

# **Uncommon Sense The Heretical Nature Of Science**

***When a harrowing heart attack and cardiac arrest robbed Alan's brain of vital oxygen, he lost his abilities to read, write, walk, talk, think, and remember. In a flash, Alan went from being a successful physics professor to a brain injury survivor fighting to relearn everything he once knew. So began seven years of intensive rehabilitation, re-creation, and redefining priorities and goals. Alan also faced the huge challenge of shaping a new identity and life. Above all, our book is the story of a marriage that transforms and triumphs, but is never defeated by catastrophic illness. In a memoir brimming with information, Janet explores the mysteries and miracles of their new world from her perspective as Alan's wife, Interpreter of the World, and rehab partner. Alan shares his eloquent tour of the shattered and healing universe inside his brain as few people can. "Professor Cromer Learns to Read" shows that it is possible for a person with an injured brain to continue to heal and improve for years with the right treatment. It is possible for love to thrive and adapt to challenging***

***circumstances. It is possible to build a life with meaning and gusto even with a devastating illness. Our process of gracefully and grudgingly accepting the roles of chronically ill person and caregiver will resonate with many families. The universality of our situation transcends diagnosis and age to salute the human spirit. Please visit [www.janetcromer.com](http://www.janetcromer.com) to read advance praise for the book.***

***What might common sense be? Is it a mental capacity? Or does it consist of just truisms and precepts? If the latter is the case, is this knowledge innate or empirical? Or is it like “human nature”—a term that has played its role in rhetoric, but that does not appear to have a definite, agreed-upon meaning? Indeed we can learn a great deal about some of the most influential modern philosophers, from the Enlightenment to Ludwig Wittgenstein and W.V.O. Quine, by examining what they have to say about common sense, whilst the anthropologist Clifford Geertz observed that common sense “has become a central category, almost the central category, in a wide range of modern philosophical systems.” This book investigates the nature of common sense through a selection of key writings on epistemology, the philosophy of science, the philosophy of religion, meta-ethics and the philosophy of economics and political***

***philosophy. The authors included are representative of the Scottish School, such as David Hume, the Ordinary Language School, and members of the Analytic tradition, including Karl Popper, but they also incorporate thinkers like John Dewey from the American pragmatist tradition, the Italian Marxist Antonio Gramsci, recent popular writers on economics, and even pamphleteers, from Thomas Paine to contemporary engaged journalists. This is the first reader to provide such a comprehensive overview of the central writings on common sense. It features review questions and further reading lists at the end of each section.***

***Agriculture and philosophy have been parts of a whole across history and remain so. Philosophy informs wellbeing and contentment amidst the vagaries of existence, the primary concern of which has always been security of food. Science, once known as natural philosophy, is a major means of philosophical advance today. Agricultural science is presented as comprising all of these components. The philosophical quest to be at ease in nature extends from pre-historical times into our unknown future, and employs diverse vehicles to convey insights across generations via myths, legends religion, academic study and ritual practices. Expressing esoteric concepts has employed agricultural metaphor across the historical era as it***

***has been our most common interaction with nature. Continuing as our most widespread human interaction within nature, agriculture's role in creating civilization, and later its writing, eventually led to an urban separation from nature including food production. Unifying the philosophy, agriculture and agricultural science across cultures and traditions from pre-agricultural times through the European Enlightenment to today, this work builds on neglected ancient insights. Perhaps the most profound of these insights is that our thoughts and actions may be seen as an integral part of nature. Rather than being independent agents with free will, our fears and guilt may be seen as active forces in the dynamics of nature itself, which includes our procurement of food. This conception offers a wider interaction than can be comprehended from current popular approaches.***

***Professional Communication***

***Ball Lightning***

***The Skeptical Inquirer***

***Scientific Challenges to Common Sense Philosophy***

***The Philosophy and Common Sense Reader***

***A Rational Christian Look at UFOs and Extraterrestrials***

***Human Nature in Utopia***

This text is oriented toward students who have a serious interest in business and professional communication. It is not intended to be in competition with textbooks targeted at the introductory course level, rather, it is written for advanced courses, MBA programs, management development, and corporate training courses. This book offers sound insights, supported by extensive research, and experience teaching corporate and academic business communication programs. The text focuses on exploring rhetorical principles as they apply to contemporary business and technical environments. Working from this perspective, the authors promote an application of the demands and dimension of communicating effectively in a corporate or technical environment. At the same time, this approach puts a proper perspective on tools and templates and strengthens the writing fundamentals.

