

Waec 2014 Geography Question Paper

Expo '77 Vincent Chukwuemeka Ike.1991

The blinkards Kobina Sekyi.1982

Factors contributing to academic performance of students in a Junior High School Anthony Abaidoo.2018-11-22 Bachelor Thesis from the year 2018 in the subject Pedagogy - School System, Educational and School Politics, grade: 5 (GHA-System), University of Education (Distance Learning), course: Post Graduate Diploma in Education, language: English, abstract: Students' academic performance is a key feature in education. This study was therefore conducted primarily to assess the factors contributing to improvement in academic performance of Junior High Students (JHS) in a Basic School which is in the Gomo-East District in the Central Region of Ghana. The mixed and descriptive research design was used and a sample size of 87 respondents (79 students and 8 teachers) were selected through random sampling technique. The findings revealed that the average academic performance (47.0%) of the JHS students in the Basic School is weak and their performance in Mathematics (average score of 31.48%) and English Language (average score of 39.99%) is a fail. It was noticed that student factors that contribute to an improvement in academic performance include; regular studying, self-motivation, punctuality and regular class attendance, hard-work and interest in a subject. The teacher factors were completion of syllabus, use of TLM's, frequent feedback to students and given students special attention. Per the findings, parent factors which was very key was parent showing concern in their children's academics and providing them their academic needs. School factors that were significant included

availability of text books and TLM's. The study also found that parent level of education and gender has a positive relationship with academic performance but it's insignificant. However, age has a positive significant (5% significance level) relationship with academic performance. Based on findings, the study recommends that there should be strict monitoring on teachers to vary their teaching methods to suit their needs of the students and also to provide the students with constant feedback on their academic performance. Again, the students should be motivated and orientated to take ownership of their studies by having regular studies and attending school during school days.

Purple Hibiscus Chimamanda Ngozi Adichie.2012-04-17 "One of the most vital and original novelists of her generation." —Larissa MacFarquhar, *The New Yorker* From the bestselling author of *Americanah* and *We Should All Be Feminists* Fifteen-year-old Kambili and her older brother Jaja lead a privileged life in Enugu, Nigeria. They live in a beautiful house, with a caring family, and attend an exclusive missionary school. They're completely shielded from the troubles of the world. Yet, as Kambili reveals in her tender-voiced account, things are less perfect than they appear. Although her Papa is generous and well respected, he is fanatically religious and tyrannical at home—a home that is silent and suffocating. As the country begins to fall apart under a military coup, Kambili and Jaja are sent to their aunt, a university professor outside the city, where they discover a life beyond the confines of their father's authority. Books cram the shelves, curry and nutmeg permeate the air, and their cousins' laughter rings throughout the house. When they return home, tensions within the family escalate, and Kambili must find the strength to keep her loved ones together. *Purple Hibiscus* is an exquisite novel about the emotional turmoil of adolescence, the powerful bonds of family, and the bright promise of freedom.

The Teaching Gap James W. Stigler, James Hiebert.2009-06-16 A revised edition of a popular resource builds on the authors'

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findings that key problems in teaching methods are causing America to lag behind international academic standards, outlining a program for administrators, instructors, and parents that incorporates solutions based on current research. Reprint.

The ABC of Political Science Isaac Brako, Kwame Asah-Asante. 2018

Connecting Lives and Learning Brenton Prosser, Bill Lucas, Alan Reid. 2010 CONNECTING LIVES AND LEARNING is a project dedicated to connecting learning to student lives, connecting teachers with the latest middle years research, and better connecting primary and secondary schools to keep students at school longer. Based in Adelaide's lower socio-economic northern urban fringe, the project helps teachers use students' everyday experience and expertise to develop new ways of teaching and learning that involve students in intellectually challenging tasks. This book tells the stories of real teachers, in real classrooms, making real attempts for change, and not always succeeding. It is a book about teachers making a difference in difficult times and tough places. But most importantly, this book reaffirms that being an educator is inherently about adopting socially just practices, building community capacity and contributing to a more socially sustainable world.

