

## Paul Robert Hanna A Life Of Expanding Communities

The education of young people is context bound. This edited volume explores the contexts that characterise South and South East Asia and their influence on social studies education. There is not a single context across this broad geographical expanse, rather different religions, different political systems and different values exert influences that create distinctive programmes that characterise different countries. Yet there are also commonalities such as the post-colonial nature of most of the countries portrayed in this book, determined efforts at establishing new national communities and multiple value systems that lead to distinctive local priorities. There are also voices of resistance in these chapters, recognising the realities of local contexts but also recognising the need for change. Social studies education in these contexts may well be descended from its origins in North America, but in South and South Asian contexts, it has taken on new purposes, new forms and new values. Education researchers, policymakers and postgraduate students in comparative education will find the volume useful in its exploration and comparison of the social studies curricular and reforms that shaped them.

Robert Hanna presents a fresh view of the Kantian and analytic traditions that have dominated continental European and Anglo-American philosophy over the last two centuries, and of the relation between them. The rise of analytic philosophy decisively marked the end of the hundred-year dominance of Kant's philosophy in Europe. But Hanna shows that the analytic tradition also emerged from Kant's philosophy in the sense that its members were able to define and legitimate their ideas only by means of an intensive, extended engagement with, and a partial or complete rejection of, the Critical Philosophy. Hanna's book therefore comprises both an interpretative study of Kant's massive and seminal Critique of Pure Reason, and a critical essay on the historical foundations of analytic philosophy from Frege to Quine. Hanna considers Kant's key doctrines in the Critique in the light of their reception and transmission by the leading figures of the analytic tradition—Frege, Moore, Russell, Wittgenstein, Carnap, and Quine. But this is not just a study in the history of philosophy, for out of this emerges Hanna's original approach to two much-contested theories that remain at the heart of contemporary philosophy. Hanna puts forward a new 'cognitive-semantic' interpretation of transcendental idealism, and a vigorous defence of Kant's theory of analytic and synthetic necessary truth. These will make Kant and the Foundations of Analytic Philosophy compelling reading not just for specialists in the history of philosophy, but for all who are interested in these fundamental philosophical issues. Analyzing and ultimately placing in context Paul Hanna's vast contributions, this book provides a richly textured narrative of his life and his major role in twentieth-century American education and the development of modern American education.

Jared R. Stallones is an assistant professor of education at California State Polytechnic University in Pomona, California.

The Hanna house is a milestone in Frank Lloyd Wright's career and one of the acknowledged masterworks of 20th-century architecture. The Hannas tell how they came to commission Wright, how they received his ingenious yet provocative design—based on a hexagonal pattern like a bee's honeycomb—and how it was built all within their means. In this reprint of the 1981 MIT edition they also tell what it meant to

live and enjoy life in this unprecedented structure that was eventually given to Stanford University.

This volume fills a significant gap in the scholarship on social studies education by providing thoughtful reflections on research methods in the field. It is not a “how to” guide but an exploration of key issues related to the design and implementation of empirical studies. The authors are active researchers who use varied methods in diverse settings—including historical research, international comparative studies, survey research, interviews with students and teachers, classroom observations, self-studies and action research, and emancipatory methodologies. They use their own experiences to examine such topics as the conceptualization of research questions, relationships with participants, researchers’ identities, and elicitation of students’ and teachers’ thinking. This collection should become indispensable for both beginning and experienced scholars in social studies.

Volume XX/2 of *History of Universities* contains the customary mix of learned articles, book reviews, conference reports, and bibliographical information, which makes this publication such an indispensable tool for the historian of higher education. Its contributions range widely geographically, chronologically, and in subject-matter. The volume is, as always, a lively combination of original research and invaluable reference material.

Includes Part 1, Number 1 & 2: Books and Pamphlets, Including Serials and Contributions to Periodicals (January - December)

Paul Robert Hanna *A Life of Expanding Communities* Hoover Institution Press

Paul and Marie Pireaud, a young peasant couple from southwest France, were newlyweds when World War I erupted. With Paul in the army from 1914 through 1919, they were forced to conduct their marriage mostly by correspondence. Drawing upon the hundreds of letters they wrote, Martha Hanna tells their moving story and reveals a powerful and personal perspective on war. Civilians and combatants alike maintained bonds of emotional commitment and suffered the inevitable miseries of extended absence. While under direct fire at Verdun, Paul wrote with equal intensity and poetic clarity of the brutality of battle and the dietary needs (as he understood them) of his pregnant wife. Marie, in turn, described the difficulties of working the family farm and caring for a sick infant, lamented the deaths of local men, and longed for the safe return of her husband. Through intimate avowals and careful observations, their letters reveal how war transformed their lives, reinforced their love, and permanently altered the character of rural France. Overwhelmed by one of the most tumultuous upheavals of the modern age, Paul and Marie found solace in family and strength in passion. Theirs is a human story of loneliness and longing, fear in the face of death, and the consolations of love. *Your Death Would Be Mine* is a poignant tale of ordinary people coping with the trauma of war. Follows California’s efforts at reforming the public school system from 1983 to the present. In *In the Shadow of Authoritarianism* explores how American educators, in the wake of World War I, created a student-centered curriculum in response to authoritarian threats abroad. For most of the 20th century, American educators lived in the shadow of ideological, political, cultural, and existential threats (including Prussianism, propaganda, collectivism, dictatorship, totalitarianism, mind control, the space race, and moral relativity). To meet the perceived threat, the American curriculum was gradually moved in a more student-centered direction that focused less on “what to think” and more on “how to think.” This book examines the period between World War I and the 1980s, focusing on how U.S. schools countered the influence of fascist and communist ideologies, as well as racial discrimination. Fallace also considers this approach in light of current interests in the Common Core State Standards. “Perhaps the recent rise of new authoritarian threats—not just abroad, but also at home—will rejuvenate our long tradition of democratic education. Schools have served as the bulwarks of democracy before. Let’s hope they can do so again, guided by this smart little book.” —Jonathan Zimmerman, University of Pennsylvania “Fallace offers a fresh, provocative history of

democratic education as it has been practiced in the United States.” —Walter Parker, University of Washington