Engage your students with inquiry-based lessons that help them think like scientists! "[This] book...has made such a difference in my teaching of science this school year. I have had some of the most amazing science lessons and activities with my students and I attribute this to what I learned from...[this] book... I have watched my 5th grade students go from being casual observers in science to making some amazing observations that I even missed. We enjoy our class investigations and the students ask for more!" --Alyce F. Surmann, Sembach Middle School "Teachers will relate well to the author's personal stories and specific examples given in the text, especially the ones about events in his own classroom.... like having the grasshoppers escape into the classroom!" --Andrea S. Martine, Director of Curriculum and Instruction, Warrior Run School District With Teaching the Nature of Science through Process Skills, author and science educator Randy Bell uses process skills you'll

recognize, such as inference and observation, to promote an understanding of the characteristics of science knowledge. His personal stories, taken from years of teaching, set the stage for a friendly narrative that illuminates these characteristics of scientific knowledge and provides step-by-step guidance for implementing inquiry activities that help children understand such important, yet abstract, concepts. With Randy as your guide, you can better adhere to current science education standards that urge teachers to go beyond teaching science content to teach children about the practice and the nature of science in a way that engages all learners in grades three through eight. Investigate further... More than 50 ideas and activities for teaching the nature of science to help you meet content standards. A comprehensive framework to guide you in integrating the approach across the science curriculum, throughout the school year, and across the grade levels. A goldmine of reproducible resources, such as work sheets, notebook assignments, and more. Assessment guidance that helps you measure your students' nature of science understanding.

Can nature be evil, or ugly, or wrong? Can we apply moral value to nature? From a compellingly original premise, under the auspices of major thinkers including Mary Midgley, Philip Hefner, Arnold Benz and Keith Ward, *Is Nature Ever Evil?* examines the value-structure of our cosmos and of the science that seeks to describe it. Science, says editor Willem B. Drees, claims to leave moral questions to aesthetic and religious theory. But the supposed neutrality of the scientific view masks a host of moral assumptions. How does an ethically transparent science arrive at concepts of a 'hostile' universe or a 'selfish' gene? How do botanists, zoologists, cosmologists and geologists respond to the beauty of the universe they study, reliant as it is upon catastrophe, savagery, power and extinction? Then there are

various ways in which science seeks to alter and improve nature. What do prosthetics and gene technology, cyborgs and dairy cows say about our appreciation of nature itself? Surely science, in common with philosophy, magic and religion, can aid our understanding of evil in nature - whether as natural catastrophe, disease, predatory cruelty or mere cosmic indifference? Focusing on the ethical evaluation of nature itself, *Is Nature Ever Evil?* re-ignites crucial questions of hope, responsibility, and possibility in nature.

True and False

Activities for Grades 3-8

Connecting Science and Engineering Education Practices in Meaningful Ways

The Search for Terrestrial Intelligence

The Heresy of Heresies

The Church Cyclopædia

The Holistic Inspirations of Physics

*While many books have claimed parallels between modern physics and Eastern philosophy, none have dealt with the historical influences of both Chinese traditional thought and non-mechanistic, holistic western thought on the philosophies of the scientists who developed electromagnetic field theory. In *The Holistic Inspirations of Physics*, R. Valentine Dusek asks: to what extent is classical field theory a product of organic and holistic philosophies and frameworks? Electromagnetic theory has been greatly influenced by holistic worldviews, Dusek posits, and he highlights three alternative scientific systems that made the development of electromagnetic theory possible: medieval Chinese science, Western Renaissance occultism, and*

*the German romantic traditions. He situates these "alternative" approaches in their social context and background, and traces their connection with components of "accepted" physical science in relation to a number of social movements and philosophical theories. Readers will learn of specific contributions made by these alternative traditions, such as the Chinese inventing the compass and discovering the earth's magnetic field and magnetic declination. Western alchemical ideas of active forces and "occult" influences contributed to Newton's theory of gravitation force as action at a distance, rather as a result of purely mechanical collisions and contact action. Dusek also describes the extent to which women's culture supplied (often without credit) the philosophical background ideas that were absorbed into mainstream field theory.*

