Dewey Browse

The Later Works, 1925-1953 John Dewey.1981 John Dewey's Experience and Nature has been considered the fullest expression of his mature philosophy since its eagerly awaited publication in 1925. Irwin Edman wrote at that time that with monumental care, detail and completeness, Professor Dewey has in this volume revealed the metaphysical heart that beats its unvarying alert tempo through all his writings, whatever their explicit themes. In his introduction to this volume, Sidney Hook points out that Dewey's Experience and Nature is both the most suggestive and most difficult of his writings. The meticulously edited text published here as the first volume in the series The Later Works of John Dewey, 1925-1953 spans that entire period in Dewey's thought by including two important and previously unpublished documents from the book's history: Dewey's unfinished new introduction written between 1947 and 1949, edited by the late Joseph Ratner, and Dewey's unedited final draft of that introduction written the year before his death. In the intervening years Dewey realized the impossibility of making his use of the word 'experience' understood. He wrote in his 1951 draft for a new introduction: Were I to write (or rewrite) Experience and Nature today I would entitle the book Culture and Nature and the treatment of specific subject-matters would be correspondingly modified. I would abandon the term 'experience' because of my growing realization that the historical obstacles which prevented understanding of my use of 'experience' are, for all practical purposes, insurmountable. I would substitute the term 'culture' because with its meanings as now firmly established it can fully and freely carry my philosophy of experience.

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Dewey and Power Randy Hewitt. 2007-01-01 Dewey and Power develops out of criticism that John Dewey's work lacks a sufficient concept of power, thus rendering his faith in an amelioristic sense of experience and a democratic ideal untenable. According to philosopher Cornel West, Dewey gives ameliorism its most mature social, political, and ethical justification. Alan Ryan suggests that Dewey represented "thinking America" at its best. Dewey's critics maintain, however, that this best is not good enough. If their criticism of Dewey goes unchallenged, one of the most intelligent, philosophically consistent visions of ethical behavior in a world shot through with difference, risk, danger, and change becomes damned. The upshot is lost faith in the idea that the give and take of mutual reference and pooled intelligence can lead to ever wider points of contact with each other that will enrich the significance of our individual quests together. Furthermore, lost faith in ameliorism and democracy implies a lost faith in a democratic education. The purpose of Dewey and Power, therefore, is to explore the diverse critiques of his alleged insufficient concept of power and to represent Dewey's work in a way that his critics' claims can be evaluated. The key word here is evaluate. The book is not a simple apology for Dewey's position on these matters. First, the book works out Dewey's concept of power as it comes out of his understanding of the psycho-physiological makeup of the human organism. Then the analysis of power as it is psycho-physiologically interpreted is extended to incorporate Dewey's ontological insights, especially that of the directing influence of social custom on habit. This process unveils a concept of power that includes both domination and liberation. Furthermore, the relation between Dewey's sense of power and his faith in a democratic ideal is drawn out in explicit detail. Next, the book provides a full delineation of Dewey's critics' claims and measures the worth of these claims in light of what the preceding examination suggests in reference to Dewey's idea of power. This analysis makes clear that Dewey understood that power can be as productively oppressive as it can be productively liberating. Finally, the book traces out why Dewey's concept of power can be deployed in the construction of a critical, democratic education.

The Later Works, 1925-1953 John Dewey.1981 Essays and How We Think, revised edition--Jacket. *International Classification* .2001

Cultural Miseducation Jane Roland Martin.2002-07-11 The author encourages readers to look at education from the standpoint of culture and raises these new questions: How is a culture's wealth to be defined? Who is qualified to contribute to it? How can we preserve a culture's assets for the next generation?

