANSWERS - IMPROVE EXAM TECHNIQUE THROUGH PRACTICE QUESTIONS, EXPERT TIPS AND EXAMPLES OF TYPICAL MISTAKES TO AVOID

MASTERING SELF DONALD G. HANNA 2016-03-18 MASTERING SELFOFTEN DESIRED, SELDOM ACHIEVED, AND EASIER SAID THAN DONE. IT IS AN ARDUOUS, LIFELONG PROCESS OF BECOMING. A JOURNEYNOT A DESTINATION. A DIRECTIONNOT A DIVERSION. MASTERING SELF DOES NOT NATURALLY EXIST IN THE HUMAN CONDITION. IT MUST BE CULTIVATED BY LIFELONG LEARNING. MASTERING SELF IS FOR CRITICAL THINKERS WANTING TO BECOME WHAT THEY SHOULD BE. IT PROVIDES: * A PARADIGM TO CLARIFY YOUR CORE ETHOS AND CODE OF CONDUCT; * A TEMPLATE TO EVALUATE YOUR FUNDAMENTAL BELIEFS, PRINCIPLES, AND VALUES; * A LENS TO VIEW YOUR WORLD; * A GRID TO FILTER YOUR THOUGHTS, DECISIONS, AND ACTIONS; * A LINCHPIN TO STABILIZE YOUR LIFE; * A BLUEPRINT TO COMPREHEND YOUR BEARING IN LIFE’S JOURNEY AND DESTINATION; AND * A BENCHMARK TO MEASURE SIGNIFICANCE IN YOUR LIFE. MASTERING SELF PRESENTS RELEVANT PRINCIPLES AND COMMENTARY APPLICABLE TO LEADING SELF AND OTHERS. UNDERSTANDING THEM STRENGTHENS INTERPERSONAL RELATIONSHIPS. EMBRACING THEM INCREASES PERSONAL

INFLUENCE. PRACTICING THEM BENEFITS ANYONE RESPONSIBLE FOR OTHER PEOPLE. A COMPREHENSIVE REFERENCE FOR LEADERS, THIS HANDBOOK IS BASED ON TIMELESS TRUTHS AND VIRTUES FOR REFERENCE, REFLECTION, OR CONTEMPLATIVE STUDY. IT PROVIDES A BIBLICAL WORLDVIEW FOR PERSPECTIVE AND OLD-SCHOOL INSIGHT FOR TODAY'S CULTURE. MASTERING SELF INCLUDES TWO PRIMERS WITH COMMENTARY, WHITE PAPERS REGARDING ISSUES IN LIFE, THE AUTHORS SCOT HERITAGE INFLUENCE, AND MEMOIRS. THE PRIMERS ARE WRITTEN FROM A PRACTITIONER'S PERSPECTIVE GAINED FROM TWENTY-FOUR YEARS LEADING THREE POLICE DEPARTMENTS, TEACHING COMMAND OFFICERS AT POLICE ACADEMIES, AND TEACHING LEADERSHIP AT A UNIVERSITY. THE WHITE PAPERS Juxtapose PERSONAL WORLDVIEW AND ETHOS WITH GOD'S WORD AND MANNER OF LIVING. THEY REVEAL A DEEP CONVICTION THAT GOD COUNSELS AND CONFIDES IN THOSE WHO FEAR HIM (Ps. 25:14) AND HONORS THOSE WHO HONOR HIM (1 SAM. 2:30). THESE PAPERS RESULT FROM READING, TEACHING, WRITING, AND PONDERING TO KEEP MY HEART WITH ALL DILIGENCE REGARDING ISSUES IN LIFE (Prov. 4:23) OFTEN IN THE COUNSEL CHAMBER OF GOD. THIS WORK IS A LABOR OF LOVE AND PERTAINS TO LIFE'S ULTIMATE QUESTION: GOD OR SELF?

FEMINIST PERSPECTIVES IN PHILOSOPHY MORWENNA GRIFFITHS 1988 "... EXCELLENT... ESPECIALLY INSIGHTFUL ARE ARTICLES ON ETHICS AND GENDER, AUTONOMY AND PORNOGRAPHY, FEELINGS, AND A RESPONSIBLE AND DEMOCRATIC EPISTEMOLOGY." --CHOICE THE ESSAYS IN THIS BOOK INTRODUCE TO AMERICAN READERS THE WORK OF A GROUP OF BRITISH FEMINIST PHILOSOPHERS, REPRESENTING BOTH THE CONTINENTAL AND THE ANALYTIC TRADITIONS, WHO ARGUE THAT PHILOSOPHY IS IN URGENT NEED OF A FEMINIST PERSPECTIVE.

