

growth, innovation and education. The authors, like the baby boom generation itself, posit new ways of thinking about aging, as longevity and declining birthrates put the world on track for a mature population of unprecedented size and significance. Among topics they examine are: The emotional intelligence and qualities of the aging brain that science is uncovering, “senior moments” notwithstanding. The new worlds of genomics, medicine and technology that are revolutionizing health care and wellness. The aging population’s massive impact on global markets, with enormous profit potential from an explosion in products and services geared toward mature consumers. New education paradigms to meet the needs and aspirations of older people, and to capitalize on their talents. The benefits that aging workers and entrepreneurs bring to companies, and the crucial role of older people in philanthropy and society. Tools and policies to facilitate financial security for longer and more purposeful lives. Infrastructure and housing changes to create livable cities for all ages, enabling “aging in place” and continuing civic contribution from millions of older adults. The opportunities and potential for intergenerational engagement and collaboration. The Upside of Aging defines a future that differs profoundly from the retirement dreams of our parents and grandparents, one that holds promise and power and bears the stamp of a generation that has changed every stage of life through which it has moved.

Reforming Secular Education or Reestablishing Religion?

See No Stranger

An Oxford Handbook of Applied Ethnomusicology

Decolonizing Discipline

Public Ethnomusicology, Education, Archives, & Commerce

Essays on Movement and Dance in Western Buddhism

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Essentially we do not really have the right to talk about normality or abnormality in a child’s inner life, nor indeed in the inner life of human beings altogether...One does not gain much from such labelling, and the first thing to happen should be that the physician or the teacher rejects such an assessment, and goes further than saying that something is clever or sensible according to the way people are habitually thinking.” – Rudolf Steiner Speaking in 1924, when general attitudes to people with special needs were far from enlightened, Rudolf Steiner gave this seminal course of lectures to a small group of teachers and doctors as a fundamental basis for their future work. In the cultural context of the time, regressive ideas such as Social Darwinism and Eugenics were not only tolerated but popular (some 15 years after these lectures were delivered, the Nazis were to initiate their so-called “euthanasia” programme). In contrast, Steiner – who as a young man had successfully tutored a boy with special needs – was devoted to the progressive task of special education and, in the words of one of those present, “gave the course with pleasure and satisfaction”. In the twelve lectures, Rudolf Steiner describes polarities of illness and derives courses of treatment from a comprehensive analysis. He considers many individual cases in detail and gives indications on therapeutic exercises, diet and medicine. The “I” (or self), he states, relates directly to the physical body, and spirit and soul need to be taken into consideration when making diagnoses. Throughout the course Steiner gives valuable advice regarding the educator’s own development, emphasizing the need for enthusiasm, humour and courage. As with Steiner’s lectures on agriculture, which stimulated the birth of the worldwide biodynamic movement, this single course has had a huge international impact, inspiring the founding of hundreds of schools and communities for people with special needs – encompassing both the Camphill and Steiner special education movements. Revolutionary in its approach, the far-reaching perspectives of these lectures are a living source of inspiration to both professionals in the field and parents and others seeking spiritual insight. This new edition features a fresh translation, introductory material, notes, colour plates and an index.

Both Buddhism and dance invite the practitioner into present-moment embodiment. The rise of Western Buddhism, sacred dance and dance/movement therapy, along with the mindfulness meditation boom, has created opportunities for Buddhism to inform dance aesthetics and for Buddhist practice to be shaped by dance. This collection of new essays documents the innovative work being done at the intersection of Buddhism and dance. The contributors—scholars, choreographers and Buddhist masters—discuss movement, performance, ritual and theory, among other topics. The final section provides a variety of guided practices.

In the Bengali speaking regions of Bangladesh and India, the Bengali term *bede* today often evokes stereotypical imaginations of itinerant people. Of highly contested origin, the term has in the last two hundred years become the pivotal element for categorising and portraying diverse service nomads of the Bengal region. Besides an analysis of their portrayal in ethnographic and Bengali

fictional literature, this book traces causes, reasons, and processes that have led to an increasing perception of these so-called ‘Bedes’ as being ethnically different from the sedentary majority population.

This widely used practitioner resource and course text, now significantly revised, is considered the most comprehensive guide to working with children who have experienced major losses, family upheavals, violence in the school or community, and other traumatic events. Leading experts present a range of play and creative arts therapy techniques in chapters organized around in-depth case examples. Informed by the latest knowledge on crisis intervention and trauma, the fourth edition encompasses work with adolescents as well as younger children. Each chapter concludes with instructive questions for study or reflection. New to This Edition *Expanded age range: now includes expressive therapy approaches for adolescents. *More attention to traumatic stress reactions and posttraumatic stress disorder (PTSD); several chapters address complex trauma. *Extensively revised with the latest theory, practices, and research; many new authors. *Additional topics: parental substance abuse, group work with adolescents, chronic medical conditions, animal-assisted play therapy and courtroom testimony, and more.