

1: Endeavour on MASTERPIECE on PBS

All you should know about Letters of Recommendations - Part 4 When a student decides the career path, many questions come his/her way. It is always advisable to find the correct answers to all your questions before you move ahead.

Last week, we kicked off a concept sale for the new Endeavor science ship and its modules. With the Hope class ship, do you see Medical as being a complete profession? On the FPS combat front Medics will be invaluable. The effects of more serious injuries can often be slowed so that there is a better chance of reaching a hospital where more advanced medical apparatus can improve the chances of survival. The Hope-class Endeavor opens up an entirely new range of possibilities for the aspiring healer. As previously noted, Endeavors with an attached Medical Bay may serve as respawn points for players that have died, and the associated Hangar Bay allows those players to “ for a price premium “ have one of their existing ships or a new purchase delivered quickly so that they can get right back into the action. The greatest demand for Hope-class Endeavors will therefore be in those areas where lots of player deaths are occurring, but of course a valuable and unescorted medical ship in a dangerous area will be a tempting target for pirates and other less savory types. In addition to respawn services, an Endeavor that has enabled its ID Beacon “ thus broadcasting to others its position, services offered, prices, and reputational information “ can also serve as a field hospital for any player or NPC requiring urgent medical attention. In such cases, the party in need would attempt to quickly close the gap with the Endeavor and then either request access to dock in its landing bay or simply EVA into the external hospital pressure lock. With an ample supply of hospital beds, Hope-class Endeavors are also ideally suited to tackle a variety of rescue missions. A destroyed Idris might leave a vast wake of severely injured crew members floating in the debris, with only limited oxygen left in their personal evacuation suits. Hope-class Endeavors can quickly retrieve such individuals, administer enough medical attention to stabilize them, and then transport them to the nearest outpost “ all for a nice profit, of course. A research station close to the sun whose shielding has failed might be filled with scientists that have suffered severe burns and high doses of radiation. Can you go into more detail on the respawn mechanic for the Medical Bay? Can you deny enemies from spawning in your bay? How fast will replacement ships normally be delivered? How fast do you estimate expedited delivery to take? The pilot of a Hope-class Endeavor “ as with any other ship “ has complete control over who can see their broadcast beacon. They can specify that only certain individuals can see such signals, only certain organizations, anyone, or anyone with a particular reputational rating beyond a certain value. Individual players and organizations can also be blacklisted. This will not be Call of Duty “ with instantaneous respawns “ by any stretch of the imagination, and there will be a tangible penalty to death in terms of how long it takes you to get back to where you were even if an Endeavor is strategically placed. This is actually a critically important mechanic for the game as it will allow us much finer control over precisely how much of a penalty death should inflict, rather than it being exclusively linked to the distance from a major landing zone. This provides yet another way in which players can cooperatively work together, as some will be able to offer a valuable service to others in need. Can you expand on the farming mechanic? Why would we farm in space rather than on a planet? Is this a viable profession in the Star Citizen universe? Farming is certainly intended to be a viable profession within the Star Citizen universe, and depending upon the level of risk a player is willing to endure and the skill and knowledge that they bring to bear anything from a meager existence to an opulent lifestyle may be attained. Two major advantages of farming on a ship as opposed to a planet are that you can much more effectively adjust your plan given the current economic environment, and you can overlap your growth and delivery efforts. This, again, points to the value of mobile farms, as perishable goods can be utilized, in the case of seeds, or produced, in the case of crops, while en route to the actual marketplace at which the final goods will be sold, thus extending the distance at which you can deliver such products, which will in turn likely translate into better profit margins. Farming, then, is about considerably more than just mastering the growth requirements of rare and temperamental plant species and assuming that the profits will follow. As with most

things in an economy driven by supply and demand, if something is easy a lot of other players and NPCs will do it and the prices will collapse. Will plants continue to grow? Research requires constant intellectual analysis and decision-making as opposed to automated number crunching that lasts for an extended period of time. As such, progress is typically only made when a player is actively involved and pushing forward. A player that leaves their ship behind and wanders off with a friend or into a city for too long, then, might return to find their crops withered and dead. Logging off entirely, however, will cause all plant growth to cease, so the expensive seeds that you just planted and that require constant attention will still be there when you return. What happens if the landing bay is filled with ships when someone respawning orders their replacement? When a player on board an Endeavor orders a ship, the request is added to a queue that controls access to the Hangar Bay. External ships requesting landing access interface with the same queue, such that only one ship ever has access to the Hangar Bay at a given time. The pilot may depressurize the bay at any time, which will blow any ships or players contained within it back out into space. This would typically only be done to clear out another player actively trying to cause problems by refusing to leave. Such ejection would often be followed by the pilot blacklisting the offender so that if they ever again attempted to dock the request could be automatically denied.

