

MONTESSORI ELEMENTARY NEWSLETTER

VOL II No. 1

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Financing this newsletter. Last year's request for contributions to finance this newsletter brought in \$3.00 which didn't quite meet the expenses. Instead of asking for contributions this year I would like to print ads for Montessori Schools that are looking for elementary teachers. Ads would cost \$5.00 each. If anyone has any objection and suggestions please let me know. The next newsletter would come out March 1st.

Do you have a contribution for the next newsletter? Send it to Jean Miller - Montessori Elementary Newsletter Coordinator - 2928 Somerton Road - Cleveland Heights, Ohio 44118

P L A N T K I N G D O M

Text for cards which are to be enclosed inside each "Chinese Box".

by Nell Weniger

Note: Each director/tress should write in the script of his/her school.

"The Plant Kingdom"

"Thallophyta (thallus - Gr. shoot; phyton - plant)
This subkingdom is made up of algae, bacteria and fungi. The algae and a few bacteria are autotropic (auto=self; tropic=feeding)."

"Bacteria are simple microscopic plants without an organized nucleus. All are single celled, but some are found in staphlo (massed) or in strepto (filament) colonies. They are saprophytic (sapro=dead or decaying)."

"Bacilli are rod-shaped bacteria."

"Cocci are spherical-shaped bacteria."

"Spirilli are spiral-shaped bacteria."

"Fungi have no chlorophyll, therefore are hererotropic (hereros - Gr. other; trophe - nourishment). The typical structure is a net of filaments called a mycelium. The fruiting body is the part we usually see, while the mycelium is often hidden below the surface of the host material."

"Myxomycophyta (myxo - Gr. mucus or slime) are the slime molds which, except for a few parasitic species, are found on damp earth and decaying vegetable matter and consist of naked masses of protoplasm."

"Phycomycetes (Gr. Phykos=seaweed; myketos=fungus) are the algae like fungi and are either parasitic or saprophytic."

"Ascomycetes (Gr. askos=bladder) are the sac fungi, so called because their spores are formed in sacs."

"Basidiomycetes (New Latin from Greek base) are so called because their spores are formed in sacs."

"Algae are simple plants which are autotropic (manufacture their own food by means of chlorophyll). They vary in size from unicellular microscopic organisms to perhaps the longest plants of 700 feet."

- "Blue-green algae are microscopic, single-celled algae with a scattered nucleus and a blue pigment. They live in or on moist places or as parasites."
- "Red algae are usually multicellular and live in a marine habitat. The red pigment covers the chlorophyll, but aids photosynthesis in the semi-darkness of the depths."
- "Brown algae are multicellular; some are microscopic and some are up to 700 feet long. They have a yellow-brown pigment which masks the chlorophyll. They live in salt water and are the common seaweeds."
- "Golden algae are microscopic, have silicone shells and store their food as oils instead of as starch."
- "Green algae grow on damp objects. They have only one pigment: chlorophyll. There are more than 5,000 species, from unicellular and microscopic to complex multicellular, conspicuous forms."
- "Lichen are algae and fungi or bacteria and fungi living in a symbiotic (Gr. sym=together; biosis=living) relationship."
- "Bryophyta (Gr. bryon=moss) are the mosses, liverworts and hornworts. All are small green seedless plants without true roots or leaves. They prefer moist habitats."
- "Mosses are leafy plants with the gametophyte (Gr. gameto=wife; gametes=husband; therefore a mature sex cell) the conspicuous generation."
- "Liverworts are plants with flat, livershaped bodies which are anchored by hairs or rhizoids."
- "Hornworts are small flat plants usually having crinkled edges. They are aquatic and prefer quiet, fresh water."
- "Pteridophyta (pterido=fern) are the flowerless plants with true roots and leaves and having the sporophyte the conspicuous generation."
- "Pteropsida are plants which have the appearance of a feather--the ferns. The sporangia (Gr. sporos=sowing; angeion=receptacle) are individual or in sori (Gr. soros=heap)."
- "Sphenopsida bear their sporangia in cones. Their stem walls are strengthened with silicone and their leaves grow in whorls."
- "Lycopsida (Gr. lycos=wolf) are named for the shape of a wolf footprint, thought by many to be club shaped, thus the name, club moss. These plants have true roots, stems, leaves, bear their sporangia in cones, their stems are weak and their leaves are not in whorls."
- "Psliopsida are primitive plants without roots and with scalelike leaves."

"Spermatophyta (Gr. sperma=seed or germ; phyta=plant) are plants which bear seeds, either from flowers or cones."

"Gymnosperm (Gr. gymnos=naked) are woody plants which bear seeds not enclosed in an ovary."

"Conopsida are the largest group of living gymnosperms. They bear their seeds in cones."

"Ephedropsida (Latin from Greek ephedra=horsetail) is a relict genus with species growing in the arid areas of both Eastern and Western hemispheres. They usually are shrubs with photosynthetic stems and with two or three dry, brown chlorophyllless leaves at each node."

"Gnetopsida may be shrubs, woody vines or herbs, some having leaves up to two meters long. This group grows only between the Tropic of Cancer and the Tropic of Capricorn."

"Cycadopsida are tropical and subtropical palm-like evergreens. The earliest fossil remains are from the Triassic. The plants bear dioecious (Gr. di=two; oikos=house) cones. That is, the male cone is on one plant and the female on another."

"Angiosperms (Gr. angion=vessel; sperm=seed) are vascular plants with seeds enclosed in the developed ovary of the flower. The dominant plant group of our time, they originated before the middle of the Mesozoic and have been dominant since Cenozoic times."

"Dicotyledoneae (two seed leaves) are plants having netted leaves, the flower parts in twos, fours or usually in five. The stem grows in rings increasing in size with age."

"Monocotyledoneae (one seed leaf) are plants having parallel veins in their leaves, flower parts in threes or multiples of three, fibrous roots and with scattered vascular bundles in the stem."

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Note: The pictures for this material were given to the Montessori Development Foundation by Nell Weniger at the 1972 Elementary Teacher's workshop in Cincinnati. This is the text to accompany those pictures. Nell has generously given the copyright to the Montessori Development Foundation.

BOOKS

United States Stamps & Stories 1972 Scott Publishing Co. \$2.00
Available at your local post office.

The Penguin Dictionary of Archaeology Penguin Reference Books 1972
by Warwick Bray & David Trump

Elementary English Ginn & Co. (for etymology)

The Alphabet by David Deringer 2 volumes Funk & Wagonals \$40.00

The Story of Language by Holgar Pedersen

The Language Experience Approach to the Teaching of Reading
By: Russell Stauffer

The Treasure of our Tongue by Lincoln Barnett
(How our language grew)

Follett - Beginning books on science

Golden Book of Chemistry Experiments

The First Book of Atoms

A Shufflebook - Golden Press 1970 Western Publishing Co. \$3.95

Slower Learner in the Classroom by Newell Kephart

Success Through Play by Newell Kephart

Rocks & Minerals - Golden paper back

How Things Work - designed to help children understand new invention

Science & Children - Magazine of natural science

Teacher's Association, Editorial & Executive Offices
1201 Sixteenth Street N.W.
Washington, D.C. 20036 \$8.00 per year

L'archeologica (English title archaeology) by Francis Celoria
illustrazioni di Angus McBride; Arnoldo Mondadori Editore
c 1970 The Hamlyn Publishing Group LTD, London
Contains excellent illustrations - Paleolithic & later

SOURCES

Time Line of Life Material Cards - Robert Furth

Milton Bradley #7527 Learn to Write Cursive Letters

National Department of the Interior

State Department of the Interior

for archeological informa-
about your state

State Historical Society

Museum of National History

for geologic makeup of
your state or area

United Nations - flags - cloth flags on poles or cardboard kits

Flag Research Center of America

Chimps make tools, mourn their dead, zoologist says

By TEDDI GIBSON

How closely related are human beings and chimpanzees?

It's much closer than anyone thought, according to Jane van Lawick Goodall, a 38-year-old British zoologist.

