

Index

Chapter 1

Life & Works of Dr. Maria Montessori ----- Page 5

Introduction ----- Page 6

Life & Works of Dr. Maria Montessori ----- Page 7

- 1.1. Montessori's Birth ----- Page 8
- 1.2. Montessori's Parents ----- Page 8
- 1.3. Montessori's Education ----- Page 9
- 1.4. Montessori's Public Speaking ----- Page 10
- 1.5. Montessori's Medical Practice ----- Page 10
- 1.6. Working with Special Needs Children ----- Page 12
- 1.7. Inspirations - Periera, Itard, Séguin ----- Page 12
- 1.8. The Orthophrenic School ----- Page 15
- 1.9. Transition from a Doctor to an Educator ----- Page 17
 - 1.9(a) *Rousseau, Pestalozzi & Froebel* ----- Page 17
- 1.10. Departure from the Orthophrenic School ----- Page 19
- 1.11. Casa dei Bambini - The First Montessori House of Children ----- Page 20
- 1.12. Development of Montessori Method ----- Page 21
- 1.13. Scientific Pedagogy ----- Page 24
- 1.14. Discovery of the Child ----- Page 26
 - 1.14 (a) *Children prefer Academic Materials over Toys* ----- Page 26
 - 1.14 (b) *Inner Need for Freedom and Constructive Work* ----- Page 26
 - 1.14 (c) *Ability to Select Activities* ----- Page 27
 - 1.14 (d) *Naturally Motivated & Do not Need Rewards* ----- Page 27
 - 1.14 (e) *Children Need Order* ----- Page 27
 - 1.14 (f) *True Learning Happens with Concentration* ----- Page 28
 - 1.14 (g) *Purposeful Activities Lead to Normalization* ----- Page 28
 - 1.14 (h) *Activities in Multiple Areas to Develop Fully* ----- Page 28
 - 1.14 (i) *Children are Naturally Well-Behaving* ----- Page 29
 - 1.14 (j) *All Efforts to Grow are Efforts to Be Independent* ----- Page 29
 - 1.14 (k) *Environmental Engineering* ----- Page 29
 - 1.14 (l) *Children Need Respectful Treatment* ----- Page 30
 - 1.14 (m) *Real Obedience* ----- Page 30
 - 1.14 (n) *True Discipline Comes through Freedom* ----- Page 30
 - 1.14 (o) *Children are Underestimated* ----- Page 31
- 1.15. Development of Montessori Method in Words of Dr. Montessori --- Page 32

Index

1.16. Montessori Training Programs & Publications -----	Page 33
1.17. Education of Elementary-Aged Children and Adolescents -----	Page 37
1.18. Montessori Peace Education -----	Page 38
1.19. Montessori Cosmic Education -----	Page 38
1.20. Connection between Montessori Cosmic & Peace Education -----	Page 38
1.21. Montessori Societies and Associations -----	Page 39
1.22. Montessori in America -----	Page 39
1.23. Montessori in Europe -----	Page 40
1.24. Montessori in the Asia -----	Page 42
1.25. Decline of Montessori Movement in Europe & Americas -----	Page 44
1.26. Revival of Montessori Movement in Europe & Americas -----	Page 45
1.27. Montessori Journey from 1906 to Date -----	Page 45
1.28. Montessori Children & Alums -----	Page 46
1.29. Montessori's Highest Awards & Recognitions -----	Page 47
1.30. Montessori's Demise -----	Page 49

Chapter 2

Sensitive Periods -----Page 50

Introduction -----	Page 51
--------------------	---------

2.1. Sensitive Periods - Windows of Opportunity -----	Page 52
2.2 No Rewards or Punishments are Needed -----	Page 58
2.3. Sensitive Periods & Neurological Development -----	Page 59
2.4. The Purpose of Sensitive Periods -----	Page 63
2.5. Common Problems during Sensitive Periods -----	Page 64
2.5 (a) <i>Problem of Complexity & Size</i> -----	Page 64
2.5 (b) <i>Problem of Restriction</i> -----	Page 64
2.5 (c) <i>Problem of Lack of Occupation</i> -----	Page 65
2.5 (d) <i>Problem of Superfluous Help</i> -----	Page 66
2.6. What Should the Adults Do? -----	Page 67
2.7. Normalization of the Child -----	Page 68
2.8. Key Points to Remember -----	Page 70
2.9. Approximate Ages for Various Sensitive Periods-----	Page 72
2.9 (a) <i>Sensitive Period for Order</i> -----	Page 73
2.9 (b) <i>Sensitive Period for Language</i> -----	Page 78