The Middle Works of John Dewey, Volume 9, 1899-1924 John Dewey. 2008 Volume 11 brings together all of Dewey's writings for 1918 and 1919. A Modern Language Association Committee on Scholarly Editions textual edition. Dewey's dominant theme in these pages is war and its after-math. In the Introduction, Oscar and Lilian Handlin discuss his philosophy within the historical context: The First World War slowly ground to its costly conclusion; and the immensely more difficult task of making peace got painfully under way. The armi-stice that some expected would permit a return to

normalcy opened instead upon a period of turbulence that agitated fur-ther a society already unsettled by preparations for battle and by debilitating conflict overseas. After spending the first half of 1918-19 on sabbatical from Columbia at the University of California, Dewey traveled to Japan and China, where he lectured, toured, and assessed in his essays the relationship between the two nations. From Peking he reported the student revolt known as the May Fourth Move-ment. The forty items in this volume also include an analysis of Thomas Hobbe's philosophy; an affectionate commemorative tribute to Theodore Roosevelt, our Teddy; the syllabus for Dewey's lectures at the Imperial University in Tokyo, which were later revised and published as Reconstruction in Philosophy; an exchange with former disciple Randolph Bourne about F. Mat-thias Alexander's Man's Supreme Inheritance; and, central to Dew-ey's creed, Philosophy and Democracy. His involvement in a study of the Polish-American community in Philadelphia--resulting in an article, two memoranda, and a lengthy report--is discussed in detail in the Introduction and in the Note on the Confidential Report of Conditions among the Poles in the United States.

Moving Beyond the Presentation Layer Joan S. Mitchell, Diane Vizine-Goetz. 2013-05-13 Can the Dewey Decimal System meet the needs of the rapidly changing information environment? Moving Beyond the Presentation Layer explores the Dewey Decimal System from a variety of perspectives, each of which peels away a bit of the "presentation layer"—the familiar linear notational sequence-to reveal the content and context offered by the DDS. Library professionals from around the word examine how the content and context offered by the DDS can evolve to meet the needs of the changing information environment, with a special focus on the impact of the Internet on current and future developments. Moving Beyond the Presentation Layer examines whether the Dewey Decimal System is a rigid structure best suited to a physical information environment or a polymorphic one

that can be adapted to meet a variety of physical and virtual needs. This unique book reviews the 40-year history of the online use of classification systems, the development of the Relative Index over 22 editions of the DDC, recommendations to ensure the viability of the DDC in a time of mass digitization, using DDS in an environment where it hasn't been used before, teaching the DDS, special issues related to the use of the DDS in Europe, North America, and Africa, and the future of online classification. Topics examined in Moving Beyond the Presentation Layer include: using the DDC as the browsing mechanism for resource discovery classification as an online cataloging tool classification as an online end-user tool browser behavior in a DDC-based Web service the role of the DDS in the ongoing HILT (High-Level Thesaurus) project using the DDS to organize Web resources localization and interoperability in knowledge organization mapping terminologies to classification systems the DeweyBrowser and much more Moving Beyond the Presentation Layer is an essential professional resource for librarians, information scientists, computer scientists, and metadata and Web services specialists.

The Later Works, 1925-1953 John Dewey.1981 Essays, The Sources of a Science Education, Individualism, Old and New, and Construction and Criticism.--Jacket.

A Guided Inquiry Approach to High School Research Randell K. Schmidt.2013-02-07 This book helps educators foster academic success and college readiness: it demonstrates how to instruct high school students to find, process, and think about new information, and then synthesize that knowledge. When students are able to manage topics of high interest by choosing their own subject matter, they learn how to effectively perform pre-collegiate research through a process that they find fun and rewarding. Ideal for high school-level teachers and school librarians, this book provides a unique, holistic approach to guided inquiry that guides students step-by-step through the

cognitive, affective, and social processes involved, building critical study skills, time management strategies, collaboration techniques, and communication and presentation skills. A Guided Inquiry Approach to High School Research is derived from a formal research protocol and provides proven techniques and supporting materials that facilitate the process for permitting students to choose their own topic, easily grasping how to search for information, and successfully completing a seemingly daunting research assignment—a process that makes understandings deep and integrative. The included detailed project lessons, student handouts, and rubrics and assessment tools are the result of many years of classroom testing and refinement.

The Essential Dewey, Volume 2 John Dewey.1998 In addition to being one of the greatest technical philosophers of the 20th century, John Dewey was one of America's last great public intellectuals. Based on the award-wining 37-volume critical edition of Dewey's work, THE ESSENTIAL DEWEY presents in two volumes a collection that represents Dewey's thinking on every major issue to which he turned his attention. Vol.

