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Vol. 65, No. 2, March-April 1977

1 Department of Bioengineering, University of California, San Diego, La Jolla, CA, USA. 2 Gustave Roussy Cancer Campus (GRCC), Equipe Labellisée@Ligue Nationale contre le Cancer, Villejuif, France. 3 ...

The microbiome and human cancer

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The Politics of African-American Education

He had some success with investments and decided create mathematical models to help him invest on the theory that it would ... Services in 1971 along with William A. Millichap, and Palo Alto ...

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Haunting of Hill House Getting Maze at Universal Studios' Halloween Horror Nights

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Universal Studios Bringing Netflix's The Haunting of Hill House to Life for Halloween Horror Nights

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Yelena Ryabchuk, through her attorneys Emma R. Denny and Amanda R. Crain, of Halunen Law in Minneapolis, filed the civil suit in Olmsted County District Court on May 5, 2021. "Being terminated for ...

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Its most recent debate about teacher training has now became entangled with a national conversation about critical race theory -- an academic ... this year is unclear. William Galloway, the ...

Mountain Brook backtracks on anti-bias training after parent criticism links to critical race theory

William Osborne, 67, and Michael Pradia, 82, who raved about KTSU's DJs, sat in a spray-painted square on the lawn, comfortable with coolers and umbrellas starting at 3 p.m. After a pause on ...

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This book covers twenty-two theories of development and their implication on education. It also introduces readers to the theorists behind the theories in a lively and easily accessible manner. Comparing and contrasting the theories covered, the book focuses on theorists who follow the developmental tradition of Rousseau - such as Gesell, Piaget, and Montessori - and their belief that we grow largely from our inner promptings and spontaneous discoveries at different times throughout our lifetimes. In addition, the author looks at theorists in the environmental/learning tradition. For anyone interested in the philosophy of child rearing and education, relative to a child's growth and the growth of our society as a

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For undergraduate/graduate courses in Theories of Development, Child Development, Child Psychology, Human Development, and Lifespan Development. The result of extensive scholarship and consultation with leading scholars, this classic text introduces students to twenty-four theorists and compares and contrasts their theories on how we develop as individuals. Emphasizing the theories that build upon the developmental tradition established by Rousseau, this text also covers theories in the environmental/learning tradition.

Montessori: A Modern Approach has been called the single best book for anyone -- educator, childcare professional, and especially parent -- seeking answers to the questions: What is the Montessori method? Are its revolutionary ideas about early childhood education relevant to today's world? And most important, especially for today's dual-career couples. Is a Montessori education right for my child? Paula Polk Lillard writes both as a trained educators and as a concerned parent -- she has many years as a public school teacher, but it was her enthusiasm for the education her own child experienced in a Montessori school that led her to become a leading voice in the Montessori movement in this country. Her book offers the clearest and most concise statement of the Montessori method of child development and education available today.

The third edition of "Concepts and Theories of Human Development" describes and critically evaluates - through the lens of developmental systems theories - the key conceptual issues and theoretical approaches to understanding human development across

Dr. DeRobertis has made a significant contribution to the field with his integrative self-development theory. It provides a seamless rapprochement of the psychoanalytic and existential-humanistic paradigms. This developmental framework emphasizes the necessity of both relational and depth psychological approaches to the mind in understanding self development, psychological health, and psychopathology. As both a practitioner and a professor, I draw heavily upon this important work in the training of psychotherapists as well as in my clinical work with children, adolescents, and parents. -- Shawn Rubin, Psy.D., Licensed Psychologist, Core Faculty, Michigan School of Professional Psychology, Managing Editor, Journal of Humanistic Psychology/From a fresh, holistic perspective, Eugene M. DeRobertis applies humanistic viewpoints in psychology to the study of child development. Unlike most child development texts that concentrate on the subdivisions of the child's personality, the observations and discussions here focus on the child as a whole. Drawing upon many schools of thought including American humanism, existential-phenomenology, psychoanalysis, neo-analytic theories, object-relations theory, self-psychology, and Gestalt psychology, Dr. DeRobertis opens an important dialogue to all teachers and students of psychology. Packed with illustrations, empirical findings, references, and key terms and concepts, Humanizing Child Developmental Theory delivers an overarching theoretical framework for putting developmental issues into context. A significant and accessible contribution to developmental theorizing, this groundbreaking text gives psychology instructors and their students a relevant and much-needed humanistic approach to child development.

The diverse range of critical pedagogues presented in this book comes from a variety of backgrounds with respect to race, gender, and ethnicity, from various geographic places and eras, and from an array of complex political, historical, religious, theological, social, cultural, and educational circumstances which necessitated their leadership and resistance. How each pedagogue uniquely lives in that tension of dealing with pain and struggle, while concurrently fostering a pedagogy that is humanizing, is deeply influenced by their individual autobiographical lens of reality, the conceptual thought that enlightened them, the circumstances that surrounded them, and the conviction that drove them. To be sure, people of justice, people who resist, are framed by a vision that embraces an inclusive, tolerant, more loving community that passionately calls for a more democratic citizenship. That is just what the 34 critical pedagogues represented in this text heroically do. Through the highlighting of their lives and work, this book is not only an excellent resource to serve as a springboard to engage us in dialogue about pivotal issues and concerns related to justice, equality, and opportunity, but also to prompt us to further explore deeper into the lives and thought of some extraordinary people. A Critical Pedagogy of Resistance: 34 Pedagogues We Need to Know is an ambitious undertaking. Kirylo's narrative enterprise, which seeks to chronicle the lives of transformative pedagogues, is a project whose time has come. This text is an excellent resource for all those interested in the aesthetic that, as Kierkegaard believed, exercised power for the common good. Luis Mirón

The result of extensive scholarship and consultation with leading scholars, this text introduces students to twenty-four theorists and compares and contrasts their theories on how we develop as individuals. Emphasizing the theories that build upon the developmental tradition established by Rousseau, this text also covers theories in the environmental/learning tradition.

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