

1. Record Nr.	UNINA9910716114403321
Titolo	Lucius C. Dunn. June 4, 1926. -- Committed to the Committee of the Whole House and ordered to be printed
Pubbl/distr/stampa	[Washington, D.C.] : , : [U.S. Government Printing Office], , 1926
Descrizione fisica	1 online resource (1 page)
Collana	House report / 69th Congress, 1st session. House ; ; no. 1380 [United States congressional serial set] ; ; [serial no. 8537]
Altri autori (Persone)	WoodruffRoy O <1876-1953> (Roy Orchard), (Republican (MI))
Soggetti	Awards Medals Navies - Officers Legislative materials.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Batch processed record: Metadata reviewed, not verified. Some fields updated by batch processes. FDLP item number not assigned.

2. Record Nr.	UNINA9910962207403321
Autore	Gelman Rochel
Titolo	The child's understanding of number // Rochel Gelman and C. R. Gallistel
Pubbl/distr/stampa	Cambridge, MA, : Harvard University Press, 1978
ISBN	9780674037533 0674037537
Edizione	[1st ed.]
Descrizione fisica	1 online resource (280 p.)
Altri autori (Persone)	GallistelC. R. <1941->
Disciplina	372.72044
Soggetti	Number concept Number concept in children
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 246-254) and index.
Nota di contenuto	""Contents""; ""1. Focus on the Preschooler""; ""2. Training Studies Reconsidered""; ""3. More Capacity Than Meets the Eye: Direct Evidence""; ""4. Number Concepts in the Preschooler?""; ""5. What Numerosities Can the Young Child Represent?""; ""6. How Do Young Children Obtain Their Representations of Numerosity?""; ""7. The Counting Model""; ""8. The Development of the How-To-Count Principles""; ""9. The Abstraction and Order-Irrelevance Counting Principles""; ""10. Reasoning about Number""; ""11. Formal Arithmetic and the Young Childa€s Understanding of Number"" ""12. What Develops and How""""Conclusions""; ""References""; ""Index""
Sommario/riassunto	The authors report the results of some half dozen years of research into when and how children acquire numerical skills. They provide a new set of answers to these questions, and overturn much of the traditional wisdom on the subject. Table of Contents: 1. Focus on the Preschooler 2. Training Studies Reconsidered 3. More Capacity Than Meets the Eye: Direct Evidence 4. Number Concepts in the Preschooler? 5. What Numerosities Can the Young Child Represent? 6. How Do Young Children Obtain Their Representations of Numerosity? 7. The Counting Model 8. The Development of the How-To-Count Principles 9. The Abstraction and Order-Irrelevance Counting Principles 10. Reasoning about Number 11. Formal Arithmetic and the Young Child's

Understanding of Number 12. What Develops and How Conclusions
References Index Reviews of this book: The publication of this book
may mark a sea change in the way that we think about cognitive
development. For the past two decades, the emphasis has been on
young children's limitations. Now a new trend is emerging: to challenge
the original assumption of young children's cognitive incapacity. The
Child's Understanding of Number represents the most original and
provocative manifestation to date of this new trend.--Contemporary
PsychologyReviews of this book: Here at last is the book we have been
waiting for, or at any rate known we needed, on the young child and
number. The authors are at once sophisticated in their own
understanding of number and rich in psychological intuition. They
present a wealth of good experiments to support and guide their
intuitions. And all is told in so simple and unalarming a manner that
even the most pusillanimous will be able to read with enjoyment.--
Canadian Journal of Psychology