Knowledge Organization .2001

Organizing Information Gobinda G. Chowdhury, Sudatta Chowdhury. 2007 Tomorrow's LIS professionals will have to be conversant with all the tools and techniques for organizing information in different domains - from the library's shelves to the web and digital libraries. This core text covers the organization of the entire spectrum of information, and the principles, tools and techniques needed to do this effectively. The most up-to-date textbook yet available on this subject, this comprehensive book covers everything from traditional cat & class, through to metadata, information architecture and the semantic web. Written by experienced lecturers in the subject, who have authored several other successful textbooks, this book provides both an overview of the whole

field of information organization, as well as an easy-to-understand introduction to each of the individual topics, which can be followed up with further study by following the references at the end of each chapter. The chapters cover: cataloguing bibliographic format classification subject indexing and vocabulary control organization of digital information metadata mark-up languages ontology information architecture the semantic web current research, issues and trends. Readership: A key student text for all information and library studies courses, the book is also useful for practising LIS professionals who need an understanding of the various tools and techniques they need to master to effectively organize information.

The Essential Dewey, Volume 1 John Dewey.1998-08-22 Based on the award-winning 37-volume critical edition of Dewey's work, The Essential Dewey presents for the first time a collection of Dewey's writings that is both manageable and comprehensive.

The Later Works of John Dewey, Volume 9, 1925 - 1953 John Dewey. 2008 This volume brings together sixty items from 1933 and 1934, including Dewey's Terry Lectures at Yale University. With the publication of the lectures as A Common Faith, Dewey encouraged his readers to see religion as human experience in a naturalistic and humanistic setting. He proposed that institutional religions would do well to focus on ideal possibilities in the present time and place rather than relying on the supernatural and the hereafter. Book jacket.

<u>The Middle Works of John Dewey, Volume 1, 1899 - 1924</u> John Dewey.2008 Volume 11 brings together all of Dewey's writings for 1918 and 1919. A Modern Language Association Committee on Scholarly Editions textual edition. Dewey's dominant theme in these pages is war and its after-math. In the Introduction, Oscar and Lilian Handlin discuss his philosophy within the historical context: The First World War slowly ground to its costly conclusion; and the immensely more difficult task of

making peace got painfully under way. The armi-stice that some expected would permit a return to normalcy opened instead upon a period of turbulence that agitated fur-ther a society already unsettled by preparations for battle and by debilitating conflict overseas. After spending the first half of 1918-19 on sabbatical from Columbia at the University of California, Dewey traveled to Japan and China, where he lectured, toured, and assessed in his essays the relationship between the two nations. From Peking he reported the student revolt known as the May Fourth Move-ment. The forty items in this volume also include an analysis of Thomas Hobbe's philosophy; an affectionate commemorative tribute to Theodore Roosevelt, our Teddy; the syllabus for Dewey's lectures at the Imperial University in Tokyo, which were later revised and published as Reconstruction in Philosophy; an exchange with former disciple Randolph Bourne about F. Mat-thias Alexander's Man's Supreme Inheritance; and, central to Dew-ey's creed, Philosophy and Democracy. His involvement in a study of the Polish-American community in Philadelphia--resulting in an article, two memoranda, and a lengthy report--is discussed in detail in the Introduction and in the Note on the Confidential Report of Conditions among the Poles in the United States.

Digital Sociologies Daniels, Jessie, Gregory, Karen, Tressie McMillan Cottom. 2017 This handbook offers a much-needed overview of the rapidly growing field of digital sociology. Rooted in a critical understanding of inequality as foundational to digital sociology, it connects digital media technologies to traditional areas of study in sociology, such as labor, culture, education, race, class, and gender. It covers a wide variety of topics, including web analytics, wearable technologies, social media analysis, and digital labor. The result is a benchmark volume that places the digital squarely at the forefront of contemporary investigations of the social.

The Later Works of John Dewey, 1925-1953 Jo Ann Boydston, John Dewey. 1981

Contemporary Chief Information Officers: Management Experiences Hunter, M.

