

A.M.I. Elementary Alumni Association Newsletter

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The Asilomar Conference: The Inside Report

Paul Rioski

On Sunday, June 20, 1982, fifty-six of us assembled at Asilomar in Pacific Grove, California, for our annual conference. Asilomar ("asylum by the sea" in Spanish) was wonderful setting — a popular conference/retreat center (reservations had to be made 2 years in advance!) set amid pines and cypresses on the shores of Monterey Bay. For the first few days, the sky remained grey and foggy, as is often the case along the northern California coast, but on Thursday afternoon, the sun emerged and everyone was struck by the intense beauty of the place. Another example from nature of the importance of and the satisfaction derived from waiting, and then seeing that which has been desired become realized.

The week was packed full of activity and experience, and there is a lot to convey. A good time was had by all, and growth occurred in many realms — internal, social, professional, spiritual and physical. As a group, we worked and played together for almost the entire week and got to know each other beyond the initial impressions, feeling the joys, hurts, longings and satisfactions as we shared them with each other. It was a time for laughter, both in the spirit of play and in the recognition that others have gone through experiences similar to our own. So it was a time for finding again within ourselves that sense of humor which helps one see things in proportion to the whole, an element which Miss Stephenson keeps imploring us to develop in ourselves, if we wish to teach. It was a time for seeing familiar faces and a time of meeting new friends in a context which offered the time and space necessary to move beyond the superficial. While distance and other factors may prevent these new connections from becoming major relationships, still I sense that when I see these people again, I will feel a certain chord strike within me, reminding me of the joy and peace I experienced in our week at Asilomar.

It was an historic occasion, as those present all participated in the final drafting and then the unanimous approval of the Charter which now gives our group a formal structure that will support us in the work that lies ahead of us. For we are at an important moment in our movement's history; Mario is no longer with us, and many of our first-generation Montessorians have also departed from this life.

Though they be with us in spirit, the task of carrying on is ours. And we, by virtue of our Elementary training, have a very important role, for the children whom we serve form the bridge between the young child of the Absorbent Mind and the Adolescent who seeks to move into the World society. We have been given the full vision of Montessori's insights. In order to survive, we need to be organized and have a plan of action. This charter (on which I will elaborate more) provides that sort of foundation on which to build.

The annual conference is more than a workshop; it is a meeting of concerned teachers who have banded together since 1970 (and through newsletters as early as 1968), largely out of need and care for their work and for each other. Teaching Elementary Montessori is an extremely challenging and demanding task, and those attempting it need a broad support group, and this is what the Elementary Alumni Association is all about. Attending the conference let me experience first-hand how the organization works. The earliest conferences were mostly material-sharing sessions; now we have full-fledged presentations by invited AMI leaders and teachers in the field, and these are based on prior membership requests. Also, anyone who comes with something to share is given a time-slot and all present have a chance to benefit. Everyone who attends gives input; we each contribute directly to the richness of the conference. We make the conference what it is. Also, the various activities are scheduled with a minimum of conflicts, so that no one need miss anything.

(continued on insert)

From the Executive Committee . . .

Dear Friends,

If you are anything like me it feels nice to be back at school. Those vacations are great and always sorely needed, but when school finally starts and the children come back, it sure does feel good. I hope all of your beginnings are going well and now that October is here you can sit back and rest a little.

Sitting down at this typewriter and composing this letter to all of you reminds me of the great time we had at both our conference and our workshop. I conjure all sorts of wonderful images and it makes me hungrily look forward to next year in Kentucky. Speaking of

Kentucky, Kathy Bihl is in hot pursuit of a place and when I spoke with her last she was about to pin one down. As soon as we get details we will send them out to you so that you can make plans. The date will be June 19-24, 1983 so mark it on your calendars now. One thing I really like about our getting together each year is not just that we can really work together well, but also that we can really *play* together well. Both of these are equally important ingredients for a successful and balanced conference. So who's going to bring the hats and costumes next year?

From those who attended both the workshop and conference the consensus seems to be that that format is definitely feasible. It required a great amount of work and energy, but having the opportunity to hear Miss Stephenson lecture was so invaluable that people felt it was worth it. Not only was it work for us, but it was also work for her. We were truly fortunate to have her do that for us. It took a lot of her energy, not to mention her time, and we are all truly grateful. I know she had a wonderful time doing it for us, and was delighted to meet many elementary teachers whom she hadn't met before. It was an all-around JOLLY experience. We are in the process of trying to work out a comparable program for next year. I'll keep you posted.

The EAA seems to be on its feet and our mechanism for getting things done has been put into motion. Maryse Lepoutre-Postlewaite, our newsletter editor, has been on the horn trying to get those promised articles for the newsletter. If you are one of the authors we would appreciate it if you would get your article in the mail. I just want to remind you that EAA is your organization, and without you and your help we can't survive. So while you are figuring out what you can contribute to the newsletter also put some energy into figuring out how you can get the elementary teachers in your regions to attend the meetings, and how you can get them to join EAA. What we all need is a good song and dance to go with our newsletter, directory, conference, insurance program, regional meetings, etc., etc., etc.

Well, I'll climb down off my soap box now and wish you all the best in the next few months. Any help or suggestions you might wish to give will be appreciated.

Phyllis

Friends of EAA —

I wanted to give you some clue as to the standing of the materials we have available to us through this organization and of how I have begun to categorize and record them for your availability. I am aiming to submit the first batch to the next newsletter.

The materials will be broken into the appropriate curriculum area which parallel our training. Following is a typical example of an entry:

"Greek Mythology — Who am I?" from Harvey and Susanna Hallenburg.

These pages contain a text of persons from Greek Mythology from Achilles to Zephyr. Each text is a paragraph fitted to a card of standard nomenclature size. You cut and mount. (14 pgs.)

It is my hope that this format will be most useful to you. Should you have any suggestions or questions, please address your comments to me. (see Directory).

This is all for now. I hope that all is well in your work.

Peace, *Tom*

FAMOUS PEOPLE IN HISTORY

Betty Litsey

As I realized how many children in my class had not even heard of such famous people as Rembrandt, Gutenberg or Gershwin, I tried to come up with a way they could have easy access exposure to a large number of important people throughout history. The result was a card file of famous and infamous people. I keep them in alphabetical order but have color-coded them to time periods. I used the *Collins Gem Dictionary of Biography* as a basic source but there was no way I could include them all. My guidelines for selecting people were to first be interesting to the children, and then I tried to include a variety of professions and cultures. Each card carries the same format on the top (see sample) with a short statement of why they were important or famous.

Irving Berlin	1888 -
b. Russia	American
	composer

Wrote popular songs and musicals including: "Annie Get Your Gun"
"Alexander's Ragtime Band"
"I'm Dreaming of a White Christmas"

Ancient Times — BC — 500AD

Middle Ages 500 — 1300AD

Renaissance 1300 — 1600AD

Industrial 1600 — 1800AD
Revolution

Modern Times 1800 — present

Even though I'm only about 1/2 finished with the file, they have already been a tremendous resource. The children use them in a wide variety of ways. Sometimes they just browse through or pick several for a research. Other times they pull out cards from just one time period, or people from one country, or all the people from the some profession (all the composers or generals, etc.). They can be put on time lines and anything else you can think of. One girl named Ann went through every card to find all the famous people named Ann! It has really sparked a lot of interest and is worth the time spent putting it together.

THE ASILOMAR CONFERENCE: THE INSIDE REPORT

by

Paul Riofski

This year's conference offered a wide gamut of presentations. We began with Sanford Jones' presentation of the American History Time-Line, which he developed in collaboration with Mario Montessori and Margaret E. Stephenson. He informed us that he and Miss Stephenson have decided to eliminate the use of the mute chart and the movable pieces, as this does not really appeal to the children to whom this is presented (many teachers who have presented this material substantiated this). Also, it is really meant to be merely an "opening door" lesson, a key to inspire research into American history, rather than a source of material to be memorized. Sanford took us through a presentation, bringing out to us the importance of giving a balanced view of American history, neither emphasizing the faults nor the glories, but rather highlighting the lives of those Americans who can serve as models for us, while acknowledging also the events in our history which have been tragic and misdirected. He also pointed out how the older children could look at our history in terms of the Directives given to the Cell (associated with the Time-Line of Life/Evolution): how did they unite? how did they cooperate and collaborate? how did they create a harmony? How did they take but give something back? We also discussed ways of organizing the History program in our class (Sanford's suggestion of focusing on one major project each year), bearing in mind that the Elementary child has the mental ability to move back and forth from one historical period to another. One teacher present also suggested discussions of current events, soliciting the children's feelings about what is happening in our world, and encouraging their expression in letters to public officials and periodicals as well as in the classroom. Also suggested by Sanford for the final year in the 9-12 class was the idea of the last 4 months of the year being devoted to a thesis by each of those about to graduate. You provide the outline (First Chapter: Formation of the Earth. . . Last Chapter: My Life and the Future), and they spend their time writing and illustrating, ending up with what amounts to an Album, synthesizing the whole of the work they've done in the Montessori Elementary class.

Another major presentation was Jean Miller's presentation on Music Notation. She took us step by step through all the materials and methods

she uses to help the child develop and master the written language of Music, including hands-on experience with her new card materials, which we hope will soon be available through Nienhuis. This presentation extended over a couple of days due to its popularity and the eagerness of those present to really work with the materials. Many who had before felt insecure with this important area of the curriculum left feeling that it was within their grasp and that they could implement it with the children. There have been requests for more Music next year. If you'd like to read more about it, go to a University library where they have Microprints and look up "Montessori Music Curriculum for Children Up to the Age of 6" by Jean Miller (University of Michigan, Ann Arbor).

Estela Palmieri, AMI trainer and examiner, gave a thorough presentation on Foreign Language, with specific guidelines regarding the Elementary child. She gave examples of the ways in which it can be incorporated in the context of Cosmic Education, e.g., studying the history of the language and the origin of words within that language, the study of foreign names of Geographical locations, the study of the countries in which the language is spoken and the lives of the people, the use of Grammar boxes in the foreign Language, the songs, poetry and literature of that language, etc. She also gave indications about who should teach it. If there is interest, I would be happy to type up my notes on this presentation for the next newsletter, to be combined with your notes on what you have done in this area (please send in!).

Tom & Maryse Lepoutre-Postlewaite led a very stimulating discussion on the use of Drama in the classroom. They began by presenting an outline:

- 1.) Montessori Development of Drama through the Materials.
- 2.) Forms of Drama.
- 3.) Types of Drama.
- 4.) Techniques for Expression and Presentation.
- 5.) Study of Drama.
- 6.) The Play.

We then went through each of these aspects of Drama with everyone throwing in the things that they had done. The number of ideas generated through this can only be given by writing up my notes in detail. I promise this for an upcoming issue, too, so please jot down on a slip of paper a few notes on the ways you can employ drama in your classroom. A few notes to stimulate your ideas: use of Drama in the grammar command cards and Interpretive Reading slips; acting out of Botany Nomenclature; use of Personification in the impressionistic charts. Forms of Drama: plays of different genres, adapting stories into plays (getting to bare essentials of plot and dialogue), pantomime, improvisation, newscasts, radio plays, dance, puppet shows and techniques of puppetry, add-ons, comedy skits, mysteries. Also discussed were the many ways in which Drama can serve as a tool of classroom management: acting out situations of Grace and Courtesy and interpersonal problems. It was also pointed out that Drama can serve as an outlet for the insecure child to develop confidence and learn appropriate social behavior. Also, drama can be used as a unifying element of the curriculum.

A panel on Classroom Management, chaired by Kathy Carter and John Berno, addressed issues from the floor, then we broke up into sub-groups

to discuss topics of varied interests (record-keeping, discipline, use of Mock Agenda Meetings, etc.). We also had one night where we split into two groups -- the 6-9 teachers and the 9-12 teachers -- to discuss the particulars of the job with others who share the same experience. Virtually all the presentations were grounded with real-life classroom experiences.

For theoretical renewal, Carla Caudill gave a talk on the Needs and Tendencies of the Human Being, coupled with the psychological characteristics of the child of 6-12, augmenting the basic theory with examples from her own experience. She followed this by presenting two vignettes. Vignette 1: You are a first-year teacher beginning an Elementary class with 10 6-year olds (5 girls and 5 boys) coming up from two primary classes. All the children are reading and writing and know their basic addition and subtraction facts, but there is a moderate range of skill levels. The children are well-socialized, most having had 3 years in the Children's House. Things start off fine. After about three days, all seem bright beyond their years. However, David, age 6, is anxious about his performance; he avoids challenges, spending the first several weeks doing nothing but Racks and Tubes, his numbers barely legible, often backwards. He refuses to take an active part in any Language activity; though he is capable of sounding out phonetic words, he cannot remember them from day to day. The other children are beginning to notice his avoidance of new work and his sensitivity (easily hurt, emotional outbursts). He writes poorly, with many reversals. He is not ostracized, but neither is he "in." When he is not doing division, he "reads", though he obviously can't, and refuses all help. In groups he remains on the periphery, leaving as soon as possible. His father is a research scientist, who rarely attends school functions. His mother holds an M.S. in Special Ed. and is "concerned." She vacillates between pressure tactics and avoidance (both of the child and his teacher). David's older sister is mildly handicapped and unattractive (cerebral palsy), and reads voraciously. She taunts her brother mercilessly. David is dependent upon his mother, being the baby of the family.

Vignette 2: You have the opportunity to observe a class you will take over in the fall. You are an experienced teacher. The class is composed of 20 6-9 year olds, half of whom come from a Primary background. The children sit in pairs at long desks at one end of the room; the teacher sits in a desk at the front with a chalkboard. There are materials in the back, charts on the wall (birthday train, etc.) and plants on the windowsill. On the board are activities to choose from, for Group A and Group B; these must be completed before other choices may be made, finished work being submitted to the teacher. At 11:30, the children eat and play. When they return, they listen to 30 minutes of reading, and then it is off to gym or art class. After this, the children have a brief period in which to choose work, which is approved and/or suggested by the teacher.

After relating these vignettes, Carla invited us to break up into 2 groups, according to interest, to discuss what we would do. Then we met back and reported our varied conclusions. I encourage you to try this same procedure at your next local Elementary teacher's meeting. You don't have one? Organize it -- it's up to you! Have someone take notes and send us your results and maybe we can print them.

Also, Phil Gang presented a detailed research paper on Finality and Causality, two concepts which Montessori was concerned with in the last years of her life-work. Those of us trained in Washington were fairly new to these terms, and it was interesting to hear of their use by both Montessori and her contemporaries and present-day scientists. Following his lecture, Phil posed three questions: "How do we support the inner directives of the child during the 2nd plane of development?" "What are the moral, social and psychological implications of Cosmic Education?" "How do we communicate these ideas/ideals to parents?" He then challenged us to break up into groups and answer them. We hope that the summary of these discussions and Phil's paper will appear in print sometime later this year.

There were also many volunteered presentations. Stella Valdiviez offered her experience with children with Learning Disabilities. Susan Wallen demonstrated the art of Copperplate writing, giving us a chance to try it out with her materials. Dexter Morin brought geological samples from the Mono Lake area, some for us to take home. He gave a detailed description of the history of their formation and of the endangered ecology of this historic area.

Timothy and Roberta Sweeney asked the group to help on a "Classroom Idea" book of practical suggestions for managing a class. Various opinions were offered on the technicalities of this project as well as the developmental implications of these managerial skills for us as practicing Montessorians. The group voted to support this project by sending suggestions on 3" x 5" index cards to regional newsletter editors who could organize them and send them on for consideration. The evolution of this project could thus continue in the next year. (See their letter of request herein.)

There were also opportunities to broaden our own expertise and have fun at the same time. One of the local Park rangers, a knowledgeable naturalist, guided us on Nature Walks through the different ecologies found at Asilomar -- in the dunes, in the forest and in the tidepools (the latter was only for those willing to brave the chill at 6:30 to 7:30 in the morning). Bruce Elliot took us to the beach for a lecture on Birds by the Seashore. We also viewed slide shows on the grey whale and sea lion. A group of California teachers planned an afternoon of New Games, enabling us to share in play as well as work. We also had a cook-out, and Wednesday night, a marathon songfest erupted covering practically the whole of American popular music in 3 hours, topped off with a spontaneous dance with crazy hats and props that got ever wilder as it got ever later -- chorus lines, voices loud to the point of strain, and displays of bawdy humor. . . Again, it was a fun week. (Also, The Washington Class of 1981 exchanged a newsletter with updates from classmates. Nice idea, eh?)

Then, perhaps most importantly, there were the business meetings. We began with Jean Miller giving a history of our group (see upcoming AMI-USA newsletter article on this conference), then our reading through together a working draft of the Charter, developed during the past year by an executive committee formed by the membership at the last conference. Following discussion and certain revisions, the final draft was unanimously approved, and now we are awaiting approval

of it by AMI-USA, to complete our affiliation with them. I encourage you to read this document (enclosed within) in its entirety. It will be revised at the annual conference, as it is subject to annual review. Let me outline some of the important aspects. The Charter begins with a definition of purpose, namely, an elaboration of the services which AMI-EAA provides: the annual conference, the newsletter (an in-house publication), a Directory of Membership, job listings, support for and communication with AMI Elementary training centers, communication among the alumni, exchange of classroom visits, etc. It also describes projected services, including a Materials center (to share ideas concerning the techniques of material making, repair, maintenance and display); Materials Research (e.g., work with the Great River); and the development of AMI-USA supported expectations for adequate teaching positions. The Charter also defines the Executive Committee which is to govern AMI-EAA, composed of five regular (voting) members (Chair, Publication Editor, Materials Coordinator, Research Coordinator, Past Chair) and 3 ex-officio members (the Present, Past and Future Workshop Coordinators). The duties and qualifications of each are delineated, as well as the process by which they will be elected and the lengths of their terms. Ten regions have been formed (see Directory of Membership), and the duties of Regional Representatives have been stated. There are also detailed sections on Finances, Membership Requirements and Consultation/Quality Control.

Following the adoption of the Charter, we elected the following people to serve as the regular members of the Executive Committee:

Chair: Phyllis Pottish-Lewis
Publication Editor: Maryse Lepoutre-Postlewaite
Materials Coordinator: Tom Lepoutre-Postlewaite
Research Coordinator: Alan Temple
Past Chair: Jean Miller

We also broke up into groups according to Regions and selected our Regional Representatives (see Directory of Membership).

Phyllis Pottish-Lewis also reported on Teacher Expectations which her committee has formulated. Some of the provisions include the following: Suggested base salary (1st year of Elem. teaching, with B.A., AMI Primary & Elementary diplomas and Primary teaching experience): \$15,000 to \$17,000 for a 10-month year; 1 sick day per month; 2 professional days per 10-month year; AMI consultation every 3 years; 10% maximum of Non-Montessori children (only for economic survival); 50% of travel and tuition expenses for teacher's continuing education; equitable consideration for hand-made materials; reasonable classroom budget; at least 2 salaried weeks for classroom preparation; a complete set of approved Montessori apparatus, pets, Library, art supplies; health insurance, retirement plans and sabbatical. NOTE: By deciding to go under the AMI-USA umbrella, teachers in non-AMI schools who belong to AMI-EAA will be eligible for insurance offered by AMI-USA.