2: All you should know about Letters of Recommendations - Part 3 - Endeavor Careers

EDLD Week 2 Assignment, Part 3: Blog Post #2 In Texas the progress of the Texas long-range plan for technology (LRPT) is required annually. The first progress report associated with this plan documents the State's progress and accomplishments in meeting recommendations began in

Part 1 is here in case you missed the beginning of it. April I bought some plate armor at the auction. My level 40 paladin now had more than hit points and was getting close to armor. I redefined the keys Q for my mount and E for Seal of Command. Along with Danes from my current guild we started a chain of runs in Scarlet Monastery, a big place that was split up in several smaller dungeon instances. The journey there was actually quite a hassle. First we visited the Graveyard the smallest with no quests and then the Library. It went well for a while but on the way out we pulled too many. Here I tried using Divine Intervention, a timed shield of immunity to protect another player from harm while the enemies run back. Throwing this spell was always a suicide on my part and the other player was then supposed to revive the fallen party members afterwards. Another not so cool thing was that our pulling player did so using his character instead of a ranged weapon or spell. Nevertheless it went better in the Armory and we even killed the boss Herod. As he died it started pouring in with several dozens of additional enemies, but luckily they were not elite and could be exterminated with area of effect AOE spells. We did okay " but there was still a lot to learn. I also started running the instance dungeon Gnomeregan a few times. This dungeon was a fascinating experience the first time. It was a confusing dungeon, but luckily the other guildies knew just where to go. Our healer was magnificent and even had macro text to show who was being healed, and Nonaki demonstrated crowd control CC in the form of turning an enemy into a sheep. The boss at the end was Mekgineer Thermaplugg , and here Belfachmor had to run around and hit red buttons to prevent bombs from pouring out of the machinery. The zone Desolace was a mix of soloing and collaborating with the Danish guild member Samwize. Quests started popping up that sometimes required us players traveling all over Azeroth to solve them. For the Gelkis in Desolace, a clan of centaurs, Samwize and I first had to travel all the way to the other continent to kill a troll in a zone called Swamp of Sorrows. This quest chain reached a peak by blowing a horn back in Desolace and then surviving several waves of enemy centaurs, including a tough elite boss. My guild and I had another run in Scarlet Monastery to complete the Cathedral, another separate instance inside. I had read a tip about using a need and greed system to distribute the loot, and I suggested using it. It was quite successful and I wished the game had something like it built in. In the meantime, Bulwai contacted me and told me the good news that his guild, Nifelheim, had been converted from an all Swedish guild to a Scandinavian one. I was contacted by the guild leader Xiria, but I told her that I wanted to think about it. I was in doubt about the jump. The Danish Order had us chatting in my first language and it was easier to communicate and be sarcastic without someone not getting it. On the other hand the guild did have young kids and I had already endured immature playing styles from it. Bulwai promised that Nifelheim had players all in their twenties, and that was quite alluring. Nevertheless I still liked the way we Danes played together in Scarlet Monastery and it complicated matters. But Bulwai did his best to persuade me into making the jump. It was clear that he really wanted me to be part of Nifelheim. He talked about them only being interested in PvE dungeons and not PvP, and I let myself be talked into it. I wrote an in-game mail to the guild leader Zionux in The Danish Order about the change. He told me in a whisper that he appreciated how I told him about it instead of just quitting. I must admit that I never quite got used to the guild chat in Nifelheim. They did have a very friendly tone in the guild and especially Bulwai and Xiria seemed to have some sort of teasing game going on. And they had a much prettier tabard than The Danish Order. I went back to Stranglethorn Vale and had some bad luck killing elite panthers, but luckily a guildie from Nifelheim helped me out later. Then back to questing in Desolace again. The two zones were on each continent so it was always a long journey each time flying on taxa gryphons. It was almost perfectly flat, and I killed turtles and scorpions. But what I really came here for was to gather quests for the next dungeon, Uldaman. It was located in Badlands, a red desert zone south of Loch Modan. The timing of collecting quests for Uldaman turned out to be excellent as Bulwai invited me to a run there with guildies from

