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This book discusses the impetus-based physics of the Jesuit natural philosopher and mathematician Honoré Fabri (1608-1688), a senior representative of Jesuit scientists during the period between Galileo's death (1642) and Newton's Principia (1687). It shows how Fabri, while remaining loyal to a general Aristotelian outlook, managed to reinterpret the old concept of "impetus" in such a way as to assimilate into his physics building blocks of modern science, like Galileo ' s law of fall and Descartes ' principle of inertia. This account of Fabri ' s theory is a novel one, since his physics is commonly considered as a dogmatic rejection of the New Science, not essentially different from the medieval impetus theory. This book shows how New Science principles were taught in Jesuit Colleges in the 1640s, thus depicting the sophisticated manner in which new ideas were settling within the lion ' s den of Catholic education.

Provides a description of the major ideas about void space within and beyond the world that were formulated between the fourteenth and early eighteenth centuries.

Living in a "perfect" world without social ills, a boy approaches the time when he will receive a life assignment from the Elders, but his selection leads him to a mysterious man known as the Giver, who reveals the dark secrets behind the utopian facade.

Curriculum Leadership: Strategies for Development and Implementation, Third Edition is a one-of-a-kind resource written for educational leaders, teachers, and administrators. Responding to the need for globally connected classrooms and innovative leadership, this unique text provides a rich and inclusive foundation of curriculum. The authors draw upon a wide range of research and experience to provide readers with creative, up-to-date curriculum strategies and ideas. In sharing innovative programs, learning experiences, and new approaches, they build a solid connection for curriculum development from theory to practice, helping future leaders in education meet the global challenges of our time.

An informal and highly accessible writing style, a simple treatment of mathematics, and clear guide to applications, have made this book a classic text in electrical and electronic engineering. Students will find it both readable and comprehensive. The fundamental ideas relevant to the understanding of the electrical properties of materials are emphasized; in addition, topics are selected in order to explain the operation of devices having applications (or possible future applications) in engineering. The mathematics, kept deliberately to a minimum, is well within the grasp of a second-year student. This is achieved by choosing the simplest model that can display the essential properties of a phenomenon, and then examining the difference between the ideal and the actual behaviour. The whole text is designed as an undergraduate course. However most individual sections are self contained and can be used as background reading in graduate courses, and for interested persons who want to explore advances in microelectronics, lasers, nanotechnology and several other topics that impinge on modern life.

How did the relations between philosophy and science evolve during the 17th and the 18th century? This book analyzes this issue by considering the history of Cartesianism in Dutch universities, as well as its legacy in the 18th century. It takes into account the ways in which the disciplines of logic and metaphysics became functional to the justification and reflection on the conceptual premises and the methods of natural philosophy, changing their traditional roles as art of reasoning and as science of being. This transformation took place as a result of two factors. First, logic and metaphysics (which included rational theology) were used to grant the status of indubitable knowledge of natural philosophy. Second, the debates internal to Cartesianism, as well as the emergence of alternative philosophical world-views (such as those of Hobbes, Spinoza, the experimental science and Newtonianism) progressively deprived such disciplines of their foundational function, and they started to become forms of reflection over given scientific practices, either Cartesian, experimental, or Newtonian.

The anatomy theater is where students of the human body learn to isolate structures in decaying remains, scrutinize their parts, and assess their importance. Taking a new look at the history of anatomy, the author places public dissections alongside private ones to show how the anatomical theater was both a space of philosophical learning and a place where students learned to behave in a civil manner towards their teachers, their peers, and the corpse.

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