Members of the AMI-USA Planning Council who were present at the conference gave us an outline of projects and aims for the upcoming year. Of high priority are the development of programs for the Training of Lecturers and the Training of Consultants. The former program would enable candidates to be trained to deliver the lectures in a particular area of the Elementary curriculum, thus cutting down on the amount of time

of it by AMI-USA, to complete our affiliation with them. I encourage you to read this document (enclosed within) in its entirety. It will be revised at the annual conference, as it is subject to annual review. Let me outline some of the important aspects. The Charter begins with a definition of purpose, namely, an elaboration of the services which AMI-EAA provides: the annual conference, the newsletter (an in-house publication), a Directory of Membership, job listings, support for and communication with AMI Elementary training centers, communication among the alumni, exchange of classroom visits, etc. It also describes projected services, including a Materials center (to share ideas concerning the techniques of material making, repair, maintenance and display); Materials Research (e.g., work with the Great River); and the development of AMI-USA supported expectations for adequate teaching positions. The Charter also defines the Executive Committee which is to govern AMI-EAA, composed of five regular (voting) members (Chair, Publication Editor, Materials Coordinator, Research Coordinator, Past Chair) and 3 ex-officio members (the Present, Past and Future Workshop Coordinators). The duties and qualifications of each are delineated, as well as the process by which they will be elected and the lengths of their terms. Ten regions have been formed (see Directory of Membership), and the duties of Regional Representatives have been stated. There are also detailed sections on Finances, Membership Requirements and Consultation/Quality Control.

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to be taken out of the candidate's schedule. They hope to be able to open a second Elementary training course on the West Coast in as little as two years (i.e., in Los Angeles, with Estela Palmieri as the anchorperson). Through the latter program, it is hoped to increase the number of consultants to the point of having regional consultants, which would greatly reduce the cost of the service, transforming it into a service much used by schools for support, rather than to fulfill a needed requirement. Judging by the activity of those present, I think our group will foster the development of future AMI leaders, and I would not be surprised if the first candidates from these programs emerge from our group.

Jean spoke to us about a testing survey which is in the works, designed to develop tests which will apply to our students. The desire is to give a certain number of tests (e.g., 200) nationwide, to see if these tests have any validity. By getting involved in testing, we have the opportunity to affect what is still a new field, and bring the rest of the nation to look at the rest of the individual beyond basic academic skills.

Ken Oefelein presented the results on the Salary Questionnaire completed by participants:

Mean Salary: \$16,973.

Salary Range: \$10,500 to 27,000.

Number of children per class: mean -- 24.7
range -- 15 to 32 (if co-teacher classes
divided in half)

25 people have Insurance.

Years of Experience: Mean -- 3.9

Number of Sick Days: Mean -- 9.1

Tuition: Mean -- \$2,097. per year
Range -- \$460.00 to \$4,800.00

Other information was not clearly delineated to report, and it should be noted that there is no correlation given between the above data. Dexter Morin has volunteered to work on the re-doing of the Survey, to produce a more accurate vehicle.

New ideas that were brought up included a Big Sister/Big Brother approach to supporting first-year teachers -- the experienced teacher makes the first contact with one first-year teacher, "I just wanted to see how you're doing," then follows up as the year progresses. This could be coordinated with the training centers and the Regional Representatives.

It was requested that each Region submit to the AMI-EAA office the state curriculum requirements for their area, so we can correlate this information. People also called for continued dialogue about the use of experimental materials, such as the "Great River", and the making available of certain materials. AMI-EAA hopes to be able to make available to its members for AMI-USA-authorized use only certain materials given in the training course (Time-Lines of Life and of Early Man, Fundamental

Needs charts).

We also discussed the sites for our future conferences, traditionally selected two years in advance. A proposal had arisen during the week to change the 1983 site from the Virgin Islands, due to travel expenses and the sort of accommodations available. After much discussion, this was voted on and Kentucky was designated as the 1983 location, with Kathy Bihl taking on the position of Present Workshop Coordinator. Many sites were then proposed for 1984, and a vote was taken, with the three most popular sites being as follows:

Wisconsin/Michigan:	21
Colorado	11
Washington/Oregon	8

With this in mind, Maureen Peifer was designated as Future Workshop Coordinator, with the understanding that Wisconsin/Michigan would be the location for the 1984 conference; at the same time, representatives in Colorado and Washington/Oregon were asked to look into sites in their area as possible alternate sites, should any problem arise. (NOTE: The third ex-officio position on the Executive Committee, that of Past Workshop Coordinator, was filled by Kathy Carter of San Francisco, who assisted Phyllis in the organization of the Asilomar conference, as Phyllis could not hold the position as she has been elected Chair.)

The final order of business was the discussion of possible topics for the upcoming conference, and filling out of evaluation sheets. Some of the possible topics suggested were a continuation of Music by Jean Miller, Remedial Reading, 2nd-level presentation of the Time-Lines, Religious/Spiritual Development of the Child, Geology, Chemistry, Computers, Human Anatomy, Sexuality (for older class), Update on Biology, update on Geography, and more theory. There was also discussion of the format of having a refresher workshop back-to-back with the conference, and it was decided to wait to see how Miss Stephenson's Language workshop went. (AMI-EAA, for those of you who don't know, answered the AMI-USA Planning Council's call for Continuing Education programs by offering a one-week refresher workshop on the Elementary Language curriculum, given by Miss Stephenson, in the San Francisco Bay Area, the week after the Asilomar conference. All reports appear to be raves!)

I think I've covered most all the essential aspects of this inspiring week. If not, I'm sure the others who attended will fill in the gaps. Best of luck to you in your classes, and do make the effort to get your local AMI-EAA groups going. Having been involved in the local groups in both the Washington, D.C. and San Francisco areas, I can assure you that the support and stimulation offered is invaluable. Oh, and please send in little items for the newsletter -- the more you can contribute, the richer the benefits for all of us.

I. Name: AMI-Elementary Alumni Association

II. Office: address of chairperson

III. Purpose/Services

present

annual conference

- to hold annual meeting
- to be moved around the continent annually in order to accommodate teachers who don't attend due to prohibitive travel expenses.
- to be presented at a time of year when it is convenient for the majority of teachers taking into consideration varying summer schedules.
- to choose an attractive, relaxing atmosphere that provides the proper mood for communication, sharing and growth.
- to offer topics which would appeal to the experienced, seasoned teacher as well as to those who are just beginning
- to provide participants an opportunity to experience the cultural richness of the area (history, geography, biology).
- to balance the presentation of information in terms of curriculum, philosophy, classroom management, and professional growth and standards.
- to provide a positive opportunity for people from different AMI training centers to share ideas and materials so that the Montessori community is enriched.
- to involve teacher trainers from the various courses as resources for curriculum evaluation and continuing education as well as to provide supplemental presentations that may not have been presented in all courses.
- to share ideas by participating in the evaluation of material research by discussion and follow-up in newsletters and future workshops.
- to aid teachers in gaining a greater depth of understanding of the philosophy and its applications to the child.
- to share ideas and methods of classroom management; behaviour, discipline, record keeping, etc., to maximize the effectiveness of the curriculum and the philosophy.
- to build a professional set of expectations for the school, classroom and the teacher.

newsletter

- follow-up of conference resources, articles, etc.
- to provide a vehicle for professional communication, discussion and argument.
- to solicit articles on Montessori theory, parent education, etc., that might be suitable for school newsletters.
- reports from regions.

III. Purpose/Services (cont.)

directory

- to provide current addresses of members
- publication date October 15th; entries due by October 1st.

advertise positions available

communication among the alumni

support for and communication with AMI and the AMI elementary training centers

exchange of classroom visits

recruitment of people to be trained

information service for those who are about to be trained

communication with students in elementary training centers

acceptance of trainees into one's classroom from AMI training centers for observations and student teaching

projected

materials center

- to share ideas concerning techniques of material making, repair and maintenance, display, etc.

material research

- to share ideas by participating in the evaluation of research by discussion and follow-up in newsletters and future workshops.

AMI/USA supported employment expectations

sponsorship of workshops and other forms of continuing education in order to disperse knowledge as well as augment income.

IV. Executive Committee

A. description of duties of each

1. regular members (vo+ing)

Chair: overall co-ordinator, supervises membership, serves as treasurer, representative to AMI/USA Planning Council, promotes definition and description of acceptable employment conditions, promotes definition and description of guidelines for recertification and promotes elementary Montessori teaching as a career;

IV. Executive Committee (cont.)

initial appointee for two years, elected term of three years, one term maximum.

Publication Editor: to put out the newsletter, maintain alumni list, to keep a copy of the minutes of each meeting;

initial appointee for one year, elected term of three years, two terms maximum.

Materials Co-ordinator: to maintain, house and organize for mailing approved AMI materials from past newsletters, workshops and conferences.

initial appointee for one year, elected term of three years, two terms maximum.

Research Co-ordinator: coordinates and solicits information, provides for publication and distribution of results of research.

initial appointee for three years, elected term of three years, two terms maximum.

Past Chair: serves in an advisory capacity for a three year term or until a new past chair emerges.

2. Ex officio members (non-voting)

Present Workshop Co-Ordinator: plan site, accommodations, organizes and runs workshop, conducts evaluation at end of workshop, works with executive committee as a whole.

Past Workshop Co-ordinator: shares experiences and needs, through documentation; provides follow-up concerns from last conference.

Future Workshop Co-ordinator: the conference co-ordinator and location will be selected two years in advance at each annual conference. This selection will be governed by the willingness of one to work as well as meeting the requirements for the conference listed above and the qualifications listed below.

IV. Executive Committee (cont.)

- B. Duties of the Executive Committee as a whole
- to select two representatives from the Executive Committee to serve on the National Alumni Board
 - to assist in decisions for planning annual conference
 - to keep AMI/USA office, EAA pedagogues, AMI headquarters in Holland and other pertinent organizations aware of EAA through documentation of activities.
 - to attend the annual meeting.
- C. Qualifications of members of the Executive Committee
- AMI/USA member
 - resident of USA and Territories
 - Montessori Elementary teaching experience
 - must not be supporting or working for a non-AMI Montessori training course.
- D. Election of Officers
- the Executive Committee draws up a slate which is published in the newsletter.
 - additional nominations are solicited from the membership and must be submitted to the chairperson in writing by January 30.
 - all nominees must meet qualifications listed under C. above and must agree to have their names submitted.
 - ballots will be sent out in the last newsletter and must be returned to the chairperson by May 15.
 - ballots will be opened and counted at the annual meeting.
- E. Cause for Removal
- failure to provide the necessary documents
 - support or participation in non-AMI training courses
 - neglect of duties
 - failure to join AMI/USA
- F. Procedure for Removal and Replacement of Officers
- the Executive Committee can, by majority vote of regular members remove an officer for any of the reasons listed in E. above.
 - When an officer's term is not completed, due to resignation or removal, the regular members of the Executive Committee will appoint a replacement to serve until the next annual elections. At that time an officer will be elected to fulfill the remainder of the term.

V. Regional Representatives

A. Regions (10)

1. Southern California, Arizona and Hawaii
2. Northern California, Nevada, Oregon, Washington, Montana, Idaho, Alaska

V. Regional Representatives (cont.)

3. Wyoming, Colorado, New Mexico, Texas, Utah, Oklahoma
4. Minnesota, Wisconsin, Illinois, North Dakota, South Dakota, Nebraska, Iowa
5. Kansas, Missouri, Arkansas, Louisiana, Mississippi
6. Tennessee, Kentucky, Indiana, Ohio, Michigan, West Virginia
7. Maine, New Hampshire, Vermont, New York State (except New York City), Massachusetts, Connecticut, Rhode Island
8. New Jersey, New York City, Pennsylvania, Delaware
9. Maryland, Washington D.C., North Virginia
10. North Carolina, South Carolina, Georgia, Alabama, Puerto Rico, U.S. Virgin Islands, Virginia and Florida

B. Duties of the representatives

- to provide public relations for EAA recruitment
- to solicit articles for the newsletter
- to submit written reports on activities of the region for the newsletter
- to organize local meetings (costs incurred in holding regional meetings beyond amount stipulated by the Executive Committee would be borne by the region)
- to attend the annual conference (costs incurred as a result of attendance will not be reimbursed)
- to keep mailing lists up to date
- to work together with AMI/USA on regional meetings that involve elementary projects

C. Each region will be represented by one or two people

D. Representatives can be appointed or selected by members of the region at the annual meeting

E. Term of service will be one year with annual review at the annual meeting; limited to four years

F. Qualifications of Representatives

- AMI/USA member
- Montessori elementary teaching experience
- must not be supporting or working for a non-AMI Montessori training course

VI. Finances

- A. Membership dues may be levied as a self tax for operational budget only. The budget must be approved by both the membership and AMI/USA.

Dues are as follows:	North America	Overseas	Students
Before October 1st	\$30.00	\$40.00	\$15.00
After October 1st	\$40.00	\$50.00	\$15.00

Couples will pay 1½ times the dues and will receive one copy of each Newsletter and one Directory.

VI. Finances (cont.)

The fiscal year will be June 1 to May 31. The membership renewal mailing will be with the last newsletter or May 1st so that members are reached before they move.

Dues may be set at the annual meeting for the following June.

- B. If monies are raised outside of membership dues an operational budget must be submitted for approval to both the executive committee of AMI-EAA and to AMI/USA before any fund raising is begun. Money raised may be ear-marked for use in the following categories:
- operational costs of EAA
 - operations for a special project
 - training-related services and programs (AMI-EAA may suggest the project, but the program is designed by trainers)
 - AMI or AMI/USA for their special projects such as training of trainers, lectures, training of consultants
- C. Ten% of gross monies earned (not from dues) to be paid to AMI/USA.

VII. Membership

- A. Requirements for Membership
- have an AMI elementary diploma
 - be an AMI/USA member
- B. Duties of Membership
- to help keep the alumni list of names and addresses current
 - to answer questionnaires within the designated time limit
 - to contribute articles and/or write up experiences for the newsletter

VIII. Consultation and Quality Control

Three trainers, mutually acceptable to AMI/USA and AMI-EAA, will serve as consultants and quality control for AMI-EAA sponsored activities (seminars, workshops, research projects, publications and other media, etc.) with the exception of the AMI-EAA newsletter which is an in-house, teacher-opinion publication available only to members of EAA.

IX. Revision of this Document

- there will be an annual review of the charter at the annual meeting
- ammendments, additions and deletions become effective upon majority vote of AMI-EAA members present at the annual meeting

TEACHER EVALUATION FORM

We use this form each year using the following procedure. Around Jan. and Feb. each of the teachers is observed by 2 other teachers on our staff (all AMI trained) who fill out this form. The teacher also fills out the form as a self-evaluation. The Personnel Committee then reviews the 3 evaluations (two observers and one self-evaluation) and writes a summary that includes strengths as well as areas that need improvement. This summary is read and discussed with the teacher who then signs it. It is kept in the teacher's personnel file. If a teacher is new to our school, an early fall observation is added to this process.

Because our school is a teacher-parent board, some areas of this form would not apply to other forms. Also we are in the process of reviewing and revising this form, but if any part of it is helpful, please use it.

Montessori Child Development Centers
P. O. Box 15231
Atlanta, Georgia 30333

Date: _____

PERSONNEL EVALUATION FORM - TEACHER

Name _____

Completed by _____

- Ratings: 5. Outstanding
- 4. Above Average
- 3. Average

- 2. Evidence of Improvement
- 1. Needs Improvement
- N/A Not applicable or not observed

I PEDAGOGICAL EFFECTIVENESS

- A. Holds interest and attention of individual children during lessons. _____
- B. Appears competent in presenting lessons. _____
- C. Can be flexible and original in lesson-giving to different children with different needs. _____
- D. Is conscientious about giving adequate attention to all children, even the difficult or uninterested ones. _____
- E. Maintains records which can be used in lesson planning and which can be passed on to other teachers. _____
- F. Encourages children to act independently and be self-reliant. _____
- G. Demonstrates effective techniques for directing children to work. _____
- H. Can identify special problems (learning, perceptual, physical, social) and can deal effectively with them. _____
- I. Strives to increase understanding of children's intellectual and emotional growth through outside reading, workshops, discussion groups, or other means. _____
- J. Seems to enjoy being in the classroom and dealing with children. _____

II CLASSROOM MANAGEMENT

- A. Has established sufficient systems for children to manage themselves and their work. _____
- B. Elicits positive response from children when giving group directives. _____
- C. Commands children's attention in group settings. _____
- D. Demonstrates awareness of class activity level and can effect change in it. _____
- E. Is consistent in carrying out established rules and procedures. _____
- F. Handles special discipline situations well. _____

III MAINTENANCE OF ENVIRONMENT (CLASSROOM)

- A. Keeps all exercises/materials in good, usable condition at all times and repairs them when needed. _____
- B. Keeps total environment clean and attractive. _____
- C. Replaces and enriches exercises/materials when necessary (i.e., practical life and language) _____
- D. Provides areas for cultural, musical, natural and artistic growth and expression within classroom. _____

IV RELATIONSHIP TO CHILDREN

- A. Recognizes and Identifies Special Problems
 - 1. Observes variations in the emotional stability of the students. _____
 - 2. Recognizes when a student's emotional stability is in a questionable state. _____
- B. Responds to Child's Emotional Needs
 - 1. Listens with empathy. _____
 - 2. Listens attentively. _____
 - 3. Engages the child in trying to find his solutions to his problems. _____
 - 4. Encourages the child to weigh the pros and cons of his alternate solutions. _____
 - 5. Can aid the child to increase his self-concept. _____
 - 6. Can give extra warmth and affection. _____

V

RELATIONSHIP TO PARENTS

- A. Meets on regular basis for conferences. _____
- B. Discerns special problems and takes initiative to schedule parent conferences to deal with them. _____
- C. Responds to requests for help/conferences from parents. _____
- D. Can recognize problems and confront parents with them. _____

VI

RELATIONSHIP TO FACULTY

- A. Communicates effectively in the faculty group setting. _____
- B. Cooperates in group efforts. _____
- C. Participates in staff meetings/pedagogical discussion. _____
- D. Submits newsletter items regularly and promptly. _____
- E. Processes appropriate paperwork for classroom interviews and other procedures in cooperation with the office. _____
- F. Communicates regularly and effectively with the office. _____

VII

EFFECTIVENESS IN ORGANIZATION WORK

- A. Board Membership
 - 1. Attends Board meetings regularly. _____
 - 2. Participates effectively, showing interest in MCDC operation and offering pertinent suggestions and ideas. _____
- B. Committee Work
 - 1. Attends committee meetings. _____
 - 2. Cooperates and communicates well with other committee members _____
 - 3. Shows initiative and completes task assignments. _____
- C. General
 - 1. Represents MCDC favorably in public. _____
 - 2. Refrains from making negative comments regarding other schools. _____

VIII FULFILLS OTHER CONTRACTUAL OBLIGATIONS

- A. Punctuality. _____
- B. Initiates Study Groups. _____
- C. Closes up classrooms on Fridays and reopens on Sunday or early Monday morning in accordance with terms of lease. _____
- D. Complies with all rules and regulations passed by the Board of Trustees. _____

Signature: _____

Date: _____

Comments on this form:

NEWS FROM REGION 1

Fifteen teachers attended our first meeting of the year at the Montessori Institute of Los Angeles hosted by Estella Palmieri. Our tentative schedule of workshops for the coming year:

October 30	Materials exchange
December 4	Sex education
November 13,14	New games - sports & playground
January 22	Relationships, communication, & burn-out
February 26	Classroom standards: criteria for a successful classroom
March 12	Biology
April 23	Records, evaluations, testing, reports
May 14	Drama

We look forward to a year of sharing, supporting each other, growth, and reaching out to draw the Montessori community closer together.

We discussed the new thrust in EAA, AMI-USA, the administrators organization, salaries, support for new and burned out teachers, outreach, internships, budget, and our workshop/meeting schedule.