She has spent 12 years at Gombe National Park in Africa studying chimps and has discovered several striking similarities between chimps and humans.

"MOST RECENTLY we found some very significant similarities — biochemically there are striking similarities, and the neuroanatomy is quite similar. Their brains are more similar to ours than any other animal. They are much more closely related than we thought."

Jane Goodall talks today at the Case Western Reserve University and the Cleveland Museum of Natural History.

"Their behavior is similar in other ways such as gestures. They beg, for instance with hands out like humans and touch each other for reassurance."

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Her first most striking discovery was that chimps make tools. Previously scientists had thought this was not possible. She saw chimps stripping leaves from twigs and using them as dippers to scoop up insects. She also found they chew leaves to make sponges for drinking water.

SHE ALSO LEARNED much about emotional bonds between chimps. For instance, the team saw a 1½-year-old chimp (equivalent to a 14-year-old human) die because it mourned its mother's death so much. "We know now for sure that brothers go around together and defend each other, and we know that, unlike other primates, the female chimp will leave the group to mate and then return. We've always thought that was only cultural."

Her research uncovered their complex social life including a long period of care for infants who are born helpless, like humans.

Her visit here stems in part from her acquaintance with Dr. Douglas Bond of the Case Western Reserve University psychiatry department. Dr. Bond heads Grant Foundation in New York which has funded her research for three years.

In 1960, Dr. Louis S. Leakey the late, noted anthropologist, urged her to study chimps in the wild, something that had not been done since 1931. He thought it might give them a clue about the life of early man. Later, as a result of her findings, he wrote that "we may have to re-define man."

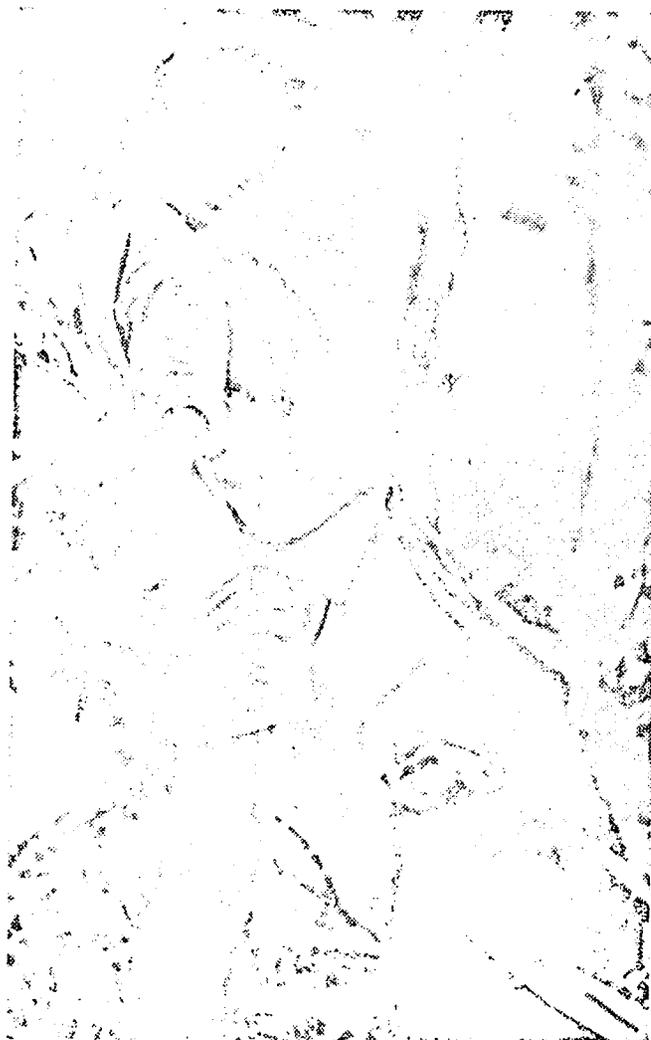
She began her studies at age 26, accompanied only by two Africans and her mother on the shores of Lake Tanganyika. "The station now has a team of 15 students. It's quite flourishing." And, she added, she receives hundreds of inquiries about her work every week now.

IN 1964 she married a photographer she worked with, Baron Hugo van Lawick. They now have a five-year-old son who was raised primarily in Africa.

"At first we kept him in a cage, when he was an infant, because chimps are hunters and have been known to take human babies.

Previously scientists had thought chimps ate only fruits and vegetables until they were observed catching other animals and eating them.

Chimp development, according to her articles, seems to parallel human development, too — from helpless infant to curious and rambunctious toddlers, and upsetting adolescence.



Jane van Lawick Goodall, a British zoologist, with a chimp friend in Africa.

Having conscious awareness and the ability to make tools used to be the defining qualities of man.

NEXT AUGUST IN CINCINNATI

At the end of last summer's workshop a meeting was held to discuss next summer's workshop. The dates that were decided upon were August 19 to 26. The suggested daily format was:

MORNING - SHARING of presentations by participants in particular
(or areas they have thought through and in which they have
afternoon) made materials. Emphasis here would be in the cultural
areas. Particular areas which need to be developed are:
physics, ie Norman Arch, waterwheel, etc.
geology
chemistry
experiments, ie electricty, magnetism, etc.
outdoor involvement, ie camping, gardening
practical life for the elementary
Command cards with simple pictures on them would be
a great help to the above areas.

AFTERNOON - DEVELOPMENTAL - special emphasis on language
(or perhaps with a resource person. With a two year
morning) projection of language as an area for special emphasis,
committees could work on various areas (ie literature,
sentence analysis etc.) during the second year.

EVENINGS - DISCUSSIONS

Try to bring the following items to the workshop:
Slides of your environment (or movies or pictures)
Your favorite piece of basic material.

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BERGAMO SPONSORSHIP

Based on discussions in Cincinnati last summer, the following was written in an attempt to smooth the way for those people who will be sponsored in their Bergamo training and for the school who will be doing the sponsoring.

Your reactions and additions would be most helpful. Space has been left between each paragraph for your comments. You may also write on the reverse sides of these sheets. Please return in the enclosed envelope. If you wish to retain a copy for your own file let us know and we will send one out right away. At any rate, you will receive a copy of the final write-up which will be compiled from your comments. Accordingly, this will be made available to the schools who are contemplating sponsoring someone for the training in Bergamo, Italy.

* * * * *

Before the trainee leaves for Bergamo, both the sponsor and the person being sponsored should come to an understanding—preferably in writing—on the following points:

1. The amount of money for the sponsorship. How payment of the money is to be made during the year in Bergamo.
 - a. There are two alternatives here—paid monthly; or, paid all at once. (For some people, payment in lump sum is psychologically better than waiting for a check each month, especially when one must consider the slow expediency of foreign mail and now the further degeneration of the United States mails, thus eliminating the insecurity of the recipient waiting for a check each month.) However, the school takes a bigger risk.

NOTE: If the money is to be paid monthly the first payment should be larger than the others since there is usually a large rent deposit required at the beginning of the school year.

2. Classroom equipment:

It must be clear whether or not the school will provide the elementary class with a full set of materials. In some cases this means more than one of each (i.e., stamp games, bead frames, etc.). The purchase of the wooden materials from a Montessori manufacturer is only the beginning. The paper and cardboard materials are a very important part of the Montessori elementary schools, as are materials for science experiments, art supplies, etc. There are also Montessori materials (cardboard and paper) from such sources as the Montessori Development Foundation, the Washington Montessori Teachers Association, Product Design and other non Montessori manufactures.

3. There is material available for purchase at the Center in Bergamo. These are charts, classification cards, time lines, etc., made of paper and cardboard. The students also work together to duplicate materials. There

are also excellent sources of pictures available in the stores in Bergamo that are not available in the United States. The amount of money necessary to purchase these materials varies from year to year. There should be an understanding as to whether the school wishes to have the materials purchased and whether or not there is a limit to the amount the person may spend. In past years the amount of money spent for complete sets has not exceeded \$_____. However, each year new materials are added which of course increases the total.