The Successors Jerry Agada. 2007

New School Chemistry Osei Yaw Ababio. 1985

The Power of African Cultures Toyin Falola. 2003 An analysis of the ties between culture and every aspect of African life, using Africa's past to explain present situations. This book focuses on the modern cultures of Africa, from the consequences of the imposition of Western rule to the current struggles to define national identities in the context of neo-liberal economic policies and globalization. The book argues that it is against the backdrop of foreign influences that Africa has defined for itself notions of identity and development. African cultures have been evolving in response to change, and in other ways solidly rooted in a shared

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past. The book successfully deconstructs the last one hundred and fifty years of cultures that have been disrupted, replaced, and resurrected. The Power of African Cultures challenges many preconceived notions, such as male dominance and female submission, the supposed unity of ethnic groups, and contemporary Western stereotypes of Africans. It also shows the dynamism of African cultures to adapt to foreign imposition: even as colonial rule forced the adoption of foreign institutions and cultures, African cultures appropriated these elements. Traditions were reworked, symbols redefined, and the past situated in contemporary problems in order to accommodate the modern era. Toyin Falola is a Fellow of the Nigerian Academy of Letters and Fellow of the Historical Society of Nigeria. He is the recipient of the 2006 Cheikh Anta Diop Award for Exemplary Scholarship in African Studies, and the 2008 Quintessence Award by the Africa Writers Endowment. He holds an honorary doctorate from Monmouth University and he is University Distinguished Teaching Professor at the University of Texas at Austin where he is also the Jacob and Frances Sanger Mossiker Chair in the Humanities. His books include Nationalism and African Intellectuals and Violence in Nigeria, both from the University of Rochester Press.

Sqa Specimen Paper 2014 Past Paper National 5 Geography and Hodder Gibs Sqa (Hodder Ed).2014-09-26

The Conversion of Constantine John William Eadie.1977 Explores two areas of Constantine's religious affiliation: his conversion to Christianity and the specific details connected to his actions.

WAEC in Review Benjamin Freeman Jr..2014-11-07 WAEC in Review is a practical intervention strategy in transforming the weakening educational system of Liberia where academic excellence is unceasingly diminishing. LIPACE Pilot Study Guide is not only a landmark achievement in the educational history of Liberia but a remarkable strive towards the proper preparation of Liberian students for future diets of the WAEC exam. As a

member of the National Committee of the West African Examinations Council and a Stakeholder in the Liberian Education System, I wish to recommend the use of this study guide to adequately prepare each and every Liberian student for future examinations thereby setting the stage for an easy transition to the emerging West African Senior Secondary Examinations (WASSCE). I am explicitly confident that you will definitely find your journey through this guide very rewarding as you prepare to sit the next WAEC Exam.—David S. Massaquoi, Sr., director of Education, The Salvation Army-Liberia Command Education Secretariat Our students sit the exam in constant fear of proctors and supervisors. They know nothing about the exam and its structure and this fear lead to them failing massively. We need to build the confidence level of our students and help them to study hard and understand the roles of proctors and supervisors to stop the intimidation during the exam. Thanks to LIPACE and the “Turning the Tide” project, we have helped our students achieved an amazing achievement for the first time in the history of Gbarpolu County where all senior students successfully passed the exam.—Lartey Bemah, principal of Bopolu Public School (2012-2013), Gbarpolu County, Liberia

Public Examinations Examined Thomas Kellaghan, Vincent Greaney. 2019-11-19 High-stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content and format, education systems can have a strong positive impact on teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary-level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn

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from the successes and failures of other systems. This book addresses current issues related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education agencies responsible for student selection, and to professionals at development organizations. "This extremely well-written and comprehensive book offers a timely review of the diversity of public examination practices worldwide; of the tensions between examinations and learning; and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as "the diploma disease" takes hold with an ever-greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog." Angela W. Little, Professor Emerita, Institute of Education, University College London "This book is very well structured and written and draws on the authors' remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings." Mark Bray, UNESCO Chair Professor of Comparative Education, University of Hong Kong; and former Director, UNESCO International Institute for Educational Planning "I am sure that *Public Examinations Examined*, which thoroughly analyzes the practice of public examinations in

