

Annotated Bibliography

"About Maria Montessori." American Montessori Society. 26 March 2005
<<http://www.amshq.org/montessori.htm>>.

This offers a brief biography of the life and contributions of Maria Montessori.



Chattin-McNichols, John. The Montessori Controversy. Albany: Delmar Publishers Inc, 1998.

In his book, Chattin-McNichols attempts to explain the basics of Montessori's method of education and how it is applied and seen in Montessori classrooms today. This includes an explanation of the different areas of the Montessori classroom and addresses subjects of confusion with regard to Montessori's ideas. Chapter twelve, "Montessori on Fantasy," was of particular use in my research as it explained both Montessori's perspective on fantasy and discussed instances of fantasy play as it takes place in Montessori classrooms today.

Crain, William. Theories of Development: Concepts and Applications. 5th ed. Upper Saddle River: Pearson Education, Inc, 2005. 65-86.

This text offers an overview of Montessori's theories and methods concerning child development and education, explaining in brief her theory of the sensitive periods in a child's development and how

these periods play into the educational process. Montessori sees the role of parents and teachers not as that of instructors, but rather as constructors of an environment in which children can achieve independent mastery. In particular, it was the chapter's explanation of Montessori's view on fantasy that peaked my interest and led to my topic selection for my research project.

Elkins. "Re: The role of imaginative play in the Montessori classroom." Online posting. 12 Nov. 2000. AMS Online Bulletin Board. 26 March 2005 <<http://www.amshq.org/ubb/html/Forum1/HTML/000004.html>>.

In this post on the online bulletin board of the American Montessori Society, the parent of a toddler in a Montessori classroom expresses her concern about the removal of an "imaginative play" area from her daughter's classroom. The area contained "a small play kitchen, tea set, dolls with table and chairs, bed, a doctor's kit, and dress-up clothes for role-playing." Martha Torrence, the site's moderator, responds with the assertion that while Montessori's writings do express a disdain for "pretend play," Montessori may have failed to realize its importance in child development. Torrence states that the child's needs should be taken into account, and a balance found in the Montessori classroom that includes the child's need to pretend.

Epstein, Paul, and Tim Seldin. "Brief Answers to Questions Parents Often Ask." The Montessori Foundation 2005. 26 March 2005 <<http://www.montessori.org>>.

In addressing many common questions about Montessori education, one question the site poses is whether Montessori is opposed to fantasy and creativity. The response asserts that both are important in a Montessori education. In explaining this, however, the site implies that fantasy and creativity are synonymous, an implication that Montessori herself would certainly not hold to be true. This "explanation" serves to show just how unclear even those who assert authority on Montessori issues actually are on the issue of fantasy in the classroom.

"Maria Montessori." Association Montessori Internationale 1999. 26 March 2005 <<http://www.montessori-ami.org/4people/4bmaria.htm>>. This offers a brief biography of the life and contributions of Maria Montessori.

Miracle on 34th Street. Dir. George Seaton. Twentieth Century Fox, 1947.

Montessori, Maria. "On Discipline-Reflections and Advice." The Call of Education 1.3 and 1.4 (1924). 20 March 2005<<http://www.montessori-ami.org/1welcome/1earticles/article01.htm>>

In her article on discipline, Maria Montessori discusses not how to discipline children in terms of punishment, but rather writes of how to instill self-discipline in children. She explains that children are not innately gifted with self-discipline, but that the teacher must help the students achieve it. Of particular note is her

explanation of the characteristics of the undisciplined child, one of which is a mind that "prefers to wander in the realms of fantasy."

Montessori, Maria. "Some Words of Advice to the Teachers." The Call of Education 11.4 (1925). 21 March 2005<<http://www.montessori-ami.org/4people/4bmariala1925.htm>>

In this article, Maria Montessori offers advice to teachers in Montessori schools regarding mistakes that she says, while small, "impede the full and harmonious development that every teacher would like to achieve in her class...." Although the article does not address fantasy, it does discuss under what conditions a teacher should or shouldn't intervene in a student's activities. She states that teachers "should never intervene in an action when the impulse prompting it is good"; however, all useless actions should be reprimanded. In this one can make a connection to how Montessori would respond to fantasy play.

Montessori, Maria. The Advanced Montessori Method: Spontaneous Activity in Education. Vol. 1. Trans. Florence Simmonds. 1917. Cambridge: Robert Bentley, Inc., 1965.

In this work, Montessori discusses the mental nature and abilities of children and what these mean in relation to how children should be educated. In particular I referenced two chapters, "The Preparation of the Teacher" and "Imagination." In "The Preparation of the Teacher," Montessori explains what it means to truly become a "teacher," what is necessary, and how it relates to

the field of science. In the chapter entitled "Imagination," Montessori discusses the need for creativity and imagination to be based in truth, as well as her disdain for keeping children in a state of credulity. She also discusses morality as it concerns children, though this section of the chapter had little importance with regard to my research.

Montessori, Maria. The Advanced Montessori Method: The Montessori Elementary Material. Vol. 2. Trans. Arthur Livingston. 1917. Cambridge: Robert Bentley, Inc., 1964.

In the Elementary Material, Montessori discusses the presentation of grammar, reading, arithmetic, geometry, drawing, music, and metrics in the classroom, devoting a chapter to each topic. The chapter most pertinent to my research was that on drawing. In discussing drawing, Montessori explains how geometric exercises serve as the foundation for children to develop their drawing abilities. Moreover, Montessori's continual assertion of the idea that creativity takes its root in scientific reality can be seen in this chapter.

Montessori, Maria. The Montessori Method. New York: Schocken Books Inc., 1964.

In this work, Montessori explains the different areas of thought and practical life that should be included in a child's education, as well how this education should occur. This is inclusive even of

discussion of nature in education, muscular education, and the important elements of a child's diet. The chapters I centered on, however, were those on "Discipline," and "How the Lesson Should Be Given," as in these chapters the role of the teacher in the classroom specifically come are discussed.

****Note:** ASK ERIC did not yield any helpful results that could be used in my research.