Gordon.2007-06-30 This book explores the experiences of the Chief Information Officer in the United States, Taiwan, and New Zealand looking at interaction with other parts of the organization, as well as external relationships with vendors and suppliers.

The Theory and Practice of the Dewey Decimal Classification System M. P. Satija.2013-09-30 The Dewey Decimal Classification system (DDC) is the world's most popular library classification system. The 23rd edition of the DDC was published in 2011. This second edition of The Theory and Practice of the Dewey Decimal Classification System examines the history, management and technical aspects of the DDC up to its latest edition. The book places emphasis on explaining the structure and number building techniques in the DDC and reviews all aspects of subject analysis and number building by the most recent version of the DDC. A history of, and introduction to, the DDC is followed by subject analysis and locating class numbers, chapters covering use of the tables and subdivisions therein, multiple synthesis, and using the relative index. In the appendix, a number of academically-interesting questions are identified and answered. Provides a comprehensive chronology of the DDC from its inception in 1876, to the present day Describes the governance, revision machinery and updating process Gives a table of all editors of the DDC

The Theory And Practice Of The Dewey Decimal Classification System Shivendra Singh.2011 *A Search for Unity in Diversity* James Allan Good.2006 The humanistic/historicist Hegel -- American Hegelianism, 1830-1900 -- Dewey in Burlington and Baltimore, 1859-1884 -- Dewey in Michigan, 1884-1894 -- Dewey's transitional years, 1894-1904 -- From actualism to brutalism, 1904-1916. *The Later Works of John Dewey, Volume 3, 1925 - 1953* John Dewey.2008-04 This volume includes all Dewey's writings for 1938 except for Logic: The Theory of Inquiry (Volume 12 of The Later

Works), as well as his 1939 Freedom and Culture, Theory of Valuation, and two items from Intelligence in the Modern World. Freedom and Culture presents, as Steven M. Cahn points out, the essence of his philosophical position: a commitment to a free society, critical intelligence, and the education required for their advance.

A Practical Guide to Dewey Decimal Classification Karen Snow.2024-01-08 A Practical Guide to Dewey Decimal Classification is a hands-on introduction to the world's most frequently used classification system. The book gives a brief history of the scheme and discusses the theory behind the organization and construction of Dewey class numbers. However, I would like to go further and walk through the process of finding DDC numbers and how to build them using WebDewey, the online resource for accessing DDC. Since DDC is no longer published in print (as of June 2018), it is important that readers understand the basics of using WebDewey. End-of-chapter exercises let readers assess their learning. Chapter coverage is complete: 1. Introduction 2. Dewey Decimal Classification in a Nutshell 3. Basic Principles of Classification (Exercises at the end of the chapter) 4. Searching and Browsing in WebDewey (Exercises at the end of the chapter) 5. Using Notes and the Manual (Exercises at the end of the chapter) 6. Number Building in DDC (Exercises at the end of the chapter) 7. Using Tables within the Schedules (Exercises at the end of the chapter) 8. Advanced Class Number Building Using Table 1 (Exercises at the end of the chapter) 9. Advanced Class Number Building Using Table 2 (Exercises at the end of the chapter) 10. Advanced Class Number Building Using Tables 3-6 (Exercises at the end of the chapter) 11. Conclusion; DDC Resources Appendix: Answers to chapter exercises

<u>The Oxford Handbook of Dewey</u> Steven Fesmire.2019-08-19 John Dewey was the foremost philosophical figure and public intellectual in early to mid-twentieth century America. He is still the