We divided up the responsibilities for communication, research and development, legislation information, materials resource center, newsletter, speakers, and organizing/hosting workshops amongst committees and individuals.

Our sharing and discussions of the afternoon continued on through the evening as we enjoyed a lovely meal at the Casa Vallarta in Santa Monica.

ELEMENTARY TEACHER needed for Fall 1983, in a well-established Montessori school in the Pacific Northwest. B.A. and A.M.I. Elementary Training required. Send resume to The Skinner School, P.O.Box 1405 Vancouver, Washington 98668

The guidelines listed below are primarily for social problem solving meetings. Other meetings can be held utilizing the same structure. It is better that all meetings do not deal only with solving social problems in the classroom. Meetings can also be held to plan field trips, organize class meetings, or there might be specific meetings for working on encouragement discussing the four goals of mistaken behavior, or logical consequences.

Time: It is recommended that a specific time be set aside on a regular basis. This can be decided at an early class meeting. Suggested times are prior to lunch, P.E. or recess. (Spontaneous meetings are not recommended unless they are absolutely necessary. A "cooling off" period in a conflict situation is really helpful. Many times when agenda items include some kind of disagreement between students, and there has been a "cooling off" time, it is not necessary to discuss the problem as the students have already resolved it.

Length: The length of the meeting will vary according to the age of the children. All meetings should end before the children get bored or restless. The recommended length is 20 minutes for primary and 30 minutes for intermediate.

Physical Setting: A circle is desirable because it allows all students to see each other. If this cannot be arranged, any seating order can work. When first starting meetings, it is sometimes helpful to have students sit in the seating arrangement to which they are accustomed, i.e., rows, group tables, etc. After a few meetings, then a decision for holding meetings in a circle might be an agenda item. A seating chart is helpful if there are several children with behavior problems in the class.

Agenda: The agenda should be in a prominent place in the room so all members of the class may list concerns. This includes teachers, teacher aides, parent volunteers, etc., as well as students. In primary classes the agenda might include just the name of the student since spelling may be a problem. In intermediate classes students should be required to list the name with problem areas or problem person listed in parenthesis. The teacher can suggest that the child list problems on the agenda. It should be understood by the class that all agenda items will be discussed in chronological order. (Meetings should start the following day where it left off on the previous day). The agenda is very helpful in taking the teacher or other adult out of the middle of every dispute that students have. Students learn very quickly that tattling or "telling on" someone are not effective ways to involve the teacher, so they

learn to give up this kind of behavior. When all the teacher says is, "Put it on the agenda and we will discuss it at the meeting", fighting and arguing are no longer useful ways to seek adult involvement.

Ground Rules:

These should be announced at the first meeting. They should be kept to an absolute minimum. The two major rules which should be implemented are: 1. Class members should deal with each other with mutual respect; 2. The meetings are held so that we can all work together to help each other. This is very important rule because the teacher has the control to stop hurtful discussions or consequences with one question, "Do you think this will help Johnny?"

Minutes:

Minutes should be kept and consist of suggested consequences and the chosen one noted. They should be kept on file for further reference by students.

Procedures:

The following are the step-by-step procedures for leading the meeting:

1. Compliments: The meeting is started by the teacher who gives his/her "compliment". "Compliments" can be statements of appreciation for someone's help, willingness to share, for someone's appearance or any number of things. It is important to start the meeting with compliments in order to begin the discussion on a positive note. Compliments by students (with raised hands) and given one at a time in a clockwise manner. At NO time should the teacher recognize a student whose turn has passed.
2. Agenda Items: The first item on the agenda is then announced and the person who wrote his name on the agenda is asked if the problem is still of concern. If the person who wrote the item on the agenda says that the problem has been solved, the leader proceeds to the next item on the agenda. (This happens many times. When children are mad and they have a place to write down their concern, by meeting time the problem has been solved by the students.)
3. Agenda Items for Discussion:
 - a. The person who writes the item on the agenda and wants to discuss it tells the class exactly what the problem is as he/she sees it.
 - b. The person or persons who may be involved in the problem are asked if the accusation is accurate.
 - c. If the person or persons who are involved in the problem agree that the description of the situation is accurate, he/she/they are then asked what should be the logical consequence for the misbehavior.

d. If the majority of the students agree with the suggested consequence, it is accepted and the next item is brought up. If the majority disagree, then suggestions are taken from other members of the class in a clockwise manner (if the meeting is in a circle). After going around the circle twice, the discussion is ended and a consequence is decided.

e. If the student(s) involved in the situation do not remember his/her/their actions, the leader goes around the circle one time to help clarify the situation. If the student(s) still does not remember being involved, the leader will ask, "How many people witnessed this problem and how many think the person accused was in fact involved?"

f. Once the class has decided the person was involved suggestions for consequences are discussed.

g. The consequences are voted on. After a consequence has been selected the leader asks the group for reactions to the consequences. (This takes place again by going around the class once in a clockwise direction.)

h. After these reactions, the next agenda item is brought up and discussed in the above manner.

Additional
Guidelines:

1. The emphasis should always be toward the four goal of misbehavior, and never deeper, except to point out the child's need to belong, to be liked and wanted by others. There is little likelihood of your getting into trouble in these discussions, regardless of the personal nature of the problems presented, as long as you stick to this rule.

A. Your effort should always be toward getting the children to express these goals in their own words as much as possible with your interpretations only coming if the students can not seem to bring goals out through discussion.

B. Students usually understand problems when expressed why the student did what he did.

- Attention Getting: "How many people think that he did it to get our attention?"

- Power: "How many people think that he did it to show how tough he was or that he could be the boss?"

- Revenge: "How many people think he did it to get even?"

- Display of Inadequacy: (assumed disability) "How many people think that he does this to make us think he can't do anything right?"

2. Do not try and judge individual student's suggestions. Avoid "I told you so's." Ask students what they think.

3. Teachers or the leader are facilitators and must make sure students stick to the topic. If students try to speak to a different topic, the teacher or leader may ask, "How many people think that the topic is being changed?" How many think it is not?"

4. Humiliating each other is not a part of the "mutual respect" ground rule. If a humiliating statement is made, ask other children what they think about it. If they tend to agree, you might say, "Do you really think he's just mean, stupid, etc.," or "Don't you think there might be another reason for what he's doing?" This may lead them to an understanding of the goal of the misbehavior, and encourage the group to find ways to help the child. Using the group rule of helping each other can also turn a humiliating experience into a helping one.

5. Once children find that you are willing to let them say anything they want, and that the purpose of the discussion is to help them with personal problems, etc., you will be amazed at the freedom with which they will express themselves, as well as the spirit of cooperativeness and helpfulness they will display.

6. You will make many mistakes to start with; but, if the above rules are followed, your chances of making a serious error are negligible, and the results may far exceed your expectations.

7. Teacher input as facilitator needs to be the greatest at initial class meetings. Once the students realize their ability to solve problems and have increased their problem-solving skills, teacher input will diminish.

8. It has been found by many teachers that using nonverbal signs to agree and disagree has almost eliminated such yelling out behavior as, "Ya, I saw him do it", "You don't know what you're talking about"...etc. To agree, students give the "power" salute up and down quietly. To disagree, students make a sign like someone is sliding in safe in baseball.

LUNCHTIME QUANDRIES--A Few Suggestions

from: Carla Caudill
Yorktown, Indiana

QUERY (from an Asilomar participant): How do you deal successfully with lunch for children? Who supervises or do the children eat on their own? Where do the children eat? During rainy days or cold, wet winter days when children cannot go outside, where are some suggestions for opportunities for active play if the Montessori classroom is the only place available?

RESPONSE: I would suggest that noon hour activities be developed according to several factors, among them the ages and number of children, the staff and physical facilities available, and the weather.

At Meramec Montessori Center, our format follows the seasons. In warm weather we frequently picnic, bringing out mats and tables, or using a picnic table. Usually everyone sits together, but on occasion, small groups of children have arranged a table in a favorite place of their own. In warm weather we tend to be more casual with procedures; basically, everyone is expected to look after their own trash and to be done within a certain time frame. These guidelines are established with the children before the lunch hour. In general, the weekly class council is the time when we discuss procedures and changes thereof.

When weather forces us to move indoors, we enjoy "luncheon" together. Younger children especially seem to enjoy a more formalized routine, which can involve many "grace and courtesy" lessons. We often begin by making personalized placemats, napkin rings and napkins before our luncheon season begins. This proves a gradual conversational introduction to the concept of "luncheon"(as opposed to "picnic" or "lunch").

Through the use of charts (for control of error) and discussion, we handle details such as setting the table, seating arrangements, clean-up chores. At first, the adult must supervise closely, but gradually the children can assume more of the responsibility. Although the luncheon routine involves more time (usually 60 minutes from setting the table to putting away the last spoon and sweeping the floor), the rituals of housekeeping stimulate the group bond and enhance social development.

At times we correlate lunch-time with regular class work, i.e., the study of food in a different time or culture. We may prepare a food to share, invite guests or parents to join the class, or "go out" to a restaurant; all of these involve extensive planning which can be part of the children's "practical life".

One year we had the luxury of a diningroom and kitchen and were able to cook several meals as well as have the advantages of a permanently arranged seating area. Our kitchen utensils and table service were furnished by the children from their homes. They also took turns bringing centerpieces (usually edible). That year, an adult assistant left class early with the "host committee"

who prepared the meal and set the tables before the "guests" arrived. Each arriving child was welcomed at the door and graciously shown to his/her place at the table. The host committee changed weekly, and although the other children participated in clean-up, it was the hosts/esses who had the final responsibility. (We noticed a growth in mannerliness and responsible behavior that year!)

However, for most of us, most of the time, the classroom is also the "lunchroom" and although some concessions must be made, it is still possible to implement a relaxing and inviting "luncheon" atmosphere. Generally, our routine has been as described in the following paragraphs ; maybe some of the ideas can be useful to you in designing your own program, which will be dynamic and growing with the children.

When we use the classroom, one area is designated as the dining area, so that it can be set up and used without (too much) disturbance of the class work area.

The 20-30 minutes before lunch are reserved for active play --outside, if at all possible. (Remember that 6-12 year olds have more endurance than primary children!) If outdoor play is not possible, then we have indoor activity--such as folk dancing, aerobics, or movement games. Music helps on a rainy day! We listen to it, move to it, make our own. The children can bring records and instruments from home for this.

After lunch is quiet time; we do not go outside again. People who finish early may read, play games (traditional--Bingo, dominoes, puzzles; "new"--Lingo, electronic) or listen to music with headphones.

When everyone is finished, we move back to our work tables. Before going outside each child has set out a piece of "handwork"--drawing, sewing, calligraphy, for example-- to be done quietly while the teacher reads aloud. (Many children have told me this is their favorite part of the day.) The handwork can be assigned or chosen, according to the children's level of development. It is crucial that everything be set out before lunch, i.e. pencils sharpened, pens filled, etc. This avoids last-minute confusion and delay before the reading begins. The reading is finished in approximately 30 minutes, and we go on to our afternoon work.

Dear Friends,

This article on Mayan Math was taken from a magazine that I have in my class called Odyssey- The Young People's Magazine of Astronomy and Outer Space. It fits in nicely with the History of Number Charts and the lessons on the history of mathematics. If you have that special child in your class who really 'digs' astronomy and math, this should be fun for her. I think that magazine is worth purchasing a subscription for your classroom. For those of you who are interested the address is:

Odyssey
AstroMedia Corp.
625 E. St. Paul. Ave.
PO Box 92788
Milwaukee, WI 53202

The price is \$15.00 per year.

Have fun deciphering,

By Kathleen Hedges

The Maya did their calculations with an unusual number system based on twenty, unlike our system, which is based on ten. Before we try to understand their system, let's make sure we understand our own.

Our number system has ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. If we want to write a number greater than nine, we have to use combinations of these digits and pretend that they have different values, depending on their *place* or *position* within the number. For instance, 234 means 2 hundreds, 3 tens, and 4 ones. The Maya had a similar notion of place value, but they did two things differently from us.

First, they wrote numbers from top to bottom, so 234 looked like this:

2
3
4

Then, they let each place hold numbers up to twenty, instead of just up to ten.

If the Maya had used a different symbol for each of their digits, their system would have been hard to manage. Instead, they wrote all the numbers from one to nineteen with a combination of just two symbols: a dot meaning one and a bar meaning five. Here are

their numbers from one to nineteen:

•	••	•••	••••	—	•	••
1	2	3	4	5	6	7
•••	••••	—	•	••	•••	••••
8	9	10	11	12	13	14
—	•	••	•••	••••		
15	16	17	18	19		

To write *twenty*, the Maya needed to put a one (dot) in the next higher place and a place-keeper (zero) in the lowest place, to show it was empty. For zero, they used a symbol that usually looked like a shell but differed slightly depending on the scribe who wrote it. We will draw the shell symbol like this:

So *twenty* was written with a dot and a shell:

•

Here are some other examples of Maya numbers:

•	••	—	•
••	•••		••
22	47	100	122

Think you understand? Test yourself: try writing these numbers in Maya style, then

Dear Montessorians,

We would like to collect, edit and print in the EAA newsletter the special workable solutions, ideas and methods that teachers have discovered over the years. If you have ideas to contribute please send each idea on a separate 5by 8 index card in a clear notelike form, with your name and topic on top , to:

Timothy and Roberta Sweeney
422 W Alosta #18
Glendora, Ca 91740
213-963-8763

Thank You.

POSSIBLE CATEGORIES:

art, attitudes, attendance, anger(yourself, students, parents), assignments
bathroom, boss, breaks (yours, students), boredom (yours, students), bulletin board
chaos, charts, chores (lists, expectations), cheating, circle time, curriculum,
classwork, clean-up time, communication, conferences(teachers, parents, students)
control, crying
deadlines, day care, discipline, drinking fountain, dishonesty, dismissal
emergencies (before, during, after), expectations (yours, theirs), environment
fights, follow-up work, field trips
games, groups (identity/purpose/meetings/ controlling)
homework, humor
laws, lessons, love, lunchtime
materials (display/making/consumables/masters/ quality/point of interest)
motivation, mistreating materials (broken/lost/misuse)
new students, noise, nutrition, notebooks
obedience, observation
parents, parties, pencil sharpener, pencils, pens, physical education, picnics,
planning, problem solving, progress (slow, none), psychology keys, public
school students, paper
reasons, record keeping, reference books, report cards, research (student,
teacher), rules, religion
scheduling (daily/weekly/monthly/yearly/3 year), sexuality, sickness, shyness,
skill building, snacks, sociology, spirituality, staff, stealing,
student(assignment sheet/ appearance/dresscode/notebooks/personal belongings-
storage, loss, prohibited items/lunches-contents, loss/ student run activities/
student supplies), student teachers, swearing
testing
visitors, visiting other schools
war (student & teacher), wet feet, wasting (paper/food/time/etc.), work,
where to get your AMI diploma signed

From the Executive Committee . . .

The Executive Committee of AMI-EAA hereby nominate:

Maryse Lepoutre-Postlewaite for the position of Publication Editor for the term of June 1983 to May 1986;

Tom Lepoutre-Postlewaite for the position of Materials Coordinator for the term of June 1983 to May 1986.

Any other nominations for these positions need to be submitted by December 18, 1982. Please send nominations to Phyllis Pottish-Lewis (see directory).

— BOOKS — BOOKS — BOOKS —

From Betty Litsey

Investigating Science with Children Series

Vol. 1	Living Things	Teachers Publishing Corp.
Vol. 2	The Earth	Darien, Conn.
Vol. 3	Atoms and Molecules	
Vol. 4	Motion	
Vol. 5	Energy and Waves	
Vol. 6	Space	

These books are produced as a joint project of the National Science Teachers Association and National Aeronautics and Space Administration. They are clearly organized and filled with simple experiments and illustrations. The emphasis is on experiencing the concept and activities range from taking a field trip to study a biome to making models of atoms. Montessorians will find them a very useful resource because they follow closely our approach to the subject areas. For example, the Vol. *The Earth* contains the chapters Investigating the Lithosphere, the Hydrosphere, the Atmosphere, and Ways the Earth Changes.

Shake Hands with Shakespeare

by Albert Cullum
Citation Press
New York, 1968

Eight of Shakespeare's play adapted for elementary children. The author states, "In adapting the plays, I have been extremely careful not to destroy the beauty, the power, or the humanity of the originals." He also gives much practical advice on rehearsals, staging, costumes, etc. A sure hit with the kids!

A Perceptual-Motor and Visual Perception Handbook of Developmental Activities for Schools, Clinics, Parents and Pre-school Programs.

An excellent source of activities using bean bags, jump ropes, balance beams, jumping jacks and other ways of moving in space. They are arranged in sequence of difficulty and designed to help the child integrate both sides of the brain. (Around \$7.00)

Order from: Perception Development Research Associates
P.O. Box 827
Port Angeles, Washington 98362
(206) 452-2842

COMING EVENTS

The following is a list of elementary teachers who will be participating in the regional AMI/USA workshops this season. Details on any of these can be obtained from the AMI/USA office, 780 West End Ave. #4E, New York, New York 10025.

WORKSHOP LEADER	DATE	REGION
Jackie Eibert	October 30, 1982	Washington D. C.
Ann-Charlotte Lax-Antrim		
Alan Temple	November 20, 1982	Austin, Texas
Claudine Seibert	February 12, 1983	New York City
Phyllis Pottish-Lewis	March 19, 1983	San Francisco, CA.
Debbie Babson	April 9, 1983	Simsbury, CT.
Alan Westcott	April 16, 1983	Wichita, KS.
Carla Caudill	April 23, 1983	Muncie, Ind.
Janice deBra	April 30, 1983	Atlanta, GA.

A.M.I. Elementary Alumni Association Newsletter

Volume X

Number 2

January 1983

The Secret in My Briefcase

Tom Lepoutre-Postlewaite

Daily as we hussle about the classroom with a myriad of occupations on the forefront of our minds, held in store for that inquisitive child who comes primed, ready to focus on new work or continue an already existing project, we might have been distracted by the shelves that seem "too cluttered" or by a material we had designed recently that has collected an inordinate amount of dust. Later in the morning, after we just sat with a small group presenting our dusted off material we might be haunted by a child's face that reflected an unspoken response that says, "Well, what now?" Horrified, we barrage ourselves with a heavy curtain of questions. "Maybe it was my style? . . . Perhaps I wasn't enthusiastic enough? . . . Maybe the child wasn't adequately prepared? . . . or Was it the material that I designed?"

Recently in my preparation for a study of ancient Egypt, I thought, "How wonderful it would be to study the gods and the goddesses of the ancient Egyptians." Enthused, I pressed on to develop two packets of a nomenclature style material that has written text for matching to some illustrations of the goddesses and the gods. I can count the hours I spent drawing, coloring, pasting and typing. When I finished, I was proud and anxious to present this work to the children.

On the day that I called a small group to the lesson to proceed forward in our journey across the Arabian peninsula and the Red Sea from the Tigris-Euphrates Rivers to the "Land of the Nile," a boy with auburn hair and a face with as many freckles as stars floated across the room with his eyes aglow and a smile as broad as the Cheshire Cat. "Tom, is this the lesson on ancient Egypt?" he inquired.

"Yes." I replied, noting that his smile stretched even further and that he could scarcely contain his excitement.

"Goodie! I've been waiting to do some research on the gods and goddesses of Egypt!" He then commenced to explain about how he was going to search for pictures and information to construct a series of cards—pictures on the front and a written text on the reverse side.