PHILOSOPHICAL FOUNDATIONS FOR PHYSICAL, HEALTH, AND RECREATION EDUCATION EARLE F. ZEIGLER 1964

HIDDEN DANGERS TO KIDS' LEARNING BETSY GUNZELMANN 2011-12-22 THIS SECOND EDITION TO HIDDEN DANGERS TO KID'S LEARNING: PARENT GUIDE TO COPE WITH EDUCATIONAL ROADBLOCKS GIVES MORE INSIGHT INTO WAYS PARENTS CAN UNDERSTAND AND HELP THEIR ACADEMICALLY STRUGGLING CHILD. PARENTS AND THEIR CHILDREN CAN BE EMPOWERED TO RECOGNIZE THE PERILS AND THE PITFALLS OF OUR CURRENT EDUCATIONAL CRISIS AND TAKE RESPONSIBILITY AND CONTROL OF THEIR EDUCATION BEFORE IT IS TOO LATE. WE HAVE NEW REASONS TO BELIEVE IN OUR CHILDREN AND NEW POSSIBILITIES TO EXPECT AND HELP OUR CHILDREN TO BE ABLE TO COPE IN OUR GLOBAL COMMUNITY.

EFFECTIVE ACTION RESEARCH PATRICK J. M. COSTELLO 2011-03-24 >

PATRICK SUPPES R. BOGDAN 1979-05-31 THE AIM OF THIS SERIES IS TO INFORM BOTH PROFESSIONAL PHILOSOPHERS AND A LARGER READERSHIP (OF SOCIAL AND NATURAL SCIENTISTS, METHODOLOGISTS, MATHEMATICIANS, STUDENTS, TEACHERS, PUBLISHERS, ETC.) ABOUT WHAT IS GOING ON, WHO'S WHO, AND WHO DOES WHAT IN CONTEMPORARY PHILOSOPHY AND LOGIC. PROFILES IS DESIGNED TO PRESENT THE RESEARCH ACTIVITY AND THE RESULTS OF ALREADY OUTSTANDING PERSONALITIES AND SCHOOLS AND OF NEWLY EMERGING ONES IN THE VARIOUS FIELDS OF PHILOSOPHY AND LOGIC. THERE ARE MANY FESTSCHRIFT VOLUMES DEDICATED TO VARIOUS PHILOSOPHERS. THERE IS THE CELEBRATED LIBRARY OF LIVING PHILOSOPHERS EDITED BY P.A. SCHILPP WHOSE FORMAT INFLUENCED THE PRESENT ENTERPRISE. STILL THEY CAN ONLY COVER VERY LITTLE OF THE CONTEMPORARY PHILOSOPHICAL SCENE. FACED WITH A TREMENDOUS EXPANSION OF PHILOSOPHICAL INFORMATION AND WITH AN ALMOST FRIGHTENING DIVISION OF LABOR AND INCREASING SPECIALIZATION WE NEED SYSTEMATIC AND REGULAR WAYS OF KEEPING TRACK OF WHAT

HAPPENS IN THE PROFESSION. PROFILES IS INTENDED TO PERFORM SUCH A FUNCTION. EACH VOLUME IS DEVOTED TO ONE OR SEVERAL PHILOSOPHERS WHOSE VIEWS AND RESULTS ARE PRESENTED AND DISCUSSED. THE PROFILED PHILOSOPHER(S) WILL SUMMARIZE AND REVIEW HIS (THEIR) OWN WORK IN THE MAIN FIELDS OF SIGNIFICANT CONTRIBUTION. THIS WORK WILL BE DISCUSSED AND EVALUATED BY INVITED CONTRIBUTORS. RELEVANT HISTORICAL AND/OR BIOGRAPHICAL DATA, AN UP-TO-DATE BIBLIOGRAPHY WITH SHORT ABSTRACTS OF THE MOST IMPORTANT WORKS AND, WHENEVER POSSIBLE, REFERENCES TO SIGNIFICANT REVIEWS AND DISCUSSIONS WILL ALSO BE INCLUDED.

