CONCLUSION

The aim of the Montessori Method is the development of the child's potential as a preparation for life. Learning is a dynamic process in which the whole personality of the child is actively engaged. In order to educate the whole child, the child must have the freedom to develop physically, intellectually, and spiritually in a prepared environment.

The prepared environment is described by Montessori with the smallest of details, such as color of the table tops, and with vague and abstract terms, such as freedom, order, etc. It has been this writer's intent to provide in this document an analysis of the prepared environment and design guidelines that may help create and sustain this prepared environment. Hopefully, designers and teachers alike can use these guidelines for the design of Montessori schools, and for the understanding of the Montessori philosophy that supports it.
REFERENCES


Ross, R., & Gump, P. V. Measurement of designed and modified openness in elementary school buildings. In S. Weiderman & J. R. Anderson (Eds.), Priorities for Environmental Design


APPENDIX A
INTERVIEW FORMS

Name of school: ________________________________
Address: ______________________________________
Director/Contact: ________________________________Telephone: _________________________
No. of children: ________ Ages: ________ No. of staff: ________
Level/type of training: __________________________

QUESTIONS:
1. Do you provide for day care?  Y  N

2. What are the day care time hours and where do they occur?
   Time- /Where
   __________________________ / __________________________
   __________________________ / __________________________
   __________________________ / __________________________

3. Is there a separate day care room? If no, do you see the need for one? Why/Why not? How do you accommodate for the day care materials in the context of Montessori Schools?
   __________________________
   __________________________
   __________________________

4. How often is the furniture rearranged?
   __________________________
   __________________________
   __________________________

5. How are the children divided among teachers and between rooms?
   __________________________
   __________________________
   __________________________

MONTESSORI PHILOSOPHY:
1. How strict are you with the Montessori Philosophy/ the Didactic Materials?
   Why__________________________
   __________________________
   __________________________
2. What modifications has the Montessori philosophy/school undergone to accept new technology (T.V., computers, etc.) If you accept this new technology, where are they located and are the children free to use them at any time, or is there a restricted time usage?

PREPARED ENVIRONMENT:
1. How many-sets of the Didactic Materials are in the room? How are the Didactic Materials laid out in the room or rooms? Any thing in particular you might like or dislike about the present D.M. arrangement/location? Do you wish to have these materials in the same/different rooms?

2. "The Line" : What are its purposes? Any particular shape Montessori wants it to be, or do you place it where you want? Dimensions?

TEACHER'S LOUNGE/PARENTS:
1. Does the school have a particular room/space the teacher can retire to? If no, is there a need for one?

2. Are parents actively involved? How?
3. Do you have a parent-teacher conference room? Is there a need for one? Why? Why not?

GARDEN/PLAYGROUND:
1. In the Montessori Method, Montessori describes in much detail the "gymnasia". How do you accommodate for these requirements?

2. Montessori describes extensively the "Botanical Garden". Do you have one? How do you accommodate for this? Will you like one?

3. Montessori talks about the freedom of the child to visit the garden/playground. Are you able to do this? Do you wish for this? Why/why not?
INVENTORIES:

Location: ___________________________
No. of children: ___________ Ages: ___________ Teacher: ___________
Day care time: ___________ Montessori time: ___________

Observe each major space: Draw floor plan or area. For each facility/play area observed, draw and annotate significant patterns of activity, participants, environmental features involved, and location/dimensions of the Didactic Materials.
Assessment of the organization of the physical environment:

Degree of visual connection between spaces:
connection________________________lack of connection

Degree of closure of spaces:
closure________________________lack of closure

Degree of spatial separation of one space of another:
separation________________________lack of separation

Degree of connection between indoor and outdoor activity spaces
connection________________________lack of connection

Degree of softness of the activity centers:
softness________________________lack of softness

Variety of seating and working positions in the activity areas:
variety________________________lack of variety

Degree of appropriateness of the amount of storage, work surfaces in the activity areas that pertain to the activity.
appropriateness________________________lack of appropriate

<table>
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<th>Presence of natural light</th>
<th>Y</th>
<th>N</th>
</tr>
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<tbody>
<tr>
<td>Low windows</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Presence of teacher’s desk/chair</td>
<td>Y</td>
<td>N</td>
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</table>
APPENDIX B

MUSCULAR EDUCATION (From The Montessori Method, pp. 140-144)

A. Little Fence:

Purpose:
- Move the limbs without throwing upon them the weight of the body.
- Will enable them to fulfill the need which they feel of throwing themselves on the floor and kicking their legs in the air.

Construction:
- Parallel bars supported by upright poles firmly fixed on a heavy base.

B. Trampolino:

Purpose:
- Development of the lower limbs.
- Strengthens the articulation of the knee.

Construction:
- Swing with wide seat that supports front limbs. The swing is hung from strong cords and is left swinging. In front of it there is a small wall reinforced by a strong smooth board against which the children press their feet against the board each time that the child swings toward the wall.
- Board against the child swings may be erected at some distance from the wall; low enough so that the child can see above it.

C. The Pendulum:

Purpose:
- For the arms and spinal column.
- Exercise in which the eye gauges the distance of bodies in motion.

Construction:
- Rubber balls hung on a cord.
-Children seated in their little armchairs strike the balls, sending it from one to another.

D. The Cord:

Purpose:
-Children walk along the line, helping them to order and direct their movements in a given direction.

Construction:
-Line drawn with chalk on the earth.

E. Little Round Stair:

Purpose:
-Habituates children to climb and descend stairs without holding onto the railing.
-Teaches them to move up and down with poised and self-controlled movements.

Construction:
-Little spiral, wooden stair, which is enclosed on one side by a railing on which the children can rest their hands, and the other side is open and circular.
-Steps must be very low and very shallow.

F. Broad Jump Apparatus:

Purpose:
-Practice the high jump.

Construction:
-Low wooden platform painted with various lines, in order to measure the distance jumped.
-Small flight of stairs may be used in connection with the plane, making it possible to practice and measure the high-jump.

G. Rope-Ladders:

Purpose:
-Helps to perfect a variety of movements: kneeling, rising, bending forward and backward, etc.
-Helps to acquire equilibrium and the coordination of muscular movements.
-Increases chest expansion/Reinforces the hand.