While listening to his explanation and feeling the pulse of his excitement, I inwardly rejoiced that I hadn't intro-

duced the material I designed. Fortunately, my two packets were sitting unveiled in my briefcase; there to remain as a secret and as a reminder.

With the impetus of this personal situation and having the occupation of cataloguing the materials of EAA, I've set aside time to reflect on the introduction of personal handmade and designed materials. It's clear to me the function of the Montessori material, that the purpose is to serve internal development by providing the individual with a stimulus which pushes a button and captures the attention of the child setting him on a road toward concentration and discovery.

From the conference in Colorado, 1981, I still hear the echoes of a question asked of a speaker: "Is this a point of departure or a point of arrival?" By "point of departure" I interpreted a springboard which the child moves out from into new discoveries—self-discovery and concentration. This seems essential, an undeniable function our environments should provide. A place where ". . . the child can find the kind of work that permits him to do this."¹

The new education has as its primary aim the discovery and the freeing of the child. The first problem with which it is concerned is the child's very existence and the second is that of providing him with the necessary aid as he advances toward maturity. This means there must be a suitable environment for the child's growth. Obstacles must be reduced to a minimum and the surroundings should provide the necessary means for the exercise of those activities which develop the child's energies. (Adults, too, should not) . . . carry out for him those activities by means of which a child reaches maturity.²

In a culture like ours where everyone seems to have a sales pitch or at least a product to sell, it is easy to succumb to the many materials offered through educational supply houses. Likewise, we in our own exuberance and love for a subject may overwhelm the child with a mountain of material which looms over the child and suppresses his excitement and discovery. "A man who acts by himself, who expends his strength on his own actions, conquers himself, increases his strength and perfects himself."³

From my recent experience, the secret of my Egyptian booklets will remain in my briefcase and henceforth I will delight in memory of that child who came to me each day

as a ripened fruit bursting with life having found some "new" information to share about Anubis or Osiris or . . .

¹Montessori, Maria; *The Absorbent Mind*; New York; Dell Publishing Co.; 1967; p. 222.

²Montessori, Maria; *The Secret of Childhood*; New York; Ballentine Books; 1974; p. 110.

³Montessori, Maria; *The Discovery of the Child*; New York; Ballentine Books; 1978; p. 58.

From the Executive Committee . . .

Dear Friends,

Happy New Year! I hope you all had an enjoyable and deserved vacation. As you can tell from the first newsletter, our members and the executive body are keeping busy to make EAA stronger and stronger. In this vein I'd like to compliment Maryse Lepoutre Postlewaite for the excellent job she did, with the help of contributors, on our first newsletter. Let's continue to give her support by sending in those sorely needed articles. How about you David Trower? What are you going to send in? And you, Michael Berno! We're waiting for your unique contribution from the Big Apple! Irene Holt! I know you are alive and well in Seattle. Start drawing and typing now! And y'all, Martha Walsh, down in Texas. How about an article on the anatomy of the armadillo? And don't think that because you have been left unnamed here that you are:

- a) unwanted,
- b) forgotten
- or
- c) off the hook!

I'd also like to thank Paul Riofski for his collaboration in the drawing-up of a recruitment letter which was sent to eligible AMI teachers. We were successful in recruiting approximately 19 new members. This is another area each of you could help in as many of the addresses we have are incorrect. Enclosed is a copy of the recruitment letter. If you know any lost AMI elementary teacher who might need gentle persuasion please feel free to pass it along.

I'm happy to inform you that the proposal I made to the Continuing Education Committee of the Planning Council (enclosed) has been approved by that committee and has gone to the next level for consideration.

I would like to draw your attention to the AMI/EAA official Statement of Expectations enclosed herein. The AMI/EAA hereby authorizes and encourages its members to refer to these guidelines in negotiating for equitable positions.

I look forward to reporting to you in the next newsletter.

Sincerely,



Field Trips/Camping

Shelli Scher

As we all know, field trips are an important part of the junior program. Although they may take a lot of time and effort on your part, as well as the parents, they are worthwhile and should be thought about with care.

I try to have two field trips a month. As much as possible I plan them to coincide with lessons being given in the classroom. This means careful planning in advance. If the local arboretum in the area is giving tours in the fall about seed dispersal, I may want to plan my lessons around the field trip.

These trips have to be set up in advance with the arboretum or museum, etc., and enough time must be given for parents accompanying you to arrange their time as well. A little research in your area can turn up lots of wonderful excursions.

Whenever possible I try to take local transportation. If not, a car with seat belts is preferable to one without them. Each parent is allotted a certain number of children and they are in charge of their group, so that an ambitious child wandering off among the flowers does not end up being left behind to spend the night at the arboretum!

A trip to a special exhibit in town at a local museum or the symphony will need preparation in advance. A little information about each composer or artist and a sample of their work will be enough to allow the children to enjoy the trip in a special way.

Last year I brought my class to see a special exhibit on Impressionistic painting in a San Francisco museum. We talked a bit about Impressionism and touched on a few of the main artists. As a result, the children were so excited by the exhibit they wrote wonderful stories and drew pictures afterwards that told me they had really observed and been touched by what they had seen. Their discussions at the exhibit were so intelligent that many people viewing the exhibit at the same time came up to me to ask who these children were, as they had never seen children like this before. A little preparation allows them to be participants instead of mere observers.

Often at an exhibit of this nature I have the children bring a pencil and small notepad to jot down some of their favorite pieces. This helps them to remember later on what they have seen. Also, some preparation in advance on behaviour on the trip helps—museum guards do not appreciate children leaning on the paintings to copy information, or trace.

After a field trip the children write thank you notes to people who may have helped, such as docents.

Camping trips require similar preparation. I usually have a one or two night trip in the spring, as well as a week in Yosemite in the summer with other Montessori junior classrooms in the area. Learning some songs in advance is helpful for nighttimes around the campfire.

Camping is a wonderful experience for the children to share practical life experiences such as cooking and keeping

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A Query From Washington State		
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Classified Ad (Trainee Seeking and Sponsor)		
Grab Bag of Ideas		
AMI-EAA Materials Order Form	submitted by Tom Lepoutre-Postlewaite
Children's Books Order Form	submitted by Pamela Butler-Stone
Estela Palmieri on Foreign Language	by Paul Riofski
History of Punctuation and archy and mehitabel	submitted by Phyllis Pottish-Lewis
Grammar and Punctuation as told by Gertrude Stein	Notes by Paul Riofski
<u>Words Words Words</u>	submitted by Phyllis Pottish-Lewis
Cursive Corner (and sample page)	by Timothy & Roberta Sweeney
Notes From Phoebe Allen		
Insect Pets and Biological Supply Houses (More to come in the next issue)	submitted by Nancy Diaz
Study of Paleolithic, Mesolithic, and Neolithic Periods	submitted by Ken Oefelein
Advertiser's Form		
New Members Supplement, Corrections and Update		

In our most recent newsletter of October 1982, the Executive Committee of EAA announced their nominations for the two positions to be elected at our annual conference in Kentucky (1983). The Committee nominated Maryse Lepoutre-Postlewaite as Publication Editor and Tom Lepoutre-Postlewaite as Materials Co-ordinator. There were no other nominations submitted from the membership.

Below is a ballot for the elections of these two positions. Included on the ballot is a place to mark a write-in vote. Please complete the ballot and send it to Phyllis Pottish-Lewis 382 63rd Street Oakland, CA 94618. These ballots will then be opened and counted during our annual conference in June. It is important that you mark your envelope "Ballot enclosed". This will facilitate the sorting of the mail and guarantee that ballots will only be opened during our Conference. Thank you for your support.

AMI-EAA Elections - 1983

Position: Publication Editor

Nominee: Maryse Lepoutre-Postlewaite

Write-in: _____

For

Against

Position: Materials Co-ordinator

Nominee: Tom Lepoutre-Postlewaite

Write-in: _____

For

Against



November 8, 1982

Dear Colleague,

Since 1968, the AMI Elementary teachers in the United States have banded together in an effort to support each other in meeting the challenges of our work. Two years ago, a formal organization was begun, under the name of AMI-EAA (Elementary Alumni Association), to ensure the survival and continuance of this support system. Now, the foundation has been laid. We are embarking on a new era of expanding services and opportunities for our members, and we want to invite you to look at what we're doing and where we're going, so you can "get on board, too," as it were!

In June of this year, at our annual conference, the members present took part in the final drafting and adoption (by unanimous approval) of a Charter which formally defines our structure. A key element to the broadening of our services is the establishment of an Executive Committee, consisting of five regular (voting) members (Chair, Materials Coordinator, Research Coordinator, Publications Editor, Past Chair) and three ex-officio members (Past, Present and Future Workshop Coordinators).

In the past, virtually all the responsibilities of running the organization have fallen on the shoulders of one dedicated person, namely, Jean K. Miller, who now assumes the position of Past Chair. Now, for the first time, we have a Publications Editor whose sole responsibility is the production and development of the Newsletter. We also have a Materials Coordinator, who is busy categorizing, recording and cataloguing all the materials amassed through previous newsletters and conferences, so they may be made available to our members. Descriptions of the first batch of materials (along with order forms) will appear in the second newsletter of this year.

The position of Research Coordinator on the Executive Committee is the milestone of a new direction in our path of development; the initial task here is the defining of direction and format (e.g., AMI pedagogical input).

The Chair of AMI-EAA is the coordinator of all these different facets and the representative to whom all correspondence is directed. A primary function of the Chair is to serve on the AMI-USA Planning Council as the representative of all AMI Elementary teachers, giving us direct input into the unfolding future of AMI-USA.

An example of our determination to widen our focuses can be seen in our response to the need for Continuing Education and refresher courses

(voiced by the Planning Council last year). Back to back with the annual conference at Asilomar, AMI-EAA offered a week-long, in-depth workshop on the Elementary Language curriculum, given by Miss Margaret E. Stephenson, consisting of 30 hours of lectures, 10 hours of practical sessions and 10 hours of discussion. A proposal has been submitted to the Continuing Education Committee of the Planning Council, asking them to award Continuing Education credit to those who attended this workshop (and future workshops of this sort).

Also, a committee of AMI-EAA members has drawn up a Statement of Teachers' Expectations for suitable employment. This report includes details of what we consider to be reasonable in the areas of Salary, number of sick days and professional days, frequency of AMI consultation, number of non-Montessori children in the class, economic considerations for teacher's continuing education, material-making policies, properly equipped classrooms, classroom budgets, insurance and retirement plans, etc. These expectations have been adopted as official standards of the AMI-EAA, subject to future revisions. We will encourage and authorize EAA members to refer to these guidelines in negotiating for equitable positions. The statement will appear in the second newsletter of this year.

We also hope to see in this coming year further development of local EAA support groups. We have established a network of 10 Regional Representatives to aid in this, but we need your participation and initiative at the local level. In the San Francisco Bay Area, we meet monthly for a Saturday afternoon party and meeting. These sessions are very productive, enriching and supportive. Many teachers collaborate on projects, such as a joint "Going Out" venture to Yosemite each spring. We intend to share some of the benefits we reap in our group in the AMI-EAA newsletter; we would like to see other groups do the same.

We are committed to the further development of AMI-EAA as an organization of teachers working to meet our own needs both individually and as a part of the greater Montessori movement. We hope you will join us! Enclosed is an application form; please send it in, along with any comments or concerns you may have.

Cordially,



Phyllis Pottish-Lewis, Chair

Paul Riofski, Member

Phyllis Pottish-Lewis
Chairperson AMI/EAA
382 63rd St.
Oakland, Ca. 94618

October 20, 1983

Rita Schaefer
Chairperson Continuing Education
1515 NW 28, #8
Portland, Oregon 97210

Dear Rita,

Last summer AMI/EAA offered an intensive, week-long workshop in conjunction with its annual conference. The workshop was very successful educationally, and attendance was high due to the convenience to AMI/EAA members of the workshop's being offered immediately following the annual conference and in the same region. Accordingly, we plan to continue offering such a workshop each year.

Each workshop will meet the following standards:

1. Week-long program consisting of approximately
 - a. 30 hours lectures
 - b. 10 hours practicals
 - c. 10 hours discussion
2. Content overseen by AMI/EAA pedagogical control group
3. Instruction by AMI trainers and lecturers
4. Mandatory attendance at all sessions of workshop

We believe that the quality of these workshops warrants awarding to attending members credit satisfying the periodic continuing education requirements established by the Standards/Requirements for AMI in the United States. In addition, the economic convenience to all of conjoining the workshops with the AMI/EAA's annual conference makes the workshops a vital opportunity for AMI/EAA members to obtain continuing education credit.

Therefore, AMI/EAA would like to ask the Continuing Education Committee formally to approve the annual workshop outlined above as satisfying the periodic continuing education requirements of the AMI Standards/Requirements. In this connection, we would like to ask the Committee to award such credit to those who attended last summer's workshop. We will, of course, be glad to provide any additional information the Committee requires to respond to this request.

We look forward to hearing from the Committee regarding this matter.

Sincerely,



Phyllis Pottish-Lewis
Chairperson AMI/EAA

STATEMENT OF EXPECTATIONS

The following is a list of areas in which the Elementary Alumni Committee believes Montessori teachers and employers should have of each other - and fulfill- regarding certain fundamental working conditions. Where feasible, incorporated into this list are the committee's recommendations for what the expectations should be in each area.

TEACHER EXPECTATION

1. Suggested base salary for new AMI elementary teachers with BA degree, AMI primary diploma and primary teaching experience.

Recommendation: minimum of \$15,000 to \$17,000/10 month academic year

Comments: Factors affecting suggested salary base

- lack of BA degree and/or AMI primary diploma
- lack of experience at primary level
- number of children in the class
- economic index of area
- tuition
- use or lack of use of an assistant
- percentage of non-Montessori children
- use or lack of use of paid outside specialists
- non-academic responsibility, e.g., day care, dissembling classroom

2. Adequate number of sick days

Recommendation: minimum of 10/10 month year

3. Adequate number of professional days

Recommendation: minimum of 2/10 month year

4. Provision of AMI consultation

Recommendation: every three years

5. Limited number of percentage of non-Montessori children

Recommendation: maximum 10%

Comments: only for economic help of school

6. Continuing Professional Education
Recommendation: minimum payment of half of tuition fee, travel, room and board
Comments: e.g., professional workshops, college classes
7. Equitable responsibility for hand made material
Recommendation: still being formulated
8. Reasonable provision for classroom preparation
Recommendation: minimum of 2 salaried weeks prior to school year
9. Provision of office assistance in organizational matters related to classroom curricula
Recommendation: self explanatory
Comments: e.g., field trips, camping trips, projects
10. Provision of a complete set of approved Montessori apparatus
Recommendation: self explanatory
Comments: e.g., hand made material, proper library, pets, science equipment, art supplies
11. Adequate classroom budget
Recommendation: still being formulated
Comments: coverage of books, perishables, science supplies, pet supplies
12. Other benefits
Recommendation: health insurance, retirement, sabbatical

EMPLOYER EXPECTATION

1. Investment of sufficient energy, time and care in the preparation and maintenance of the environment
2. Availability for parent conferences
3. Investment of sufficient time and energy in parent nights and activities in order to educate parents and unify the school community, e.g., Christmas programs, camping trips, parent study groups, intra-school workshops

4. Adequate participation in continuing education, e.g., college classes, workshops (Montessori and non-Montessori)
5. Promotion of AMI Montessori in the community, e.g., attending open houses, serving on panels
6. To provide adequate record keeping for the children

Classified Ad

Trainee Seeking Sponsors

Thirty-one year old man with background in Business Administration looking for sponsor to train in Bergamo September 1983. Wanting to re-locate and teach in the U.S. or abroad. Wife is Bergamo trained - 1978 with 3+ years of teaching experience. We have one child. Contact: Jay Ordoyne 245 Second Hill Rd. New Milford, CT 06776 (203) 354-0324 or (203) 263-4868 (work)



GRAB BAG OF IDEAS FOR NEWSLETTER CONTRIBUTIONS (for the next issue!)



How have you employed Drama in your classroom?
Any suggestions of plays?

What is your favorite book this year? (for class or personal use)

Debbie Babson has requested sample report cards and/or record keeping sheets. She is interested in anything that would be of use in preparing progress reports to parents. Please send anything along these lines to her, so that she may compile them for inclusion in the Newsletter (see Address Corrections, this issue).

Any successful art projects?

Any interesting visits or visitors to your class?

The lives of the animals in your class (students aside)?

Any songs that connect well with other areas of the curriculum?

How do you handle Parent Nights? Any scintillating topics?

How do you relate to your administrator or Board?

Any questions you'd like to ask the rest of us?

Any anecdotes of embarrassing moments in the classroom?

Any articles you've written for your school newsletter?

How do you get along with the parents of your students?

What have you done for yourself lately that has had a good effect on your work and the way you feel about it?

How do you integrate Math into Cosmic Education?

What kinds of Going Out experiences have you shared with your children?

How has your understanding of Cosmic Education developed since you were in the training course?

From the Typewriter of the Materials Co-ordinator:

Following is the first series of the articles and the materials from our ample files you've been anxiously awaiting. And . . . it represents a fraction of the total!

You can expect that the lists which follow will be delivered in a like format. Therefore, you will be able to compile this first list with those that come and file them for your reference in your file cabinet under: "Materials and Articles--EAA".

Further you will notice that at my discretion I have suggested that some materials be used as teacher reference materials. This recommendation is concerned with the complexity of the material or that it might distract from the child's own discovery.

Regarding the costs: Orders that are greater than ten pages will have no postage or handling charges. Those that fall under ten pages will be charged a postage and handling fee of \$1.00.

In hope that this serves you,

----------*-----*-----*-----*-----*-----*-----*-----*-----*

Please include the following with your order form:

NAME _____
STREET ADDRESS _____
CITY/STATE _____
zip code _____

Amount of Order _____

Please make checks payable to AMI-EAA. Thank you.

Send to: Tom Lepoutre-Postlewatie, 120 Robideaux Road, Aptos,
California 95003.

ESTELA PALMIERI ON FOREIGN LANGUAGE

Notes by Paul Rioski*

The learning of a foreign language usually comes about out of a need to communicate. This is why it is not so common an experience in the United States, a nation with its boundaries spread so far apart. In Europe, by contrast, where many countries (and languages) are within a day's travel of each other, it is very common to find a person speaking six or more languages.

With our children, though the need to know a second language may not present itself in daily life, still there is good reason to consider introducing them to a foreign language. As they get older and enter certain fields of work, they may find that certain languages are a requirement. So, we can help the children acquire basic sounds in other languages at the time in which they are most predisposed to do so.

It is important to find out what other language is predominant in your area (e.g., Spanish in California, French in Toronto). However, keep in mind that, if you have the opportunity of someone (i.e., a native speaker) giving a language that might not be used (e.g., Swedish), it is still good to expose the children to that language, because it will enable them to form sounds not found in their native tongue, at an age (especially in the case of primary children) when their physical mechanism for pronunciation is still being formed. (For example, Mrs. Palmieri's mother tongue is Spanish; while she finds English pronunciation difficult, she can pronounce Japanese and Italian almost without an accent, though she doesn't know them well, because of the similarity of sounds). Thus, the child will still benefit from such exposure.

We are aware that very young children, going through the Sensitive Periods, possess a special sensitivity to Language in their environment, and can learn their own language perfectly well, as well as two, three or more other languages at the same time. With older children in the Elementary class, however, it is still not too late; we do not wish to disregard the Second Plane of Development entirely. Realize that we, as adults, can learn a foreign language; of course, it is a little more difficult, and we cannot learn it with the perfection of young children. Some languages are more difficult than others; Latin, for example, is very difficult to speak.