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different countries and makes profound and well-grounded conclusions, will arouse very great interest and will serve to further improve public examinations.†? Victor Bolotov, Distinguished Professor, Higher School of Economics, National Research University, Moscow; member, Russian Academy of Education; and former Deputy Minister of Education, Russian Federation

You in America Chimamanda Ngozi Adichie.2006

New General Mathematics for Junior Secondary Schools Murray Macrae,A. O. Kalejaiye,Z. I. Chima,G. U. Gaba,M. O.

Ademosu.2008-06-03 This well-established series, the most popular in Nigeria, has been fully revised to reflect recent developments in mathematics education at junior secondary level and the views of the many users of the books. It has especially been revised to fully cover the requirements of the new NERDC Universal Basic Education Curriculum.

Academic Literacy Development Laura-Mihaela

Muresan,Concepción Orna-Montesinos.2021-03-11 This edited book brings together an international cast of contributors to examine how academic literacy is learned and mastered in different tertiary education settings around the world. Bringing to the fore the value of qualitative enquiry through ethnographic methods, the authors illustrate in-depth descriptions of genre knowledge and academic literacy development in first and second language writing. All of the data presented in the chapters are original, as well as innovative in the field in terms of content and scope, and thought-provoking regarding theoretical, methodological and educational approaches. The contributions are also representative of both novice and advanced academic writing experiences, providing further insights into different stages of academic literacy development throughout the career-span of a researcher. Set against the backdrop of internationalisation trends in Higher Education and the pressure on multilingual academics to publish their research outcomes in

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English, this volume will be of use to academics and practitioners interested in the fields of Languages for Academic Purposes, Applied Linguistics, Literacy Skills, Genre Analysis and Acquisition and Language Education.

Te Kotahitanga Russell Bishop, Mere Berryman, Janice Wearmouth. 2014-02 This book considers how the educational experiences and achievement of Māori students in a number of mainstream secondary schools have been improved through a process of theory based, school-wide reform that began in Te Kotahitanga with the implementation of a culturally responsive pedagogy of relations in classrooms.

Faceless Amma Darko. 2003 Street life in the slums of Accra is realistically portrayed in this socially-committed, subtle novel about four educated women who are inspired by the plight of a 14-year old girl, Fofo. As the main characters convert their library center into a practical street initiative, the novel invokes the squalor, health risks, and vicious cycles of poverty and violence that drive children to the streets and women to prostitution; and, from which, ultimately, no one in the society is free.

Women of Owu Femi Osofisan. 2006 This is an African retelling of Euripides: an unnervingly topical story of a people and a beloved city destroyed by the brutality of war. The play was first performed in Lagos in 2003 under the distinguished director Chuck Mike, and subsequently toured the UK.

Teaching and Learning Geography Daniella Tilbury, Michael Williams. 2002-11-01 This book provides a clear overview of current thinking on the teaching and learning of geography. It is an ideal companion to all students beginning a career in teaching the subject in secondary schools. The chapters are written by experienced teacher educators and bridge both theory and practice. The writers focus on the continuities, whilst setting them in the context of the changing curriculum. The book is divided into four parts. Part One examines the historical context of geography teaching. Part Two looks at issues of course

planning, design, syllabuses and programmes of study.

Underlying this section is the assumption that geography should not be considered in isolation from other subjects, but rather as part of a whole curriculum. Part Three concentrates on teaching and learning, and includes chapters on the use of maps, field work, IT and first hand experience within a community. The final section covers the issues associated with assessment, across the whole school age range.