SEEKING INTEGRITY IN TEACHER EDUCATION ANN KATHERINE SCHULTE 2008-11-01 IN THIS BOOK, A TEACHER EDUCATOR EXAMINES HER PRACTICE AS A WAY OF LEARNING ABOUT TEACHING AS WELL AS CHALLENGING TEACHER EDUCATION. IT IS ABOUT HOW ONE TEACHER EDUCATOR SOUGHT TO TRANSFORM THE PERSPECTIVES OF HER STUDENT TEACHERS, IN ORDER TO BETTER PREPARE THEM TO TEACH DIVERSE POPULATIONS OF STUDENTS, WHILE CHALLENGING HER OWN BELIEFS ABOUT HOW BEST TO DO THAT. THE AUTHOR SEEKS INTEGRITY IN HER PRACTICE, DEFINED AS HER ABILITY TO ENACT WHAT SHE TEACHES PRESERVICE TEACHERS TO DO. IN PARTICULAR, THIS BOOK IS A SELF-STUDY THAT CONTRIBUTES TO UNDERSTANDING THE BROADER QUESTION: HOW MUCH CAN ONE AFFECT AND CHANGE THE DISCOURSE WITHIN EDUCATION WHEN ONE ALSO INHABITS THE CHARACTERISTICS THAT ARE PRIVILEGED BY THE INSTITUTION? THE TEACHER EDUCATION LITERATURE SUPPORTS THE NEED TO STUDY THIS TYPE OF SELF-REFLECTION. OTHER RESEARCHERS HAVE POINTED OUT THAT THE ROLE OF TEACHER EDUCATORS' CULTURAL IDENTITIES IN REFORMING EDUCATION HAS BEEN LARGELY IGNORED IN THE LITERATURE. THIS BOOK OFFERS A UNIQUE PERSPECTIVE ON THE ANALOGOUS RELATIONSHIP INVOLVED WHEN A TEACHER EDUCATOR TEACHES TEACHERS HOW TO EXAMINE THE IMPACT OF THEIR OWN IDENTITIES ON THEIR TEACHING WHILE EXAMINING THAT HERSELF.

MY REVISION NOTES: AQA A-LEVEL PHILOSOPHY PAPER 2 METAPHYSICS OF GOD AND METAPHYSICS OF MIND DAN CARDINAL 2019-06-10 TARGET SUCCESS IN AQA A-LEVEL PHILOSOPHY WITH THIS PROVEN FORMULA FOR EFFECTIVE, STRUCTURED REVISION; KEY CONTENT COVERAGE IS COMBINED WITH EXAM-STYLE TASKS AND PRACTICAL TIPS TO CREATE A REVISION GUIDE THAT YOU CAN RELY ON TO REVIEW, STRENGTHEN AND TEST STUDENTS' KNOWLEDGE. WITH MY REVISION NOTES, EVERY STUDENT CAN: - PLAN AND MANAGE A SUCCESSFUL REVISION PROGRAMME USING THE TOPIC-BY-TOPIC PLANNER - CONSOLIDATE SUBJECT KNOWLEDGE BY WORKING THROUGH CLEAR AND FOCUSED CONTENT COVERAGE - TEST UNDERSTANDING AND IDENTIFY AREAS FOR IMPROVEMENT WITH REGULAR 'NOW TEST YOURSELF' TASKS AND ANSWERS - IMPROVE EXAM TECHNIQUE THROUGH PRACTICE QUESTIONS, EXPERT TIPS AND EXAMPLES OF TYPICAL MISTAKES TO AVOID

A WAY OF BEING CARL R. ROGERS 1995-09-07 A PROFOUND AND DEEPLY PERSONAL COLLECTION OF ESSAYS BY RENOWNED PSYCHOLOGIST CARL ROGERS. THE LATE CARL ROGERS, FOUNDER OF THE HUMANISTIC PSYCHOLOGY MOVEMENT AND FATHER OF CLIENT-CENTERED THERAPY, BASED HIS LIFE'S WORK ON HIS FUNDAMENTAL BELIEF IN THE HUMAN POTENTIAL FOR GROWTH. A WAY OF BEING WAS WRITTEN IN THE EARLY 1980S, NEAR THE END OF HIS DISTINGUISHED CAREER, AND SERVES AS A CODA TO HIS CLASSIC ON BECOMING A PERSON. MORE PHILOSOPHICAL THAN HIS EARLIER WRITINGS, IT TRACES HIS PROFESSIONAL AND PERSONAL DEVELOPMENT FROM THE 1960S TO THE 1980S AND ENDS WITH A PROPHETIC CALL FROM ROGERS FOR A MORE HUMANE FUTURE.

EDUCATING THE VIRTUES (RLE EDU K) DAVID CARR 2012-05-16 TRACING THE VIEWS ON MORAL LIFE OF SUCH PAST PHILOSOPHERS AS PLATO, ARISTOTLE AND KANT, AS WELL AS OF SUCH THEORISTS AS DURKHEIM, FREUD, PIAGET AND KOHLBERG, THE AUTHOR SETS FORTH A FULL DISCUSSION OF THE NATURE AND EDUCATIONAL IMPLICATIONS OF THE IDEA OF MORAL VIRTUE.