Nifelheim. The run itself was okay but suffered from us not having a real healer on board. Bulwai had a tendency to be a bit brash and pulls of up to level 43 elite enemies were not uncommon. He also had a problem about waiting for mana users to get their juice back up. And another player, Magnux, repeatedly transformed an enemy I was just about to hit into a sheep, after which my inevitable smack would cancel it. And then, all of the sudden, Bulwai had to walk his dog in real life. We visited Uldaman several times to complete quests. I later had a new healing spell Divine Favor that could heal a little bit here and there without losing mana. Sometimes it was bad enough for me to regret ever having quit The Danish Order. For the first time I also tried a respec where all of my talent points were reset for me to re-train and get new spells. The price for this was one gold, a sum that could certainly be felt in In one of the last of many runs in Uldaman, Bulwai had assembled a pick-up group. That last player immediately caught my attention as he was a member of The Phoenix Order. I had read about this guild at work earlier today, where I had sniffed around their stylish web site and forum. It looked like a serious and disciplined guild and I found that very attractive especially the fact that you had to write an application in the forum to become a member. During our run in Uldaman I asked Setix about his guild. Unfortunately he also had a 40 [] degrees fever and had a hard time concentrating about playing the game. But killing a level 47 elite giant went south he was too strong for us. Later that evening, Bulwai logged on. The guild leader Xiria and Bulwai teased each other in a way I had always considered to just be friendly banter in guild chat. Their debate got a little heated and Xiria started degrading Bulwai in ranks using the guild interface. I imagined that it was all just fun and that he would be returned to the original rank the next day. But then later, after Xiria had logged off, Bulwai actually started admitting in whispers that he was vexed about her degrading him like that. Only Bulwai, Trumdum and I was online at this hour, and Bulwai filled up the guild chat almost single-handedly. I made use of this opportunity to advertise a little bit for The Phoenix Order in one of our whispers, in case we wanted to leave one day. But before I embarked upon the above, I went on a trip to Theramore with Bricard to deal with a quest to get the artisan level in First Aid. It was one of the most unique and original quests I had yet seen in the game. A doctor gave me a roll of bandages, and then I had to hurry up healing a lot of sick soldiers lying on double beds in a room. I zoomed out and switched on their name tags so I could see their hit points. I managed to complete this quest the first time. It was a level 45 dungeon close to Gadgetzan in Tanaris. I learned how a rogue in our group could turn himself partly invisible and pull with style. The most fascinating part of this dungeon was after freeing five prisoners on top of sort of a pyramid with a very long and steep set of stairs. A large horde of normal level 45 enemies spawned at the foot of these stairs and started running up to us in increasingly bigger waves. It was chaotic, it was noisy, it was a lot of work and it was fun. One of the most epic fights I had yet seen in this game. There was even an epilogue where the five freed prisoners turned against us. I got a set of awesome shoulder plates as loot they had spikes on them and looked really intimidating. I was also back in Uldaman again and we managed to reach the end boss Archaedas. I had seen a movie on the internet about how to beat him and distributed my knowledge to the others in chat. We even got him down to just three pixels of health in the first attempt, then wiped. Second time, another wipe. Luckily third time was the charm, and one of the rewards was a nifty slot bag. One thing I was wondering about was the big ghost in the chamber behind the end boss. He had several pages of blather about the story of the dungeon. Probably vice versa too. I started questing in Badlands, especially killing rock elementals not far from Uldaman. But the big news tonight was that I managed to construct a much-coveted macro after a bit of research at work. For quite a while now I had been annoyed by the key 1 working as a toggle and thus erroneously turn me away from fighting in a chaotic battle. However, this macro now makes the key automatically select the next enemy while also attacking it. No doubt it will turn out to be quite useful in the later instance dungeons. One of them had a tiny robot running around to help him out.

3: "Grimm: Love Is in the Air" Elegant Endeavors: Part 3 (TV Episode) - IMDb

This is a fascinating and revealing letter which brings to light once more the foundational principle that Mason saw in the person and revelation of Christ Himself the center piece of education, and it reveals the purpose of all her educational endeavors, centered upon apologetic aims.