"They Set the Classrooms on Fire" Mausi Segun.2016 Boko Haram is one of the deadliest extremist armed groups in the world, killing an estimated 10,000 civilians in Nigeria since the group began its attacks in 2009. -- Back cover

The Potter's Wheel Vincent Chukwemeka Ike.2020-10 This is About a pampered boy, Obuechina Maduabuchi.....Only brother of five older sisters and a younger one, prize pupil in school, apple of his doting mother's eye, eight years old and hopelessly spoilt.In a vain attempt to salvage his character, his father decides he must be sent away as houseboy to a teacher and his wicked wife.

Tradition and Change in Africa J. F. Ade Ajayi.2000

Assessment in Geographical Education: An International

Perspective Theresa Bourke,Reece Mills,Rod Lane.2022-02-27 In recent years there has been increased attention paid to the importance of assessment in Geographical Education, the chosen subject for this book. Assessment is an important tool for collecting information about student learning and for providing timely data to inform key stakeholders including students, teachers, parents and policymakers. To be effective, assessment needs to be valid, reliable and fair. Validity is about ensuring that we assess what we claim we are assessing. Reliability is about measuring performance and understanding in a consistent way. Without validity and reliability, assessment is unlikely to provide equitable opportunities for students to demonstrate what they know and can do. As geography educators it is therefore important that we identify the core concepts and skills in

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geography that we want students to master. We need a clear understanding of what the progression of learning looks like for each concept and skill so we can develop fit for purpose assessments that track and improve student learning. While there is a substantial literature on evidence-based assessment in secondary school contexts, research exploring best-practice assessment in geography is rare. This is a concern given the distinctive nature of geography and the important role of assessment in the learning process. This scholarly collection seeks to address this issue by connecting research in educational assessment with the domain of geography. The chapters are written by leading researchers in Geographical Education from across the globe. These chapters provide examples of innovation through the collective voices of geography teacher educator scholars from across Australia, USA, South Korea, Germany, Switzerland and Singapore. What unifies the work in this book, is that each chapter focuses on a key feature of the discipline of geography, providing scholarly examples of evidence-based practices for assessing student's knowledge and skills.

Learning to Teach Geography in the Secondary School David Lambert, David Balderstone. 2012-08-21 Learning to Teach Geography in the Secondary School has become the widely recommended textbook for student and new teachers of geography. It helps them acquire a deeper understanding of the role, purpose and potential of geography within the secondary curriculum, and provides the practical skills needed to design, teach and evaluate stimulating and creative lessons. This fully revised and updated second edition takes account of new legislation and important developments in geography education, including literacy, numeracy, citizenship, and GIS. Brand new chapters in this edition provide essential guidance on fieldwork, and using ICT in the context of geography teaching and learning. Chapters on teaching strategies, learning styles and assessment place the learner at the centre stage, and direct advice and

activities encourage successful practice. Designed for use as a core textbook Learning to Teach Geography in the Secondary School is essential reading for all student teachers of geography who aspire to become effective, reflective teachers. Praise for the first edition of Learning to Teach Geography in the Secondary School: 'This is a practical and visionary book, as well as being superbly optimistic. It has as much to offer the experienced teacher as the novice and could be used to reinvigorate geography departments everywhere. Practical activities and ideas are set within a carefully worked out, authoritative, conceptual framework.' - The Times Educational Supplement 'This is a modern, powerful, relevant and comprehensive work that is likely to become a standard reference for many beginning teachers on geography initial teacher training courses in England and Wales.' - Educational Review

Map Work And Practical Geography Gopal Singh.2009-11-01 The book encompasses a wide range of topics on practical geography taught to the B.A./B.Sc. students of Indian universities. Numerous examples and diagrams have been included in the text with the sole aim of enabling the students to have a comprehensive grasp of the subject. Attempt has also been made to present a well-balanced treatment of each topic. Topics like measurement of ground areas from maps, determination of class-interval for choropleth maps, representation of agricultural, industrial and transport data, choice of map projections, interpretation of topo-sheets, etc., have been included in this book and discussed in detail. Books treating various aspects of practical geography need regular up-dates. Therefore, the latest available material has been used to update this edition. Guidance of learned college and university teachers has enabled the author to present the subject-matter clearly and accurately. It is hoped that in addition to developing a keen interest for practical geography, it will form the basis for a more advanced study of the subject among the students.