4. Who owns the materials made by the person during the year in Bergamo and while teaching at the school? There are several possibilities:

- a. The school owns everything. In this case the school must be willing to pay for all the raw material necessary. However, this is usually psychologically poor as no salary is really adequate to compensate a teacher for the phenomenal amount of time necessary for making the materials.
- b. The student makes two sets—one for himself, the other for the school. The school provides the raw materials as compensation for the time involved in making the school set. This is impractical as there is too much for the student to make—especially in the first few years.
- c. The student makes a set for himself and rents it to the school and/or makes it available to the school to copy. The copying could be done by parents or by a person hired by the school to make materials.

5. The amount of money the teacher will have for spending on materials for the class during the school year.

Must every cent be requested, or will there be a fund to be used at the discretion of the teacher? If there is a fund, how much will be available and how will it be available, i.e., all at once or monthly?

6. The admission policy of the school.

Does it consider itself to be the savior of all traditional school rejects, handicapped and emotionally disturbed children? Or, does it understand that any given teacher should not be asked to handle more than is within his emotional capacity to cope?

7. Is there provision for consultation for the new teacher (for the duration of the contract) so that he may receive objective evaluation and suggestions from an outside person who has had Montessori elementary training? Is there provision for professional days off so the teacher can visit other Montessori elementary classes and exchange ideas with other teachers?

8. Is the Bergamo sponsorship a scholarship or must it be paid back?

Different schools have handled this in various ways and the amount of money has varied according to the size of the person's family and financial ability of the school:

a. Scholarship—no pay back

b. \$3,000 will be used as a round figure in the following examples, but of course could vary dependent upon the situation. The scholarship or sponsorship is generally not less than \$3,000.

1) Sponsorship of \$3,000 which does not have to be paid back if the person teaches at the school for three years.

2) If he teaches only two years, \$1,000 must be paid back.

3) If he teaches only one year, \$2,000 must be paid back

4) If he does not teach at all, then the full \$3,000 must be paid back.

c. Sponsorship of \$3,000 to be paid back at the rate of \$1,000 per year. This could be taken out of the person's salary or the salary could be at a level that both the school and the teacher understand is \$1,000 less than the salary would normally be if the school had not provided funds for the sponsorship. The latter has tax advantages for the teacher.

NOTE: The second way is probably the best from a psychological viewpoint.

9. Salary for the duration of the contract.

What will it be? What will be the yearly increment? Will the salary reflect the cost of living index and rise accordingly?

10. What happens if the contract is broken?

a. By the teacher. How will the sponsorship money be paid back?

b. By the school.

11. Salary should not depend upon the number of students in the class and recruitment of students should not be the task of the new teacher. (He will have enough to do with getting the classroom ready!)

General advice from people and schools who have been involved in sponsorship is that the school and the teacher should get to know each other well before entering into an agreement.

Advice from teachers to schools is, "Have realistic expectations of a first year teacher!"

*

Additional questions:

From your experience, approximately how much did it cost for your school to equip an elementary classroom? Give only a rough estimate of the total if you cannot get down into the parts.

Montessori apparatus	\$ _____
Paper supplies and other notions	_____
Books	_____
Furniture	_____
Paint, curtains, rugs, etc.	_____
Other expenses	_____

Cost of building the classroom \$ _____
 or rental of the space for one year _____

TOTAL \$ _____

Exercise III

ANIMAL COLLECTIVES

Material:

Two white cards. One says GROUP, the other says ANIMALS.
 Black cards on which are written article, name of group
 and preposition, i.e., A HERD OF.
 Black cards on which are written animal names.
 A control card.

Procedure: Same as before

Control card:

A band of	:	gorillas	A kindle of	:	kittens
A bed of	:	clams	A kindle of	:	kittens
A bed of	:	oysters	A knot of	:	toads
A bevy of	:	quail	A leap of	:	leopards
A bevy of	:	swans	A leash of	:	greyhounds
A brace of	:	ducks	A leash of	:	foxes
A brood of	:	chicks	A litter of	:	pigs
A cast of	:	hawks	A murder of	:	crows
A cete of	:	badgers	A muster of	:	peacocks
A charm of	:	goldfinches	A mute of	:	hounds
A chattering of	:	choughs	A nest of	:	vipers
A cloud of	:	gnats	A nest of	:	pheasants
A clowder of	:	cats	A nide of	:	pheasants
A clutch of	:	chicks	A nye of	:	pheasants
A clutter of	:	cats	A pack of	:	hounds
A colony of	:	ants	A pack of	:	wolves
A congregation	:		A pair of	:	horses
of	:	plovers	A pod of	:	whales
A covert of	:	coots	A pod of	:	seals
A covey of	:	quail	A pride of	:	lions
A covey of	:	partridge	A school of	:	fish
A cry of	:	hounds	A sedge of	:	cranes
A down of	:	hares	A sedge of	:	bitterns
A draugh of	:	fish	A siege of	:	cranes
A drift of	:	swine	A siege of	:	bitterns
A drove of	:	cattle	A shoal of	:	fish
A drove of	:	sheep	A shoal of	:	pilchards
A exaltation	:	larks	A skein of	:	geese
A flight of	:	birds	A skulk of	:	foxes
A flock of	:	sheep	A sleuth of	:	bears
A flock of	:	geese	A sounder of	:	boars
A gaggle of	:	geese	A sounder of	:	swine
A gam of	:	whales	A span of	:	mules
A gang of	:	elks	A spring of	:	teals
A grist of	:	bees	A swarm of	:	bees
A herd of	:	curlews	A team of	:	ducks
A herd of	:	elephants	A team of	:	horses
A hive of	:	bees	A tribe of	:	goats
A horde of	:	gnats	A trip of	:	goats
A husk of	:	hares	A troop of	:	kangaroos

A troop of	8	monkeys
A volery of	8	birds
A watch of	8	nightingales
A wing of	8	plovers
A yoke of	8	oxen

In the above exercise please note that a team of horses and a yoke of oxen are man made groups.

When setting up this exercise for your Montessori environment, begin with a limited number of cards in the exercise box and then change the contents of the box. This avoids the "I've done that already" attitude on the part of the children and it helps to maintain their curiosity and interest. Make the control card in a flexible way so that its contents may match the contents of the exercise box at all times. Perhaps the control card could have clear pockets in which each individual phrase could be slipped - similar to the board used with the small moveable alphabet letters that accompany the phonogram booklets.

The exercises on the blue pages were compiled from several almanacs. The Montessori Development Foundation will put them into production soon, along with exercises on Animals and Their Homes and Animals and Their Voices.

Exercise IV

YOUNG OF ANIMALS HAVE SPECIAL NAMES

Materials:

Two white cards. One says ANIMAL, the other says YOUNG.
 Black cards on which are written the animal names
 Black cards on which are written the name of the young.
 A control card,

Control card:

Animals:	Youngs:	ANIMALS	YOUNGS
rabbit	bunny	rabbit	kit
cattle	calf	cat	kit
elephant	calf	cats	kitten
antelope	calf	cats	kitty
rhino	calf	cats	catling
hippo	calf	sheep	lamb
whale	calf	sheep	lambkin
grouse	cheeper	sheep	cosset
partridge	cheeper	sheep	hog'
quail	cheeper	hare	leveret
fowl	chick	birds (generally)	nestling
fowl	chicken	owl	owlet
rooster	cockerel	salmon	parr
codfish	codling	salmon	smolt
codfish	sprag	salmon	grilse
horse (male)	colt	pig	piglet
lion	cub	pig	shoat
bear	cub	pig	farrow
shark	cub	pig	suckling'
fox	cub	frog	polliwog
swan	cygnet	frog	tadpole
duck	duckling	turkey	poult
eagle	eaglet	hen	pullet
eel	elver	dog	pup
hawk	eyas	seal	pup
deer	fawn	sea lion	pup
horse (female)	filly	fox	pup
fish (generally)	fingerling	cat	puss
wild fowl	flapper	cat	pussy
birds (generally)	fledgling	mackerel	spike
horse	foal	mackerel	blinker
zebra	foal	mackerel	tinker
fish (generally)	fry	pigeon	squab
goose	gosling	pigeon	squeaker
cow	heifer	dog	whelp
kangaroo	joey	tiger	whelp
goat	kid	beasts of prey	whelp
fox	kit	cattle	yearling
beaver	kit	sheep	yearling
		horse	yearling
		animals generally	younglet
		animals generally	youngling

Exercise V

ANIMAL NAMES: MALE, FEMALE AND YOUNG

Material:

- Four white cards which says ANIMAL, MALE, FEMALE AND YOUNG respectively.
- Black cards for the name of the animal, the name of the male, the name of the female and the name of the young.
- A control card.