*Adapted from lecture notes taken at AMI-EAA conference, Asilomar, California, June 22, 1982.

At the Elementary level, between the ages of 6 and 12, it is still relatively easy for the children to learn a foreign language; however, they need a different approach. We must keep in mind the psychological characteristics and interests of the child at this stage of development. We must link the language with stories that will bring in great interest; we must link the foreign language with the history of that language, as we do in the rest of the Language (i.e., English) curriculum.

We are aware that the Elementary child wants to Go Out into the outside world. There is still a great interest in language; the child wants to know about other people and their culture. There is a great interest in learning the languages of peoples in different countries. By aiding this, we are helping to foster better communication and understanding among people of different heritages.

Again, we should introduce the Elementary child to the history of the language and where it has been spoken, and link it with the meaning of words in our own language. Give the names of the states, looking at their foreign influences; look at all the Spanish names in California. Give the etymology of words, having the child become involved in their discovery. The child of this age is ready for that. Foreign language is a part of the culture of a people; so we must bring in stories of that people. Worldwide, people are becoming aware of a need for a common language (e.g., Esperante). We should explore with the children which languages are commonly spoken in different parts of the world. We want to give our children the opportunity of being exposed to these languages.

In presenting a foreign language in the class, we must keep in mind that it must be a part of that environment. Isolated group lessons will not suffice. The children must find foreign words written in the environment; we should have materials in both languages in every area of the curriculum, so that the foreign language is a vital element of the environment. We should also follow our Montessori Language curriculum as it appears in our albums (be it at the Primary or Elementary level). If we are not the ones giving the language, then we must prepare (beforehand) the instructor in the way to teach the language and work with her. Also, it is important to have a person who speaks the foreign language well; if possible, a native (so there will be no accent) who speaks with correct grammar and syntax, and has a full understanding of the language. NOTE: If you cannot pronounce it correctly, don't do it! Children are very good at acquiring accents, both desired and undesired. It is best that the person teaching the foreign language speaks only that language with the children; then the students must struggle and make the effort to communicate. Leave out the translations.

Now let us look at the method of including Foreign Language in the Montessori environment. Basically, there are two ways: 1.) Have the foreign language be present in the classroom at all times; e.g., have the person be your assistant (someone with the usual qualities -- a desire to work with children, intelligence and fluency in the foreign language). This would be a very effective

approach, having the person help you and give the foreign language at the same time. This is one way to make the Foreign Language a part of the environment. (Again, you would have to provide direction as to how to teach.) 2.) Another method is to have another person coming in as a special teacher, giving foreign language to groups of children. This is best done around lunch or after school. We do not want to interrupt the work schedule! Find a regular time, e.g., after school every day, for these lessons to be conducted.

With the former method of a full-day assistant, speaking only in the foreign language, the child is made aware of the need to communicate with that person and is thus encouraged to make the effort needed to learn the language. (Mrs. Palmieri gives an example of an Argentinian cook in one school who spoke no English; the desire to communicate with her provided the impetus for the children to learn Spanish.) This also can be seen in the young children of families who employ foreign help.

So, if we have an assistant who only speaks a foreign language, we will see that the children are very good about going to that person and really making an effort to understand and communicate. Children generally do not want to speak a language if it is not the language of their group. They know where and when to speak it and will speak it only where it is the language spoken. There is an interest in learning if the need exists to speak another language. Thus, if we have a person in the class who doesn't speak English, the other language will blossom. It is just a matter of training the person in this way. While the Elementary child will not have the complete absorption of the Primary child, it is still not that late.

Therefore, we must have that assistant give lessons. The children should not be taken out of the class for special lessons. Rather, have the teacher come in, find a place and sit down at a table or mat, with the materials for the day, giving the children the choice as to whether or not they wish to participate. As soon as one child joins, the teacher begins the lesson. (If no children come at all, it is because either they are all involved in something or that foreign language teacher is not very effective.) What is good about this approach is that the children who are not directly participating will still take in a good deal from the lesson being given in their midst. We must let the children know in advance about the lesson; we want to make sure that it will not be a disruption.

If this arrangement is not possible, then you will have to do it in groups, again, after school or at lunch. It works better if one person speaks the foreign language all the time. If you are truly bilingual, give commands in the foreign language at spontaneous moments. Don't preface your speaking in the other language with a remark such as, "Time for Spanish." Don't give them time to think about it.

We want to get the children into the foreign language at all different levels -- spoken language, writing and reading. So, we begin with Spoken Language, with the Enrichment of Vocabulary, and then cover

the whole of the Language curriculum, eventually getting into the Function of Words, Sentence Analysis and Word Study.

In the beginning, start with common expressions, i.e., of greetings. For a whole month, you may greet them only in the foreign language, at arrival and dismissal times. As in the native language, nothing is effective unless there is a living example. Then, introduce short commands in the language (e.g., "Please put your work away," "Please sit down," "Have some juice."). Gradually, we want to go into short conversation, short stories, dates, the calendar and other everyday things. Also, at this stage, we should focus on the Enrichment of Vocabulary, giving all the names of different objects. This is to be done in three-period lessons, giving not just the isolated word, but the whole phrase, with the article, etc.: "Esta es la puerta." There should be card material printed in both languages. The children should become acquainted with the names of particular subjects in the other language. This can also be done in Biology: e.g., with the Parts of the Flower, go into the foreign language names. NOTE: Be sure, of course, that the children know these things in English first; this applies to whatever we teach them in the foreign language.

You may also engage in dialogues and short stories. Take care, though, not to mix two languages together; use whole sentences spoken in one language. Tell anecdotes in the foreign language using the Geography pictures or small objects (e.g., stories with the farm animals). Involve movement; give verbs that go with the movements of the objects.

Also, at the verbal stage, introduce translations of songs that they already know, e.g., "Frere Jacques," (which they already know in English and French) in Spanish. Also, you may play records of music of countries in which the foreign language is spoken. Also, have celebrations, linking the foreign language to history, music and art. Realize that this will take time; don't expect to accomplish it all in a year.

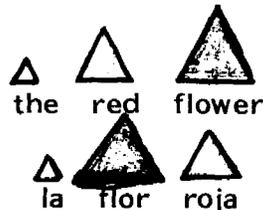
Linking the language with all the different cultural areas, you can also celebrate special occasions for a particular country (e.g., Cinco de Mayo -- Mexican Independence). You might have a special birthday celebration in the foreign language/culture. Apply it as much as you can. Bring in local history wherever possible, e.g., the California Missions. Link the language with the poetry and literature of the country in which it is spoken.

With the older children, you must get beyond simply naming to the meanings attached to the names (why they were named such) -- giving the etymology. Apply this to names of geographical locations. Link dates and seasons of the year to the foreign language. Once they have a certain knowledge of mathematics, get them to do number work in the foreign language (e.g., reciting combinations).

Explore the Function of Words in the foreign language. Before doing the written exercises, play verbal games (e.g., with prepositions, placing the object in the box, behind the box, under the box, etc.) in the foreign language. The verb is beautiful and very effective; you can do quite a bit with it in the foreign language. Many games (Bingo, Concentration, I Spy) can be improvised in the foreign language. Colors and articles of clothing are all part of the Enrichment of Vocabulary. Conjugations of verbs can also be studied, having the children memorize them. These can easily be applied to conversation. Be sure to emphasize the importance of correct accent in the foreign language, especially where a change in accent alters the meaning. Also, show the different accent marks used in writing (e.g., in French). Bring the foreign language into Science, Cooking and Drama. All this is done at the spoken level; eventually, short conversation becomes possible.

Once the child can read very well, in his own language, s/he can easily move into reading in a foreign language. We will first want to acquaint the child with the basic sounds of the foreign language as they appear in written form. In a foreign language, reading usually comes before writing. Be sure that the child is well-versed and fluent in reading his/her own language first. Then, introduce any special letters (e.g., "ll," "ch," and "ñ" in Spanish) and the correct vowel sounds. Begin with simple one-syllable, then two- and three-syllable words (and pairs of one-syllable words). Have cards and easy reading booklets, e.g., labels for the objects of the environment with the foreign language on one side and the translation on the back. If you are bringing two languages into the class, you may use color-coding (e.g., English in black, Spanish in blue, French in green).

Grammar boxes may also be prepared in two languages. The children will enjoy comparing the differences in structure between the two languages:



The children can write sentences in Spanish and put the grammar symbols above the words. They may also engage in simple classification of things (Living vs. Non-Living, Organic vs. Non-Organic, etc.).

When introducing reading in the foreign language, we want to have sufficient materials and a good library. Buy or make simple books with illustrations. Look for books that are written well in the particular language, using correct grammar. Gradually, the child will become familiar with the sounds of the language as they appear in written form. Have a few poems, song lyrics and dialogues (with which the children are already familiar), handwritten on large colored paper. Make phonogram cards for the particular language. Remember the principle of

repetition. Also, bring in books linked with all subjects of culture (Art, Biology, Music, biographies of explorers, etc.). Go into further conjugations of verbs. Keep in mind, though, that the most effective part of our work is verbal. Even when they are reading in the foreign language, bring the children back to conversation.

Other examples of material which Mrs. Palmieri showed us include: 1.) a picture of Geometric Solids on one side, with a description of the material in Spanish on the back; 2.) a picture of corn on one side, with a Spanish poem about corn on the back; 3.) a small magazine in Spanish with illustrations. NOTE: We want to bring in all sorts of pictures, so the children become very familiar with all those countries in which the language is spoken. We should also make the children aware of the existence of other foreign languages, e.g., how many there are. This can be another area of exploration.

Bringing in the history of the language, look at the history of Writing, linking it with time-lines of civilizations. In studying Spanish, for example, talk about the Mayans and how writing started with them in the forms of pictograms and ideograms. Go into the whole history, noting how different civilizations had different languages.

For writing, wait until the child is writing quite well in his own language, then introduce him to the sounds given the letters of the alphabet in the other language and any new letters. Then, have the child begin again with simple (one- and two-syllable words), using different colored movable alphabets or writing on paper. Have the children move quickly into phrases and simple sentences, eventually short stories. The child will have already done quite a bit of reading, being able to write words and simple definitions. The idea is not to copy words, but actually write words already in the mind. The children enjoy making little booklets, e.g., Parts of the Leaf, Different Types of Leaves, etc. This work should be done parallel to their studies in their own language.

Give the children dictation of simple words to emphasize the sounds. This can be done as games, with writing or spelling aloud. The children can also make simple classified lists (e.g., colors, numbers, fruits and vegetables, clothing, vertebrates, etc.).

Beside spelling games, Word Study can be introduced (Singular & Plural, Antonyms & Synonyms, Masculine & Feminine Gender, etc.). The Elementary children will be interested in how the language was formed, where it originated, how it got to North and South America, how words got into the language (e.g., Scandinavian words in Spanish), etc. Also, as the children's skills develop, they may get into composition (possessing the freedom to write in another language). Also, they can experience writing letters in a foreign language, e.g., to Montessori schools in other countries (e.g., Argentina, Mexico and Spain). In this way, they can get beyond the basics of colors and numbers.

They can really get into everything. Eventually, they may be able to work into Drama, beginning with Interpretive Reading in the foreign language. They may do research on different subjects connected with the foreign language, visiting libraries, museums and art galleries

as related. Take them to foreign films and festivals.

In the 9-12 class, the study may take the form of Preparation for Travel and real-life situations which might be encountered therein. Vocabulary would include common phrases needed in shopping, eating in restaurants, placing telephone calls, driving and responding to emergency situations. The study of the countries involved would also increase greatly in depth.

As a final note: if another person is coming in to give the lessons, it should be done everyday, with practice at least 2 or 3 times a day. If the teacher is meeting with groups, s/he may go into greater depth separately with some, as they get more advanced (this would probably occur in the second year).

HISTORY OF PUNCTUATION

Mrs. Francesca Claremont, a light in my life and many others, was a person who revelled in the English language. She has left a legacy of many fascinating articles and tidbits related to language. One such tidbit on the History of Punctuation follows for your pleasure and enjoyment.

There are several reasons for the development of punctuation, one being the need to stop and rest before going on; a breathing rest. Reading was done aloud before it was read silently. Just as in music different marks mean different lengths of rest. Another reason for the development of punctuation was to clarify the meaning. Originally the lack of punctuation, (and capitalization), was to economize the valuable space on the parchment. There were no capital letters in Early Greek and Roman writing as well as medieval writings. The earliest sign which appears was a mark similar to the stress sign in music which appeared above the line. Later the period was developed, but still spacing between sentences did not appear. Periods (written in red), have been traced back to 1000 A.D. The colon is going out of use somewhat, but is still correct to use before a list. The semi-colon is used for complex sentences.

The comma is the youngest sign, but wrong placement changes the meaning of sentences. English legal documents are forbidden the use of the comma for fear of ambiguous interpretation. An entertaining example of this is, "King Charles I walked and talked half an hour after his head was cut off."

It is also entertaining to read poems according to the punctuation used. Brackets are also going out of use and dashes are taking their place. Question marks and exclamation marks are a guide to expressive reading; a key to the intonation and meaning of the sentence.

if you are excited or amused by the lack of punctuation i am in this case try archy and mehitabel on for size the kids in my 9 to 12 class were sophisticated enough to pick up the subtlety of don marquis humor this book is one of their favorites

archy was once a vers libre bard whose soul when he died went into the body of a cockroach

mehitabel is a cat whose soul formerly inhabited a human at least that is what mehitabel is claiming and that human was no one less than cleopatra

the things that she had not ought to
she does because shes gotto
wotthell wotthell
and she ends with her favorite motto
toujour gai toujours gai

a doubleday dolphin book

enjoy phyllis

Grammar and Punctuation
as told by Gertrude Stein

(Notes by Paul Riofski)

In the 1930's, Gertrude Stein returned from Paris to her native land, America, for a highly successful lecture tour. These lectures were published in Lectures in America (Modern Library, 1935). They have also been reprinted in an anthology of her work by Penguin Books, entitled Gertrude Stein, Writings and Lectures 1909-1945 or Look at Me Now and Here I Am. These are available in public libraries.

Included in these lectures is one entitled, "Poetry and Grammar." Reading this particular essay rejuvenated in me a love for parts of speech and their functions, and also an interest in the structure of sentences both individually and as they come together in paragraphs.

We are including herein a few samples taken from this lecture to whet your appetite. We encourage you to seek out this work and find your own favorites.

GERTRUDE STEIN ON NOUNS IN PROSE:

A noun is a name of anything, why after a thing is named write about it. A name is adequate or it is not. If it is adequate then why go on calling it, if it is not then calling it by its name does no good.

People if you like to believe it can be made by their names. Call anybody Paul and they get to be a Paul call anybody Alice and they get to be an Alice perhaps yes perhaps no, there is something in that, but generally speaking, things once they are named the name does not go on doing anything to them and so why write in nouns. Nouns are the name of anything and just naming names is alright when you want to call a roll but is it any good for anything else. To be sure in many places in Europe as in America they do like to call rolls.

GERTRUDE STEIN ON VERBS AND ADVERBS:

Verbs and adverbs are more interesting. In the first place they have one very nice quality and that is that they can be so mistaken. It is wonderful the number of mistakes a verb can make and that is equally true of its adverb. Nouns and adjectives never can make mistakes can never be mistaken but verbs can be so endlessly, both as to what they do and how they agree or disagree with whatever they do. The same is true of adverbs.

Beside being able to be mistaken and to make mistakes verbs can change to look like themselves or to look like something else, they are, so to speak on the move and adverbs move with them and each of them find themselves not at all annoying but very often very much mistaken. That is one reason anyone can like what verbs do.

GERTRUDE STEIN ON PERIODS AND COMMAS:

When I first began writing, I felt that writing should go on, I still do feel that it should go on but when I first began writing I was completely possessed by the necessity that writing should go on and if writing should go on. . .What had periods to do with it. Inevitably no matter how completely I had to have writing go on, physically one had to again and again stop sometime and if one had to again and again stop some time then periods had to exist. Beside I had always liked the look of periods and I liked what they did. Stopping sometime did not really keep one from going on, it was nothing that interfered, it was only something that happened, and as it happened as a perfectly natural happening, I did believe in periods and I used them. I really never stopped using them.

. . .As I say commas are servile and they have no life of their own, and their use is not a use, it is a way of replacing one's own interest and I do decidedly like to like my own interest my own interest in what I am doing. A comma by helping you along holding your coat for you and putting on your shoes keeps you from living your life as actively as you should lead it and to me for many years and I still do feel that way about it only now I do not pay as much attention to them, the use of them was positively degrading. . . .

And what does a comma do, a comma does nothing but make easy a thing that if you like it enough is easy enough without the comma. A long complicated sentence should force itself upon you, make you know yourself knowing it and the comma, well at the most a comma is a poor period that it lets you stop and take a breath but if you want to take a breath you ought to know yourself that you want to take a breath. It is not like stopping altogether which is what a period does stopping altogether has something to do with going on, but taking a breath well you are always taking a breath and why emphasize one breath rather than another breath. Anyway that is the way I felt about it and I felt that about it very very strongly. And so I almost never used a comma.

GERTRUDE STEIN ON SENTENCES AND PARAGRAPHS:

Sentences and paragraphs. Sentences are not emotional but paragraphs are. I can say that as often as I like and it always remains as it is, something that is.

I said I found this out first in listening to Basket my dog drinking. And anybody listening to any dog's drinking will see what I mean.

O.K. You're on your own now. Have fun!

Words Words Words is a book I discovered, which is chock full of little poems which can put the finishing touches on many of the Cosmic Tales and lessons that we give in Language. There are poems concerning:

man and the written word
what the first words were
the alphabet
Egyptian Hieroglyphics
how English has been touched by the Celts
the history of English

This minute tome also has poems which are more involved with the given particulars of English, for example, syllables, sentences, phrases, paragraphs etc.

If poems of that nature don't tempt your palate, then think about a poem composed for the sake of each of the parts of speech, or each of the pieces of punctuation, or even for a few of the members of the alphabet.

Well, for you hard cases who still need more convincing, a few choice examples:

A SENTENCE

A sentence is a group of words
Expressing a complete thought.
It needs a subject and a predicate:
The kidnaper was caught.

A declarative sentence expresses a fact:
The diplomat behaves with tact.

An interrogative sentence wants to know:
Who is that? Is it going to snow?

An imperative sentence commands or forbids:
Listen to me. Stop blinking your lids.

An exclamatory sentence exclaims in wonder:
Oh, what a day! BOOM goes the thunder!

ADJECTIVES

Adjectives tell you the quality of a person, place or thing
As, pretty girl, big city, fast horse, golden ring.
Some adjectives increase their strength
By going on to greater length:
As, "pretty" when you're positive she's fair,
But "prettier" whenever you compare,
And see a second more exquisite face
Among the members of the human race.
But, "prettiest" is where you reach the top-
Superlative - and there you have to stop.

QUESTION MARK

Symbol of all I wish I knew
Polka dot under a curlicue...

WHAT IS THE ENGLISH LANGUAGE?

English is a way of speech whose early, old beginnings reach
Into the drifting mystery of time ahead of history.
But, as our knowledge grows, there's good reason to suppose:

The mother of English is Aryan. Lands 'round the Caspian Sea
Shaped its form and cadence, and its first melody.
There's Celtic in it, and a Germanic ring
Iron and hard as the spiked crown of a Teutonic king.