For part one click [here](#) and for part two click [here](#). Facts, as the saying goes, are stubborn things, and I do not mean to disparage them [in the previous two parts of this series]. The first stage of the trivium, the grammar stage, is focused on them. You must have facts, data, information with which to think. But these are only the beginning. Which is not to say that you only accumulate them during the school years associated with the grammar stage -- elementary school roughly. Whenever we enter a new area of knowledge, we must learn its grammar. And even after we move into the dialectic and rhetoric stages, we must still think about facts and information. We then learn to reason about facts and with facts. We enter the dialectic stage. We discover how to make sense of the facts and relate them to one another. We learn logic and we learn the logic of each discipline. This is an important distinction. General logic, that is the study of things like the law of non-contradiction and the many sorts of fallacies that can throw reasoning off its course is one thing. And it is generally applicable across the whole spectrum of experience and learning. Then there is the particular logic of each discipline. What I have in mind here is what we might mean when we talk about learning to think like a historian, or learning to think like a mathematician, or a biologist, chemist, poet, etc. In each case, the way we relate facts to one another takes on a different hue. And in each case what it might mean to reason effectively will vary, at least in terms of what it takes to arrive at truth. Establishing what is true in history or literature demands a different sort of reasoning than what it would take to establish what is true in botany or geometry. With the dialectic stage, the classical model recognizes and affirms the necessity of learning to think clearly and cogently about information. To begin with, the rhetoric stage is focused on cultivating the ability to communicate effectively. But if we are to avoid being sophists about persuasion, then what we will be doing is learning to communicate effectively about the truth as we have come to recognize and embrace it through our engagement with facts and logic. In other words, learning to speak well and persuasively about the truth requires that we come to some personal understanding of what is true, and having done that, then working out how to live in light of it. Moreover, rhetoric if it is to be more than brow-beating must recognize and appeal to the persuasive power of the beautiful -- the beauty of language, the beauty of art, the beauty of the truth. In other words, we have passed from the accumulation of information and the construction of knowledge to the life-long endeavor of living in light of the truth. Think of it this way. The grammar stage concerns Information, what is true about the world. The dialectic stage concerns Knowledge, understanding the relationships among the various kinds of information. The rhetoric stage concerns Wisdom, learning to live in light of knowledge and appreciating the beauty that inheres in truth and a life lived in light of the truth. In this way, the classical model provides an answer to the worst habits of thought that emerge in an era of information overload. It does so by communicating a vision of education directed toward wisdom. It also provides the intellectual tools necessary to realize that better vision of education. We do well to remember that the quest to attain wisdom is premised on the belief that the world is not absurd. We can move past the accumulation of information only if we believe that the world is imbued with meaning and that this meaning reflects the mind of the Creator along with His goodness and beauty. Because we believe that the Triune God has created and ordered the world we can confidently pursue knowledge and endeavor to live in light of it. It would not be too far from the mark to describe classical education as the work of brining our minds and hearts into harmony with the order of creation. A few years ago the playwright, Richard Foreman made the following observation: Classical education is poised to resist this trend only to the degree that it is anchored in a biblical and theological vision of a creation and redemption. Finally, a few lines from T. All our knowledge brings us nearer to our ignorance, All our ignorance brings us nearer to death, But nearness to death no nearer to GOD. Where is the Life we have lost in living? Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information? He often writes about film, television, books, and other

culture-related topics, and has been published by Christ and Pop Culture, Think Christian, Relevant, and elsewhere. David and his wife, Bethany, have three young boys and they live in Concord, NC. Thanks for helping us think more deeply about the bigger picture. Jumping like a fish out of the sea to get a look around is so valuable before one falls back into the water and your articles helped me to jump!

4: Classical Education After the Digital Revolution - Part 3 of 3 | Circe Institute

Space Shuttle Endeavour Flies over Hollywood Sign and Griffith Observatory in Los Angeles - Duration: Daniel D Gordon 18, views.

For education, contribution comes from state and central government, along- with economic development education system has improved but it still struggles for improved education. Annual Status Of Education Report Many children continue with the education to secondary school from primary level, ASER data shows that their foundation reading and math abilities are poor. Annual Status Of Education Report states " According to Census , one out of every ten Indians is currently in the age bracket of This amounts to more than million or 10 crore youth in all. If we do not ensure that these young people have access to the knowledge, skills, and opportunities they need to help themselves, their families, and their communities move forward. Dropout rates in secondary grades are very high, especially for girls. For healthy growth and development, a smart education system required and girls must be educated to impart knowledge to their children to build a better nation. Apart from the basic education system, a change is required by removing outdated topics in the syllabus, career focused learning, smart classes, good library, career counseling and better teachers in the secondary education system. Private schools are equipped with the latest teaching technics with better teachers and infrastructure but education in these schools are very expensive. After class 12th, unlike primary schools, government universities and colleges are better but seats are limited in professional education, be it engineering, medical, MBA or finance. In professional education, the government introduces reservation quota, which breaks the path for good career of deserving bright students and allows undeserving students to take their place. It is a cut throat competition; later these students may go into depression if parents do not have money to buy a seat through management quota to realize the dream of students. The qualifying marks have been decided as: I scored and did not get a rank. I read on Quora, somebody scored and did not get a rank. Is a student scoring or or , less deserving than somebody scoring 64? The overall government professional education system is good in India with the updated syllabus and good teaching staff but numbers of seats are limited against the population of the country. Overall infrastructure of Government education system is not enough for the massive population of India ; on the other hand population of India also can be blamed. There is a strong need for responsible teachers to impart constructive knowledge to primary class students. Training institutes for teachers on the district level for responsible teaching practices in the government schools in rural and urban areas. After primary education, government should provide everything to the reserved and poor class students from books, cloths, hostel, good teachers, free education, coaching, food to complete education environment even some money for their personal expenditure but no reservation in professional colleges. This will not only strengthen the nation but unite people and make students confident. Although the government has increased seats in professional colleges but more colleges are required to provide opportunities to academically good students. More Job oriented education system like skill India Children of government employees must be admitted in government schools wherever posted, this must be compulsory to improve the overall education system. The copies to be checked by graduate unemployed educated people on good payment basis, who clear basic exam for authorization to check copies of primary students.