Control card:

ANIMAL	MALE	FEMALE	YOUNG
Ass	Jack	Jenny	Foal
Bear	He-bear	She-bear	Cub
Cat	Tom	Queen	Kitten
Cattle	Bull	Cow	Calf
Chicken	Rooster	Hen	Chick
Deer	Buck	Doe	Fawn
Dog	Dog	Bitch	Pup
Duck	Drake	Duck	Duckling
Elephant	Bull	Cow	Calf
Fox	Dog	Vixen	Cub
Goose	Gander	Goose	Gosling
Horse	Stallion	Mare	Foal
Lion	Lion	Lioness	Cub
Rabbit	Buck	Doe	Bunny
Sheep	Ram	Ewe	Lamb
Swan	Cob	Pen	Cygnets
Swine	Boar	Sow	Piglet
Tiger	Tiger	Tigress	Cub
Whale	Bull	Cow	Calf
Wolf	Dog	Bitch	Pup

BERGAMO SPONSORSHIP AND FIRST YEAR TEACHING

Based on discussions in Cincinnati last summer, the following was written in an attempt to smooth the way for those people who will be sponsored in their Bergamo training and for the school who will be doing the sponsoring. This was sent out in the first newsletter of this school year. Many helpful additions are included below. Thanks to those of you who responded.

* * * * *

Before the trainee leaves for Bergamo, both the sponsor and the person being sponsored should come to an understanding - in writing - on the following points:

1. The amount of money for the sponsorship. How payment of the money is to be made during the year in Bergamo.
 - a. There are two alternatives here - paid monthly; (or in agreed upon installments) or, paid all at once. (For some people, payment in lump sum is psychologically better than waiting for a check each month, especially when one must consider the slow expediency of foreign mail and now the further degeneration of the United States mails, thus eliminating the insecurity of the recipient waiting for a check each month.) However, the school takes a bigger risk.

NOTE: If the money is to be paid monthly the first payment should be larger than the others since there is usually a large rent deposit required at the beginning of the school year.

NOTE: The payment of the agreed upon sum in installments has been difficult this year because of the 19% devaluation of the dollar on the world market.

ADDITIONAL COMMENTS: "It was also inconvenient to cash the checks monthly as the banks were open only during the hours that the practice rooms were open at the Center. There were no banks in the upper city where the Center was located".

"My school felt two payments were best - first in September and the second in January - so that the payments were split in two different years". This caused me no problems".

"...or paid quarterly as tuition payments reach the school".

2. Classroom equipment.

- a. It must be clear whether or not the school will provide the elementary class with a full set of materials, and what materials the school plans to have at the beginning of the school year. In some cases this means more than one of each

(i.e., stamp games, bead frames, etc). The purchase of the wooden materials from a Montessori manufacturer is only the beginning. The paper and cardboard materials are a very important part of the Montessori elementary schools, as are materials for science experiments, art supplies, etc. There are also Montessori materials (cardboard and paper) from such sources as the Montessori Development Foundation, the Washington Montessori Teachers Association, Product Design and other non Montessori manufactures.

- b. "The teacher can not be expected to both teach a full day and develop the materials for a full 6 to 9 program the first year. Either the program will take a number of years to develop or two teachers should be hired to share the teaching and material making for the one classroom. Another possibility would be to hire one full time person to make materials under the direction of the teacher."
3. There is material available for purchase at the Center in Bergamo. These are charts, classification cards, time lines, etc., made of paper and cardboard. The students also work together to duplicate materials. There are also excellent sources of pictures available in the stores in Bergamo that are not available in the United States. The amount of money necessary to purchase these materials varies from year to year. There should be an understanding as to whether the school wishes to have the materials purchased and whether or not there is a limit to the amount the person may spend. In past years the amount of money spent for complete sets has varied between \$150.00 and \$300.00. However, each year new materials are added which of course increases the total. The prices quoted do not reflect the recent 19% devaluation of the dollar on the world money market. "It would be best to have one grant at the beginning of the year so the student does not have to write and continually ask for money".
4. Ownership of materials. Schools generally purchase materials from a commercial firm. In the case of hand made materials there are several possibilities:
 - a. The school owns everything. In this case the school must be willing to pay for all the raw material necessary. However, this is usually psychologically poor as no salary is really adequate to compensate a teacher for the phenomenal amount of time necessary for making the materials. "The teacher is hired to teach and his salary is remuneration for his time and energies in this area. Outfitting a new school is an additional job specification. The Bergamo trained teacher is well qualified to do this but he should be paid for the additional time. The sponsoring school could enter into a separate agreement with the teacher to pay him at an hourly rate for his work on paper materials. In this case the school pays for all the materials used in construction".

- b. The student makes two sets - one for himself, the other for the school. The school provides the raw materials as compensation for the time involved in making the school set. This is impractical as there is too much for the student to make - especially in the first few years. "The teacher makes two sets, one for himself and one for the school. All material costs are then shared equally and the school pays the teacher an hourly rate salary based on one half the time he spends on each project".
 - c. The student makes a set for himself and rents it to the school and/or makes it available to the school to copy. The copying could be done by parents or by a person hired by the school to make materials. This was chosen by most of the Montessori teachers who responded. "If the school laminating machine is to be used to protect the materials while in use, it must be clear who pays for the lamination, etc".
5. The amount of money the teacher will have for spending on material; for the class during the school year.

Must every cent be requested, or will there be a fund to be used at the discretion of the teacher? The latter was chosen by the Montessori teachers who responded. If there is a fund, how much will be available and how will it be available, i.e., all at once or monthly?

"I feel it is better for the school to have specific budgets for different needs:

- a. one monthly budget for consumeable supplies, special projects, etc.
 - b. one yearly budget for new materials - both purchased from manufacturers and new materials for construction of hand made materials.
 - c. one yearly budget for purchase of books, library and research, encyclopedia, etc. If the elementary class is new, this should be substantial!"
6. The admission policy of the school.

- a. Does it consider itself to be the savior of all traditional school rejects, handicapped and emotionally disturbed children? Or, does it understand that any given teacher should not be asked to handle more than is within his emotional capacity to cope?

"In order for the junior class to be any kind of success, it should never start its existence with anything other than prepared children, unless it is going to be a remedial class for a good number of years. When a class has been in existence for some years and is running satisfactorily (Normalized Children) then a few remedial cases (children who have had no previous Montessori experience) can fit in quite successfully."

- b. Class size. School should be committed to starting with small classes and then growing larger. Within reason, the teacher should be able to specify the maximum number of children he/she could handle.
7. There should be provision for consultation for the new teacher (for the duration of the contract) so that he may receive objective evaluation and suggestions from an outside person who has had Montessori elementary training. There should be provision for professional days off so the teacher can visit other Montessori elementary classes and exchange ideas with other teachers. "This is very necessary for the new teacher! Much can be gained from visiting a well-established, successfully working, elementary class for a few days."
8. Is the Bergamo sponsorship a scholarship or must it be paid back?

