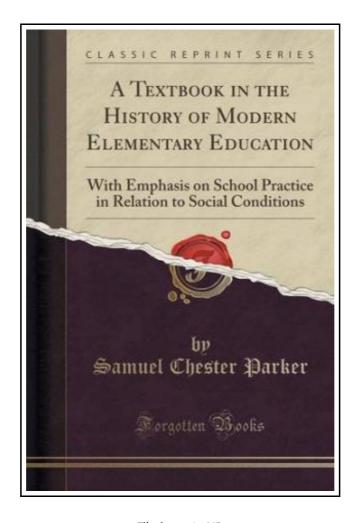
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Forgotten Books, United States, 2015. Paperback. Book Condition: New. 229 x 152 mm. Language: English. Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*. Excerpt from A Textbook in the History of Modern Elementary Education: With Emphasis on School Practice in Relation to Social Conditions Hence such concrete matters are presented as the growth of English cities and of town life in New England, the development of natural science, of religious toleration, of national governments, and of democracy, which the student s high-school courses in general history and in science prepare him to understand. Changes in educational theories are traced in connection with social changes and with those educational movements and educational reformers that have directly modified elementary-school practice. Consequently many theoretical writers who have exerted little or no direct influence on practice are omitted from the discussion. The developments in actual school practice that is, the changes in the curricula and methods of school systems - are especially emphasized. These are not presented in an isolated way, however, but as definitely related to changes in social conditions and fundamental theory. Whenever a given movement can be typified by describing English or American conditions, this has been done. In some cases, however, such as the Rousseau movement or the secularizing of the Prussian school system, the importance of the continental European situation necessitates a lengthy description of it without special reference to its relation to the American development. About two thirds of the book is devoted to changes in elementary education since the publication of Rousseau s Emile in 1762. This emphasis on later developments is justified by the fact that relatively little change occurred in elementary education from 1500 to 1800, as compared with the revolutionary developments of the nineteenth century. About the Publisher Forgotten Books publishes hundreds of...

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