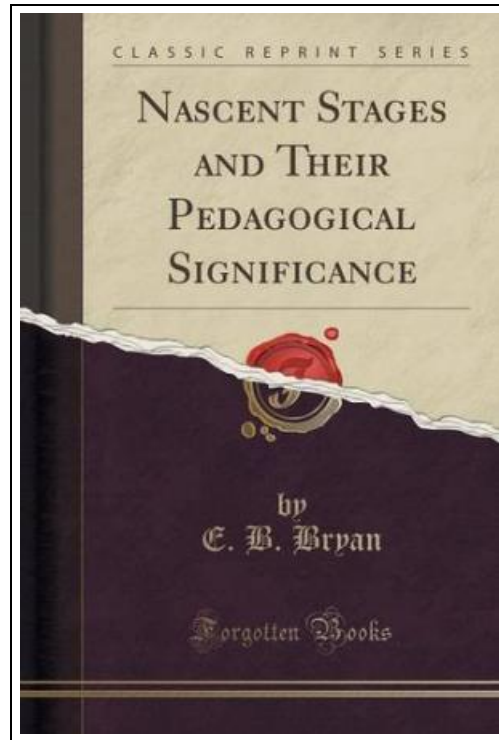


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Reviews

This kind of publication is every little thing and taught me to looking ahead of time and a lot more. It is packed with wisdom and knowledge Once you begin to read the book, it is extremely difficult to leave it before concluding.
(Ida Herman)

NASCENT STAGES AND THEIR PEDAGOGICAL SIGNIFICANCE (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 *Nascent Stages and Their Pedagogical Significance* In general literature, the thought that human life is not an unbroken continuum but rather moves in great beats or stages is quite pronounced and dates back to very ancient times. An historical study of religious ceremonies performed at certain ages shows how deeply the idea has worked itself into the religious consciousness. A brief but careful study of the contemporary religious consciousness has revealed the same thing, and the special studies upon conversion, backsliding and other religious phenomena bring out the same results. The change of seasons, the succession of crops, special days for special things, all emphasize the thought that there are certain times that are peculiarly fitted for certain things. The old faculty psychology dividing the mind, as it does, not only into intellect, sensibility, and will, but also into the chronological apartments of perception, memory, imagination, judgment, reason, etc., while largely the result of speculation, is doubtless to a degree both the result of this folk-consciousness and also a potent cause for the tenacity with which the educational world at large clings to the idea of successive stages in development. Teachers and students have experienced that some things come comparatively easy in early years and other things in later years, and consciously or unconsciously arrive at the conclusion that there should be an adaptation of the kind and amount of work to the stage of development; i.e., that certain times are ripe times for certain things. A limited number of experiments upon animals, together with every day observations, tend very strongly to confirm this thought. The results of Spalding's (35) work with the chick...



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