The bones of English are Greek. The muscle of English is Latin.
The flesh of English is as French as lustrous silk or satin.
The eyes of English are blue though often the dark hue
Of Egypt, Spain, and Syria shine in them too.
And in the blood of English the Arab and the Turk
Mix with the Norman peasant and the Babylonian clerk.
Norsemen and Phoenician extend its power and length;
Rome gives English sinew and its simple strength.
English ears are Druid; in their wrinkled shells
A sea-sound plays in lovely murmurings and swells.
Its brow's a freckled road map of Finland, Ireland, Wales;
Most English words are fluted with the singing of the Gaels.
And from its throat comes rippling along a Sanskrit jaw
The thundrous, mighty words in which English states the Law.
English drinks of China tea and wears bright Asian silk,
And English goes quite Scottish over oaten cakes and milk.
This language borrows freely fresh marrow for its bone;
From every tongue upon the earth it takes something for its own.

There I knew you could be convinced! Ah, the power of the
word! Mary O'Neill is the author and her book was published by
Doubleday and Co, Inc., Garden City, New York in 1966.

Enjoy,



Cursive Corner

Original Alliterations by Timothy and Roberta Sweeney

Ancient academies always add additional answers.
Aspiring angels around all, always answer.
Beautiful brave behavior begets bountiful blessings.
Clean conditions can create compatible companions.
Consistent craving and consumption of candy causes cankerous conditions.
Crass criticism chokes childrens' creativity.
Cheery cherubim chant colorful Christmas carols.
Dishonest deceitful deeds determine deadly developments.
Decisive discrimination develops definite decisions.
Determined destructive designs designate disastrous defeat.
Definite discipline deters detrimental deviations.
Everywhere everyone eventually encounters every erg of erroneously emitted energy.
Enlighten individuals eventually elevate everyone.
Frequent fasting feels finer faster than flagrant feasting.
Giving God glory and gratitude guarantees good graces.
Gracious gnomes gratefully gather gorgeous garlands to garnish gold
and green grasslands.
Humble helpers have historically had honors.
Indignant irritation indicates inharmonious individuals.
Inspiration immediately enlightens intelligently inquiring individuals.
Knowledgeable knights know to kneel near kings.
Love lights little lanterns of luminous lasting light.
Mounting momentums mean mighty manifestations.
Masterful Moses magnetized manna for many men on the mighty mountain.
Noble new notions need nice notice.
Never needlessly negate natures newest nobility.
Old opposition opposes us on our ongoing outreach.
Outrageous outbursts only occur on our option.
Persistent patience promotes perfect peace.
Peaceful purposes produce prolific profits.
Persistent proper preparation provides proficient perfection.
Pornographic pictures predestine perverse perception.
Patient patter ned purposeful planting prepares for perfect percipitions.
Premeditated positive pictures provide potentially pure percipitations.
(More to follow in the next newsletter)

To prepare this as a material:

1. Write out neatly on paper and mount on 8½ by 3 inch color coded cardboard grouped by difficulty for understanding.
2. Children can then copy these for cursive or calligraphy practice.
3. Do not explain the meaning to the children no matter how much they ask. Guide them to look up the definitions and struggle to put it all together on their own. Don't tell them, even if it takes them 3 years.
4. You could lead a group discussion to ask them what they think it means, but only ask them the questions and don't tell them.
5. You can help them to create their own alliterations and show them how to use a thesaurus.

Helpful hints on cursive:

Fidelma O'Doughrty-Brach has had success with beginners tracing with the forefinger on their backs while they trace the same letter in the air.

LoAnn Jundt's beginners trace their letters in sand trays erasing them with popsicle sticks to begin again.

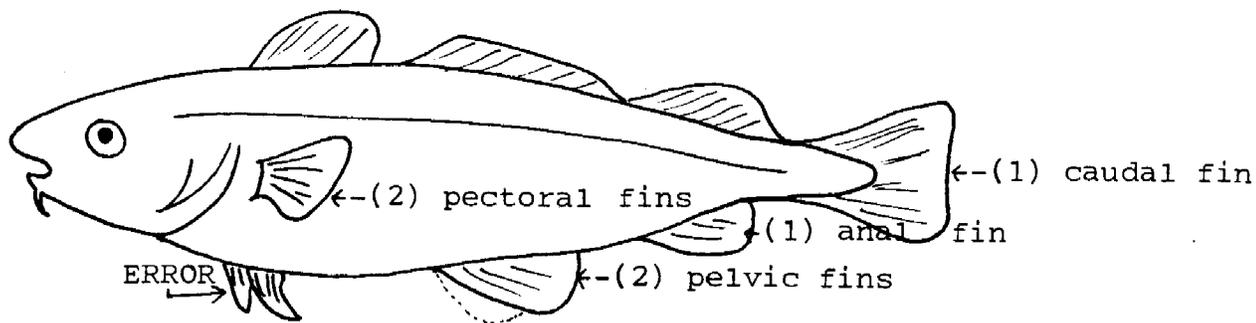
Examples of the alliteration used as a cursive material:

Working well with
wonderful wisdom.

1

Dishonest, deceitful deeds
determine deadly developments.

2



The above illustration notes an error I frequently find in matching cards and booklets for the study of the parts of the fish. The pectoral fins often appear below the ventral surface, as they can be quite long. The 2 fins in error should be eliminated; a second pelvic fin could be shown by the suggested dotted line.

ANALYSIS OF CURSIVE LETTERS BY STROKES

This classification is helpful in the presentation of handwriting. I usually present groups of letters together.

Beginning strokes:

Undercurve, minimal	<i>i u w e r s</i>
Undercurve, intermediate	<i>t</i>
Hump overcurve	<i>m n v x y z</i>
Overcurve/reverse	<i>o a c d g q</i>
Upper loop-undercurve	<i>l b h k f</i>
Lower loop- "	<i>p j</i>

Ending strokes:

Undercurve	<i>a c e r s u i p q f k h l m n x t d</i>
Overcurve	<i>g j y z</i>
Check stroke	<i>o b v w</i>

Size:

Minimal {	<i>a c e i m n</i>	Upper loop -	<i>l b h k f</i>
	<i>o r s u v w x</i>	Lower loop -	<i>g j y z p f q</i>
Intermediate-	<i>d p t</i>		

POSTER SOURCE FOR EGYPTIAN HIEROGLYPHS

1. An ancient Egyptian magical spell by the goddess Isis for the protection of a child (17x24) in original hieroglyphs, full color, with translation. \$4.00 + 15% postage.
2. A full color chart of the ancient hieroglyphic writing system with alphabet, explanation of royal seals, word lists. (31x42) \$6.00 + 15% postage.

From: Daniel Kolos, Egyptological Consulting
 78 Constance Street.
 Toronto, Ontario M6R 1S6 Canada

(Since \$ rates are now about 18%, I imagine US funds should just about cover mailing costs.)

The above notes from Phoebe Allen, Toronto

INSECT PETS

Giant Millipede. Class Diplopoda, Order Spirostreptida.

- USE : Good example of arthropod structure. Easy to maintain, long lived, may be handled, may breed in captivity.
- OBTAIN : From pet store or biological supply house. Some species of locally collected millipedes, while not as large, may be acceptable.
- LIFE HISTORY: May live up to 7 years. Female millipedes lay their eggs in the soil.
- HOW TO REAR : Keep in container with dark, rich soil. Mist soil lightly each day. Soil should be kept damp (not wet). Feed lettuce and other decaying pieces of vegetation.

Tarantula. Class Arachnida, Order Araneida.

- USE : Good example of arthropod and arachnid structure. Easy to maintain, long lived, interesting to watch.
- OBTAIN : From pet stores or biological supply houses.
- LIFE HISTORY: Females may live up to 25 years and males to about 10 years. After reaching maturity males die within one year. Many live in burrows and are active predominately at night. The bite is comparable to a wasp sting.
- HOW TO REAR : Check water once daily to make sure spider does not go thirsty. Feed once a week. Will accept a live cricket or comparably sized insect. Sometimes tarantulas stop eating for a few weeks or months. In captivity they can live up to two years without eating as long as they have water.

Sowbugs. Class Crustacean, Order Isopoda.

- USE : Good example of arthropod adaptation. Easy to maintain and breed.
- OBTAIN : Collect locally in gardens, forests, or anywhere there is decaying vegetation.
- LIFE HISTORY: A crustacean adapted to a terrestrial existence. Eggs and young are carried in a brood pouch by the female.
- HOW TO REAR : Keep in container with dark, rich soil. Mist lightly each day. Soil should be kept damp (not wet). Feed pieces of potato, lettuce and other pieces of decaying vegetation.

Crayfish. Class Crustacea, Order Decapoda.

- USE : Good example of arthropod and crustacean structure. Easy to maintain. Can be collected locally.
- OBTAIN : Collect locally or purchase from biological supply house.
- LIFE HISTORY: Good example of a crustacean adapted to a freshwater existence. Chiefly nocturnal. Hide in burrows or under objects during the day. Females carry their eggs attached to their abdomen. Newly hatched young resemble adults.
- HOW TO REAR : Set up aquarium with filter. Let the water sit for a day to get rid of chlorine, then add crayfish. Feed twice weekly with pieces of lettuce or fish. Do not over-feed. Beneficial to have rocks under which animal may hide. Periodically change portions of the water.

Milkweed Bug. Class Insecta, Order Hemiptera.

- USE : Easy to rear; good example of incomplete metamorphosis; only 35 days from egg to adult.
- OBTAIN : Order from biological supply house.
- LIFE HISTORY: Masses of yellow eggs are laid in milkweed pods. Within 4 days the eggs turn orange and hatch. The young are red and are about the size of pinheads. They suck juices from milkweed seeds. Every five days or so the nymph sheds its skin. Right afterwards it is weak and very pale for a while. After about 30 days it sheds a final time and gets its wings. These insects mate tail-to-tail with their heads pointing in opposite directions.
- HOW TO REAR : Smear a little vaseline around the top of a container (gallon jar is fine) to keep bugs from crawling out when lid is off. Provide a small dish with wet cotton. The bottom of the container must be kept absolutely dry. Place milkweed seeds or raw, unsalted sunflower seeds in another dish. Put in small piece of dry cotton (golf-ball size) for females to lay eggs in. Add your bugs and they will do the rest.

Praying Mantid. Class Insect, Order Orthoptera.

- USE : Good example of arthropod and insect. Easy to maintain, interesting to watch.
- OBTAIN : Collect adults or order egg masses from biological supply houses or plant nurseries.
- LIFE HISTORY: Females deposit egg mass in late summer. Young mantids hatch in spring.
- HOW TO REAR : Keep in container with sand bottom. Sand should be kept moist to supply high humidity. A stick for mantid to cling to in the container is an absolute necessity. A vial filled with water and stoppered with cotton is a good water supply. Feed adult mantids a cricket twice weekly. Young mantids will eat either fruit flies or houseflies depending on the size of the young mantid.

Crickets. Class Insecta, Order Orthoptera.

- USE : Insect structure; insect sounds; example of incomplete metamorphosis.
- OBTAIN : Many pet stores; biological supply houses; or collect black field crickets yourself.
- LIFE HISTORY: Female inserts long ovipositor into damp soil to lay eggs. Eggs look like tiny rice grains; they hatch in 2-3 weeks. Nymphs mature in 1-2 months. Males sing by rubbing their wings together.
- HOW TO REAR : An aquarium is best. Add a egg carton or peat pots for hiding places. Put oatmeal, cornmeal, or dry dog food in a dish--cereal foods must be kept dry. If fresh moist plant materials (lettuce, apple, potato) are used, you don't need to provide water. Add a small dish of damp sand for females to lay eggs in. Put in the crickets. Sometimes crickets eat their own eggs. You can remove the egg-laying sand to a new aquarium if this is a problem. Cages should be kept dry and clean to prevent disease.

Fruit Flies. Class Insecta, Order Diptera.

- USE : Easy to rear; small size but good quick example of complete metamorphosis; genetic studies.
- OBTAIN : Wingless mutants are easiest to handle. Order rearing kits from biological supply houses.
- LIFE HISTORY: Fruit flies lay microscopic eggs on the food supply (rotting fruit or artificial diet). After a few days you can see the tiny worm-like larvae. In 8 days the larva pupates--the pupa looks like a small wheat kernel. The adult fly emerges 6 days later.
- HOW TO REAR : The best way is to order a fruit fly kit from a biological supply house. The kit includes directions, fruit flies, containers, and food.

Mealworms. Class Insecta, Order Coleoptera.

- USE : Easy to rear; good example of complete metamorphosis; good food for other animals.
- OBTAIN : Order from biological supply house or buy at some pet stores.
- LIFE HISTORY: Adult is a black, one-inch-long beetle. She lays eggs in bran (you won't see the eggs). The larva or mealworm lives in and feeds on bran for several months, then pupates. The adult emerges about two weeks later.
- HOW TO REAR : Buy bran meal from health food store or a biological supply house. Put several inches of bran in a gallon jar. Add a small slice of raw potato for moisture. Punch holes in the jar lid or use cheese cloth for a cover--if there's no ventilation the bran will get moldy. Add your mealworms or mealworm beetles. Add new potato slice each week.

Hornworms. Class Insect, Order Lepidoptera.

- USE : Dramatic examples of complete metamorphosis; insect structure.
- OBTAIN : Order life-cycle kits from biological supply house; collect your own.
- LIFE HISTORY: Females usually lay eggs on tobacco or tomato plants. The eggs hatch in 3-8 days. Larvae begin to feed immediately, molting several times and reaching a length of three inches by the third week. Then they stop feeding and burrow into loose soil. Hornworms don't make cocoons. Instead, the larva gets shorter and fatter, then sheds its skin one more time to reveal the underlying pupa. The adult moth (Carolina sphinx moth) emerges about two weeks later. The moth has long grey wings and an orange-striped body.
- HOW TO REAR : Easiest way is to order a kit from a biological supply house. The kit includes directions, cages, food, and insects. Butterfly kits (painted lady and buckeye butterflies) and giant silk moth cocoons are also available.

Biological Supply Houses:

American Biological Supply Company (AMBI)
1330 Dillon Heights Avenue
Baltimore, Md. 21228
(301) 747-1797

Carolina Biological Supply Company
Burlington, N.C. 27215
(919) 584-0381

Connecticut Valley Biological Supply Company, Inc.
Valley Road
Southampton, Ma. 01073
(413) 527-4030

Turttox-Cambosco
MacMillan Science Company, Inc.
8200 S. Hoyne Avenue
Chicago, Ill. 60620
(312) 488-4100

Ward's Natural Science Establishment, Inc.
P.O. Box 1712
Rochester, N.Y. 14603
(716) 467-8400

Listing of commercial organizations does not constitute an endorsement of them by the Smithsonian Institution.

During the year I spent in Bergamo, 1979-80, Herr H. Elsner from Munich, delivered a series of lectures of geology and History. What follows is a rough translation of the text of a series of large cards and control booklets used in the study of the Paleolithic, Mesolithic, and Neolithic periods. They relate the historic period to the needs of man. I use the cards and matching pictures mounted on colored cardboard (red for Paleolithic, yellow for Mesolithic, green for Neolithic) as an extention activity with the Time Line of Man. I have copies available of the large pictures which I could either bring to the next conference or publish in the next newsletter if there is sufficient demand. The translation was made by Paul Sabel.

Ken Oefelein



Text of the control-booklets and cards

Paleolithicum

Housing



- The man invented a first-ax in his hands.
- These people lived in high trees or in holes. They lived in this way to protect themselves against wild animals.

They lived as nomads and had to find places to sleep, again and again.

They also needed these places to protect themselves from the cold and the rain.

- Later, the different groups went together and they built big tents of stems, leaves and animal-furs.
- These groups lived nearly almost under a penthouse, near a riverbank in the summer and in cavities during the winter.

Social life



- People lived in troops (hordes). One horde contained seven to twelve members.
- These hordes were not greater than necessary to be able to hunt big animals and to protect themselves against dangers. The hordes could not be too large in order to have enough food for everybody.
- The leader was the strongest and/or oldest man of the horde. He had the most experience.

Clothes



The men of the paleolithicum had a skin with a dense growth of hairs.

They protected themselves against the cold by using furs of animals.

These furs were taken from animals like mammoths, tigers, lynxes, jackals.

Tools



The first tool was a stone.

Man in the paleolithicum took this stone in his fist.

The shape was changes in a way that he could work with it.

Other tools were pointed-stones wedges and clubs.

Food



- In the paleolithic-age, man collected, berries, toad-stools, eggs, snakes, frogs, bugs, caterpillars.

They hunted tigers, cavity-bears, lynxes, mammoths and squirrels.

These man were hunters and collectors.

- They stayed at one place as long as possible to find their food.

These men were nomads.

Art



Children of a school in France discovered 40 years ago caves with rockpaintings.

Using red, ockre and black sand, circumferences of animals were painted on the walls.

Also colored imprints of hands were found.

These imprints are from men who lived about

25.000 years ago. When we observe these paintings we know more about how people lived during that particular period.

Fire



The first fire on earth was caused by vulcanis. Sometimes it was also the lightning that set the land on fire.

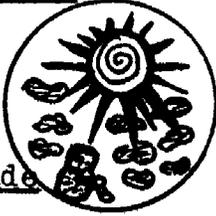
Man was afraid of fire, as he was afraid of beasts.

But later man learned how to use the fire for roasting meat, heating the houses, driving away the animals.

This was one of the most important discoveries of man in the paleolithic age.

People discovered how to keep the fire going, because they had no possibility to make fire by themselves.

Religion



People believed in a higher being.

They offered things to these beings in order to influence their future.

Reindeers were offered with stones in their breasts and brought into the river.

Trade



During the paleolithic age the hordes lived at great distances from each others.

There was nearly no trade.

They exchanged things that they had hunted or collected.

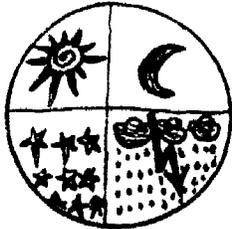
Mesolithicum



Religion

In the mesolithicum people got along presents in their graves; for example: tools and toys of flintstone.

So we know, that people in that times believed in life after death.



Thunder, lightning, hail, storms and earthquakes were to them incomprehensible, "supernatural" forces.

They believed in a higher Being.

Residing/Housing



In the mesolithicum people stayed more time on the same spot.

They built already real cottages. Often these cabins stood on poles in a lake or in a swamp. (pile-dwellings) Men were safe there for beasts and enemies.

There were also men living in tents.

Round these tents they threw up stonewalls.

Fire



In the mesolithicum men were used to the use of fire. Fire had become lifenecessary to them.

With stoneslabs they built fireplaces.

In that hearths they provided the fire. They never let go out it.

For in that time they didn't know how to make new fire.

Food



The men in the mesolithicum used nearly the whole day to gather food. They lived in larger groups and followed herds of wild animals.

With arrow and harpoon they hunted not only big beasts but also small animals like birds, fishes and rodents.

Clothes



The pelts or furs of the hunted animals were used by the mesolithicum people as clothes. When it was very cold in the winter, people changed there livingplace and migrated to warmer area's.

Art



In french and spanish rock-holes, good preserved drawings were discovered on rock-walls and on slate-slubs. Probably they drew in the mesolithicum also on wood, loam and leather. We don't know that drawings, because that material decayed in the meantime. Figures of men and animals were sometimes cut out of elephantteeth, deer-antlers or bones.

Arms and tools



The tools in the mesolithicum were smaller then the tools in the paleolithicum and had different forms. There were points for arrows and lances. Men were able to make harpoons too. for that purpose they beat from flint-stones parts, only half as big as a match. That parts were fixed in a branch of a tree They also made sickles and knives.

