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Want Want more? Advanced embedding details, examples, and help! Based on the lectures given by Dr. Maria maria Montessori at Ahmedabad, during the first training course to be held after her interment in India, which lasted till the end of World War 2. In it she illustrated the unique mental powers of the young child which enable him to construct and firmly establish within but a few years- without teachers, without any of the usual aids of education, nay almost abandoned and often obstructed all the characteristics of the human personality. This book is a masterpiece - and there are several problems with this edition. There are 2 main versions (in English) of this book. The first was published in India, in 1949, and that text is now in the public domain. You can find it online to download at no cost. That is the text used in most inexpensive editions, including this one. The publishers have reformatted the book, using the text that is in the public domain, and copyrighted their particular arrangement of the words and pages. In some of the printed copies of this version, the type can be hard to read and sometimes pages are even missing. The version favored by Montessori training organizations, translated by Claude Clarendom in 1958, is different. You can tell you are getting the Clarendom translation if it has a foreword by John Chattin-McNichols Ph.D. or a translator's note by Clarendom. There is no Kindle format available for this edition. Unfortunately, as of February 2018, these two versions are mixed together in Amazon's system and need to be separated out. Even more disturbing is that this Kindle version is linked to the other translation as if they are the same book in different formats. They aren't. I actually like reading both and comparing, but the translations from Italian are different and need to be sorted as such. Some of the reviews linked to this book were written about the Clarendom translation (and some are elated adac, aFargotof al nE .azat aun nos senegjAmi sabnA .ojuhid nu noc aFargotof aun somerapom .arodanozar etnem al noc etnebrosha etnem al rampoc arAp .nebrosha euq ol e sAVart a daditnu y os yomsin AS a neyrtunoc es dadilare nu y ,alátnem n'Accidemá odamall írossetnoM oseorp nu ed sAVart a nebrosha soeZÁin sol .litnafni etnem asoredop atse ed sAVart a adibrosba etnemelmpis se alle ed etrap nary aun orep .etnemeteincisoc nazÁesne es sale ed sanuGlA .senoicautis satreic ne esratropom om'Ac y .somemec o'ÚAs on'Ac nednerpa soLlE .sesracinunmoe ed dadicapac al riurtcsion a azneimoc .sarbalap sal ed sÁrted senoicoe sal y etxetnoc ne noc otuú odafincnis ys y sarbalap ebrosha o'Áin le euq adidum eA . 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Á é á, ~ Mariassori the absorber mind, p. 83 "Learning to speak, therefore, and the power it brings from intelligent converse with others, is an impressive step in the path of independence ... learning to walk is especially significant, not only because it is supremely complex, but because it is done in the first year of life. powers that give it nature. This does not mean just have fun and let what you want. But it means that we have to adjust our minds to do a collaboration job with nature, to be obedient to one of its laws, the law that decrees that development comes from environmental experience. Á é á, ~ Mariassori the absorber mind, p. 89 "Others, as a result of a careful study, have come to the conclusion that the first two years are the most important throughout the period of human life. p. 4 Á é á, ~ Á The absorbent mind, p. 6 "then we discovered that individual activity is the only factor that stimulates and produces development, and that this is not true for the small preschool age that for the children of the children of the Junior, medium and superior school. Á é á, ~ Mariassori the absorber mind, p. 7 "All social and moral hoses that shape the personality of a man ... form during childhood, by virtue of that mysterious mental power that psychologists have called "mneme." Montessori the absorber mind, p. 59 "Once the child can speak, he can express himself and no longer depends on others to guess his needs. Is found in with human society, since people can only communicate through language. .... Little after a year year, the child begins to walk. So man develops in stages, and the freedom he enjoys comes in these steps towards independence taken in turn. It is truly nature that gives the child the opportunity to grow; it is nature that grants independence and guides you in the achievement of his freedom. María Montessori the absorber mind, pég. 78 It is after this that the child, which can now walk and feel confidence in his strength, begins to notice the actions of those around him, and try to do the same things. In this permit he does not imitate because someone has told him to do so, but for a deep internal need he feels. María Montessori the absorber mind, pég. 143 Á é é This type of activity (heating, transport, etc.) that does not serve any external proposal, gives children the practice they need to coordinate their movements. Everything that the child does is