Different schools have handled this in various ways and the amount of money has varied according to the size of the person's family and financial ability of the school:

- a. Scholarship - no pay back. (These figures do not reflect the recent 19% devaluation of the dollar on the world money market. See below.)
- b. \$3,000 will be used as a round figure in the following examples; but of course could vary dependent upon the situation. The scholarship or sponsorship is generally not less than \$3,000. (See attached sample contract.)
- 1) Sponsorship of \$3,000 which does not have to be paid back if the person teaches at the school for three years.
 - 2) If he teaches only two years, \$1,000 must be paid back.
 - 3) If he teaches only one year, \$2,000 must be paid back.
 - 4) If he does not teach at all, then the full \$3,000 must be paid back.
- c. Sponsorship of \$3,000 to be paid back at the rate of \$1,000 per year. This could be taken out of the person's salary or the salary could be at a level that both the school and the teacher understand is \$1,000 less than the salary would normally be if the school had not provided funds for the sponsorship. The latter has tax advantages for the teacher.

NOTE: The second way is probably the best from a psychological viewpoint.

9. Salary for the duration of the contract.
- a. What will it be? What will be the yearly increment? Will the salary reflect the cost of living index and rise accordingly?

- b. Is the salary guaranteed by the school? If the school is not able to guarantee it, will several parents underwrite it so that the teacher will not be left stranded in the middle of the year - or have to end the year without the last months salary being paid?
10. What happens if the contract is broken?
- a. By the teacher. How will the sponsorship money be paid back?
- b. By the school.
11. Salary should not depend upon the number of students in the class and recruitment of students should not be the task of the new teacher. (He will have enough to do with getting the classroom ready!)
- "An elementary class must be planned and prepared for several years ahead of time so that a sufficient number of children are ready to form the class. These children, if the elementary class is to be a success (which means of any help to the children) MUST have finished the full program of the Children's House. (practical life, sensorial, math, language, history, geography, biology, science, music, art, etc---)."
- General advice from people and schools who have been involved in sponsorship is that the school and the teacher should get to know each other well before entering into an agreement.
- Advice from teachers to schools is, "Have realistic expectations of a first year teacher and do not interfere, unless you are Montessori trained at the advanced level yourself." See "On Beginning a Montessori Elementary Class" in the orange flyer.
12. Children who attend the school where their parent is a teacher. Professional courtesy usually allows the children to attend tuition free. It is best that the parent and child NOT be in the same class.
13. Agreement should be reached on fringe benefits: social security, hospitalization etc.
14. Agree on days of sick leave with pay. Ten days per year minimum.
15. What is the policy of the Board regarding working by Board members or parents in the class. Have they already set up a scheme of parents teaching art, science, etc? Parents who are specialists in an area can be of use for special help and consultation and for occasional presentations to the children - but, the teacher must be in charge of the class, the work and the program.
16. What Montessori background will the children have who will be entering the class? Have they had no Montessori? Have they been taught by teachers who must teach double sessions? Even if the

teachers have taught single sessions, have those sessions been only three hours long? If so, the children will not be prepared for the elementary work and you will spend a great deal of time doing remedial work.

17. What is the training background of the teachers who were with the children in the Children's House? Remember that many of the courses in the United State present information about working with 3 and 4 year old children and do not go beyond. Also, many of the courses present only practical life, sensorial, math and language and do not deal adequately or at all with history, georgraphy, biology, science, music, art, etc. - as it is spelled out in Montessori theory. If you will be having children from teachers who studied in the courses described above, you will surely have inadequately prepared children!
18. If you are going to take over the administration of the elementary section of a school and the previous administrator is going to remain on the scene, find out if he/she is, in fact, going to let you take charge. In other words, will you be the real administrator?
19. If the school has a Board, who is on the Board, what are their backgrounds, etc.? What is the Boards view of its role? Does it raise money? Does it set policy? Will you have any thing to say about the policies? Will you attend the meetings?

20. Cost of beginning a school.

Rough estimates from several schools. Note that some of the estimates include rental fees and others do not.

	School A	School B	School C
Montessori apparatus	\$2000.00	\$1500.00	\$ 800.00*
Paper supplies and other notions	200.00	100.00	1200.00
Books	200.00	50.00	500.00
Furniture	600.00	1000.00	2000.00
Paint, curtains, rugs, etc.	donated	150.00	
Other expenses		200.00	1000.00
Rental of the space for one year	1000.00		
TOTAL	4000.00	3000.00	5500.00
Cost of building the classroom		\$20 per sq ft	\$32,000

* Some existing material from the Children's House

Fictitious Names and Location Are Used

STATE OF OHIO

COUNTY OF OTTAWA

THIS IS AN AGREEMENT by and between MONTESSORI SCHOOL, INC., an Ohio non-profit corporation, hereinafter called SCHOOL and JOHN DOE of Ottawa County, Ohio hereinafter called DOE.

WHEREAS, DOE desires to attend the International Center for Montessori Studies in Italy for the purpose of receiving Montessori teacher training and, WHEREAS, SCHOOL desires to assist DOE in the pursuit thereof so that upon completion of such training it can employ him as one of its Montessori teachers; therefore, in consideration of the mutual promises and conditions set forth below, SCHOOL and DOE agree and contract as follows:

I.

SCHOOL agrees to loan to DOE the sum of THREE THOUSAND AND NO/100 (\$3,000) DOLLARS, in cash, for the purpose of enabling him to attend the International Center for Montessori Studies in Italy.

II.

DOE agrees that upon the completion of his Montessori teacher training in Italy, he will be employed by SCHOOL as one of its teachers for the period of the next two (2) successive academic years following completion of his studies at the International Center for Montessori Studies in Italy and he agrees to do so at the salary of SEVEN THOUSAND AND NO/100 (\$7,000) DOLLARS for the first such year and at a salary of SEVEN THOUSAND FIVE HUNDRED AND NO/100 (\$7,500) DOLLARS for the second such year. Upon completion of the second year of teaching for SCHOOL, the THREE THOUSAND AND NO/100 (\$3,000) DOLLAR loan shall be deemed to have been re-paid in full and the entire indebtedness completely extinguished.

III

In the event that DOE (1) elects not to complete such Montessori teacher training at the International Center for Montessori Studies or (2) completes such training but after such completion elects not to be employed by SCHOOL, the THREE THOUSAND AND NO/100 (\$3,000) DOLLAR loan, bearing no interest, shall become due and payable in full immediately upon the occurrence of either of such elections. Should DOE complete such training at the International Center for Montessori studies and thereafter teach for SCHOOL for a period of at least one full academic year but elect not to so teach for the second academic year, then and in the event the sum of ONE THOUSAND FIVE HUNDRED AND NO/100 (\$1,500) DOLLARS out of the original THREE THOUSAND AND NO/100 (\$3,000) DOLLAR loan shall be credited as paid and SCHOOL shall be deemed to have been repaid to such extent, and the sum of the remaining ONE THOUSAND FIVE HUNDRED AND NO/100 (\$1,500) DOLLARS shall, without interest, thereupon become due and payable.

EXECUTED this the _____ day of _____, 19____.
at Stanleyton, Ottawa County, Ohio.

MONTESSORI SCHOOL, INC.

BY: _____
ITS PRESIDENT

JOHN DOE

MONTESSORI ELEMENTARY NEWSLETTER

VOL II No.3

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<u>Additional Elementary Teaching Positions</u>	yellow

Please continue to send for publication in the newsletter:

Articles

Sample teachers agreements (contracts) - (names and places will never be used)

Addresses of Montessori elementary teachers etc.

Send these along with your reactions and suggestions to:

Jean K. Miller
Montessori Elementary Newsletter Coordinator
2108 Payne Avenue #211
Cleveland, Ohio 44114

AN ALTERNATE APPROACH TO EDUCATION - MONTESSORI

By: Nell Weniger

SHOULD THERE BE EDUCATION? IF SO, WHY? SHOULD EDUCATION BE RADICAL?

If we understand the word "educate" to mean to educe, that is, to draw forth, bring out, elicit, evolve, and the concept of radical to involve being original, fundamental, and reaching to the center or ultimate source, then radical education is a life process which brings forth from the fount of each life and aids its total expansion. I would like to be counted among those who say, "Yes, there should be education and it should be radical in the most intrinsic sense."

Why education?

To those of us who believe in the individual dignity of the child (man or woman in the making), it is imperative that we nurture each one's uniqueness. His or her total personality development, based on that child's personal wholeness, forms the foundation for an autonomous, principled, ethically responsible integrated human, capable of both diversity and of deep involvement.