Social life



The men in the mesolithicum didn't live any longer in small groups, but in larger groups together. Such a group didn't settle down on a fixed area. So it happened often, that groups fought against each other. The price of such a fight was a place to live and to hunt. Arms were not longer used only against animals but against other men too.

Trading



The people, living in groups, were sometimes fighting against people of other groups. In times of peace, groups were trading. They didn't know money. Everybody offered that goods, of which he had a lot. They were exchanging, for example, furs for stone-knives harpoons for deer-antlers or planes for toy-stones. Even men were sometimes trading-goods; as slaves they were exchanged.

Neolithicum



Arts



The people of the neolithicum was not only able to paint but also to produce artistic artefacts. Stone-axes were not only tools but also artistic expressions and objects to offer to their gods.

The houses were not only considered as places for protection but building them was a artistic expression too. These men were carving art-objects out of bones and stones, representing working people.

Fire



Men knew how to make fire. They also learned how to use fire better. They had no problems when the fire was extinguished, because they discovered, that friction causes heat and fire. They used it to cook and to roast meat in fireplaces.

Food



During the neolithicum men started to settle themselves.

They were no longer dependant of the food that they collected or hunted, but they cultivated land to let the grain grow.

They domesticated animals:

wild swine - houseswine

wolf - dog

wisent - ox, cow

Wild grass was changed into buckweat and barley.

These men made pots of loam to preserve and to cook food.

Religion



Pictures of men and animals show us something about their religion. They believed in a higher Being (God).

People got along presents in their graves, like ornaments(teeth of animals), rear tools, sharpen axes and food.

Sometimes dead bodys were preserved with powder.

All this shows us, that people believed in a second life after this life

A lot of the settlements had their own graveyards.

Social life



They lived, in the neolithicum, as farmers on one place. They got their food by hunting, cultivating land and stockbreeding. People lived together in village-communities. Living with and for other people and so they developed :

- common rights
- common duties
- common work
- common celebrations

Their houses and fields were protected by fences.

Trading



Like in the mesolithicum, also in the neolithicum trading was : exchanging goods. They didn't have money. Often goods were payed with rear mussels or stones (the later money was developed from the use of these precious things). Along long rivers they had real trade-roads already.

Everything that was usefull for life, was traded.

Tools



During the neolithicum-times men used refined and well-formed tools of stone.

They had stone-sickles, sharp axes.

Axes were made of a stick of wood and a stone with a hole in the middle was fixed on it . . .

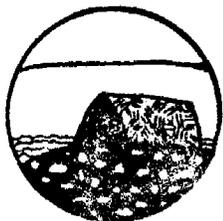
They constructed stairs of wood and animal-intestines.

The most important discovery was the fire-oven, where they made pots of loam.

These men learned to weave the sheep-wool and built weavinglooms for this purpose.

In order to be able to fish with nets, they constructed boats of wood and animal-pelts.

Housing



People in the neolithicum settled themselves.

Their houses were good enough to be used longtimes and to protect the people against rain.

The houses were built on dry places near rivers and seas.

Most of these houses were "long-houses" with several fire-places.

The houses stood together.

Big wooden pilars in the corners made the houses steady.

The roofs had to protect the people against rain and storms. Paths were made of flat stones. Deep holes in the floor were used to preserve food or to contain wasted products.

Clothes



Before the neolithicum men used fur for clothes. But in the neolithicum they had shepherds for milk, meat and wool. The wool was used to spinn yarn. The yarn was uses to make warm clothes. Fur was used to make leather for shoes and belts.



AMI-EAA NEWSLETTER
Advertisers' Form

Please read this form carefully and then write your advertisement (as you wish it to appear in print) in the space provided below. Your copy will not be edited. PAYMENT IN FULL MUST ACCOMPANY THIS FORM, in order for your ad to appear in the next issue.

Each advertisement should include the following information:

- Name of Person/School placing the ad, and Contact Person if applicable
- Address and Zip Code
- Recommended: Home & Work Telephone Numbers, including Area Codes

Suggested Information about POSITIONS AVAILABLE:

- School Affiliation (AMI, AMS, other)
- Date School Began
- Number and Age-Levels of Classes
- Type of School (non-profit, for profit; individually-owned, parent-board, teacher cooperative; etc.)
- Name of Administrator
- Background of the Children (socio-economic, racial/ethnic, scholarships)
- Age Range of the Children
- What year was the class begun?
- What is the training background of the present/past teacher(s)?

PLEASE CHECK THE CATEGORY WHICH APPLIES TO YOUR AD:

- Positions Available
- Positions Desired
- Sponsors for Training
- Trainees Seeking Sponsors
- Materials for Sale
- Materials Sought
- Schools for Sale
- Other (specify: _____)

RATES (per advertisement -- Check as appropriate, and write in your total):

- \$25.00 (up to 60 words)
- \$29.00 (61 to 100 words)
- \$1.00 (each additional 10 words or portion thereof)

_____ TOTAL AMOUNT ENCLOSED

Mail this form and CHECK or MONEY ORDER to:

AMI-EAA Newsletter
c/o Phyllis Pottish-Lewis
382 - 63rd St.
Oakland, CA. 94618

PLEASE PRINT OR TYPE YOUR AD HERE (continue on back of this form if necessary):

ELEMENTARY ALUMNI ASSOCIATION NEWSLETTER

(Order Form)

Articles and materials listed below are arranged in subject areas and are from past issues of the AMI-EAA Newsletter and may be ordered individually. The cost is 15¢ per sheet unless otherwise specified.

<u>QUAN-</u> <u>TITY</u>	<u>CODE</u> <u>NUMBER</u>	<u>TITLE</u>	<u># OF</u> <u>PAGES</u>	<u>TOTAL</u> <u>PRICE</u>
<u>ARTICLES</u>				
_____	II.5	Piaget and Montessori; Jean K. Miller This article is divided into three divisions: 1) Piagetian theory; 2) Montessori theory; 3) an examination of classification within both theories.	<u>18</u>	_____
_____	II.3	The Preparatory Environment; Ravi Romano An exploration of an environment set up for the 2½-3 year old which serves as a "transitional room" into the 3-6 classroom.	<u>2</u>	_____
_____	IV.1	What is Montessori?; Lawrence Schaefer Four questions addressed: What is a Montessori Sch.?; What is unique about the 6-12 child?; How do the child's needs determine the env. of a Montessori classroom and the training of a Montessori teacher?; How does a Montessori child adjust to another school situation?	<u>5</u>	_____
_____	V II.1	Going out to Europe; Rosemary Fleck Some background information for preparing such a field trip. Included are comments written by the participating students.	<u>8</u>	_____
_____	IV.1	Classification Chart for Sorting Exercises This is a linear schematic beginning with Matter and breaking down into 3 basic areas: plants, animals and minerals. Included is an explanation of the classification exercises listed.	<u>6</u>	_____
_____	II.6	Conducting Research; Constance Hollinger Suggestions for the researcher who is pursuing a research proposal regarding Montessori Education.	<u>7</u>	_____
_____	V.1	Primary Progress Report; As presented by Villa Montessori School.	<u>7</u>	_____

QUAN- TITY	CODE NUMBER	TITLE	# OF PAGES	TOTAL PRICE
_____	IV.4	Waking Up the Myth; An Approach to Spiritual Education: Patricia Benckenstein A presentation of the need to fulfill the child's need for spiritual stimulus. Approach suggested is a comparative study of myth.	<u>12</u>	_____
_____	VII.2	Bergamo Sponsorship and First Year Teaching; Compiled by People of 1971-72 A compilation of different perspectives centered around sponsorship of an individual to the Centro Internazionale Studi Montessoriani; Bergamo. Some of the areas discussed: ownership of materials, salary, contract, and expenses abroad.	<u>7</u>	_____
_____	VIII.2	Higher Education Guidelines for the Prospective Montessori Elementary Teacher; David Kahn This is a curriculum review intended to serve as an aid to formulating a liberal arts program to prepare an individual for Montessori Elementary training.	<u>3</u>	_____
_____	VI.2	Special Teacher in a Montessori Environment; Donna Pesoli Besides addressing special teacher; i.e., art, science, music, etc., there is some work of Jean Miller's: "Music Theory with the Bells in a Montessori Environment".	<u>4</u>	_____
_____	IV.3	When You Begin a New Montessori Teaching Position; A list of guidelines that addresses factors affecting teacher's salaries and what to ask a school when applying for a job.	<u>4</u>	_____
_____	III.6	Montessori Elementary Class Observation Schedule; This is a form used to assist a classroom evaluation of the physical plant, traffic patterns, student interaction with peers, teacher and materials. It uses a 5-point scale with text.	<u>9</u>	_____
_____	AR.2	Record-keeping Form: As presented by the Mercy Montessori Center.	<u>12</u>	_____

<u>QUAN-</u> <u>TITY</u>	<u>CODE</u> <u>NUMBER</u>	<u>TITLE</u>	<u># OF</u> <u>PAGES</u>	<u>TOTAL</u> <u>PRICE</u>
_____	IV.3	Results of "Five Handmade Materials"; Questionnaire Responses are based on the teachers number of years experience as to the five materials needed to open a class in September.	<u>3</u>	_____
_____	V.2	Detailed Outline of the Elementary Cur- riculum; Bergamo Class of '73-74	<u>24</u>	_____
_____	VIII.6	Results of Actual and Ideal Montessori Elementary Class: Questionnaire Responses of thirteen trained teachers with varying number of years experience.	<u>22</u>	_____
_____	V.2	Response to Goals for a Montessori Child Entering a 6 - 9 Class; Questionnaire This is subdivided into three sections: 1) Remarks and Suggestions; 2) Responses to the form and 3) Reflections about the questionnaire.	<u>15</u>	_____

HISTORY AND FUNDAMENTAL NEEDS

_____	IV.2	A U.S. History Timeline; _____ This is a timeline that presents in com- parative form the presidential terms, the elections, booms and depressions, wars, affairs of state, the flag and growth of U.S. and its people, important events, in- ventors, transportation and communication. (Suggested use as a teacher's reference).	<u>7</u>	_____
_____	IV.1	Life and Its Beginnings; Lawrence Schaefer An interpretation of the key lessons of the story of the formation of the Solar System and the Earth.	<u>2</u>	_____
<u>2</u>	HF.1	Prehistoric Epochs; _____ Text material that can be assembled as a book which describes the epochs from the Paleocene to the Neolithic.	<u>8</u>	_____

MATHEMATICS AND GEOMETRY

_____	MG.1	Math Statement Problems; Jean Miller Twenty-three problems using primarily single digit division.	<u>7</u>	_____
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<u>QUAN-</u> <u>TITY</u>	<u>CODE</u> <u>NUMBER</u>	<u>TITLE</u>	<u># OF</u> <u>PAGES</u>	<u>TOTAL</u> <u>PRICE</u>
_____	MG.2	Special Cases; _____ Tables for the four operations having missing addends, multipliers, subtra- hends and divisors (the opposite as well).	_____30	_____
_____	MG.3	Roman Numeration; _____ Copy to develop two booklets that demon- strate the form of Roman Numerals and commands.	_____6	_____

LANGUAGE

_____	L.1	Word Study/Spelling/Word Research and Interpretative Reading; _____ Spelling rules and word research typed in primary print. Also included is series I to XI of of interpretative reading.	_____46	_____
_____	L.2	Conjugation of the Verb The first pages conjugate a verb using a venn diagram. The latter pages pre- sent the development of the conjugation books--how to do it.	_____6	_____
_____	V.1	Speech Exercises for Individual Work: Pat Schaeffer These are a series of cards transcribed from an album of a speech therapist for use by an individual. Printed on card stock.	_____10	_____
_____	VIII.1	Cursive Writing; Maryse Lepoutre An exploration on the use of cursive in the elementary class.	_____1	_____
_____	L.3	Advanced Language program of WMI; _____ This is an outline of the Language program; titles only.	_____2	_____

GEOGRAPHY

_____	G.1	Geography Symbols; _____ A page of 55 geography symbols used for economic geography.	_____1	_____
_____	G.2	Another Volcano Recipe; Linda County	_____1	_____

<u>QUAN-</u> <u>TITY</u>	<u>CODE</u> <u>NUMBER</u>	<u>TITLE</u>	<u># OF</u> <u>PAGES</u>	<u>TOTAL</u> <u>PRICE</u>
<u>SCIENCES - BOTANY, ZOOLOGY, PHYSICS, ETC.</u>				
_____	PL.1	Plant Stories; From a Biology Workshop at Jarrow Montessori Center in Boulder Colorado-Ap. 1974 A selection of 52 plant stories, no illustrations.	_____6	_____
_____	PL.2	Botany "Who am I?" Cards; Thirty plant stories.	_____8	_____
_____	ZOO.1	Unicellular Life: A booklet with illustrations and text following the development of unicellu- lar life from amino acids.	_____5	_____
_____	ZOO.2	Animal Story Cards - "Who Am I?" These are the animal stories typed in primary print on standard nomenclature size form.	_____22	_____
_____	ZOO.3	External Parts of Vertebrates; The typewritten definitions of the parts.	_____2	_____
<u>ART, MUSIC, COOKING</u>				
_____	CK.1	Bread Recipe and Kitchen Nomenclature: One whole wheat bread recipe with a nineteen item nomenclature series in- cluding text and illustration. (spatula, sifter, etc.).	_____14	_____

the campsite as clean as it was when we arrived (often cleaner). Being aware of the ecology of the area and taking hikes to learn of the local animal and plant behaviour is helpful. We learned, for instance, that throwing orange peels or apple seeds on the ground at Yosemite is considered littering because these plants do not grow there, and it would take many years to break down in the soil.

Many of these things can be found out by contacting a local park ranger in the area and having them come and speak in the classroom before the trip, or if this is not possible, have them take the class on a hike while there to familiarize everyone with the area.

Parent involvement on these trips is important as well. I will often delegate tasks, such as meals or hikes to various different parents, so that everyone is involved in some way.

The overnight is a wonderful experience for the children. It is their trip—their night (or nights) away from home with classmates and they are in charge of caring for themselves and the environment. Setting up tents, collecting wood for the fire, all these are shared group experiences, worthwhile for the children, giving them a "sense of family" which carries over in the classroom. Ground rules must be set up in advance, often by the children, and agreed upon by all.

On all field trips the children know that certain rules must be followed. Keeping together, or behaving in a certain manner according to where you are visiting are rules which must be adhered to on any trip. A child must realize that if he or she wanders off alone they are endangering the entire group. This child may not be allowed to accompany the class on the next trip. The children become aware that these outings are group experiences and each child's behaviour affects the entire group. With this awareness, these outings can be fun and a great experience for everyone.

News from the Regions

At our last meeting here in the Washington, D.C. area, Nancy Diaz gave a superb presentation on insects, featuring great tips on preserving and mounting for the classroom, and useful notes on classifying. There was also an assortment of books from England for sale, mainly geared to the 6-9 year-old (a list of which I'm enclosing for the newsletter). The books are beautifully printed and illustrated, and present high interest material in a manner easily accessible for research by the children.

Pamela Butler Stone

Report from Region Six (Summary)

Regional Representatives: John & Catherine Berno

Region Six met October 22, 1982, in Cincinnati, Ohio. The representatives read the new AMI-EAA Charter, in working draft form, to the members of the region and discussion followed.

They also discussed the two topics of material-making

policies and classroom budgets (as requested by the Chair of AMI-EAA, in a letter to all regional representatives) and sent their suggestions to Phyllis.

The group came up with some exciting ideas for activities at the upcoming Kentucky conference. Among the suggestions were the demonstration of paper-making by hand, the making and using of simple musical instruments, with an emphasis on Appalachian folk instruments, and Appalachian story-telling.

An upcoming meeting of Montessori Elementary teachers, to be held in Loveland, Ohio on the evening of March 25th, was also announced.

* * * * *

Tidbits from San Francisco Bay Area:

Some ideas discussed for fund-raisers: Bake sales, in front of a cooperative store. Dinners prepared by kids. Talent shows. Children's Concerts (perhaps with special guest invited to sing with the children). A Square Dance (teach the children to square dance first; then hire a caller and a band or dj). A Montessori Spell-A-Thon (the students get sponsors who will pay them so much a word for every word spelled correctly). Garage sales or clothing exchanges. Selling trail mix or light bulbs (get rich quick schemes).

CELEBRATING U.N. DAY—United Nations Day is October 24th; the children can come to school dressed in the native costume of their ancestors. They can do research and reports on their ancestry, and look into their genealogy. They can bring special foods from home. Paper dolls of their ancestors can be made and dressed in clothes of the appropriate historical periods. It has been found that this celebration can help to ease the discomfort some children may have with ethnic differences.

How about inviting each other to your Special class events?

Books that we have been reading in our classes:

Washington Irving's Sketchbook

The Lion, The Witch and the Wardrobe by C.S. Lewis

Patty Reed's Doll, an account of the Donner Party.

Cat Poems by T.S. Eliot

The Cat Who Died and Went to Heaven

William Bradford's Journal

Teepee Tales—real tales of American Indians

A Query from Washington State

Which states of these United States require state teacher certification for teaching at the elementary level in a private Montessori school? Please send reply to: Irene Holt 6838 27th Avenue NE, Seattle, WA 98115

— BOOKS — BOOKS — BOOKS —

From Jane and Craig Angell

Basin and Range by John McPhee
Farrar, Straus, Giroux
N. Y. 1981

For those interested in a wonderful glimpse at the geology and the geologist of the '80s, this book is just the offering. Not only does McPhee give us an education, but through his lyrical prose and fascinating digressions, he gives us a splendid read as well.

Flowering Earth by Donald Culcross Peattie
The Viking Press
N. Y. 1965

This is a wonderful account of the evolution of plant life from the earliest microorganisms to the rise of the modern flora. It is a classic botanical study that brings life to the forces behind the facts.

COMING EVENTS

Just a reminder of the AMI/USA workshops coming in the near future:

WORKSHOP LEADER	DATE	REGION
Claudine Seibert	February 12, 1983	New York City
Phyllis Pottish-Lewis	March 19, 1983	San Francisco, CA.
Debbie Black Babson	April 9, 1983	Lebanon, CT
Alan Westcott	April 16, 1983	Wichita, KS.
Carla Caudill	April 23, 1983	Muncie, Ind.
Janice deBra	April 30, 1983	Atlanta, GA.

Classified Ads

Positions Available

VIRGIN ISLANDS MONTESSORI SCHOOL AMI Established 1965. 4 preschools, 4 elementary classes. Experienced preschool and elementary directresses, needed, 1983-1984 school year. Established classes. Excellent benefits. Send resume and references to: Shourmaugh McWeeny, V.I. Montessori School, Vassup Bay, St. Thomas, U.S.V.I. 00802 or call (809)775-0915.

AMI ELEMENTARY (6-9) and AMI PRIMARY DIRECTOR/RESS needed for Fall, 1983. Montessori World of Children was established in 1971 and has 4 primary, 3 elementary and is expanding to 7th and 8th levels. The school offers good salaries, fringe benefits and has a very supportive administration. It is located in suburban Atlanta, only one hour away from the mountains of North Georgia. Salary depends on experience. Send resumes to Phil Gang, MIWOC, 3330 Chestnut Drive, Doraville, Georgia 30340. You may call (404) 457-7261.

