

Spikehorn The Life Story Of John E Meyer

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description this book provides a quick glimpse about the life of john lennon

oral history gives history back to the people in their own words and in giving a past it also helps them towards a future of their own making oral history and life stories help to create a truer picture of the past and the changing present documenting the lives and feelings of all kinds of people many otherwise hidden from history it explores personal and family relationships and uncovers the secret cultures of work it connects public and private experience and it highlights the experiences of migrating between cultures at the same time it can bring courage to the old meaning to communities and contact between generations sometimes it can offer a path for healing divided communities and those with traumatic memories without it the history and sociology of our time would be poor and narrow in this fourth edition of his pioneering work fully revised with joanna bornat paul thompson challenges the accepted myths of historical scholarship he discusses the reliability of oral evidence in comparison with other sources and considers the social context of its development he looks at the relationship between memory the self and identity he traces oral history through its own past and weighs up the recent achievements of a movement which has become international with notably strong developments in north america europe australia latin america south africa and the far east despite resistance from more conservative academics this new edition combines the classic text of the voice of the past with many new sections including especially the worldwide development of different forms of oral history and the parallel memory boom as well as discussions of theory in oral history and of memory trauma and reconciliation it offers a deep social and historical interpretation along with succinct practical advice on designing and carrying out a project the voice of the past remains an invaluable tool for anyone setting out to use oral history and life stories to construct a more authentic and balanced record of the past and the present

what intelligent person has never pondered the meaning of life for yuval lurie this is more than a puzzling philosophical question it is a journey and in this book he takes readers on a search that ranges from ancient quests for the purpose of life to the ruminations of postmodern thinkers on meaning he shows that the

question about the meaning of life expresses philosophical puzzlement regarding life in general as well as personal concern about one's own life in particular. Lurie traces the emergence of this question as a modern philosophical quandary riddled with shifts and turns that have arisen over the years in response to it. Tracking the meaning of life is written as a critical philosophical investigation stretching over several traditions such as analytic philosophy, phenomenology, and existentialism. It maps out a journey that explores pivotal responses to this question, drawing especially on the thought of Tolstoy, Wittgenstein, Sartre, and Camus, and exploring in depth the insights these thinkers offer regarding their own difficulties concerning the meaning of life. In the book's four sections, Lurie discusses Tolstoy's challenge to experience the religious and transcendental meaning of life by choosing a simple, hardworking existence; Wittgenstein's focus on ethics and discovering the sense of the world; his conclusion that the question of the meaning of life makes no sense and his turning to experience the mystical aspect of the world; Sartre's positing of freedom as the basis of human life, stipulating a personal answer to the question of the meaning of life; and Camus' view of the absurdity of life unalleviated by any personal meaning. Guided by these views, Lurie imparts new insight to ideas that underlie our concern with life's meaning, such as the difference between attitudes toward life and beliefs and opinions about life, the meaning of words versus the meaning of events, shared meanings versus personal meanings, and the link between ethics and personal identity. Tracking the meaning of life is no mere dry philosophical study but a journey that dramatically illustrates the poignancy of the quest for meaning, showing that along the way it gradually becomes more obvious how personal meaning may be found in the pulsations of everyday life. The book offers stimulating reading not only for scholars in philosophy but also for general readers who wish to see how their personal concerns are echoed in modern philosophical thought. More than a description of a journey, it is a map to anxieties and puzzlements we all face, pointing to ideas that can guide readers on their own search for meaning.

The problem this project attempts to solve is to develop a workable moral education in light of the clash between religious forms of moral education and U.S. Supreme Court decisions concerning them. The concept of story and storytelling has been suggested as a unifying focus for disparate prescriptions for moral education. Several recent approaches to moral storytelling have been proposed. The approaches of William Bennett, Nel Noddings, and Herbert Kohl are among those which have attempted to combine moral education and storytelling. Within the last decade, Bennett is identified with other theorists whose primary concern is the moral content of a story; Noddings is identified as a process theorist whose primary concern is the process of moral storytelling, not the content; Kohl is identified as a reflection theorist whose approach challenges tradition in the hope of creating a more moral society. Each one of these three approaches attempts to provide a comprehensive program of moral education, but they fall short of that goal. The purpose of this project then is to construct a storytelling moral education program that improves upon earlier approaches using the three levels of moral thinking posited by Rest. A three-level approach to moral storytelling is proposed: the intuitive, critical, and meta-ethical levels of moral thinking that Rest refers to are used to frame a new three-level approach to moral storytelling. The three-level approach combines content, process, and reflection into a unified prescription for moral education. Thus, a more comprehensive plan for moral education through storytelling is developed, one that respects traditional forms of moral education while remaining within the parameters set by the U.S. Supreme Court.

With its spread of chapters covering key issues across the life cycle, this text has established itself as the foundational primer for those studying the lived experiences of people with learning disabilities and their families and outcomes achieved through services and support systems. Recognising learning disability as a lifelong disability, this accessible book is structured around the life cycle. The second edition is refreshed and expanded to include seven new chapters covering aetiology, breaking news about disability, and early intervention; transition to adulthood; the sexual lives of women; employment; personalisation; people with hidden identities; with contributions from respected figures from a range of disciplines. The book draws heavily upon multidisciplinary perspectives and is based on the latest research and evidence for practice. The text is informed by medical, social, and legal models of learning disability, exploring how learning disability is produced, reproduced, and understood. Extensive use is made of real-life case studies designed to bring theory, values, policy, and practice to life. Narrative chapters describe in the words of people with learning disabilities themselves their lives and aspirations. They helpfully show readers the kinds of roles played by families, advocates, and services in supporting people with learning disabilities. New exercises and questions have been added to encourage discussion and reflection on practice. Learning disability is core reading for students entering health and social care professions to work with people with learning disabilities. It is a compelling reference text for practitioners as it squarely addresses the challenges facing people with learning disability, their loved ones, and the people supporting them. Contributors: Dawn Adams.

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understanding excessive teacher and faculty entitlement develops a body of professional knowledge by providing a deeper understanding of what manifests itself as excessive entitlement by presenting a theoretical framework within which one can investigate issues and helps those concerned with education and teacher education

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