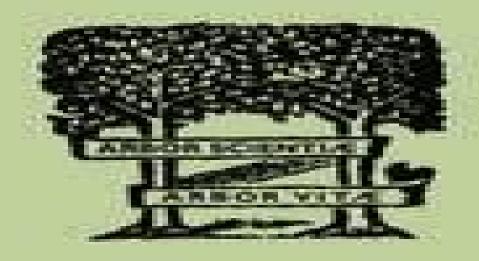
# THE ELEMENTS OF PSYCHOLOGY



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**E. Brooks Holifield** 

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The True, the Good, and the Beautiful John Levi Martin,2024-10-24 We have many histories of social theory what different authors attempted to do as they responded to previous theories But we know precious little about how they did this in structural terms what scaffolding they adopted and adapted to make their claims Yet today s social thoughts largely employ structures passed down from previous generations structures that were developed to solve problems that are no longer ours In The True the Good and the Beautiful John Levi Martin explores these structures the resulting tensions and their broader significance for sociological thought By examining how thinkers mapped interpersonal to intrapersonal structures he traces the development of the underlying architectonics of theory focusing on one that was inherited from eighteenth century philosophy and brought into social science in the nineteenth century He shows that the structural tensions inherent in these theories paralleled those being worked out in practical terms by constitutional theorists as thinkers attempted to return to their most fundamental understandings of the nature of the human the social and the political

to recraft their societies A magisterial new interpretation of the foundations of sociological thought The True the Good and the Beautiful is as ambitious a work of social theory as we have seen in generations **Verbal Deficit** J. C. B. Gordon,2018-09-14 Originally published in 1981 Verbal deficit theories try to account for differential educational attainments in linguistic terms suggesting that children reach varying levels of success in school as a result of their ability or inability to express themselves and relate this to social class This critique considers such theories especially in the form propounded by Bernstein primarily from a sociolinguistic viewpoint but with special attention to the historical and educational context behind the theories It claims that verbal deficit theories are not only unscientific and non linguistic but are educationally damaging as well and proposes instead a linguistic difference theory **Barnard's American journal of education**, 1863

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