Building the bridge from the inner world outward, as Sylvia Ashton-Warner describes her organic teaching, is one good reason for education, and the sooner an experienced guide puts the child in touch with his world, the greater will be his love of learning. Maria Montessori called her education using all the senses "giving the child the keys to the Universe." She described the Montessori approach as a "means offered to deliver the human personality from the oppression of age-old prejudices regarding education." For more than fifty years, she and her followers have been the few voices in the wilderness calling for the defense of the child, the scientific recognition of his nature, the social proclamation of his rights and the elimination of the piecemeal ways of conceiving education. At the beginning of this new age, others are joining with Montessori to work toward these goals.

HOW EDUCATION?

If the human personality is one at all stages of development, we must conceive of a principle of education which has regard to all stages. First, the structure of the learner, not the subject should be paramount. An integrated person demands an integrated curriculum, not a division of subjects. Dr. Montessori conceived a universal movement for human reconstruction with its sole aim to help man and woman preserve their balance and psychic health and give them a safe orientation to the present conditions of our outer world. Not limited to any one nation or to any particular political idea, it aims at the simple realization of human values. Based on psychology to safeguard the individuality of the child, yet also oriented toward a clear understanding of our civilization so that each person may be conscious of his real position in time and space, the Montessori approach aids a person in developing a workable concept of self as well as a loving relationship with others.

Education is not confined to schools. The child's or youth's true concerns must be the basis for what is taught, what is learned. The adults have the responsibility of putting the child in touch with things worth knowing. The most creative plaything a child can have is a responsive adult, and schools (as well as homes) should be structured so that each child or youth has the daily opportunity for a none-to-one relationship with an adult who takes him seriously. With the responsibility for learning more on the adult's shoulders than on the child's, the teacher then, must necessarily be in touch with many disciplines and must understand how to help the child relate to his present interests and bridge over to other related fields, integrating history and math, with music, with geography, and literature, with drama, with art, and so on. If the child is only interested in math, it is possible for a teacher who puts the learner's personality above the subject matter to be relaxed about a seemingly one-sided development. Like a one-food diet, it becomes tiresome and the child soon chooses to diversify.

With vertical age grouping covering a three year age span - 3-6 year olds, 6-9 year olds, 9-12 year olds -, the class seldom needs to meet as a unit, or to work as a unit; therefore, competition is virtually eliminated and the idea of "discipline" loses its potency as a problem. The self-discipline which is usual in Montessori schools is not luck, but is based on the arrangement of the physical and psychological environment.

As Paul Goodman says, free choice is not random, but is responsive to real situations. So if a person is free to respond, he must have available to him more than one alternative. An illiterate is not free to read or not to read. The choice is not his. Nor is the mathematical illiterate free to choose whether or not he understands certain concepts, nor is anyone whose vision of the world is limited by lack of experiences free to see in a broad sense.

Although most authorities feel that the present eight year elementary curriculum can be learned in 4 months by a 12 year old, the early childhood experiences of total sensory exploration lead to perceptions of a person's world on which he builds bridges with the imagination. His eagerness for learning cannot be achieved by a 12 year old. His determination to "do it by himself", a natural phenomenon in all areas of a young child's life, would not be such a natural urge of the 12 year old. To educate at all stages of development - matching the person with what is most relevant to him at that time - Dr. Montessori developed much of her approach based on such "sensitive period" for learning.

Who Can Educate Best?

Because the educational process involves human beings, it necessarily involves values, whether they be conscious or unconscious, whether they be personal or cultural. In the end, each individual whose responsibility it is to educate a child, must make the decision,

right or wrong, for that child. For some - many, really - the home is the best environment for the foundations of education, even though the child daily attends classes elsewhere. In our Western civilization - developed principally along literate and rational lines, based almost entirely on the visual sense - the predominant traditional school is the most commonly accepted answer to our question. It seemingly meets the needs of most people. For those who feel the restraints of the traditional approach are stifling, free schools and innovative environments offer the physical setting they seek. Almost all successful "new schools" have one superior, responsive person who enjoys being with people of all ages, has an interest in them for their own sakes, truly wishes them well, knows what he himself values even though he doesn't necessarily wish to transfer those values to his students, and knows what he is willing to dedicate himself to. This is not to say that traditional schools necessarily lack these people, but that more value is placed on them as people in the new schools. For those who feel that reverence for life, freedom based on responsibility and reasoning and appraisal of forces (including blink force or subliminal suggestion), are desirable to the development of the total personality, to those who feel that the natural development of children and youth should be the basis for an integrated curriculum, Montessori schools offer preschool, elementary and secondary environments, in which creative lives develop.

SAMPLE TEACHER AGREEMENT:

THIS AGREEMENT, made this _____ day of _____, _____, by, and between the _____ School (hereinafter called "the School"), and _____, (hereinafter called "the Teacher").

WHEREAS, the School is authorized to operate a school for the teaching of children by the Montessori Method:

WHEREAS, the Teacher is a qualified Montessori teacher; and

WHEREAS, the Teacher is willing and able to teach at the School and the School is agreeable to employing the Teacher for that purpose, under the terms herein contained, the parties agree as follows:

1. The School hereby employs the Teacher as a full-time teacher for the school year beginning September 1, _____ and ending June 15, _____, less such legal holidays or other days as the School may designate.

2. The Teacher hereby accepts employment as a teacher at the School and agrees to perform her services faithfully and satisfactorily and at the time and place and for the duration prescribed by the School. The Teacher shall perform her duties under the general supervision of the Board of Directors of the School. The Teacher shall abide by all reasonable rules and regulations promulgated by the Board of Directors of the School, shall comply with all pertinent statutes, regulations and ordinances of the District of Columbia and shall conduct all classes in accordance with the methods and principles described as the "Montessori Method" of education.

3. The Teacher agrees, at times mutually acceptable to the Teacher and the School, and without additional compensation:

- a. to meet from time to time with groups of parents for the purpose of informing them of class progress, program content and the means by which parents can best further and supplement in the home environment her teaching efforts,
- b. to participate in the organized program of parent education as approved by the Board of Directors,
- c. to complete such reports and student records as may be reasonably required by the School,
- d. to respond to any other reasonable requests made upon her by the school that would require additional work and preparation outside the normal classroom hours.

4. The Teacher agrees to devote full time and attention in usual working hours to her duties as a Teacher at the School. No other employment shall be undertaken by the Teacher without the consent of the School.

5. The School shall pay the Teacher for his services for the period of employment hereunder the amount of _____.

This amount shall be payable in ten (10) approximately equal installments payable monthly commencing on September 15, _____ and terminating on June 15, _____. At the request of the Teacher, an agreed upon sum of money shall be withheld by the school from each installment. The money withheld shall be payable on or after June 30, _____ at the request of the Teacher.

The School shall also reimburse the Teacher for the payments made by the Teacher for ordinary membership in International, National and local Montessori organizations.

In the event of termination of employment hereunder prior to the completion of the period specified in Section 1 of this Agreement, appropriate adjustment shall be made in salary payments for the year on the basis determined by reference to the proportionate period of the academic year which shall have been completed.

6. The Teacher shall be entitled to ten (10) days of sick leave per school year, such leave to be cumulative from year to year up to a total of 30 days. Sick leave shall be accumulated on the basis of one (1) day per month of the school year, although it may be taken in advance of when earned. In the event of termination of employment prior to the completion of the period specified in Section 1 of the Agreement, appropriate adjustment shall be made on a basis determined by reference to the proportionate period of the academic year which shall have been completed. In the event absences exceed the amount of sick leave provided, payments for a substitute teacher shall be deducted from the Teacher's salary.

In addition, in the event the Teacher does not accept employment for the subsequent academic year on account of pregnancy, and in the event her contract would otherwise be renewed, the Teacher shall be entitled to reemployment by the School in the next succeeding school year as long as the total number of classes at the School is not less than the number of classes taught during the year in which she is on maternity leave.