*Most people believe that science arose as a natural end-product of our innate intelligence and curiosity, as an inevitable stage in human intellectual development. But physicist and educator Alan Cromer disputes this belief. Cromer argues that science is not the natural unfolding of human potential, but the invention of a particular culture, Greece, in a particular historical period. Indeed, far from being natural, scientific thinking goes so far against the grain of conventional human thought that if it hadn't been discovered in Greece, it might not have been discovered at all. In Uncommon Sense, Alan Cromer develops the argument that science represents a radically new and different way of thinking. Using Piaget's stages of intellectual development, he shows that conventional thinking remains mired in subjective, "egocentric" ways of looking at the world--most people even today still believe in astrology, ESP, UFOs,*



*ghosts and other paranormal phenomena--a mode of thought that science has outgrown. He provides a fascinating explanation of why science began in Greece, contrasting the Greek practice of debate to the Judaic reliance on prophets for acquiring knowledge. Other factors, such as a maritime economy and wandering scholars (both of which prevented parochialism) and an essentially literary religion not dominated by priests, also promoted in Greece an objective, analytical way of thinking not found elsewhere in the ancient world. He examines India and China and explains why science could not develop in either country. In China, for instance, astronomy served only the state, and the private study of astronomy was forbidden. Cromer also provides a perceptive account of science in Renaissance Europe and of figures such as Copernicus, Galileo, and Newton. Along the way, Cromer touches on many intriguing topics, arguing, for instance, that much of science is essential complete; there are no new elements yet to be discovered. He debunks the vaunted SETI (Search for Extraterrestrial Intelligence) project, which costs taxpayers millions each year, showing that physical limits--such as the melting point of metal--put an absolute limit on the speed of space travel, making trips to even the nearest star all but impossible. Finally, Cromer discusses the deplorable state of science education in America and suggests several provocative innovations to improve high school education, including a radical proposal to give all students an intensive eighth and ninth year program, eliminating the last two years of high school. Uncommon Sense is an illuminating look at science, filled with provocative observations. Whether challenging Thomas Kuhn's theory of scientific revolutions, or extolling the virtues of Euclid's Elements,*

*Alan Cromer is always insightful, outspoken, and refreshingly original.*

*Responding to the issues and challenges of teaching and learning about climate change from a science education-based perspective, this book is designed to serve as an aid for educators as they strive to incorporate the topic into their classes. The unique discussion of these issues is drawn from the perspectives of leading and international scholars in the field. The book is structured around three themes: theoretical, philosophical, and conceptual frameworks for climate change education and research; research on teaching and learning about global warming and climate change; and approaches to professional development and classroom practice.*

*Application of Visual Data in K-16 Science Classrooms*

*Webster's Common Sense Dictionary*

*Heresy and Common Sense for the Actor*

*Uncommon Sense*

*Literary, Scientific, Encyclopedic, Pronouncing and Defining*

*Teaching and Learning with Discrepant Events*

*Teaching the Nature of Science Through Process Skills*

**Using extensive scientific background and knowledge of the Scriptures, the authors initiate a search for truth to answers about UFO sightings and extraterrestrial life. Common sense philosophy holds that widely and deeply held**

beliefs are justified in the absence of defeaters. While this tradition has always had its philosophical detractors who have defended various forms of skepticism or have sought to develop rival epistemological views, recent advances in several scientific disciplines claim to have debunked the reliability of the faculties that produce our common sense beliefs. At the same time, however, it seems reasonable that we cannot do without common sense beliefs entirely. Arguably, science and the scientific method are built on, and continue to depend on, common sense. This collection of essays debates the tenability of common sense in the face of recent challenges from the empirical sciences. It explores to what extent scientific considerations—rather than philosophical considerations—put pressure on common sense philosophy. The book is structured in a way that promotes dialogue between philosophers and scientists. Noah Lemos, one of the most influential contemporary advocates of the common sense tradition, begins with an overview of the nature and scope of common

sense beliefs, and examines philosophical objections to common sense and its relationship to scientific beliefs. Then, the volume features essays by scientists and philosophers of science who discuss various proposed conflicts between commonsensical and scientific beliefs: the reality of space and time, about the nature of human beings, about free will and identity, about rationality, about morality, and about religious belief. Notable philosophers who embrace the common sense tradition respond to these essays to explore the connection between common sense philosophy and contemporary debates in evolutionary biology, neuroscience, physics, and psychology.

