

The Original Journal Of General Solomon Lovell Scholars Choice Edition

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The Original Journal of General Solomon Lovell, Kept During the Penobscot Expedition, 1779

This fascinating book presents the original journal of General Solomon Lovell, one of the commanders of the Penobscot Expedition of 1779. The journal provides an intimate and detailed look at one of the most significant military campaigns of the Revolutionary War. This work has been selected by scholars as being culturally important, and is part of the knowledge base of civilization as we know it. This work is in the "public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant.

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The Original Journal of General Solomon Lovell, Kept During the Penobscot Expedition, 1779

This historic book may have numerous typos and missing text. Purchasers can usually download a free scanned copy of the original book (without typos) from the publisher. Not indexed. Not illustrated. 1881 edition. Excerpt: ...was done, and the quota partly filled in that way.! Collected four hundred and thirty-three, rank and file, and embarked them for Townsend. Some were old men, some boys, and some invalids; if they belonged to the Train Band or Alarm List, they were oldiers, whether they could carry a gun, walk a mile without crutches, or only compos mentis sufficient to! keep themselves out of fire and water." The Cumberland recruits were of much the same general character. These facts were represented to the General, who wrote at once to the several brigadiers to fill up their quotas immediately. Some of these subsequent levies reached the Penobscot just previous to the final catastrophe. 1 Lovell's Journal. 2 State Archives, vol. 145, pare 275. 3 State Archives, vol. 145, page 284. The adjutant says farther, in relation to their equipments: " most of them had arms, but many were out of repair, little or no ammunition, and most of the officers and men quite unacquainted with any military manoeuvre, and even the manual exercise." Major Todd states¹ that he " received orders on the 2d July to repair to York County, to receive the troops raised there. Arrived at Wells on the 6th, and after the most urgent endeavors, consulting with General Frost and the colonels of the respective regiments," he had received, up to tie 13th, not more than sixty men, some of whom were brought in by force of arms; on the 14th he had readjr to march one hundred and thirty men, and the next day set out for Casco Bay. These testimonies are necessary in order to understand the material with which the General had to work, and the difficulties tjhat beset his way from the very outset. Even recruits of this class were deficient in number fully one-third. While at Townsnd, General...

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The Journal of Education

Praise for *How Learning Works* "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, *Tools for Teaching* "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book." —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, *e-Learning and the Science of Instruction*; and author, *Multimedia Learning*

Journal of Education and School World

In actual therapy sessions, the video shows Dr. Linehan teaching patients the use of such skills as mindfulness, distress tolerance, interpersonal effectiveness, and emotional regulation in order to manage extreme beliefs and behaviors. Viewers observe how Dr. Linehan and a team of therapists work through the range of problems and frustrations that arise in treatment.

Choice

"Originally developed for treatment of posttraumatic stress disorder (PTSD), this evidence-based approach is now also used to treat adults and children with complex trauma, anxiety disorders, depression, addictive behavior problems, and other clinical problems. EMDR originator Francine Shapiro reviews the therapy's theoretical and empirical underpinnings, details the eight phases of treatment, and provides training materials and resources. Vivid vignettes, transcripts, and reproducible forms are included"--Amazon.com.

Primary Care Mental Health

The 21st century seems to be on the move, perhaps even more so than the last. With cheap travel, and more than two billion cars projected worldwide for 2030. And yet, all this mobility is happening incredibly unevenly, at different paces and intensities, with varying impacts and consequences to the extent that life on the move might be actually quite difficult to sustain environmentally, socially and ethically. As a result 'mobility' has become a keyword of the social sciences; delineating a new domain of concepts, approaches, methodologies and techniques which seek to understand the character and quality of these trends. This Handbook explores and critically evaluates the debates, approaches, controversies and methodologies, inherent to this rapidly expanding discipline. It brings together leading specialists from range of backgrounds and geographical regions to provide an authoritative and comprehensive overview of this field, conveying cutting edge research in an accessible way whilst giving detailed grounding in the evolution of past debates on mobilities. It illustrates disciplinary trends and pathways, from migration studies and transport history to communications research, featuring methodological innovations and developments and conceptual histories - from feminist theory to tourist studies. It explores the dominant figures of mobility, from children to soldiers and the mobility impaired; the disparate materialities of mobility such as flows of water and waste to the vectors of viruses; key infrastructures such as logistics systems to the informal services of megacity slums, and the important mobility events around which our world turns; from going on vacation to the commute, to the catastrophic disruption of mobility systems. The text is forward-thinking, projecting the future of mobilities as they might be lived, transformed and studied, and possibly, brought to an end. International in focus, the book transcends disciplinary and national boundaries to explore mobilities as they are understood from different perspectives, different fields, countries and standpoints. This is an invaluable resource for all those with an interest in mobility across disciplinary boundaries and areas of study.

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