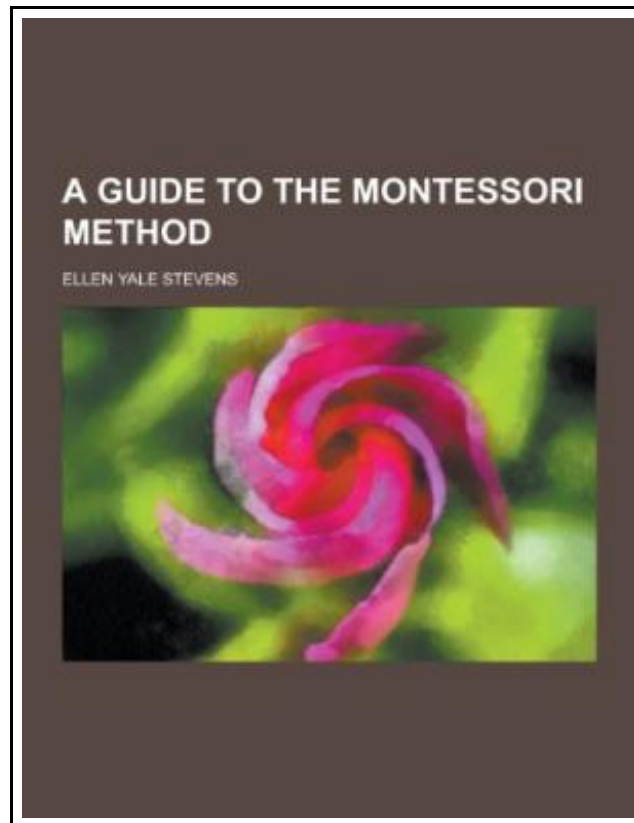


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Theclassics.Us, United States, 2013. Paperback. Book Condition: New. 246 x 189 mm. Language: English . Brand New Book ***** Print on Demand *****.This historic book may have numerous typos and missing text. Purchasers can usually download a free scanned copy of the original book (without typos) from the publisher. Not indexed. Not illustrated. 1913 edition. Excerpt: . CHAPTER VI SENSORY EDUCATION A game is a free activity ordered to a definite end. In the theory of education set forth in Dr. Montessori s book, the education of the senses takes a very important place, because it is only by the perfecting of the sensorymotor-nervous system that the fully developed conscious life of the individual is gained, which is our ideal. We have discussed, in a separate chapter, the principles and methods of her system of muscular education, but we must never forget that the two processes, sensory and motor, are united in the human being, and education in them both goes on simultaneously. Education has long concerned itself with the motor side of our nature. To learn by doing is a familiar precept. But the sensory side, while not in any sense neglected, has not until now been scientifically studied, so that a full realisation of the possibilities of sense education has been lacking. Montessori, however, in her theory of the value of sense training must not be classed with Pestalozzi, for she is, I think, in accord with those American psychologists who believe the theory of formal discipline to be false. Her purpose is to give each child a full sensory life, as early as possible, that his brain cells will develop and paths of association between them be formed. Higher powers of observation, conception and apperception come as the result of a rich sensory experience. Herbart taught us...

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