"Jesus - The Way, The Truth and The Life" will prove that Jesus is the only Way to God, the very embodiment of all Truth and the very essence of Life, just as He declared of Himself in the fourteenth chapter and sixth verse of the gospel of John by saying, "I am the way, the truth, and the life and that no one comes to the Father except through Me." This book will show using systematic theology, proofs

and truth arguments that Jesus is exactly who He says He is, confirmed by God the Father, the Holy Spirit and by Christ Himself. Jesus said in Mark 8; 27 of scripture "Who do you say I Am." This book will make it obvious why you must answer this pointed question just as Peter did in claiming to Jesus that "You are the Christ, the Son of the Living God." Time is getting short and Jesus is on His way back to earth. It's not a time to be confused or wrong on issues having eternal consequences. Though the book reads as a college textbook it forces you to think and study the word of God. The book is most valuable in a curriculum setting or for those interested in Christian apologetics. Jesus is compared to a myriad of other secular philosophies both past and present and as a result it is conclusively obvious that Jesus is the way, truth and the life and all others are false. This book stands on the foundation that a relationship with God thru Christ is by faith alone (Sola Fide), by grace alone (Sola Gratia), by Christ alone (Solus Christus), by scripture alone (Sola Scriptura) and with

glory to God alone (Soli Deo Gloria). Dr. Ronald N Bish, ThD. received his Doctorate from Freedom Bible College in Systematic Theology and Apologetics and also holds a Master Degree in Mechanical Engineering. For further information contact [www.ronaldbish.com](http://www.ronaldbish.com).

An Unsolved Problem in Atmospheric Physics

Women in Storytelling

Science Education

We Are Doomed

More Brain-powered Science

Professor Cromer Learns to Read

Is Nature Ever Evil?

Down comes a deluge of sonorous hail, Or prone-descending rain. Wide-  
rent, the clouds Pour a whole flood, and yet, its flame unquenched,  
Th'unconquerable lightning struggles through. Ragged and fierce, or in red  
whirling balls, And fires the mountains with redoubled rage. Black from the  
stroke, above, the smould'ring pine Stands a sad shattered trunk; and,  
stretched below, A lifeless group the blasted cattle lie. James Thompson,  
"The Seasons" (1727) have been investigating ball lightning for more than

**two decades. I published a ball lightning report in Nature in 1976 that received worldwide publicity and I consequently many people wrote to me with accounts of their own experiences. Within a very short time, I had accumulated about 200 firsthand accounts, and the file has continued to grow steadily since then. Several things impressed me. Few of those who wrote to me had any detailed foreknowledge of ball lightning at the time of their observation. Nonetheless, once reports of other phenomena such as St. Elmo's fire had been eliminated, the remaining descriptions were remarkably consistent. Furthermore, nearly all who contacted me were keen to have an explanation of what they had seen and seemed entirely sincere. The first comprehensive study of one of the most important twentieth-century Russian novels, this book is also the first to apply the perspective of biopoetics to a Russian masterwork. As such, Human Nature in Utopia offers a valuable new approach to Evgenii Zamyatin's We while it explores the workings of sociobiology and evolutionary psychology in the conception, reception, and enduring interest of other fictional - especially utopian and dystopian - works. A classic of both Russian literature and science fiction, Zamyatin's 1921 masterpiece depicts a world so perfected by social engineering as to be unfit for human habitation. More than a prescient portrayal of the incipient Soviet state (it became the first novel banned in**

**the USSR), We exposes human universals central to social construction in general. Reading the novel as a complex cross-matrix of psychological forces, an engine of narrative force and artistic interest, Brett Cooke identifies a number of the diverse ways in which the text reveals and reaches out to human nature. His theoretical framework allows him to offer compelling insights into the creation of the novel, its style, content, and genre, and its long-lived**

**The need for a scientifically literate citizenry, one that is able to think critically and engage productively in the engineering design process, has never been greater. By raising engineering design to the same level as scientific inquiry the Next Generation Science Standards' (NGSS) have signaled their commitment to the integration of engineering design into the fabric of science education. This call has raised many critical questions...How well do these new standards represent what actually engineers do? Where do the deep connections among science and engineering practices lie? To what extent can (or even should) science and engineering practices co-exist in formal and informal educational spaces? Which of the core science concepts are best to leverage in the pursuit of coherent and compelling integration of engineering practices? What science important content may be pushed aside? This book, tackles many of these**



**tough questions head on. All of the contributing authors consider the same core question: Given the rapidly changing landscape of science education, including the elevated status of engineering design, what are the best approaches to the effective integration of the science and engineering practices? They answered with rich descriptions of pioneering approaches, critical insights, and useful practical examples of how embodying a culture of interdisciplinarity and innovation can fuel the development of a scientifically literate citizenry . This collection of work builds traversable bridges across diverse research communities and begins to break down long standing disciplinary silos that have historically often hamstrung well-meaning efforts to bring research and practice from science and engineering together in meaningful and lasting ways.**