7. The Teacher's employment shall be terminated upon receipt of a written notice from the Board of Directors to that effect based upon any one or more of the following causes:

- a. failure to report for duty on the first day of employment hereunder:
- b. absence from duty without sufficient reasons:
- c. violation of any rules promulgated by the Board of Directors
- d. any offenses against morality or good order:
- e. inability to perform satisfactorily the duties of the Teacher's employment.

The teacher shall be informed prior to any Board consideration of possible termination of the Teacher's contract for any of the causes listed above. Upon the request of any Teacher whose employment is terminated under this provision, a representative committee of the Board will meet with the Teacher and fully explain the decision of the Board.

8. In the event the Board of Directors determines on or before August 15, _____ that there will not be enough students at the School to warrant employment of the Teacher and all others under contract as Teachers with the School, the School and the Teachers shall take such action as they jointly agree is in the best interests of the School. (For purposes of this section, a decision by the Teachers requires the vote of a majority of the teachers present and voting.) In the event it is determined that the interests of the School require the termination of the contract of the Teacher, the Teacher shall release the School from all obligations under this Agreement upon receipt of one month's salary payment.

9. The School is responsible for purchasing all equipment for the classroom. Materials purchased by the School are the property of the School. Materials purchased must be approved by the Administrator of the School, and the Teacher will be reimbursed for purchases.

10. The classroom is the responsibility of the Teacher. The Teacher shall decide on the composition of the class, materials to be used, and rules governing its operation, such decision being subject to the approval of the Administrator.

11. The School will reimburse the Teacher up to a maximum of one hundred dollars (\$100) for courses approved by the Board of Directors and taken by the Teacher during the contract year.

12. All forms required by the District of Columbia in order to comply with its health standards must be submitted by the Teacher on or before the first day of school.

13. Children of the Teacher attending the School will receive a tuition discount equivalent to the School's sibling discount.

The _____ School.

By _____

Teacher

THIS AUGUST IN CINCINNATI

As stated in the first newsletter of the year, the elementary teachers workshop will be held at Mercy Center from August 19th to the 26th. (Departure time is after lunch on the 26th). Please refer to the first newsletter for the suggested daily format. The registration fee is \$15.00. Make your check payable to Mercy Montessori Center and send it along with the registration form to:

Montessori Elementary Workshop
2335 Grandview Avenue
Cincinnati, Ohio 45206

Room and board is \$15.00 per day per person. A laminator and a binding machine will be available with a moderate charge for materials used. There is also a moderate fee for xeroxing.

Thanks to the Montessori staff at Mercy Center for making the workshop possible again this year.

Come prepared to SHARE:

- ___ new materials and new ideas which have worked for you this year
- ___ slides of your environment (or movies or photographs)
- ___ what your experience has been in working with state accreditation regulations.
- ___ how you schedule your day ie school hours, what you do about lunch, gym, foreign languages, etc.
- ___ sample teacher contracts (no names will be used)
- ___ materials resources and books

Let us also discuss setting up school consultations on the elementary level and self evaluation procedures for a school.

Remember - this year emphasis is on language.

NOTICE:

TLC is available for this years Bergamo students: After your rigorous year of training we welcome you into a community of Montessori elementary teachers who are willing to share their experiences with you and to help you get a good start on material making.

MONTESSORI ELEMENTARY WORKSHOP

Registration form August 19-26

Name _____ Phone _____

Address _____

_____ Zip _____

Address after July 1 _____ Phone _____

_____ Zip _____

School _____

Position _____ Level _____

Elementary Training Course:

_____ Year _____

Degrees: _____ Concontration _____ Diplomas _____

Years Teaching Experience: Montessori _____ Other _____

Subject areas where you can contribute ideas and materials to be made at workshop: _____

Other Comments: _____

Room and Board

Rooms are double occupancy.

Cost is \$15.00 per day

at \$15.00 per person per day with full meals

Please enclose your check of \$15.00 (payable to Mercy Montessori Center) and mail to:

Montessori Elementary Workshop
Mercy Montessori Center
2335 Grandview Avenue
Cincinnati, Ohio 45206

Please plan for _____ number of people for the following dates _____

Additional comments:

Scientists predict new ice age lies ahead

By DON KIRKMAN
Scripps-Howard Writer

WASHINGTON -- A group of scientists says there are disturbing signs that the world's average temperature has started to decline and that the earth may face another catastrophic ice age in hundreds or thousands of years.

In a report soon to be released, the scientists say evidence is accumulating that the world has experienced unusually warm temperatures for the last 10,000 years and soon will revert to a colder, more hostile climate that man will find difficult to cope with.

The report is based on the findings of 46 geologists, climatologists and paleontologists who met last year at Brown University, Providence, R. I., to review recent studies of fossils, rock layers, sea sediments and biology.

Almost unanimously, these scientists agreed the world definitely will have another ice age similar to the one that ended 20,000 years ago when vast ice sheets covered large stretches of North America, Europe and Asia.

The only question, they believe, is ex-

actly when the new ice age will begin — or whether it already has begun.

"There already are signs the earth is cooling in a cycle similar to those that heralded earlier great glaciations," the report says. "And while it may take several centuries before any major global effects are felt and several thousands years before ice sheets return, preliminary signs are already apparent."

These signs include:

A slow but steady increase in the Northern Hemisphere's ice-bound areas.

A gradual increase in the size of the world's deserts.

The disappearance from parts of North America and Europe of "warmth living" creatures like armadillos and snails.

The southward retreat of forests that require warmer climes.

As an example of what is happening, a group of Colorado University scientists say the ice pack around Iceland has thickened seriously in recent years and snow banks on Canada's Baffin Island now permanently cover areas that used to be snow-free in the summer 30 to 40 years ago.

Equally disturbing, Columbia University's Dr. Rhoads Fairbridge reports, is the expansion of the deserts in North Africa, Brazil, the Middle East, India, Iran and Australia. In recent years all these deserts have ruined land formerly used for farming or grazing.

Dr. Cesare Emiliani of the University of Miami (Fla.) concludes the world is at the end of a highly unusually warm period with temperatures six degrees to eight degrees (Fahrenheit) warmer than normal.

Dr. Emiliani further believes these warm periods usually last about 10,000 years and the present warm spell peaked about 6000 years ago and has been trending steadily down since.

What does this do to our definition of man?



Chimp types for bananas

ATHENS, Ga. — (UPI) — A young chimpanzee is being taught by researchers to use a typewriter-like device to communicate simple requests.

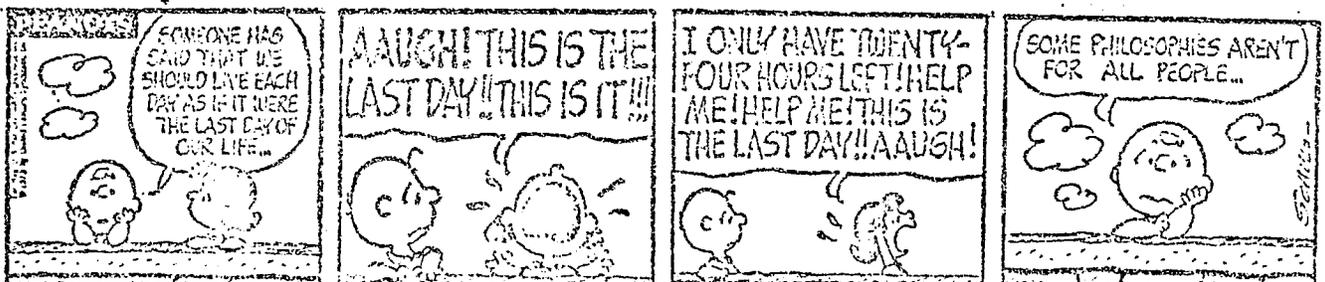
The project, sponsored by the National Institute for Child Development, is designed to solve problems children have in learning language. It is being jointly conducted by researchers from the University of Georgia, Georgia State University and the Yerkes Re-

