

## Students Callan Callan Method Organisation

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### Wildlife Health in Latin America: Conservation Goals

As part of the residency, he has also taught at local middle schools three times a week through the "DEEP" Storyboard Program, a non-profit organization that offers after-school creative-writing ...

### English Ahummi

Taylor-Leech, Kerry 2009. Book review: PHILIP RILEY. Language, Culture and Identity. London: Continuum Academic, 2007. ix + 265 pp., paperback, AUD69.95, ISBN 978 0 ...

### Discourse and Identity

His current research examines technological change, risk and financial markets, gender and households, property rights, psychological well-being and economic decision-making and a variety of other ...

### Global Poverty Research Lab

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Anthropology seeks to understand the roots of our common humanity, the diversity of cultures and world-views, and the organisation of social relations and practices. As a method of inquiry it embraces an enormous range of topics, and as a discipline it covers a multitude of fields and themes, as shown in this selection of original writings. As an accessible entry point, for upper-level students and first year undergraduates new to the study of anthropology, this reader also offers guidance for teachers in exploring the subject's riches with their students. That anthropology is an immensely expansive inquiry of study is demonstrated by the diversity of its topics – from nature conservation campaigns to witchcraft beliefs, from human evolution to fashion and style, and from the repatriation of indigenous human remains to research on literacy. There is no single 'story of anthropology'. Taken together, these fundamental readings are evidence of a contemporary, vibrant subject that has much to tell us about all the worlds in which we live.

This comprehensive how-to guide for aspiring and new superintendents provides examples and covers the full range of topics from preparation through strategic planning.

This second volume from the National Working Commission on Choice in K-12 Education examines the connections between school choice and the goals of equity and efficiency in education. The contributors—distinguished university professors, high school administrators, and scholars from research institutions around the country—assess the efficiency of the educational system, analyzing efforts to boost average achievement. Their discussion of equity focuses on the reduction of racial and religious segregation in education, as well as measures to ensure that "no child is left behind." The result is an authoritative and balanced look at how to maximize benefits while minimizing risks in the implementation of school choice. The National Working Commission on Choice in K-12 Education was established to explore how choice works and to examine how communities interested in the potential benefits of new school options could obtain them while avoiding choice's potential harms. In addition to the editors, commissioners include Paul T. Hill and Dan Goldhaber (University of Washington), David Ferrero (Bill and Melinda Gates Foundation), Brian P. Gill and Laura Hamilton (Rand), Jeffrey R. Henig (Teachers College, Columbia University), Frederick M. Hess (American Enterprise Institute), Stephen Macedo (Princeton University), Lawrence Rosenstock (High Tech High, San Diego), Charles Venegoni (Civitas Schools in Chicago), Janet Weiss (University of Michigan), and Patrick J. Wolf (Georgetown University).

This ambitious book grows out of the realization that a convergence of economic, demographic, and political forces in the early twenty-first century requires a fundamental reexamination of the financing of American higher education. The authors identify and address basic issues and trends that cut across the sectors of higher education, focusing on such questions as how much higher education the country needs for individual opportunity and for economic viability in the future; how responsibility for paying for it is currently allocated; and how financing higher education should be addressed in the future. A major statement by four leading figures within the field, this is an indispensable book at a time of heightened national concern about the future of higher education. Complacency about the strength of higher education greatly threatens future prosperity and the quality of life in the United States. "Financing American Higher Education" identifies the principal challenge of broadly increasing educational attainment, and it offers a clear and encyclopedic view of the policies and practices that must change to meet it. Political and educational leaders of the 21st century need to read this book. Paul E. Lingerfelter, president, State Higher Education Executive Officers The U.S. higher education financing system faces serious challenges. This very readable book looks clearly at these challenges, and it is packed with data and a deep understanding of the history of higher education in America. The authors agenda for change deserves serious consideration by anyone interested in the future of higher education. Robert Archibald, chancellor professor of economics, College of William and Mary American higher education faces an accountability revolution driven by cost, competition, technology, and globalization. "Financing American Higher Education" presents the historical context, the current policy challenges, and a future agenda for this vital sector of the American economy. If you care about how our nation invests in our future human capital, you will find this book indispensable. Charles Kolb, president, Committee for Economic Development William Zimetais a professor in the Daniel J. Evans School of Public Affairs and the College of Education at the University of Washington and a fellow at the TIAA-CREF Institute.David W. Benenmanis university professor, Newton and Rita Meyers Professor in Economics of Education, and former dean of the Curry School of Education at the University of Virginia.Patrick M. Callanis president of the Higher Education Policy Institute.Joni E. Finneyis a professor in the Graduate School of Education at the University of Pennsylvania and vice president of the Higher Education Policy Institute."

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