**Lights in the Sky & Little Green Men**

**Reflections on Librarianship**

**Common Sense**

**A Couple's New Life After Brain Injury**

**Writings on Critical Thinking**

**A Publication of the Society for Scientific Exploration**

**There's Another Way to Do It: Reflections on Librarianship addresses the**

**multitude of topics that arise when providing library services, building collections, acquiring resources, organizing items to facilitate bibliographic control, and using various methods to access materials. Felix T. Chu has a unique perspective that brings refreshing and original insight to library services. Though this book primarily targets practicing librarians in academic libraries, students and professionals who desire to improve their understanding of library services will benefit from the information provided.**

**This book examines visual data use with students (PK-16) as well as in pre-service in- service science teacher preparation. Each chapter includes discussion about the current state of the art with respect to science classroom application and utilization of the particular visual data targeted by the author(s), discussion and explanation about the targeted visual data as applied by the author in his/her classroom, use of visual data as a diagnostic tool, its use as an assessment tool, and discussion of implications for science teaching and/or science teacher preparation. Although the body of research and practice in this field is growing, there remains a gap in the literature about clearly explicating the use of visual data in the science classroom. A growing body of literature discusses what visual data are (although this topic is still viewed as being at the beginning of its development in educators' thinking), and there are some scattered examples of studies exploring the use of visual data in science**

**classrooms, although those studies have not necessarily clearly identified their foci as visual data, per se. As interest and attention has become more focused on visual data, a logical progression of questioning has been how visual data are actually applied in the science classroom, whether it be early elementary, college, or somewhere in between. Visual data applications of interest to the science education community include how it is identified, how it can be used with students and how students can generate it themselves, how it can be employed as a diagnostic tool in concept development, and how it can be utilized as an assessment tool. This book explores that, as well as a variety of pragmatic ways to help science educators more effectively utilize visual data and representations in their instruction.**

**The inquiry-based lessons and related extension activities can serve as the framework for professional development collaborations or as a supplement to conventional preservice science teaching methods courses.**

**Jesus "The Way, the Truth and the Life"**

**The Corporate Insider's Approach**

**Encyclopedia of Ancient Greece**

**There's Another Way to Do it**

**A Framework for Educators**

**A Reader-Friendly World History of War, Bravery, Slavery, Religion, Autocracy,**

## **Democracy, and Science, 1 AD to 2000 AD**

### **Zamyatin's We**

**Science Teaching** argues that science teaching and science teacher education can be improved if teachers know something of the history and philosophy of science and if these topics are included in the science curriculum. The history and philosophy of science have important roles in many of the theoretical issues that science educators need to address: what constitutes an appropriate science curriculum for all students; how science should be taught in traditional cultures; how scientific literacy can be promoted; and the conflict which can occur between science curriculum and deep-seated religious or cultural values and knowledge. Outlining the history of liberal approaches to the teaching of science, **Michael Matthews** elaborates contemporary curriculum developments that explicitly address questions about the nature and the history of science. He provides examples of classroom teaching and develops useful arguments on constructivism, multicultural science education and teacher education.

**Common Sense and Science from Aristotle to Reid** reveals that thinkers have pondered the nature of common sense and its relationship to science and scientific thinking for a very long time. It demonstrates how a diverse array of neglected early modern thinkers turn out to have been on the right track for understanding how the mind makes sense of the world and how basic features of

**the human mind and cognition are related to scientific theory and practice. Drawing on a wealth of primary sources and scholarship from the history of ideas, cognitive science, and the history and philosophy of science, this book helps readers understand the fundamental historical and philosophical relationship between common sense and science.**

**Uncommon SenseThe Heretical Nature of ScienceUncommon SenseThe Heretical Nature of ScienceOxford University Press**

**Building Bridges**

**Common Sense and Science from Aristotle to Reid**

**A Dictionary of Church Doctrine, History, Organization and Ritual, and Containing Original Articles on Special Topics, Written Expressly for this Work by Bishops, Presbyters, and Laymen. Designed Especially for the Use of the Laity of the Protestant Episcopal Church in the United States of America**

**Proceedings of the University College of Cape Breton's Third Annual Storytelling Symposium, 1999**

**S.G.E.B. 2nd Edition**

**Everyone's History**

**The Underground History of Electromagnetic Theory**

***"The heresy of heresies was common sense." --George Orwell, 1984. This book is a defense of common-sense realism, which is the greatest heresy of our time. Following***