most academically cited Anglophone philosopher of the past century, and is among the most cited Americans of any century. In this comprehensive volume spanning thirty-five chapters, leading scholars help researchers access particular aspects of Dewey's thought, navigate the enormous and rapidly developing literature, and participate in current scholarship in light of prospects in key topical areas. Beginning with a framing essay by Philip Kitcher calling for a transformation of philosophical research inspired by Dewey, contributors interpret, appraise, and critique Dewey's philosophy under the following headings: Metaphysics; Epistemology, Science, Language, and Mind; Ethics, Law, and the Starting Point; Social and Political Philosophy, Race, and Feminist Philosophy; Philosophy of Education; Aesthetics; Instrumental Logic, Philosophy of Technology, and the Unfinished Project of Modernity; Dewey in Cross-Cultural Dialogue; The American Philosophical Tradition, the Social Sciences, and Religion; and Public Philosophy and Practical Ethics. The Middle Works of John Dewey, Volume 3, 1899 - 1924 John Dewey. 2008 Volume 11 brings together all of Dewey's writings for 1918 and 1919. A Modern Language Association Committee on Scholarly Editions textual edition. Dewey's dominant theme in these pages is war and its after-math. In the Introduction, Oscar and Lilian Handlin discuss his philosophy within the historical context: The First World War slowly ground to its costly conclusion; and the immensely more difficult task of making peace got painfully under way. The armi-stice that some expected would permit a return to normalcy opened instead upon a period of turbulence that agitated fur-ther a society already unsettled by preparations for battle and by debilitating conflict overseas. After spending the first half of 1918-19 on sabbatical from Columbia at the University of California, Dewey traveled to Japan and China, where he lectured, toured, and assessed in his essays the relationship between the two nations. From Peking he reported the student revolt known as the May Fourth Move-ment. The forty

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The Later Works of John Dewey, Volume 2, 1925 - 1953 John Dewey. 2008-04 This volume includes all Dewey's writings for 1938 except for Logic: The Theory of Inquiry (Volume 12 of The Later Works), as well as his 1939 Freedom and Culture, Theory of Valuation, and two items from Intelligence in the Modern World. Freedom and Culture presents, as Steven M. Cahn points out, the essence of his philosophical position: a commitment to a free society, critical intelligence, and the education required for their advance.

John Dewey Steven Rockefeller.1994-03-01 Combining ?biography and intellectual history, Steven Rockefeller offers an illuminating introduction to the philosophy of John Dewey, with special emphasis on the evolution of the religious faith and moral vision at the heart of his thought. This study pays particular attention to Dewey's radical democratic reconstruction of Christianity and his many contributions to the American tradition of spiritual democracy. Rockefeller presents the first full exploration of Dewey's religious thought, including its mystical dimension. Covering Dewey's entire intellectual life, the author provides a clear introduction to Dewey's early neo-Hegelian idealism as well as to his later naturalistic metaphysics, epistemology, theory of education, theory of

evaluation, and philosophy of religion. The author tells the story of the evolution of this faith and philosophical vision, offering fresh insight into the enduring value of the thought of America's foremost philosopher.

Do You Know Dewey? Brian P. Cleary.2022-08-01 Audisee® eBooks with Audio combine professional narration and sentence highlighting for an engaging read aloud experience! Are you ready for a library adventure? Join a group of children as they explore the Dewey decimal system! Search for ghosts in the 100s section, track down everything from costumes to cars in the 300s, and be on the lookout for sports and music in the 700s. By the end of the book, you'll be more than ready to dive into Dewey on your own!

Works about John Dewey, 1886-1995 Barbara Levine.1996 Although she has devised a new format for this bibliography, Barbara Levine has included most of the materials published in the two editions of the Checklist of Writings about John Dewey. Material new to this volume includes recently discovered items published during the ninety years covered by the Checklist as well as items published since 1977. Because certain studies at best have only marginal value or because they can be obtained through ordinary library research tools, Levine has deleted some classes of material that appeared in the 1974 and 1978 Checklist editions: primary sources with only brief references to Dewey; the entire section entitled Unpublished Works about Dewey (which included theses, dissertations, and papers presented at meetings); and Educational Resources Information Center (ERIC) documents. Levine has included all of the material published about Dewey during the 108 years between 1886 and 1994 and has included many 1995 items as well. She has verified all items and, whenever possible, obtained copies. She has discovered hundreds of items omitted from the second edition of the Checklist and has augmented the current bibliography by nearly two

thousand items published since 1977. The bibliography is divided into four parts. The first, Books and Articles about Dewey, lists works alphabetically by author. Replies and responses to articles immediately follow the work cited. The Reviews of Dewey's Works lists titles alphabetically. Reviews are grouped alphabetically by journal under the Dewey work reviewed. The Author Index includes multiple authors and editors, authors of replies and responses, and reviewers of works both by and about Dewey. The Title Key-Word Index lists key words from most titles and subtitles. The CD-ROM version of Works about John Dewey contains both Windows and Macintosh formats and provides increased search capabilities.

