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The Harvard Clics Volume 1
Wiseest leaders should understand history. Harvard historian Erez Manela recalled that during the cold war, the two superpowers, US and USSR, facilitated the mass production of vaccines against ...

Compiled and Edited by Charles W. Eliot in 1909, the Harvard Classics is a 51-volume Anthology of classic literature from throughout the history of western civilization. The set is sometimes called "Eliot's Five-Foot Shelf." The interior of this book is a facsimile reproduction of the 1909 edition. For other books in this series and books of similar interest search with the keyword hcbooks. Volume 17 contains: 82 of Aesop's Fables 41 of the Household Tales from the Brothers Grimm 20 Tales from Hans Christian Andersen

Since its original publication in 1999, this foundational book has become a classic in its field. This second edition, Code Version 2.0, updates the work and was prepared in part through a wiki, a web site allowing readers to edit the text, making this the first reader-edited revision of a popular book. Code counters the common belief that cyberspace cannot be controlled or censored. To the contrary, under the influence of commerce, cyberspace is becoming a highly regulable world where behavior will be much more tightly controlled than in real space. We can - we must - choose what kind of cyberspace we want and what freedoms it will guarantee. These choices are all about architecture: what kind of code will govern cyberspace, and who will control it. In this realm, code is the most significant form of law and it is up to lawyers, policymakers, and especially average citizens to decide what values that code embodies.

An authorised reissue of the long out of print classic textbook, Advanced Calculus by the late Dr Lynn Loomis and Dr Shlomo Sternberg both of Harvard University has been a revered but hard to find textbook for the advanced calculus course for decades. This book is based on an honors course in advanced calculus that the authors gave in the 1960's. The foundational material, presented in the unstarred sections of Chapters 1 through 11, was normally covered, but different applications of this basic material were stressed from year to year, and the book therefore contains more material than was covered in any one year. It can accordingly be used (with omissions) as a text for a year's course in advanced calculus, or as a text for a three-semester introduction to analysis. The prerequisites are a good grounding in the calculus of one variable from a mathematically rigorous point of view, together with some acquaintance with linear algebra. The reader should be familiar with limit and continuity type arguments and have a certain amount of mathematical sophistication. As possible introductory texts, we mention Differential and Integral Calculus by R Courant, Calculus by T Apostol, Calculus by M Spivak, and Pure Mathematics by G Hardy. The reader should also have some experience with partial derivatives. In overall plan the book divides roughly into a first half which develops the calculus (principally the differential calculus) in the setting of normed vector spaces, and a second half which deals with the calculus of differentiable manifolds.

Promote positive change and elevate teacher practice with this actionable framework for school-based innovation Inquiry-Driven Innovation: A Practical Guide to Supporting School-Based Change addresses a pressing need for intentional and sustained innovation in education. It is both a practical guide for supporting school-based change and a handbook for effective professional development that empowers and re-energizes practitioners. Throughout this book, educators will find a wealth of examples from different school contexts and a rich array of research-based pedagogical tools and resources. In recent years, educational innovation and school redesign have been the focus for many school boards and departments of education. However, current school-based innovation methods typically lack flexibility and intentionality. Inquiry-Driven Innovation offers an approach to innovation that recognizes local contexts, promotes listening across stakeholder groups, and suggests structures for ongoing and purpose-driven work. Discover an actionable framework for school-based innovation Learn from real-world case studies of educators developing innovation strategies in a variety of school contexts Explore an Innovation Toolkit filled with research-based pedagogical tools and resources for educators In this book, you'll learn the five essential qualities of Inquiry-Driven Innovation: an ongoing process that empowers individuals and communities to pursue positive change that is both relevant and responsive to their contexts. Inquiry-Driven Innovation is purposeful and intentional; attentive to multiple perspectives; adapted to context; sustained and iterative; and structured and supported. Read this book to learn how you can implement evidence-based innovation strategies in your own community.

Tales from Hans Christian Andersen: The Ugly Duckling - The Swineherd - The Emperor's New Clothes - The Little Sea-Maid - The Elfín Mound - The Wild Swans - The Garden of Paradise - The Constant Tin Soldier - The Daisy - The Nightingale - The Storks - The Darning-Needle - The Shadow - The Red Shoes - Little Ida's Flowers - The Angel - The Flying Trunk - The Tinder-Box - The Buckwheat - The Bell.

Scientific knowledge grows at a phenomenal pace—but few books have had as lasting an impact or played as important a role in our modern world as The Mathematical Theory of Communication, published originally as a paper on communication theory more than fifty years ago. Republished in book form shortly thereafter, it has since gone through four hardcover and sixteen paperback printings. It is a revolutionary work, astounding in its foresight and contemporaneity. The University of Illinois Press is pleased and honored to issue this commemorative reprinting of a classic.

"The essays in this book written by the leading scholars in this area, shine new light do sonic of the central questions about Latin American economic history."Professor James E. Robinson, Harvard University --

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