5: Emily's Educational Endeavors

Ransomware - Part 3: Recovery In part one and part two of our three-part blog series *Ransomware* , we explored ways to both prepare and prevent a ransomware cyberattack. Part three outlines the four steps to recover from a ransomware attack.

I personally feel that this trilogy contains some of the clearest and most profound elaborations of spiritual truth I have ever read over the past 35 years. Regardless of where one believes this voice comes from, the material can and should be judged on its own merits. Motivation is thus at its highest level, and life skills are acquired quickly, easily, and joyfully. Naturally, especially early on, children are exposed to the vast range of activities, where they are given every opportunity to go deeper into the types of activities they are attracted to. As it turns out, what they like is often what they pick up on very quickly and show some proficiency at, and eventually, this activity can foreshadow the way in which the child will eventually contribute to the society when they get older. Of course, at different levels of age and maturity, there are different levels of awareness, honesty, and responsibility reached as a child continues to learn. But when one does? He is simply allowed to correct his mistake. Using the Triangular Code, he is first made aware of all the outcomes related to something he has thought or said or done. Then he is allowed to assess and declare his role in producing those outcomes. Finally, he is given an opportunity to take responsibility for those outcomes by putting corrective or remedial or healing measures into place. Such a decision would be, to a HEB, incomprehensible. I will say again that the difference between HEB society and human society breaks down to one really very simple element, which we shall call truthful observation. In HEB societies, beings acknowledge everything they see. In human societies, many deny what they see. Yes, we are making some progress in some new experimental educational systems that are not as rigid and authoritarian as those of the past. However, it is really our own evolution, our reaching for the integrity and self-honesty that highly evolved beings live by, that may be the first and most important step in creating a better learning environment for our young. I am humbled and grateful to have joined the CE team as of April as a contributing writer. Did you find a spelling error or grammar mistake? Do you think this article needs an update? Or do you just have some feedback? Thank you for reading.

6: My Endeavors in World of Warcraft, Part 3 – www.enganchecubano.com

planning health education programs or interventions Crucial to the success of an educational endeavor are the managerial elements common to all program planning. These are: Identification of problems, analysis of alternative approaches, setting objectives, assignment of resources, preparation of staff to carry out the function, and.

It is always advisable to find the correct answers to all your questions before you move ahead. Hence, in a series of four blogs, you would find all the solutions to your frequently asked questions about letters of recommendations. In part 1 of the blog series, we answered questions like what is a LoR, which programs need them and why, what is the ideal quantity et al. You could revisit that part here. In the part 2 of the series, online LoRs were introduced and answered. What is the online recommendation? The first type, the more common one, is the one where an email is sent to the referee. The email has a link, with access credentials. The referee might be asked to create a temporary account on that page. This is helpful for referees in colleges who will get multiple reference requests, and therefore can access all their recommendations through a single account. Once the referee logs in, there are some formal questions, including, but not limited to Since how long have you known the applicant and in what capacity? Please comment on the strengths of the applicant OR What are the most outstanding qualities of the applicant? Please comment on the weaknesses of the applicant OR What are the areas of improvement of the applicant? Please state the peer group against which you have compared the applicant. This is followed by a rating matrix, wherein qualities such as research potential, ability to take an initiative, teamwork, original thought process, academic performance, and professional attitude are to be rated. These percentages might vary slightly from program to program. Finally, there is a blank box asking the referee to provide additional information, if any, to support the recommendation. At the end, there may be a drop box with the following options: I recommend the applicant strongly. I recommend the applicant. I recommend the applicant with reservations. I do not recommend the applicant. Once finished, the referee must submit the recommendation. The referee is allowed to save a PDF of the recommendation for future reference. When the recommendation is submitted, a confirmation email is sent to the applicant and the referee, and corresponding status updated in the online application. Can I ask my referee to forward the recommendation email to me? You should not do that. You should not violate the sanctity of the process. My referee cannot write a recommendation in English. What should I do? They will tell you what to do. Most of the times, the solution is to choose a referee who can communicate in English and avoid those who cannot communicate in English. So do I need professors or famous people to write my recommendations? That is the most widespread myth about LoRs. The following things matter in a recommendation: How well, or how closely, has the referee observed your work or academic performance? Do not choose recommendations from your school if you are applying for a graduate level program. The examples given to support the recommendation. Vague recommendations that do not highlight particular abilities with examples gain less traction. The readiness of the referee to comply with the recommendation system. If the referee refuses to submit online recommendation but the program mandates an online recommendation, either avoid the referee or avoid the program. The following things do not matter in the recommendation as much as the above. How famous is your referee, or how high is the designation. A well described recommendation from an assistant professor will help your application much more than a vague recommendation from the head of department. How long is the recommendation. Concise recommendations are totally fine. Who should submit the recommendation? Academic referees – people who have taught you. Professional referees – people who have observed your work in a professional setting, either internship, industry project, or full time work. In an exceptional case, this could be the person who supervised your work in a nonprofit assignment working with an NGO. Can I get recommendation from a personal reference? There is no scope of personal recommendations for applications to graduate programs. Undergraduate programs at times require character-based recommendations. How do I select who should write the recommendation? Ideally, 2 academic referees plus 1 professional referee. Sending 3 academic references is absolutely fine. Sending all 3 professional references is acceptable, but you will have to either inform the program in advance,