Boys' Life is the official youth magazine for the Boy Scouts of America. Published since 1911, it contains a proven mix of news, nature, sports, history, fiction, science, comics, and Scouting.

Cross County: Geography for Children by Paul R. Hanna and Clyde F. Kohn

Over the past fifty years, new theoretical approaches to comparative and international education have transformed it as an academic field. We know that fields of research are often shaped by "collectives" of researchers and students converging at auspicious times throughout history. Part institutional memoir and part intellectual history, *Transforming Comparative Education* takes the Stanford "collective" as a framework for discussing major trends and contributions to the field from the early 1960s to the present day, and beyond. Carnoy draws on interviews with researchers at Stanford to present the genesis of their key theoretical findings in their own words. Moving through them chronologically, Carnoy situates each work within its historical context, and argues that comparative education is strongly influenced by its economic and political environment. Ultimately, he discusses the potential influence of feminist theory, organizational theory, impact evaluation, world society theory, and state theory on comparative work in the future, and the political and economic changes that might inspire new directions in the field.

*The Importance of Philosophy in Teacher Education* maps the gradual decline of philosophy as a central, integrated part of educational studies. Chapters consider how this decline has impacted teacher education and practice, offering new directions for the reintegration of philosophical thinking in teacher preparation and development. Touching on key points in history, this valuable collection of chapters accurately appraises the global decline of philosophy of education in teacher education programs and seeks to understand the external and endemic causes of changed attitudes towards a discipline which was once assigned such a central place in teacher education. Chapters illustrate how a grounding in the theoretical and ethical dimensions of teaching, learning, and education systems contribute in meaningful ways to being a good teacher, and trace the consequences of a decline in philosophy on individuals' professional development and on the evolution of the teaching profession more broadly. With this in mind, the text focusses on the future of teacher education and considers how we can ensure that philosophy of education feeds into the excellence of teaching today. This book will be of great interest to graduate, postgraduate students as well as research scholars in the field of educational philosophy and history of education. In addition, it will be useful for those involved in teacher education, and in particular, course, module and program development.

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*The Wiley Handbook of Social Studies Research* is a wide-ranging resource on the current state of social studies education. This timely work not only reflects on the many recent developments in the field, but also explores emerging trends. This is the first major reference work on social studies education and research in a decade. An in-depth look at the current state of social studies education and emerging trends. Three sections cover: foundations of social studies research, theoretical and methodological frameworks guiding social studies research, and current trends and research related to teaching and learning social studies. A state-of-the-art guide for both graduate students and established researchers. Guided by an advisory board of well-respected scholars in social studies education research.

This volume, *The New Social Studies: People, Projects and Perspectives* is not an attempt to be the comprehensive book on the era. Given the sheer number of projects that task would be impossible. However, the current lack of knowledge about the politics, people and projects of the NSS is unfortunate as it often appears that new scholars are reinventing the wheel due to their lack of knowledge about the history of the social studies field. The goal of this book then, is to sample the projects and individuals involved with the New Social Studies (NSS) in an attempt to provide an understanding of what came before and to suggest guidance to those concerned with social studies reform in the future—especially in light of the standardization of curriculum and assessment currently underway in many states. The authors who contributed to this project were recruited with several goals in mind including a broad range of ages, interests and experiences with the NSS from participants during the NSS era through new, young scholars who had never heard much about the NSS. As many of the authors remind us in their chapters, much has been written, of the failure of the NSS. However, in every chapter of this book, the authors also point out the remnants of the projects that remain.

This classic work on bodywork education builds on Feldenkrais' theories of Functional Integration to fine-tune the nervous system and improve coordination and range of movement.

*Education and the Great Depression: Lessons from a Global History* examines the history of schools in terms of pedagogies, curricula, policies, and practices at the point of intersection with worldwide patterns of economic crisis, political instability, and social transformation. Examining the Great Depression in the historical contexts of Egypt, Turkey, Germany, Brazil, and New Zealand and in the regional contexts of the United States, including Virginia, New York City, Cleveland, Chicago, and South Carolina, this collection broadens our understanding of the scope of this crisis while also locating more familiar American examples in a global framework.

Determined to create a completely integrated environment, Wright designed not only buildings, but furnishings, fixtures, appliances, decorative items and more. Noted architectural and design authority David Hanks has provided an informative, insightful text, along with over 200 line drawings and photos. 219 black-and-white illus. 24 in full color. New preface by the author.

Contains more than 350 alphabetically arranged entries on the development of American elementary and secondary education.

This collection of historical essays on race develops lines of inquiry into race and social studies, such as geography, history, and vocational education. Contributors focus on the ways African Americans were excluded or included in the social education curriculum and the roles that black teachers played in crafting social education curricula.

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