Dewey the Library Cat: A True Story Vicki Myron, Bret Witter. 2010-05-03 In the tradition of Marley: A Dog Like No Other, this is the story of a cat who was more than a pet, and the amazing effect he had on the people around him. This middle-grade adaptation of the Grand Central bestseller Dewey features an 8-page photo insert, including exclusive, never-before-seen photos of the Dew! Now everyone's favorite library cat can inspire a new audience of young readers with his story of courage and love. Abandoned in a library book drop slot in the dead of winter, this remarkable kitten miraculously endured the coldest night of the year. Dewey Readmore Books, as he became known, quickly embraced his home inside Spencer's public library, charming the struggling small town's library-goers, young and old. As word of Dewey's winning tail, or rather his tale, spread, the library cat gained worldwide fame as a symbol of hope and proof positive that one small cat could change a town, one reader at a time.

<u>The Later Works of John Dewey, Volume 16, 1925 - 1953</u> John Dewey. 2008 Typescripts, essays, and an authoritative edition of Knowing and the Known, Dewey's collaborative work with Arthur F. Bentley. In an illuminating Introduction T. Z. Lavine defines the collaboration's three goals--the

construction of a new language for behavioral inquiry, a critique of formal logicians, in defense of Dewey's Logic, and a critique of logical positivism. In Dewey's words: Largely due to Bentley, I've finally got the nerve inside of me to do what I should have done years ago. What Is It to Be a Linguistic Sign or Name? and Values, Valuations, and Social Facts, ' both written in 1945, are published here for the first time.

An Awkward Echo Mark David Dietz.2010-02-01 Matthew Arnold, 19th century English poet, literary critic and school inspector, felt that each age had to determine that philosophy that was most adequate to its own concerns and contexts. This study looks at the influence that Matthew Arnold had on John Dewey and attempts to fashion a philosophy of education that is adequate for our own peculiarly awkward age. Today, Arnold and Dewey are embraced by opposing political positions. Arnold, as the apostle of culture, is often advocated by conservative educators who see in him a support for an education founded on great books and Victorian values, while Dewey still has a notably liberal coloring and is not too infrequently tarred for the excesses of progressive education, even those for which he bears no responsibility at all. Both, no doubt, are misread by those who rather carelessly use them as idols for their own politics of education. This study proposes a pluralistic approach to education in which pluralism means not only plurality of voices, but also plurality of processes. Using a model built out of a study of rhetoric and hermeneutics, four aspects of mind are indentified that draw Arnold and Dewey into close correspondence. These aspects are the tentacle mind (using Dewey's favorite metaphor for breaking down the barrier between mind and body), the critical mind (which builds on the concepts of criticism that animated both Arnold and Dewey's approach to experience), the intentional mind (which attempts a long overdue rehabilitation of the concept of authority and an expansion upon the increasingly apparent limitations of readerresponse theory) and the reflective-response mind (in which the contemplative mind is treated to that active quality that makes it more a true instrumentality and less an obscuring mechanism of isolation). Dewey echoed Matthew Arnold who himself echoed so many of the voices that preceded and were contemporary with his own. Theirs were awkward echoes, as all such echoes invariably are. They caught at the intentionality of those voices they echoed, trying for nearness, but hoping, at least, for adequacy. Awkward, but adequate, is what this study offers, but it may well be what we most need right now.

The Middle Works, 1899-1924 John Dewey.1976

Dewey and Education in the 21st Century Ruth Heilbronn, Christine Doddington, Rupert Higham. 2018-05-14 This book makes a strong case for the abiding relevance of Dewey's notion of learning through experience, with a community of others, and what this implies for democratic 21st century education. Curricular and policy contexts in Spain, Cameroon, the US and the UK, explore what reading Dewey contributes to contemporary education studies.