or put an extra explanation there is space given for such explanations in the online application on why you could not find any academic referee. If you have more doubts, you could either wait for the next and the last part or comment below. We will get back to you as soon as we can. You can check out our video on the same
Written by:

7: school " Ellwood City, PA news

The Veritas Story, Part 3 By Marlin Detweiler (This will make more sense if you read the prior installments.) We developed the curricular objective of teaching history and the Bible in an integrated way.

Be sure to read Part 1 and Part 2 as well. Engineering is the field of human endeavor responsible for designing and building new technologies and improving upon old ones. If you want to understand why something went wrong, you ask a scientist. If you want to fix what went wrong, you ask an engineer. Much like science, engineering is an iterative process, meaning you build on your most recent results to improve the outcome: The difference is that engineering is much more results-based. A scientist can pursue the explanation of a natural event without having to know what use the explanation might eventually be, while an engineer who designs a useless machine will likely be fired. The old joke goes that a scientist thinks that reality is an approximation of equations while an engineer thinks that equations are an approximation of reality. Engineers tend to work more with real life limitations, which are usually a lot messier than the beautifully simple equations that a scientist might use to approximate reality. Orville Wright takes off on the first powered flight, after years of failing to fly. At a time when the most gifted scientific minds in the world were trying, and failing, to achieve powered, controlled flight even with plenty of financial and logistical backing behind them, two bicycle makers from Ohio managed to figure it out basically on their own. Orville and Wilbur Wright thought about the idea of flight differently than most scientists of the day. Their designs for flying machines envisioned making turns on a level plane, with banking of the machine to one side considered undesirable. Every last one of their designs failed. The Wright brothers instead thought about flight as primarily about control, not power. To the bicycle-making brothers, turning in the air seemed similar to turning on a bicycle: However, they wanted more control than just shifting their body weight so they looked at how birds turned while flying: How they could change the shape of a wing eluded them, until Wilbur was absentmindedly twisting a long inner tube box in their bicycle shop and they hit upon the idea of warping the wings. Skinnier wings lessened drag and vertical rudders allowed it to turn. The Wrights had tried and failed to fly numerous times, but their determination and creative thinking enabled them to eventually succeed. They built up their prototypes one part at a time, adding components only after others had been refined, and gradually increasing the complexity of their vehicle until it was ready to attempt sustained, powered flight. And they improved upon that first flight many times over through practice, further experimentation, and redesign. For comparison, a modern covers 24 miles in just over 2 minutes at cruising speed, and would cover more than miles in 38 minutes of flying. It can be said that every pilot who has ever flown has learned to fly from the Wright brothers, as there was a time when they were the only people on Earth who knew how to do it. They taught some of the earliest military aviators, who ran flight schools as aircraft became more and more advanced in the coming decades. A crash left Orville with a broken leg and four broken ribs. The great engineers never stop failing. Failure in engineering and in life, frankly means being better equipped to succeed the next time around. If it works, great! If not, try something else. Each of their successive failures was a source of data and lessons learned towards their overall goal. That tenacity and resourcefulness is what makes a good engineer, and these should be the basis of any program in engineering education.

8: Something Fishy about Estuarine Habitats | A Science Education Endeavor

by Richard Enos, August 26th, (note: Because there was some confusion for some readers in Part 1 of this series as to the source of information about advanced ET civilizations, I will state here that the information comes from the internationally bestselling 'Conversations With God' trilogy, with the quotes here and in the previous articles coming from Book 3.