***common-sense philosophers like Thomas Aquinas, G. K. Chesterton, C. S. Lewis, Dallas Willard, and J. P. Moreland, this book defends a common-sense vision of reality within the Christian tradition. Mosteller shows how common-sense realism is more reasonable than the materialist, idealist, pragmatist, existentialist, and relativist spirits of our age. It maintains that we can know the nature of reality through common-sense experience and that this knowledge has profound implication for living the good life and being a good person.***

***A tongue-in-cheek report on what the author identifies as pseudo-idealistic challenges facing conservatism today upholds such figures as Lord Salisbury, Calvin Coolidge, and Pat Buchanan as characteristic of authentic conservatism, in a report that calls for more realistic practices while covering such topics as diversity, education, and religion. The book's structure blends history and geography. A good world atlas or a world historical atlas will be helpful in the reading. The historical arrangement of contents has six Parts" Classical, Mediaeval, Early Modern (Lands), Early Modern (Ideas), Late Eighteenth and Nineteenth Centuries, Twentieth Century. Although this sequence of periods and categories fits Western/European history best, it is also reasonably appropriate for Central Asia, India, and China. For other regions it is more arbitrary, and Classical and Mediaeval periods are merged. Because the Parts overlap and involve imprecise categories, in the List of Contents and Summaries no attempt is made to give dates for their beginning and end.***

***Religion, Science, and Value***

***A Defense of Christian Common-Sense Realism***

***The Heretical Nature of Science***

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***Books in Print***

***New Scientist***

***Agriculture & Philosophy: Agricultural Science in Philosophy***

The research on human intelligence is based on almost all disciplines of modern science. The following questions must be answered: What is information? How does information processing emerge? Can we trace the long and tortuous path of biotic evolution from reflex, through instincts towards intelligence? The brain, as the most complex system of macro- and micro-structures energetic, electrical and chemical phenomena and carries human intelligence. Brain functions include memory, emotions, attention, etc. Are there gender differences? Speech, self-consciousness and the feeling of free will are tools of intelligence. What about genius, common sense and personality? Lies, myths, aesthetics and morality are inseparable parts of human intelligence. What about the chances and threats for human intelligence in the distant future? M Taube, a nuclear chemist specializing in the cosmic evolution of matter and energy, and K Leenders, an academic neurologist and head of the positron emission tomography (PET) program at the Paul Scherrer Institute, address those questions in this fascinating book on human intelligence.

Contents: Intelligence and Information Universe Creates Life Life Breeds Intelligence Brain Carries Intelligence Brain Processes Intelligence Tools of Intelligence Everyday Intelligence Intelligence Inside Artificial Intelligence Extraterrestrial Intelligence Future Intelligence Readership: General.

keywords: Intelligence; Evolution of Artificial Intelligence; Evolution of Extraterrestrial Intelligence; Evolution of Common Sense; Evolution of Creativity; Evolution of Deception; Evolution

of Disordered Intelligence; Evolution of Future of Intelligence; Evolution of Psychactive Agents; Evolution of Brain, Neurons, Synapses

Examining every aspect of the culture from antiquity to the founding of Constantinople in the Byzantine era, this thoroughly cross-referenced and fully indexed work is written by an international group of scholars. This Encyclopedia is derived from the more broadly focused Encyclopedia of Greece and the Hellenic Tradition, the highly praised two-volume work. Newly edited by Nigel Wilson, this single-volume reference provides a comprehensive and authoritative guide to the political, cultural, and social life of the people and to the places, ideas, periods, and events that defined ancient Greece.

One of our most brilliantly iconoclastic playwrights takes on the art of profession of acting with words: invent nothing, deny nothing, speak up, stand up, stay out of school. Acting schools, "interpretation," "sense memory," "The Method"—David Mamet takes a jackhammer to the idol of contemporary acting, while revealing the true heroism and nobility of the craft. He shows actors how to undertake auditions and rehearsals, deal with agents and directors, engage audiences, and be faithful to the script, while rejecting the temptations that seduce so many of their colleagues. In its clarity, exhilarating in its common sense, True and False is as shocking as it is practical, witty as it is instructive, and as irreverent as it is inspiring.

Reclaiming Conservative Pessimism

Humanistic Mathematics Network Journal

Journal of Scientific Exploration

Teaching and Learning about Climate Change

Selections from the Scottish Philosophy of Common Sense



Science Teaching