Index

2.9 b (i) <i>The Sensitive Period for Listening & Speaking</i> -----	Page 78
2.9 b (ii) <i>The Sensitive Period for Letter Shapes & Sounds</i> ----	Page 81
2.9 b (iii) <i>The Sensitive Period for Writing</i> -----	Page 82
2.9 b (iv) <i>The Sensitive Period for Reading</i> -----	Page 83
2.9 (c) <i>Sensitive Period for Movement</i> -----	Page 84
2.9 c (i) <i>Acquiring Gross & Fine Motor Skills</i> -----	Page 85
2.9 c (ii) <i>Refining Gross & Fine Motor Skills</i> -----	Page 86
2.9 (d) <i>Sensitive Period for Toilet Training</i> -----	Page 87
2.9 (e) <i>Sensitive Period for Music</i> -----	Page 88
2.9 (f) <i>Sensitive Period for Spatial Relationships</i> -----	Page 91
2.9 (g) <i>Sensitive Period for Senses</i> -----	Page 92
2.9 g (i) <i>The Sensitive Period for Small Objects.</i> -----	Page 93
2.9 g (ii) <i>The Sensitive Period for Learning from the Senses</i> --	Page 94
2.9 (h) <i>Sensitive Period for Numbers</i> -----	Page 95
2.9 (i) <i>Sensitive Period for Manners & Courtesies</i> -----	Page 97

Chapter 3

The Key Concepts of Montessori Education----- Page 99

Introduction -----	Page 100
3.1. The Absorbent Mind -----	Page 101
3.2. The Spiritual Embryo -----	Page 105
3.3. Influence of Absorbent Mind, Spiritual Embryo & Sensitive Periods-	Page 109
3.4. Freedom of Choice -----	Page 111
3.4 (a) <i>Does Freedom Really Work?</i> -----	Page 112
3.4 (b) <i>Types of Freedom in Montessori Classrooms</i> -----	Page 112
3.4 (c) <i>Limits to Freedom in Montessori</i> -----	Page 112
3.4 (d) <i>Why Give Freedom of Choice to the Child?</i> -----	Page 112
3.4 (e) <i>What if the Child Chooses to Do Nothing?</i> -----	Page 113
3.4 (f) <i>What Should be the Adults' Role?</i> -----	Page 114
3.4 (g) <i>Freedom of Choice Helps in Normalization</i> -----	Page 115
3.4 (h) <i>What if We Do Not Allow Freedom?</i> -----	Page 115
3.4 (i) <i>Conclusion</i> -----	Page 115

Index

3.5. Prepared Environment -----	Page 116
3.5 (a) <i>The Prepared Environment is Scientifically Designed</i> -----	Page 116
3.5 (b) <i>The Indoor Prepared Environment</i> -----	Page 117
3.5 (c) <i>The Outdoor Prepared Environment</i> -----	Page 118
3.5 (d) <i>Access and Proportion</i> -----	Page 120
3.5 (e) <i>Order in the Environment</i> -----	Page 120
3.5 (f) <i>Aesthetically Attractive</i> -----	Page 121
3.5 (g) <i>Encourages Movement</i> -----	Page 122
3.5 (h) <i>Social Learning</i> -----	Page 122
3.6. Focus on Individual Progress -----	Page 123
3.6 (a) <i>Self-Paced Individual Activities</i> -----	Page 123
3.6 (b) <i>No Competition</i> -----	Page 124
3.6 (c) <i>No Tests or Examinations</i> -----	Page 125
3.6 (d) <i>No Reward or Punishment</i> -----	Page 126
3.7. Mix-Age Group -----	Page 127
3.8. Concrete To Abstract -----	Page 129
3.9. Control of Error – Self Correction -----	Page 130
3.10. Montessori's Approach to Discipline -----	Page 131
3.11. Practical Life Skills -----	Page 134
3.12. Importance of Movement -----	Page 135
3.12 (a) <i>How does Montessori Cater to the Needs of Movement ?</i> -Page	137
3.12 (b) <i>The Sensitive Age for Movement</i> -----	Page 138
3.12 (c) <i>Analysis of Movement</i> -----	Page 139
3.12 (d) <i>Economy of Movement</i> -----	Page 140
3.12 (e) <i>More Control on Movements brings More Freedom</i> -----	Page 140
3.13. Concentration & Normalization -----	Page 141
3.14. Peace Education -----	Page 142
3.15. Work & Play -----	Page 143
Resources -----	Page 148
Assignment -----	Page 150