We developed the curricular objective of teaching history and the Bible in an integrated way. It was also important to us to teach history from the beginning. Most educators have focused on American history in grammar school. We were committed to teaching more than that. Teaching history from the beginningâ€”Creation to the presentâ€”was always important to us. We also knew that history taught separate from the Bible was a mistake. Learning about ancient Egypt, ancient Greece, or ancient Rome and not being able to relate such learning to biblically recorded events has created and continues to create children with a tragically bifurcated understanding of history. It seemed crucial to us to understand the effect of Greco-Roman culture and ideas on the world into which Christ was born. The more I learn about the New Testament, the more I realize how important this is. Another problem this integration mitigated was sequencing. Biblically literate children can tell you many of the great biblically recorded events and keep them in orderâ€”they learned their Sunday School lessons well. I was never much of a history student, and I have the transcripts to prove it! Not the least of these is to avoid repeating those parts of history that ought not be repeated. Our educational endeavors have continued to bear this out in the lives of the students we have worked with. Biblical understanding in a historical context is no less important. We went looking for curriculum that would meet these objectives and found nothing that did all we believed was important. So Laurie developed the idea, and some very helpful school parents developed some lists of events to use. It was a very rough idea of what would become the foundation of Veritas Press, the Veritas Press History and Bible curriculum that incorporates flashcards, projects and music. The first year of a school is an exciting time. This was never truer for us than at The Geneva School. To be sure, there were bumps in the road, but they paled in comparison to the education and the joy of coming home with our children each day. The year sped by. The summer after the first year included another trip to the conference in Idaho. This time our delegation included just three of us, Laurie, me and Michael Eatmon, our first hire. He was the Academic Dean and a teacher. Eatmon was no taller than some of his fifth grade students. But what he brought to the school was enormous. The relationship he developed with his students was exhilarating. Would you mind getting me a copy so I can listen to it at home when I read? The second year of the conference was much like the firstâ€”except bigger, much bigger. Word was getting out, and the popularity of what has become known as classical Christian education was growing exponentially. We found ourselves right in the middle of it. Shortly after we arrived Wilson mentioned to me how much he had seen interest grow and was convinced we needed to start an association to assist these blossoming schools. He invited the two Logos School administrators Tom Garfield and Tom Spencer and me to a meeting with him to discuss establishing such an organization. From that point forward the conference which we had attended the previous two years would become known as the ACCS Conferenceâ€”even retroactively to include the first two. What had Laurie and I gotten ourselves into? Whatever it was or would become it was not what we had envisioned a little more than a year earlier. The Geneva School grew from 37 students the first year to over 75 for the second year. Growth pains are good problems, but they are still very real problems. More staff, more desks, more of everything. Registration for the third year burgeoned to over It created stress and challenges. Other stresses existed, too. Laurie and I had become increasingly convinced of the importance of Christian education for children of Christian parents. We had seen the value of many practices and habits that others with whom we worked believed were neither practical nor realistic in a metropolitan environment like Orlando. As we considered our options we determined to leave The Geneva School in the very capable hands of the remaining board members and to move on. And move we did.

9: Spacecraft - MISC Endeavor Q&A - Part 3 | Joystick Required

Part 1 can also be used as a stand-alone exercise and can be completed during one class period. Part 2 focuses on Oyster reef restoration, Part 3 examines saltmarsh and sandflat structure and habitat biodiversity and Part 4 is on the topic of seagrass structure and habitat biodiversity.

