

The Characteristics of the Normalized Child

**taken from E.M. Standing Her Life and Work; Part two, Chapter ten*

A love of order

Love of work

Profound spontaneous concentration

Attachment to reality

Love of silence and of working alone

Sublimation of the possessive instinct

Power to act from real choice and not from curiosity

Obedience

**check out the chapter “The Three Degrees of Obedience” in Montessori’s Absorbent Mind*

Independence and initiative

Spontaneous self-discipline

Joy

**Discover further details in the books previously mentioned and relate them not only to the child but to yourself and your environment. It’s possible for all three to become “normalized” and allow for “obedience”.*

Characteristics of a Healthy Person

**taken from A. Maslow Toward a Psychology of Being; Part one, chapter on "Deficiency Motivation and Growth Motivation"*

1. Superior perception of reality
2. Increased acceptance of self, of others, and of nature
3. Increased spontaneity
4. Increase in problem-centering
5. Increased detachment and desire for privacy
6. Increased autonomy, and resistance to enculturation
7. Greater freshness of appreciation, and richness of emotional reaction
8. Higher frequency of peak experiences
9. Increased identification with the human species
10. Changed/improved interpersonal relationships
11. More democratic character surface
12. Greatly increased creativeness
13. Certain changes/improvements in the value system

Prepared Environment

**source=mostly from E.M. Standing Her Life and Work; Part four, Chapter sixteen*

Child size: to allow for independence and to become conscious of own powers.

Increasingly active: as the child moves toward more purposeful freedom and development the teacher becomes more passive.

Removed obstacles: the only objects or people present are those that assist in development.

Beauty: the physical environment is pleasant and inviting, this includes the teacher as well.

Curriculum: Practical life, sensorial, history, geography, art, handwork, religion, math, printing, language, and gymnastics.

Order: to prevent any waste of energy.

Montessori Human Needs and Tendencies

**source= Mario Montessori The Human Tendencies and Montessori Education*

Consistent behaviors that help mankind understand, adapt, and survive to their environment.

Exploration

Orientation

Order

Imagination

Manipulation of Objects

Repetition

Precision

Control of Error (that leads to precision)

Communication

Uh...What?

**A simplified interpretation of how the term relates to the Montessori philosophy*

Autonomous: independent

Horme: the impulse to evolve

Human Needs and Tendencies: consistent behaviors discovered throughout mankind

Mneme: reoccurring effects of past memories

Normalization: the child developing freely without hindrance

Prepared Environment: an area set up for independence and growth

Psychic Life: the instinct found in every life form

Spiritual Embryo: during infancy when all humans develop similarly

Books, pamphlets, and articles referenced in presentation

**to hopefully inspire further reading!*

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Maslow's Hierarchy of Needs

Summary

1. Physical

- Food
- Water
- Air
- Warmth
- Rest
- Elimination

2. Safety

- Protection from elements
- Security
- Stability
- Order
- Law
- Freedom from fear

3. Social

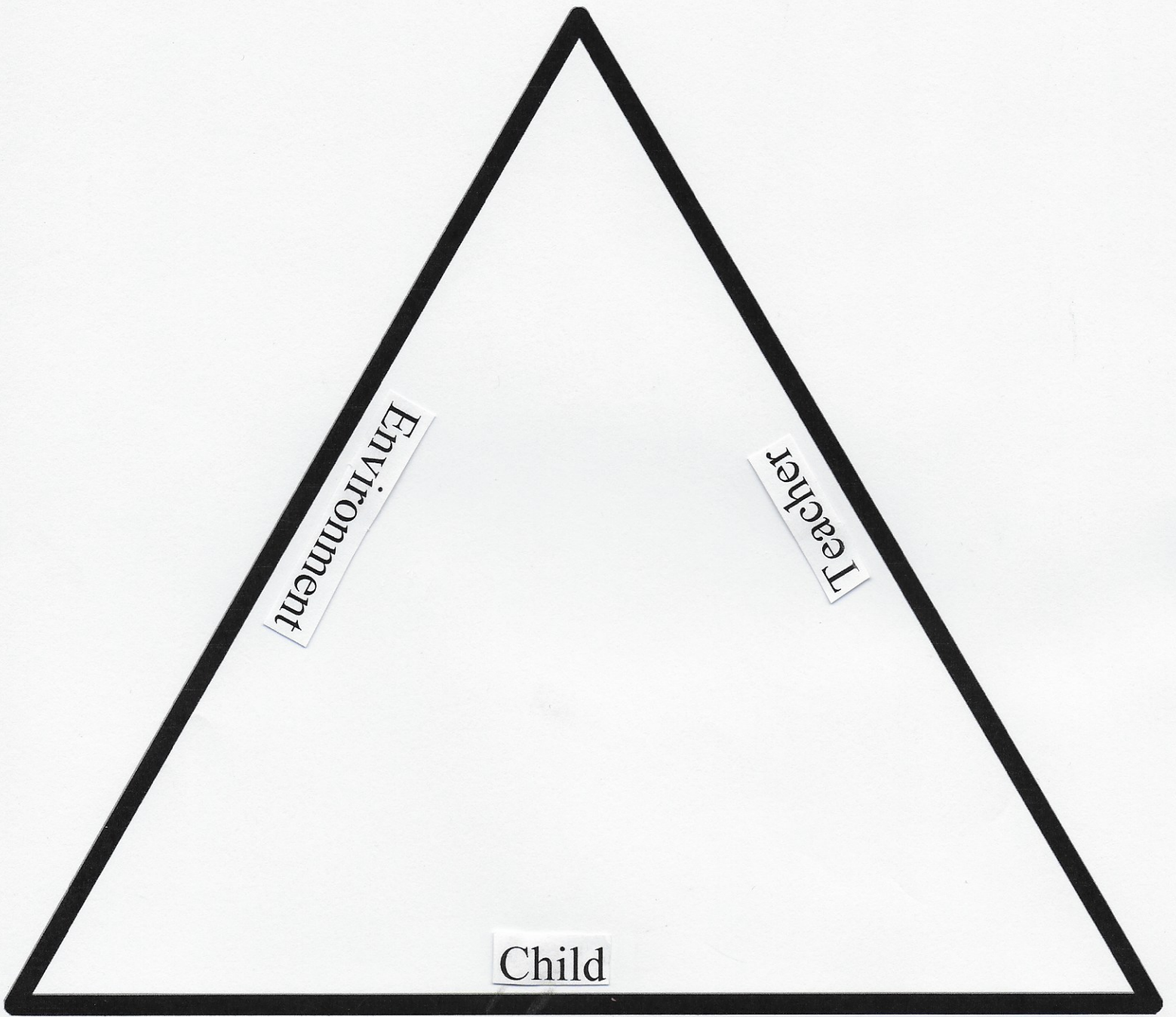
- Friendship
- Intimacy
- Trust
- Acceptance
- Receiving and giving affection and love
- Affiliating

4. Esteem

- For oneself
 - Dignity
 - Achievement
 - Mastery
 - Independence
- From others
 - Reputation
 - Respect
 - Status
 - Prestige

5. Self-Actualization

- Realizing personal potential
- Self-fulfillment
- Personal growth
- Peak experiences



Environment

Teacher

Child