## Maria Montessori's Philosophy

Following the Child

PATRICK R. FRIERSON



## Contents

Acknowledgments			vii
Not	e on	Case Studies Used in the Text	xi
1.	Introduction: Pedagogy, Psychology, Philosophy		1
	1.1		3
	1.2	Montessori the Philosopher	7
		Positivism, Naturalism, and Following the Child	10
		The Promise and Perils of Experimental Psychology	14
	1.5		24
2.	Influences on Montessori's Philosophical Thought		
	2.1	Religious Influences	32
	2.2	Historical Philosophers of Education	33
	2.3	Professors at the University of Rome: Labriola, Credaro, Sergi	45
	2.4	Evolution and Embryology: Darwin, Spencer, and De Vries	51
		William James	55
		Friedrich Nietzsche	58
		Antonio Stoppani	63
	2.8	Beyond Philosophical Influences	66
3.	Metaphysics and Life		68
	3.1	Pedagogical Naturalism and Montessori's Metaphysics	69
	3.2	Teleology	71
		Ecology: Teleology Applied to the Whole	77
		From Biosphere to Cosmos	80
	3.5	Conclusion	85
4.	From Life to Mind		87
		Life, Mind, and Cosmos	87
		The Psyche As an Emergent Creative Power	89
		The Unconscious	92
		Embodied and Enactive Mind	104
	4.5	Conclusion: Life and Mind	111
5.	. Epistemology		113
		Pedagogical Naturalist Epistemology	113
	5.2	<u> </u>	117
	5.3	Epistemic Virtues	121
	5.4	Conclusion	123

## vi CONTENTS

6. Moral Philosophy	124	
6.1 Montessori's Moral Epistemology	124	
6.2 Character, Work, and Perfection	127	
6.3 Respect for Others	137	
6.4 Social Solidarity	143	
6.5 Embodied Ethics	147	
6.6 Conclusion	149	
7. Art and Beauty		
7.1 Montessori against Art?	151	
7.2 Art and Beauty	155	
7.3 Art and Reality	157	
7.4 Art and Genius	162	
7.5 Art, Morality, and Character	164	
8. Philosophy of Religion	168	
8.1 Catholicism, Theosophy, and Religious Diversity	169	
8.2 Metaphysics, Morals, God, and the Child	179	
8.3 Epistemology of Religion: Our Sense of the Divine	184	
8.4 Embodied Philosophy of Religion: The Liturgy	192	
8.5 Conclusion	194	
9. Adulthood	196	
9.1 Going Out: From Prepared Environment to Supranatural Wo	rld 197	
9.2 Imagination, Abstraction, and the Expansion of the World	200	
9.3 Morality	204	
9.4 Two Cosmic Tasks: The Work of Children and of Adults	208	
10. Feminism, Cosmopolitanism, and Peace	213	
10.1 Teleological History and the Mission of Humanity	215	
10.2 Feminism	217	
10.3 Cosmopolitanism and Pluralism	223	
10.4 Peace, Non-Ideal Politics, and Education	232	
10.5 Conclusion: The Child As the Hope of the Future	237	
11. Technology in the Anthropocene	239	
11.1 Anthropocene and Apocalypse	241	
11.2 Technology and the Erosion of Humanity	243	
11.3 Montessori's Anthropocene	247	
11.4 Technology, Education, and the Vocation of Humanity	250	
11.5 Technology and the Child	255	
12. Conclusion	259	
Bibliography	261	
Index		