Education for the Kingdom, Part 3: The preservation of the Christian faith for future generations was the challenge against which Mason found education to be a primary answer. The youth faced the urgent need to overcome the wave of unbelief which seemed to be ready to swipe away the treasure of Christianity, and parents found themselves bewildered as they tried to figure out what to do. Mason saw that part of her calling was to help. In other words Mason recognized that ordinary parents had need of guidance and instruction in apologetics, as well as in the methodology of teaching and learning if they were going to help their children grow in the Christian faith against common obstacles. We have a record of who she met with with this purpose in mind. But what is not generally known is what was Mason reading during those long train rides and what thoughts occupied her attention in response to them—until now. The novel is an excellent portrait of the crisis of faith experienced at the time. It was written in the form of a personal letter from a married woman to her childhood friend. The manuscript touches on such subjects as: Of course you have. All this year everybody has been asking everybody that one question. You know what a lovely Christ-like life the young clergyman leads and how heavenly-minded—“even if a little narrow”—is the woman he marries. The first volume is delightful—a story of kingdom come; pure earthly love, ever waiting at the head waters of love, for inspiration direction and loves of service: Though you already feel there is a leak somewhere, and the enemy may any day come in as a flood. Then, all at once with little to lead up to it, comes the catastrophe, a spiritual one. Miracles do not happen; therefore the Resurrection has not happened, therefore the Christian king is discrowned; God has not spoken to man and there is no revelation. Even so, what certainty of anything beyond the grave? The one certainty left is—“our Brother: Wherefore, let a man make himself the saviour of some others; let him gain so much salvage from the wreck of life. Here is the sum of the whole matter. So far as man has this means of knowing. There may be more; but, who knows? This is why Edward and I have set ourselves to analyse it as carefully as if it professed to be the true story of a real man. You will say, perhaps that it is better the young people should ask crucial questions at any cost. Than that they should sit at their ease, believing with a lip deep faith, all they are told, because they care for none of these things? I daresay it is; but then, when they come to ask these searching questions, I think we should be ready to give them not the formulae of our youth, but the fresh living thought of the day, as it supports the truth we hold. Let me tell you the three or four practical conclusions we have come to anent the spiritual history of Robert Elsmere. Its the nature of us to crave a pope who will save us the trouble of thinking. We have popes many, political, social, literary, scientific, religious, and woe to the excommunicate who presume to think their own thoughts in their own lines. What is that sure ground? If a fair and honest explanation of the difficulty offers, well, if not, we must admit that it is a difficulty, that we do not see the way out of it; also, that many good people find in such difficulties reasons for doubting the truth of the Bible. This seems to us important for no argument has such weight with the young as the discovery that it is not profane persons and evil livers only who assail the Scriptures with their doubts. To come across a righteous large minded man, who casts the Bible aside while he still holds to a large if vague faith in God, is terribly staggering to the immature mind. And all the more so because it is attacked on many sides. The title of defender of the Faith should still be an honourable distinction in the eyes of our young people. At the same time, you will understand that we would not have them grow up jealous with a distrustful jealousy from the mere letter of the word. It is not in such points as the six natural days for the creation of the world we would have them take their stand. For in the Bible, we have God, in the Bible, we have Christ, and in the Bible, we have man; and it is in its revelations of these that the Bible is impregnable. She saw in these sermons the work of a writer who could instruct parents with sound arguments by which they would be enabled to fulfill their apologetic role in raising up their children as believers in an age of increasing unbelief. We live in an age when many serious souls are liberating themselves from the

bonds of recognised religion. So far as external, formal religion goes, their protest against that is at an end; they bow the knee and worship, and say it is fit that they should; but they decline to have their beliefs bound by the dogmas, their ideas inspired by the teachings, of the ancient creed. This attitude of many thoughtful minds need not fill us, to whom He is all-in-all, with despair for the cause of Christ. No man can give what he has not got; and this is true, above all, of the certainties of the faith. But we are in the dark hour before dawn; such a Christianity is coming upon us as neither the world nor the Church has ever dreamed of; even now we begin to see our way out of the darkness, because we begin to see why it has fallen upon us. Possibly it is for this that many consciences are in revolt against religion as it is taught. If any teacher is able to measure the surging shallow thought of our day, and show us how Christ still sitteth above the water floods, a king for ever, he does an unspeakable service to parents, many of whom are suffering under an anxious sense that they are the conservators of Christianity for their children, and that they hold their treasure with uncertain grasp. How to communicate the treasure is not the question. Give them the idea, and none in the world knows so well as parents how to convey it to the minds and hearts of the little ones. His important works demand more than a brief notice; and we propose to introduce any of our readers to whom his teaching is not familiar to the incisive thought of one who has set himself to the solution of the anxious question of the age with profound insight and triumphant faith. The parents of little children can hardly do a better thing for their children than to make these arguments their own, become imbued with like passionate conviction and read the Gospel history with a note-book in order to establish every point, with many examples. All of us who have to do with children should be able to give a reason for the hope that is in us, and such a reason as will satisfy the keen and critical young mind. Where only little children are concerned, it may be enough to fill ourselves with convictions which will inevitably flow from the full heart in the most simple talks about Christ the King, which the little ones can understand. But where parents have young people growing up about them, would it not be well to make these articles the bases of a careful study of the Gospels? A young person fortified with this kind of teaching, having such arguments by heart in the best sense, will not be carried away by every wind of doctrine. The shame of having nothing to say for the faith they profess is the real cause of the falling away of many an ardent young soul. We absolutely must face the questions that are in the air. However much we elders choose to shut our eyes and say we see no danger, it is certain that no young person of education and intelligence will long escape the necessity of having to contend for or deny the faith. Surely education should make some provision for this exigency. There was never any other foundation and there was never any other aim. I want to thank you for staying with me up to this point. In the next part of this series we will follow the development of this same emphasis through the first decade of existence of the PNEU and the life of the House of Education in Ambleside. Draft Letter "May Holiday.

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