Preparing Teachers for a Changing World Linda Darling-Hammond, John Bransford. 2017-07-27 Based on rapid advances in what is known about how people learn and how to teach effectively, this important book examines the core concepts and central pedagogies that should be at the heart of any teacher education program. Stemming from the results of a commission sponsored by the National Academy of Education, *Preparing Teachers for a Changing World* recommends the creation of an informed teacher education curriculum with the common elements that represent state-of-the-art standards for the profession. Written for teacher educators in both traditional and alternative programs, university and school system leaders, teachers, staff development professionals, researchers, and educational policymakers, the book addresses the key foundational knowledge for teaching and discusses how to implement that knowledge within the classroom. *Preparing Teachers for a Changing World* recommends that, in addition to strong subject matter knowledge, all new teachers have a basic understanding of how people learn and develop, as well as how children acquire and use language, which is the currency of education. In addition, the book suggests that teaching professionals must be able to apply that knowledge in developing curriculum that attends to students' needs, the demands of the content, and the social purposes of education: in teaching specific subject matter to diverse students, in managing the classroom, assessing student performance, and using technology in the classroom.

A New Geography of Nigeria Nwadike P. Iloje. 1981

Basic Education Beyond the Millennium Development Goals in Ghana Peter Darvas, David Balwanz. 2013-12-11 Inequity is the central challenge facing basic education in Ghana and undercuts the potential contribution of basic education to Ghana's national development goals. Persistent disparities in education service delivery and inequitable allocation of resources in Ghana lead to

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highly inequitable educational outcomes. These inequities negatively affect system quality, efficiency and accountability and ultimately undermine broader national development. Wide-spread inequity in education service delivery significantly depresses system learning outcomes. This report describes a “missing middle” in terms of learning outcomes: While a small number of children perform well, the majority of pupils (more than 60%) pass through primary school without becoming proficient in numeracy and literacy. Specifically, children from Ghana’s northern regions and deprived districts, poor and rural households and ethnic and linguistic minorities – students who require the most support to meet learning outcomes – receive, on average, disproportionately fewer resources from the government than their peers. Systemic inequities create this missing middle and drag down system performance. Following a decade of rapid change, as of 2013, more children are attending basic and senior high schools than at any time in the history of Ghana. In the past decade, Ghana has realized great growth, progress and change. Population growth, urbanization and significant GDP growth have changed the economic, political and social landscape of Ghana. In the past decade, incidence of extreme poverty has been cut in half. Introduction of Free, Compulsory, Universal Basic Education (FCUBE) and kindergarten has supported a near doubling of basic education enrollment in the past 15 years. Delivering basic education and ensuring equity has become more challenging. Compared to a decade ago, more stakeholders are involved in allocating and managing core education inputs and accountability systems remain unclear and weak. Addressing the deeply embedded inequities (e.g. allocation of trained teachers, support to deprived districts and populations) is further complicated by a complex and fragmented policy, management and financing environment. The persistence of inequity reflects the persistence of conflicting sector interests and poses genuine policy dilemmas. However, recent experience shows that accelerating progress

toward equity and quality basic education for all is possible. Several recent initiatives in Ghana point to the possibility of improving equitable resource allocation, strengthening social protection and providing additional support to improve learning outcomes. For example, children with below-average learning outcomes in poorly resourced environments are likely to show measurable gains when provided additional support (e.g. instructional support, learning resources, management support, demand-side incentives).

Harvest of Corruption Frank Ogodo Ogbeche.2005

Principles and Recommendations for a Vital Statistics System

United Nations. Statistical Office.2014 The publication is an international standard on the design and operation of an efficient and accurate vital statistics system at national level. It provides guidelines on collection, compiling and disseminating vital statistics. More specifically it contains (a) basic principles for a vital statistics system; (b) uses of vital statistics and civil registration records; (c) topics to be covered in a vital statistics system; (d) sources of vital statistics and how they function; (e) quality assurance in the vital statistics system and (f) strategies in improving civil registration and vital statistics systems in countries. It also informs policy makers and the general public on the importance of vital statistics and hence further improving the vital statistics system.