obey an internal impulse. María Montessori the absorber mind, pég. 148 Á é By absorbing what he finds on him, he forms his own personality. María Montessori the absorber mind, pég. 84 Á é é The third permit goes from twelve to eighteen, and is a período of so much change to remember one of the first. It can be divided back into two subfases: one of twelve to fifteen, and the other from fifteen to eighteen. There are also physical changes during this permit, the body reaches its full maturity. Á é María Montessori the absorber mind, p. 18 Á é é The education, therefore, of the small ones is important, especially three to six years old, because this is the embryonic permit for the formation of the carism and society (as the permit from birth to three is to form the mind, and the prenatal período that to form the body). Á é María Montessori the absorber mind, p. 221 Á é é dellifaf ob yino nac dlod yeht esimorp eht tub .seicoeps namuh eht fo cisíretcaral; dna yratidretah; ora takt eseht si tl .smsinacem evitceper rieht hitw sdoirp evitnes eht dna eduloh eht .dnim tnebrosha eh ýdiedu erofereht er nemoplove chýcyp dna htwtóGÁÁÁ é 88 .p .dnim tnebrosha eht írossetnoM aírAm'ÁÁÁÁ .htrib retfa yletaidemmi nabt oncatropni erom yeht evah enon nl .yalp ol trap .terrefid ghough .natropni al evah sgnidunrus sít eseht fo hace n'Áina nemplove fo sesahp evivescus ígurbht sessap .dlilhc eht .nac ew with ewt to yibartca dna ginterelt er in tneimorveht eht eht eht eht eht eht .erereht .ew tsum efil fo írosingiegeb eht tahlacéepse TNNEMIKRTUNTUNS STNIF DNIF DNIM THEBROSBA s' dlilhc ynit eht. ... Óápéá 402 .p .dnim tnebrosha eht ravsetnoM aírAm' á éÁ .htrib retfa yletaidemmi sehlay hewfo droler suíreitsm eht náCTMet 852 rossetnem aírAm'á éÁ . MIH rits ol rewop ol trets hsecs namuh yno Rehto on takt íntíh thgim ybba ybbá .etarib tgeb srebf írelaf lla íllaíllecit sraeh dna pu sekw sevdus a FOL íl lla tub .peelsa ew na dedragr .snevenits ytwives a senesids híve Dlhc eht ,Htrib retfa yletaidemmi sehlay hewfo droler suíreitsm eht náCTMet 852 .dnim tnebrosha eht rossetnoM aírAm' á éÁ .nerdhíle eht evres oTÁÁÁÉ 38 .p .dnim tnebrosha eht írossetnoM aírAm' á éÁ .ecnednepedni lanotícut ta yllacitgegre dna yltercír dna ol síerutan sÁÁÁÉdlilhc eht. ... ÁÁÁ é 81 .P .dnim tnebrosha eht rossetnoM aírAm' á éÁ .Ees ol dot raey xis eht hitw eh nrobren erapom t íyn yew .segnah taogey .the experience of free activity conducted on the environment. eÁÁÁMaría Montessori The Absorbent Mind, p. 87 eÁÁÁIt begins with a knowledge of his surroundings. How does the child assimilate his environment? He does it solely in virtue of one of those characteristics that we now know him to have. This is an intense and specialised sensitiveness in consequence of which the things about him awaken so much interest and so much enthusiasm that they become incorporated in his very existence. The child absorbs these impressions not with his mind but with his life itself. eÁÁÁMaría Montessori The Absorbent Mind, p. 22 eÁÁÁNot only does he create his language, but he shapes the organs that enable him to frame the words. He has to make the physical basis of every moment, all the elements of our intellect, everything the human being is blessed with. eÁÁÁMaría Montessori The Absorbent Mind, p. 22 eÁÁÁDuring this early period, education must be understood as a help to the unfolding of the child's inborn psychic powers. eÁÁÁMaría Montessori The Absorbent Mind, p. 4 eÁÁÁWe then become witnesses to the development of the human soul; the emergence of the New Man, who will no longer be the victim of events but, thanks to his clarity of vision, will be able to direct and to mould the future of mankind. eÁÁÁMaría Montessori The Absorbent Mind, p. 8 eÁÁÁThis is education, understood as a help to life; an education from birth, which feeds a peaceful revolution and unites all in a common aim, attracting them as to a single centre. Mothers, fathers, politicians; all must combine in their respect and help for this delicate work of formation, which the little child carries on in the depth of a profound psychological mystery, under the tutelage of an inner guide. This is the bright new hope for mankind. eÁÁÁMaría Montessori The Absorbent Mind, p. 15 eÁÁÁThe next period goes from six to twelve. It is a period of growth unaccompanied by other change. The child is calm and happy. Mentally, in a state of health, strength and insured stability. Á é á, ~ Mariassori the absorber mind, p. 18 "It can be said that we acquire knowledge using our minds; but the child absorbs knowledge directly in his psychic life. But the civilization has emerged. Á é á, ~ Mariassori the absorber mind, p. 139? Á é á, ~ Mariassori the absorber mind, p. 140 "What we call the first level of obedience is that in which the child can obey, but not always. It is a permit in which speech to communicate their thinking, if their wisdom had been expressed only in words, there would be no traces of past generations. Á é á, ~ Mariassori the absorber mind, p. 139? Á é á, ~ Mariassori the absorber mind, p. 140 "What we call the first level of obedience is that in which the child can obey, but not always. It is a permit in which

