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Tracy Chevalier brings Shakespeare's Othello—a harrowing drama of jealousy and revenge—to a 1970s era elementary school playground. Arriving at his fifth school in as many years, diplomat's son Osei Kokote knows he needs an ally if he is to survive his first day—so he's lucky to hit it off with Dee, the most popular girl in school. But one student can't stand to witness this budding relationship: Ian decides to destroy the friendship between the black boy and the golden girl. By the end of the day, the school and its key players—teachers and pupils alike—will never be the same again. The tragedy of Othello is transposed to a 1970s suburban Washington schoolyard, where kids fall in and out of love with each other before lunchtime, and practice a casual racism picked up from their parents and teachers. Peeking over the shoulders of four 11 year olds—Osei, Dee, Ian, and his reluctant "girlfriend" Mimi—Tracy Chevalier's powerful drama of friends torn apart by jealousy, bullying, and betrayal will leave you reeling.

Taking a perspective rooted in evolutionary biology with a focus on brain science, two distinguished authors radically alter the fractious debate on the existence of God and the nature of religion. Two distinguished authors, renowned anthropologist Lionel Tiger and pioneering neuroscientist Michael McGuire, elucidate the perennial questions about religion: What is its purpose? How did it arise? What is its source? Why does every known culture have some form of it? Their answer is deceptively simple, yet at the same time highly complex: The brain creates religion and its varied concepts of God, and then in turn feeds on its creation to satisfy innate neurological and associated social needs. Brain science reveals that humans and other primates alike are afflicted by unavoidable sources of stress that the authors describe as "brainpain." To cope with this affliction people seek to "brainsoothe." We humans use religion and its social structures to induce brainsoothing as a relief for innate anxiety. How we do this is the subject of this groundbreaking book. In a concise, lively, accessible, and witty style, the authors combine zoom-lens vignettes of religious practices with discussions of the latest research on religion's neurological effects on the brain. Among other topics, they consider religion's role in providing positive socialization, its seeming obsession with regulating sex, the common biological scaffolding between nonhuman primates and humans and how this affects religion, and evidence that the palliative effects of religion on brain chemistry are not matched by nonreligious remedies. In a new preface to the paperback edition, Lionel Tiger discusses the paradoxical effects of religion—on the one hand, producing masterpieces of art and architecture and, on the other, fueling violence throughout history and into the present. This fascinating book provides key insights into the complexities of our brain and the role of religion, perhaps its most remarkable creation.

The Seven Laws of Teaching by John Milton Gregory, first published in 1886, is a rare manuscript, the original residing in one of the great libraries of the world. This book is a reproduction of that original, which has been scanned and cleaned by state-of-the-art publishing tools for better readability and enhanced appreciation. Restoration Editors' mission is to bring long out of print manuscripts back to life. Some smudges, annotations or unclear text may still exist, due to permanent damage to the original work. We believe the literary significance of the text justifies offering this reproduction, allowing a new generation to appreciate it.

This is one of three short booklets designed to be given to graduate students as they begin their studies. They explain the purposes of the dissertation and the criteria by which it will be assessed. They help students understand the context of their course work; the need to take an active role in shaping their studies; and the importance of thinking ahead about the components of the dissertation and the quality of scholarship they will need to demonstrate. These booklets are intended to support the dissertation research and writing process by providing faculty and advisors with guidelines for setting clear expectations for student performance, and with a model for helping students produce the desired quality of work. They encourage dialogue between faculty and students about the quality of the components of their dissertation project. They include rubrics that students can use to self-assess their work and that can aid faculty in providing focused feedback. Setting explicit targets and benchmarks of excellence of the sort advocated in these booklets will enable departments and universities to respond to demands for accountability with clear criteria for, and evidence of, success; and will raise the overall quality of student performance.

One CD-ROM disc in pocket.

We present to our readers the proceedings of the Second International Workshop on Phosphate. A short account of the history of the effort led to the Phosphate Workshops is appropriate and can be of interest to the reader. The idea for Phosphate Workshops was born in the early days of November, 1974. One of us (S. G. M.) suggested the thought to a group of scientists gathered for a luncheon in one of the attractive small restaurants in Weisbaden, Germany. The purpose of the workshop was to bring together interested scientists to discuss the newer developments and the recent advances in the field of phosphate metabolism and the other related minerals. An Organizing Committee made of Shaul G. Massry (USA), Louis V. Avioli (USA), Philippe Border (France), Herbert Fleisch (Switzerland), and Eduardo Slatopolsky (USA) was formed. The First Workshop was held in Paris during June 5-6, 1975 and was hosted by Dr. Philippe Border. Its proceeding was already published. The Second Workshop took place in Heidelberg during June 28-30, 1976 and was hosted by Dr. Eberhard Ritz. Both of these workshops were extremely successful scientific endeavors, and the need for them was demonstrated by the great interest they generated among the scientific community. The Organizing Committee, therefore, decided to continue with the tradition to hold additional Workshops annually or every other year.

The decision to undertake this research was a pragmatic response to the debates, which followed the introduction of a new innovative secondary education system in Ghana. This book investigates the innovation during its formation since 1974, inception from 1987 and, in respect of field research, aspects of its operation from 1998 to 2002. The primary aim of the research was to monitor the implementation processes in as many aspects as possible. This was done in order to see what benefits might be gained, and what lessons in order to continue the innovation. In order to conduct this assessment, it was necessary to examine critically the characteristics of each element of the reform and their implications, using a variety of research methods to generate relevant data. This approach yielded a substantial amount of original evidence on the dynamics of educational change. While this evaluation specifically helps to deepen understanding of the said innovation, it also makes a contribution to the literature on educational innovation in developing countries.

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