Principles of Physical Geography Francis J.

Monkhouse.1964-01-15 This comprehensive study is concerned with the solid rocks, the seas and oceans, our enveloping atmosphere, the soil and the “green mantle” of natural vegetation—as they interrelate in man’s physical environment.

The text is illustrated with many photographs and specially-drawn maps and diagrams.

The Cities Book Lonely Planet.2017-10-01 Lonely Planet's

bestselling *The Cities Book* is back. Fully revised and updated, it's a celebration of 200 of the world's most exciting urban

destinations, beautifully photographed and packed with trip advice and recommendations from our experts - making it the perfect companion for any traveller deciding where to visit next. - Highlights and itineraries help travellers plan their perfect trip - Urban tales reveal unexpected bites of history and local culture - Discover each city's strengths, best experiences and most famous exports - Includes the top ten cities for beaches, nightlife, food and more - Lonely Planet co-founder Tony Wheeler shares his all-time favourite cities - Fully revised and updated with the best cities to visit right now About Lonely Planet: Lonely Planet is a leading travel media company and the world's number one travel guidebook brand, providing both inspiring and trustworthy information for every kind of traveller since 1973. Over the past four decades, we've printed over 145 million guidebooks and grown a dedicated, passionate global community of travellers. You'll also find our content online, on mobile, video and in 14 languages, 12 international magazines, armchair and lifestyle books, ebooks, and more. TripAdvisor Travelers' Choice Awards 2012, 2013, 2014, 2015 and 2016 winner in Favorite Travel Guide category 'Lonely Planet guides are, quite simply, like no other.' - New York Times 'Lonely Planet. It's on everyone's bookshelves; it's in every traveller's hands. It's on mobile phones. It's on the Internet. It's everywhere, and it's telling entire generations of people how to travel the world.' - Fairfax Media (Australia) Important Notice: The digital edition of this book may not contain all of the images found in the physical edition.

Harcourt Science Workbook .1999

Physical Geology Steven Earle.2016-08-12 This is a discount Black and white version. Some images may be unclear, please see BCCampus website for the digital version.This book was born out of a 2014 meeting of earth science educators representing most of the universities and colleges in British Columbia, and nurtured by a widely shared frustration that many students are not thriving in courses because textbooks have become too expensive for them

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to buy. But the real inspiration comes from a fascination for the spectacular geology of western Canada and the many decades that the author spent exploring this region along with colleagues, students, family, and friends. My goal has been to provide an accessible and comprehensive guide to the important topics of geology, richly illustrated with examples from western Canada. Although this text is intended to complement a typical first-year course in physical geology, its contents could be applied to numerous other related courses.

IGCSE Geography Paul Guinness, Garrett Nagle. 2009 A key resource for the IGCSE Geography specification, written by leading and experienced Geography teachers and authors. This book has been carefully prepared to cover the full curriculum for the University of Cambridge International Examinations IGCSE course in Geography. It is accompanied by a CD-ROM offering invaluable study and revision support.

A New Geography of Ghana Kwamina B. Dickson, George Benneh. 1988 This Revised edition of *A New Geography of Ghana* is written specially for the WAEC O' Level syllabus and provides full coverage of Section A of Paper 2.

Issues in Geography Teaching Chris Fisher, Tony Binns. 2016-01-28 *Issues in Geography Teaching* examines a wide range of issues which are of interest to those teaching geography from the early years through to higher education, including: the role of research and the use of ICT in teacher training; the significance of developing critical thinking skills; broader educational issues such as citizenship and development; the importance of environmental education; the position and role of assessment; the present state and status of geographical education and issues that are likely to be of concern in the future. *Issues in Geography Teaching* details the contexts, presents the facts and raises thought-provoking questions which should stimulate further interest and discussion.

Picturemaking Yvonne Deutch. 1978 Easy-to-make pictures with

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