The Middle Works of John Dewey, Volume 14 John Dewey. 2008

Keyword Search in Databases Jeffrey Xu Yu,M. Tamer Özsu,Lijun Chang,Lu Qin.2010 It has become highly desirable to provide users with flexible ways to query/search information over databases as simple as keyword search like Google search. This book surveys the recent developments on keyword search over databases, and focuses on finding structural information among objects in a database using a set of keywords. Such structural information to be returned can be either trees or subgraphs representing how the objects, that contain the required keywords, are interconnected in a relational database or in an XML database. The structural keyword search is completely different from finding documents that contain all the user-given keywords. The former

focuses on the interconnected object structures, whereas the latter focuses on the object content. The book is organized as follows. In Chapter 1, we highlight the main research issues on the structural keyword search in different contexts. In Chapter 2, we focus on supporting structural keyword search in a relational database management system using the SQL query language. We concentrate on how to generate a set of SQL queries that can find all the structural information among records in a relational database completely, and how to evaluate the generated set of SQL queries efficiently. In Chapter 3, we discuss graph algorithms for structural keyword search by treating an entire relational database as a large data graph. In Chapter 4, we discuss structural keyword search in a large tree-structured XML database. In Chapter 5, we highlight several interesting research issues regarding keyword search on databases. The book can be used as either an extended survey for people who are interested in the structural keyword search or a reference book for a postgraduate course on the related topics. Table of Contents: Introduction / Schema-Based Keyword Search on Relational Databases / Graph-Based Keyword Search / Keyword Search in XML Databases / Other Topics for Keyword Search on Databases

The Early Works of John Dewey, Volume 5, 1882 - 1898 John Dewey.2008 This third volume in the definitive edition of Dewey's early work opens with his tribute to George Sylvester Morris, the former teacher who had brought Dewey to the University of Michigan. Morris's death in 1889 left vacant the Department of Philosophy chairmanship and led to Dewey's returning to fill that post after a year's stay at Minnesota. Appearing here, among all his writings from 1889 through 1892, are Dewey's earliest comprehensive statements on logic and his first book on ethics. Dewey's marked copy of the galley-proof for his important article The Present Position of Logical Theory, recently discovered among the papers of the Open Court Publishing Company, is used as the basis

for the text, making available for the first time his final changes and corrections. The textual studies that make The Early Works unique among American philosophical editions are reported in detail. One of these, A Note on Applied Psychology, documents the fact that Dewey did not co-author this book frequently attributed to him. Six brief unsigned articles written in 1891 for a University of Michigan student publication, the Inlander, have been identified as Dewey's and are also included in this volume. In both style and content, these articles reflect Dewey's conviction that philosophy should be used as a means of illuminating the contemporary scene; thus they add a new dimension to present knowledge of his early writing.

The Search for the Biblical Jesus Jon F. Dewey.2012-01-10 What if everything you heard was wrong? There are countless theories and discussions about Jesus of Nazareth. Critics of Christianity usually discount the Gospel records and discount the claims of Jesus being the unique Son of God. They insist that Jesus was a failed revolutionary, a misguided carpenter, or a myth created by his followers. What if it was true? The Gospel record tells a radically different story. In it Jesus boldly proclaims himself to be deity the Son of God and announces that his life was not just for inspiration, but for a distinct purpose. Is it true? Find out for yourself in Dr. Jon Dewey's new book, The Search for the Biblical Jesus. You never need doubt again.

The Later Works of John Dewey, Volume 15, 1925 - 1953 John Dewey.2008 This volume republishes sixty-two of Dewey's writings from the years 1942 to 1948; four other items are published here for the first time. A focal point of this volume is Dewey's introduction to his collective volume Problems of Men. Exchanges in the Journal of Philosophy with Donald C. Mackay, Philip Blair Rice, and with Alexander Meiklejohn in Fortune appear here, along with Dewey's letters to editors of various publications and his forewords to colleagues' books. Because 1942 was the

centenary of the birth of William James, four articles about James are also included in this volume.

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