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 Perception Research"; "Outcomes"; "Factors Related to School
 Transitions"; "Individual Factors"; "School Environment"; "Family
 and Peer Environments"; "Summary"; "Using Thematic Frames for
 School Transitions"; "Interventions and Programs"; "Implications";
 "References"; "5 Activities and Strategies for Implementing Transition
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 Committee"; "Visit the Feeder/Receiving Schools"; "Host an Open
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 "Establish a Buddy System or Ambassador Program for Students and
 Parents""Offer a Shadow Day"; "Maintain Contact During the
 Summer"; "Once the School Year Starts"; "Other Suggestions";
 "Fledgling Redhawk Program"; "References"; "6 How Educators Can
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 the School Principal"; "The Role of the School Counselor"; "The Role
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Scholarly Community and the Outside World -- Conclusion -- Notes --
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Sommario/riassunto

Throughout the 1920s and 30s Prague was the intellectual center of Ukrainian emigres in Europe, not least because of significant financial support from the Czechoslovak government and its first president, Tomas Garrigue Masaryk, for emigre students and intellectuals. On the basis of extensive archival research in Ottawa, Prague, and Kyiv, Zavorotna outlines the continuation of Ukrainian scholarship in history, linguistics, pedagogy, the visual arts, and other disciplines at various institutions in Prague and Podedbrady. These schools constitute the critical link between Ukrainian intellectual life before World War One and postwar emigre communities in Canada and the United States.