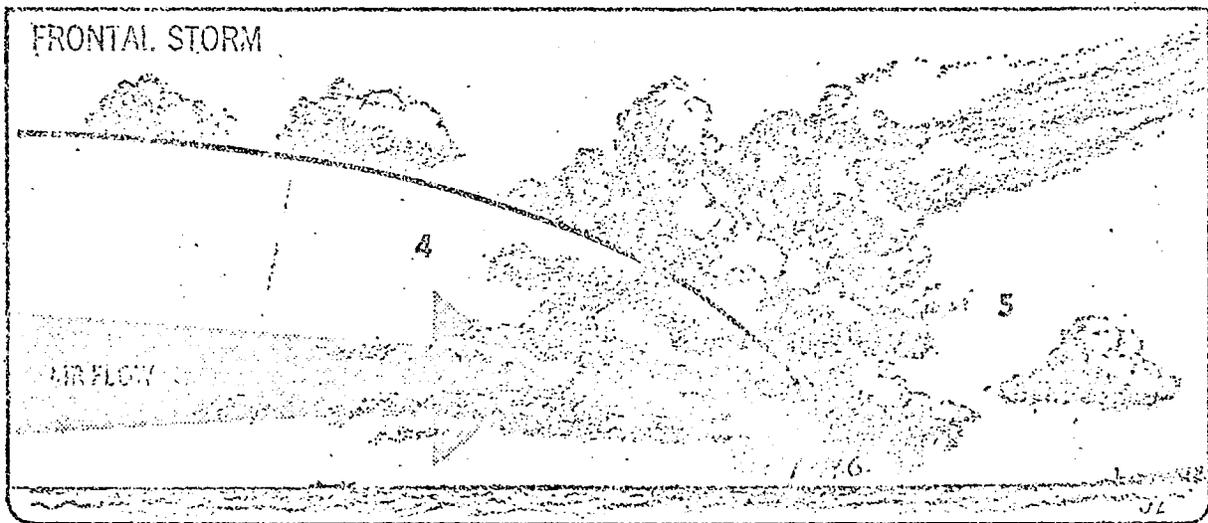
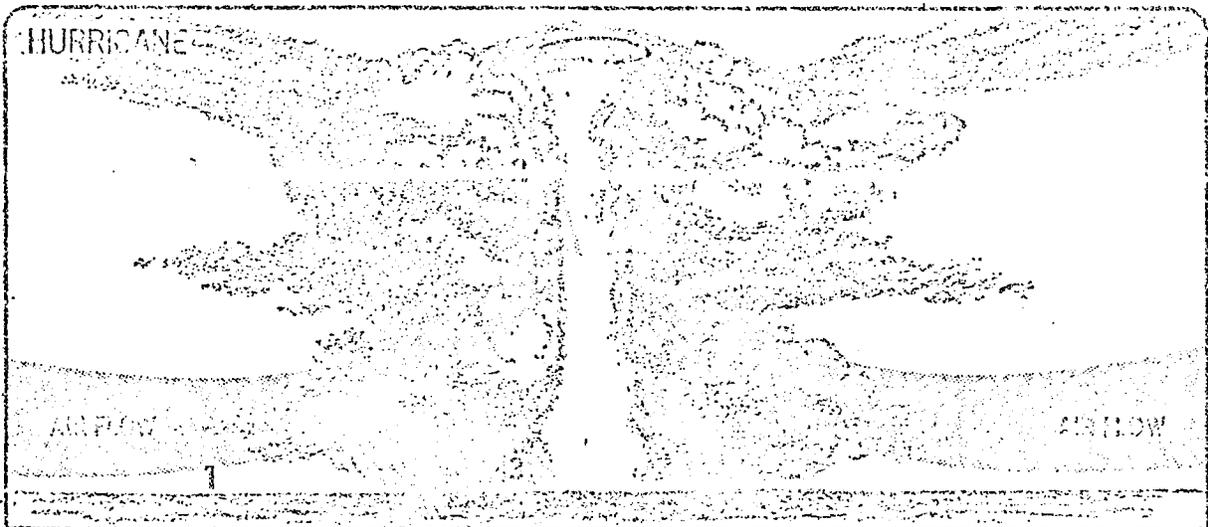
gional Primate Center at Emory University.

The chimp, named Lana, punches out sentences using symbols for words.

Using the symbols, Lana can punch out, "Please machine give me a piece of banana." She can also substitute orange, candy, raisin, water, milk or other foods. She can also ask for music, a picture, a short movie, a toy or for the window to be opened.

Have you ever had trouble explaining Montessori philosophy?





A Storm for Some Seasons

For centuries the logs of ships crossing the Atlantic have carried notations along this line: "Storm encountered; unlike anything previously seen." And until the advent of the high-orbiting weather satellite with its "God's eye view" of the complete life-cycle of the storms, such reports remained a mystery.

Now, however, meteorologists have found an answer—the odd storms are, in fact, a consistent if rare type combining certain characteristics of both the frontal, or winter, storm and the hurricane. Sometimes they even develop into hurricanes. Indeed, late last month such a storm, called a neutercane, blew up in the Atlantic, churned eastward and, as it approached the Azores, lost its winter storm characteristics and became a full-fledged hurricane.

Until the neutercane came along, meteorologists spoke of just two major types of storm—the hurricane and the frontal storm. The hurricane develops in the tropics while the frontal storm arises in the temperate zone. Neutercanes are spawned where the two climatic zones meet.

Like the two other storms, the neutercane's winds are composed of rising, spiraling warm air—and it draws upon the energy sources of both kinds of storms. The hurricane gets its energy from heat released by water vapor as it condenses into rain: A tropical depression draws in warm, moist air (1) which rises. As this air cools in the upper atmosphere (2) its water vapor condenses into rain (3) and releases the heat, causing the air to rise faster. Still more moisture-laden air is sucked into the storm. This air in turn rises and the storm intensifies.

The frontal storm gets its energy from the collision of a cold front (4) with a warm air mass (5). Again, as the warm air is pushed upward it cools and its moisture condenses into rain and snow (6).

A neutercane comes into being when pre-tropical storm conditions and an invading cold air mass coincide. Winds are driven both by the heat of condensing water vapor and the push of the cold air mass.

—BOYCE RENSBERGER

A D D I T I O N A L E L E M E N T A R Y T E A C H I N G

P O S I T I O N S

MONTESSORI JUNIOR SCHOOL OF ISLINGTON
1254 Broadmoor Avenue, Mississauga
ONTARIO, CANADA L5G 3T3

Administrator:
Linda M. Cater

This is a new school which will be a nonprofit, parent board, with AMI affiliation. There will be one class of 6 to 9 year olds and the background of the children will be middle class. The new class will begin with 6 to 8 year olds, (two eight year olds). All of the children have had Montessori at the pre-school level. The class will have about nine children the first year and twice that number the next year.

LILLIAN RATNER MONTESSORI LOWER SCHOOL OF PARK SYNAGOGUE
3300 Mayfield Road
CLEVELAND HEIGHTS, OHIO 44118

Administrator:
Bernette Jaffe

This nonprofit, AMI school was begun in 1969. The number of projected classes are two for 6 to 9 year olds and one for 9 to 12 year olds. The background of the children are middle with some upper middle class. The teachers backgrounds have been mostly Bergamo trained. A few St. Nicholas teachers have also been on the staff.

ROCHESTER, NEW YORK

This school plans to begin this fall with one class of 6 to 9 year olds. Its students will come from several Montessori schools in the Rochester area. Contact: Mrs. Lourdes Perez-Albuerne
114 Shale Drive
Rochester, New York 14615

MERCY MONTESSORI CENTER
2335 Grandview Avenue
CINCINNATI, OHIO 45206

Directress:
Sister Mary Jacinta Shay

This AMI school for children ages 3 to 12 is racially mixed. Children are from various socio-economic levels. A variety of religious are represented. There are already four Bergamo trained, experienced Junior teachers at the school who would be available for assistance and consultation. Many of the hand-made materials are already there. Excellent facilities for material making are available. A teacher is sought who will cover cultural subjects and language in a team teaching situation.