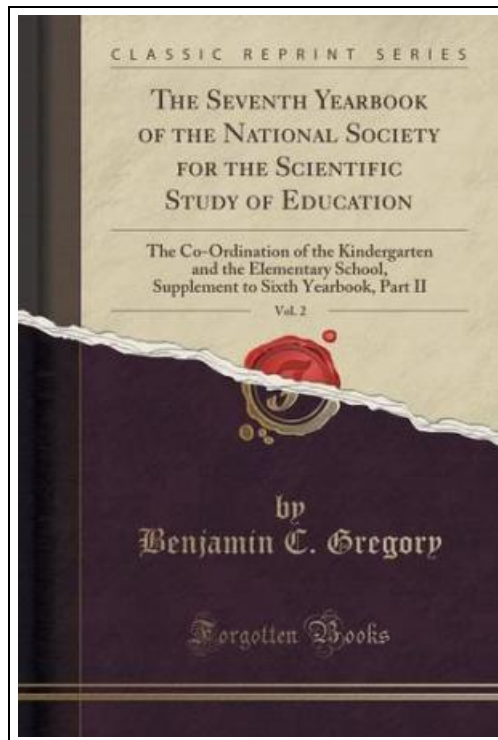


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Reviews

Extensive guideline! Its this sort of very good go through. I have got read and i am confident that i will gonna read through once more once more in the future. Once you begin to read the book, it is extremely difficult to leave it before concluding.
(Joana Champlin)

THE SEVENTH YEARBOOK OF THE NATIONAL SOCIETY FOR THE SCIENTIFIC STUDY OF EDUCATION, VOL. 2: THE CO-ORDINATION OF THE KINDERGARTEN AND THE ELEMENTARY SCHOOL, SUPPLEMENT TO SIXTH YEARBOOK, PART II (CLASSIC REPRINT)

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Forgotten Books, United States, 2015. Paperback. Book Condition: New. 229 x 152 mm. Language: English . Brand New Book ***** Print on Demand *****.Excerpt from The Seventh Yearbook of the National Society for the Scientific Study of Education, Vol. 2: The Co-Ordination of the Kindergarten and the Elementary School, Supplement to Sixth Yearbook, Part II Part II of the Sixth Yearbook was devoted to an investigation of the relation between the kindergarten and the elementary school. The subject was taken up with a desire to further the effort to establish the kindergarten more firmly as a part of the public-school system by bridging the chasm which lies between it and the primary grades. The following papers comprise the Yearbook: Introduction, Ada Van Stone Harris; The Psychologic Basis of the Kindergarten, Edwin A. Kirkpatrick; An Interpretation of Some of the Froebelian Kindergarten Principles, Maria Kraus-Boelte; Some Conservative and Progressive Phases of Kindergarten Education, Patty Smith Hill; The Evolution of the Kindergarten Program, Harriette Melissa Mills; The History of Kindergarten Influence in Elementary Education, Nina C. Vandewalker. With the exception of the articles by Miss Harris and Miss Vandewalker the papers deal almost exclusively with the kindergarten side of the question. They do not touch the practical problem of how to co-ordinate the work of the kindergarten and the school though they prepare the way for an intelligent discussion of that question. The present Yearbook attacks the problem directly and along four distinct lines. Superintendent Gregory approaches it from the side of Froebelian educational principles and maintains that the solution lies in the application of these principles in both kindergarten and school. Miss Bender shows that the educational material used in kindergarten and primary grades and the aims to be sought have so much in common that there is no practical difficulty...



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