ELEMENTARY - An excellent AMI school with 78 children is expanding to include an elementary program in 1983. This well established school of 10 years is located in Southwestern Michigan near various recreational and cultural opportunities. This position offers a challenging career with a dedicated professional staff and supportive parent organization. Salary - \$14,000-\$20,000 depending on credentials and experience. Please contact The Montessori School, 202 Fairfax, Kalamazoo, MI 49001. Pamela Boudreau, Administrator.

In the beautiful Napa Valley of Northern California, Casa Montessori School, an AMI certified school has an opening for a junior teacher (6 to 9 yrs. old) beginning July 1, 1983. Must have prior experience with children and an AMI Elementary diploma. School facilities are permanent and community reputation is outstanding. Salary range is \$12,000 to \$16,500 depending on qualifications and experience. Reply immediately to: Marion Sigel Head Directress P.O. Box 3981 Napa, CA 94558 (707) 224-1944



Washington Montessori Institute

IN AFFILIATION WITH THE
ASSOCIATION MONTESSORI INTERNATIONALE

2119 "S" STREET, N.W.
WASHINGTON, D.C. 20008

387-8020

February 24th = 1983

Dear Phyllis,

I'm just having an opportunity of a few minutes
so am looking through the EAA newsletters and jotting down
a few comments as I read, and things I would query.

Grade Form - AR. 1. Classification chart for Sorting Exs.

IV. 3. Results of "Five Handmade Materials"
Questionnaire. (What five materials
needed to open a class in September -
you need the list, I would have thought,
if you are doing Cosmic Ed. ??)

IV. 1. Life and its beginnings. What
interpretation of the key lessons?
This is given in the course - what
the interpretation shd. we be giving?

HF. 1. Prehistoric Epochs - why not get the
chm. looking at books and into
museums & then making their own
book, if they wish - looks a bit like
'supermarket' material addition, once more?!

MG. 1 Can't the chm. make up their own problems?

MG. 2 Same comment as for MG. 1.

M.G. 3 Same!

- L. 1. Why?
- L. 2 Why?
- V. 1. Would think these would need to be used in conjunction with a speech therapist?
- VIII. 1 Why?
- L. 3 Why is this included here?
- PL. 1 Would want Fahmida to see these before having you put them out, I think - may just be extra unnecessary material.
- PL. 2. Same comment as above.
- Zoo 1 " " "
- Zoo. 2 " " "
- Zoo. 3 " " "

Ken Befelein - What use is matching material for the elementary class? This needs looking at, I would think, before putting into circulation - just have a feeling this is unnecessary material. Just turned over the page & see I can look at it!!



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2.

All this information and pictures can be gathered together by the child!

These are quick comments and may not be legitimate. But I send them to you in case they may be useful if you are looking at the material.

It was good to have you with us and sorry the snow impeded a little. Hope all is well since you returned! Look forward to seeing you again soon.

Love,
Betty.

A.M.I. Elementary Alumni Association Newsletter

Volume X

Number 3

April 1983

A Child's Development of Friendship

D. Alan Temple

The Montessori philosophy is based on the principle that a child's mental development occurs in distinct stages. A successful learning program is then built around the special sensitivities of each stage. The program integrates the intellectual, psychological, social, and moral needs of the child. Helping the child to develop the ability to form lasting friendships is an important aspect to the total education of that child.

Recent research has confirmed that the stages of mental development profoundly affect the child's view of friendship. As a result of their studies at Harvard, Selman and Selman have described five distinct stages of friendship.¹ They are developmental, which is to say that a higher stage cannot be reached without the successful completion of a lower one. This does not, however, mean that the individual discards the characteristics of the lower stage. Rather, a person builds on them and can revert to lower characteristics at times. In fact, one can speculate that older children and adults actually move through each stage as they develop each new friendship.

The child's view of friendship is different from the adult's, not because of having less knowledge or experience but because he or she actually sees reality from a different perspective. The child passes through different psychological sensitive periods in the course of development and these determine the perspective of each stage. It would appear that each of these stages builds a key concept necessary to construct a whole being as an adult.

Recognizing the stages of a child's friendship can greatly aid parents and teachers as they attempt to deal effectively with the inevitable problems that occur with interpersonal

relationships. The ages of these stages overlap considerably since the transition is a gradual one. The ages listed below are general guidelines as to when children would be expected to move from one stage to the next.

STAGE 0: Momentary Playmateship (ages 3 to 7)

At this stage the child has difficulty distinguishing between a physical action, such as grabbing a toy from another child, and the psychological intention behind this action. In fact, the child, when faced with a psychological situation by an older child, will actually transform it into a physical one in his mind. The child cannot differentiate his point of view from others. Friends are valued for their material possessions and physical attributes.

Trust at this stage is equated with physical capabilities, not psychological intentions. One boy said that he could trust his friend because "If I give him my toy he can't break it. He's not strong enough." Exclusion from a friendship is based on physical perceptions. One girl said, "You can't play because Kathy and I are already playing and there is no more room." Even though she was in a large play yard she wasn't lying. She merely reacted to her notion of friendship. Any challenge to a friendship anywhere in the play yard was too "close."

During this stage children form and terminate friendships easily. Any closeness is based on the physical presence of the other. Since physical strength is valued, a child who is loud, boisterous, spoiled, etc. can often be looked up to by others, to the dismay of parents and teachers.

Montessori supports this developmental level particularly well with the concept of the prepared physical environment. The Montessori primary class has a precise physical order, everything in its place, everything has its use. The concept of having only one of each material promotes the physical reality of sharing. The grace and courtesy lessons deal with physical movement and physical space in relation to others.

STAGE 1: One-Way Assistance (ages 4 to 9)

During stage the child can now differentiate between his view and the view of others. Yet he still does not see friendship as involving any give-and-take. A "good" friend does what the other party wants. Friendship meets the needs and satisfaction of only one party at a time.

One girl said, "I can trust a friend who does what I want." Friendships commonly end because one will not do exactly

¹"Children's Ideas About Friendship: A New Theory" by Robert L. Selman and Anne P. Selman; *Psychology Today*, Oct. 1979.

as the other wants. A child excluded from a game by another child will be upset not by the rejection of others, but at being denied what he wants.

The transition from stage 0 to stage 1 would normally occur during the end of the primary years. There are many activities in the primary curriculum that help the child become more able to interact at stage 1 (e.g. the bank game with the golden beads and the verb commands.)

During this stage adults are often concerned because they see a child develop into "the bossy one" or into "the follower." Generally these meet the needs of the child for the attention of others. Proper development balances these characteristics within each child. Overdevelopment of one can lead to patterns that will last a lifetime.

STAGE 2: Two Way Fair-Weather Cooperation (ages 6 to 12)

At this stage the child now has the ability to see a relationship as reciprocal. Each person in a friendship takes into account the other person's perspective. Here the child is very concerned about what the other person thinks of him. Friendship cannot work unless both participate in the relationship. But although each child begins to recognize the needs of others, the purpose of friendship is seen as serving many separate self-interests. This is truly an age of detente. The child is operating at the level "what must I give so that I get what I want?"

Trust now means to a child that, "if you want to do things for him, he will want to do things for you. We do things for each other." Being excluded from a game or losing a friend now hurts psychologically because the child feels rejected and sees this as being the intent of others.

At this stage the adult often sees the child as "over-reacting" to what his friends think of him. Saying to a child who has lost a friend, "Forget it. He wasn't good for you" or "He didn't really care about you" is not helpful because the child sees his own worth as dependent on the people he chooses and whether they also choose him.

The child would normally move into this stage sometime during the 6 to 9 class. It is often marked by a change in work style. The child will now subjugate personal needs in order to be accepted by the group. It is almost a reversal of the will seen earlier. Children will often test the relationships, sometimes setting up almost impossible tasks for others. One girl in my class who had passed to Stage 3 was advising two girls still at stage 2: "Don't always test your relationships as if you expect them to fail, because then they probably will."

During this stage children learn to manipulate others to get what they want. This can lead to positive realizations of the power of group consciousness, but can also lead to discouragement if they fail to develop positive relationships.

Montessori recognizes this stage by creating what I call a carefully prepared psychological environment. In the 6 to 9 class children must work cooperatively. This type of work helps each child appreciate the worth of others and helps him begin to see his own worth. The traditional school format cannot aid the child in the passage to the next stage because it continues to focus on self-accomplishments.

STAGE 3: Intimate, Mutually Shared Relationships (ages 9 to 15)

At this stage, not only can the child see the other's point of view, but he can step outside the relationship and see a generalized, third-person perspective of the relationship. The child shifts from seeing friendship as a temporary reciprocal cooperation for each person's self-interest to a more permanent collaboration for mutual interest. Now friends share more than secrets; they share feelings; they share themselves. They help each other resolve personal and interpersonal conflicts.

Relationships at this stage tend to be very exclusive and possessive. Children feel that both trust and jealousy are related to the bond of commitment of the two friends, an exclusive bond that doesn't allow for intrusion by others. Children say, "You tell a best friend things you can't tell others." "We need each other." "It takes a long time to make a close friend so you feel bad if your friend tries to make other close friends."

During this stage adults often try to "broaden" their child's experiences. They can't understand why their child cannot be more involved with other people or groups.

This is the key stage for the development of integrity. The child shares intimate secrets and feelings with a friend and expects these confidences to be kept. The Montessori 9 to 12 class can greatly aid in the child's development at this stage. The class, functioning as a community of smaller cooperative groups can develop the same feelings as between two intimate friends. The group trusts commitments made by its members and strongly reprimands those individuals or groups that let the whole community down. This is a time when children begin to specialize in their cooperative work, with each child choosing to do what he or she can do best toward the collective effort. The success of a project depends on the collective successes of the individuals. At the end each child feels good because "We did it for the project. We succeeded together." The structure of the Montessori 9 to 12 class give each child the opportunity to develop integrity within the community. It is this that will help the child move into the last stage of friendship.

STAGE 4: Autonomous Interdependent Friendships (ages 12 and older)

The adolescent or young adult begins to see relationships as being very complex. He now sees that each partner must give strong emotional and psychological support to the other, but also allow the friend to develop independent relationships. In short, the child now begins to accept the other as a whole person, to respect the integrity of the other.

The child gradually begins to realize that close friends can be mutually close yet grant the other autonomy and independence. The adolescent can begin to see that another's various relationships make that person the whole being that is valued. Here one wants what is best for the friend. "A good friendship takes real commitment. It is a risk you have to take." "You have to trust and support, but you have to be willing to let go, too."



and with our pedagogical advisors in order to maintain the integrity of the Montessori method. Input is currently being sought from members and from pedagogical advisors on setting up the policies and procedures to implement these types of studies.

Another area that falls under research and development is that of support for teachers. Many excellent ideas came out of last summer's workshop. Some of these have already been implemented or are in the process of completion. There was a request for EAA to provide a greater network of support for teachers. The EAA directory provided information on observing and accommodations by teachers. We hope this has been helpful. An Adopt-A-Teacher Program was also suggested. A new teacher would be paired with an experienced teacher who could provide advice and support. We hope this program can begin next fall.

We also have found that we have a need to establish a select bibliography for use in a classroom library. If the children are to research rather than simply work with prepared materials we need a list of references that constitute the "hand-picked gems" of the Montessori

classroom. We are beginning such a list and are asking everyone to bring some of their favorite research books for children and adults to the conference this summer. Please have a review/synopsis of your "gems" to share. We might want to publish these as well.

IN CONCLUSION

EAA has made some exciting strides in moving from an informal summer conference group of three years ago to an organization that can provide a variety of support needs for AMI elementary teachers. If you have comments, questions, or concerns, please contact one of the officers. The officers will be available at both the workshop and the conference in Berea, Kentucky to discuss your needs with you.

We appreciate your interest and involvement in EAA. We look forward to your active participation in EAA, through the newsletter, the committees, and at conferences and workshops.

Have a rewarding ending of the school year and we'll see you in June.

Alan Temple

News About Our Conference

Hopefully you have all received the information and application for the Geography Workshop and Annual Conference. It should be a stimulating two weeks. We are hoping for as many of you as possible to attend. We all benefit tremendously from the Workshop Conference.

A discrepancy has been noted between prices found in the Berea College brochure and that which is being charged by AMI-EAA. This is due to the fact that the brochure is outdated. Prices reflect costs for room and board.

Just A Reminder

Ballots were sent out in the second newsletter of this year. As per our charter these are to be mailed to the chairperson, Phyllis, by May 15th. They will be opened and counted at our annual meeting in Kentucky. Please remember to mark your envelope "ballot enclosed" to facilitate the sorting of this mail.

COMING EVENTS

Just a reminder of the AMI/USA workshops coming in the near future:

WORKSHOP LEADER	DATE	REGION
Alan Westcott	April 16, 1983	Wichita, KS.
Carla Caudill	April 23, 1983	Muncie, Ind.
Janice deBra	April 30, 1983	Atlanta, GA.

Application of These Stages

The movement from one stage to another takes considerable time and effort to accomplish. During this transition a child may move through different levels of the same stage, including: a vague unhappiness with the previous stage, operating in the new stage, verbalizing feelings of the new stage, understanding and feeling comfortable with the new stage.

It may appear that moving from Stage 2 (how can I get what I want?) to Stage 3 (how can I contribute to the feeling of worth of my friends?) is a large jump and therefore difficult. In fact, this transition seems to occur as easily as those before. The transition that is the most difficult to make is that from Stage 3 to Stage 4. Is this because the child is in the emotionally traumatic adolescent years, or is the emotional trauma in fact due to the transition? Whichever view one takes it is easy to see that the integration and synthesis of all the sensitive periods of the past into one whole person is a difficult task for the adolescent. Those that do not make this integration successfully are destined as adults to function at the levels of earlier stages.

The real advantage of recognizing the stages of friendship is in helping the child grow naturally. The adult cannot push the child beyond the point of readiness, but the perceptive adult can be helpful and understanding, providing a positive psychological environment for growth.

As with any developmental stage or sensitive period, the child will demonstrate by activities the specific needs of that stage. Often conflicts between children arise because two children are in different stages. Both children will feel "I did the right thing but my friend just doesn't understand." And both are right. When problems arise the adult should follow four basic steps.

1. Understand What Happened—Don't over react. Calmly hear the story from both children. Pick out key words or phrases that each make. Don't allow it to degenerate into an argument or a justification.

2. Explore The Feelings—Based on what was said, ask each child to think about his/her feelings during the conflict. Don't lead the child but question carefully so that you really understand the words that they are using. The same words can have very different meanings at different levels.

3. Determine the Motivation—Compare the feelings of each child to the stages. What did each child want out of the friendship? What did each give? What made it fail?

4. Develop Alternative Strategies—Make sure you discuss the conflict with each child on his own level. Respect the stage. Don't give the child the idea that you wish he were at a higher one. Have each child try to recognize the feelings of the other (they may not understand them but they need to recognize them). Help them arrive at alternative strategies to deal with the conflict more effectively. "Knowing how you felt, how could you have made your friend know that?" or "Seeing how he was reacting, how could you have recognized his feelings and your own."

Probably the most important thing we as adults can do as the child moves through these stages of development is to help him feel that he is normal, that the reactions to friendship conflicts are feelings to be expressed and accepted.

Being a supportive parent does not mean condoning improper behavior, but it does mean recognizing the developmental needs of the child and building on them. A child whose needs are respected and supported will develop into the kind of moral adult that we would all hope for our children.



From the Executive Committee . . .

The EAA Executive Committee met in California March 5-7. The main focus of the discussions centered around developing long range goals for AMI-EAA. Each of the four major areas—workshops, newsletter, materials, and research and development—was considered. It was felt that for each of these areas policies and procedures need to be developed so that the organization's members and the committee chairs have common expectations as to these goals. In developing these goals, policies and procedures, each committee chair will work closely with the Executive Committee and with the AMI elementary training centers and pedagogical advisors. It is important that AMI-EAA maintain high standards and integrity concerning the Montessori philosophy.

Below are summaries of discussion for each of the four areas and the status of the AMI-EAA charter. All will be presented in more detail at the annual meeting in Berea, Kentucky.

AMI-EAA CHARTER

AMI—USA has just recently discovered that it needs to reevaluate the intricacies and implications of its affiliation process. Because of this the AMI-EAA Board realized it needed to fiscally protect the membership and needs to withdraw the charter until such time that AMI-USA has a vehicle by which we can become affiliated. In the interim other possibilities are being investigated which will allow us to operate in concordance with the usual procedures for a non-profit organization.

NEWSLETTER

The typeset newsletter folder has received positive comments this year. This format will be continued. As we have moved toward a more professional newsletter, questions have arisen regarding the appropriateness of some of the material submitted. It is obvious that

policies dealing with the decision process for inclusion in the newsletter are needed. We would hope that the newsletter could serve as a means for professional dialogue and disagreement while maintaining pedagogical integrity to the Montessori method. Materials, articles, and ideas submitted to the newsletter need not be "endorsed" by either EAA or its members but some limits do need to be applied. Input is being sought from the membership and from the pedagogical advisors concerning this policy. There will be a questionnaire at the annual conference for comments on this past year's newsletter to solicit feedback from the membership.

WORKSHOPS

The summer conference and annual meeting that has occurred for many years will continue much as it has. The week long workshop instituted last year with Miss Stephenson's presentation of Language was as great success. These workshops serve a need for our members professionally. Credit for these workshops toward AMI continuing education requirements has been approved by the Continuing Education Committee and recommended to the AMI-USA Board.

This summer's workshop is on the topic of Geography. The presenter is Famida Malik. The workshop will balance lectures on philosophy, key materials, classroom techniques, and similarities and differences between the 6-9 and 9-12 levels.

Suggestions made by the members last summer are being explored for future workshops. EAA is also exploring the possibility of regional workshops given around the country during the school year. These would be weekend workshops sponsored by regional EAA groups featuring EAA workshop leaders. A procedure for developing both the leaders and the programs is being developed. Ideas being considered include not only topics of interest to the elementary teacher, but programs for parents such as "What Montessori Offers For the Elementary Years" and programs for primary teachers such as "Preparing the Child for a Montessori Elementary Class."

MATERIALS

Tom Lepoutre-Postlewaite has spent a good deal of time going through the boxes of old articles and materials that have come from past EAA conferences and newsletters. Some of these were listed in the last newsletter. Many comments have been received regarding this list. Some of these are that materials should be made by the children of a class and not distributed by EAA. Some of these materials were meaningful within the scope of a summer conference for those who attended but are of little value now. Most of this information represents a process in the evolution of EAA. As with the child, the process was important but the outdated products are only of historical value. Some people who shared materials did so for a specific purpose. Some articles are unidentified or misidentified. In other cases the author does not wish it to be republished.

Input is being sought from the membership and from the pedagogical advisors for help in developing guidelines for dealing with the reproduction and distribution of these materials and articles. In the meantime, the Executive Committee has made the following decisions regarding materials:

1. One copy of everything will be compiled into an archival history of EAA.

2. Some types of publications that may be of value to teachers to look at (particularly classroom management tools such as report forms, record keeping, etc.) will be put into an album that will be available during the workshops and conferences but not reproduced.

3. Materials and articles identified as to author will be reproduced only after approval of the author and if it meets the criteria set up in our policy. Materials and articles unidentified as to author will not be reproduced unless the author can be determined.

4. Work will proceed immediately to begin the archival history and the materials album. We will also begin to develop the materials policy. Until this time the availability of materials will be laid aside.

RESEARCH AND DEVELOPMENT

Montessori has always been a living, evolving program. The response of the children to the environment is the key to the teacher in determining how well it is meeting the needs of those children. There is a great resource among EAA members in observation skills and practical experience. This committee would like to harness this potential for the collecting and evaluating of data concerning the various aspects of implementing a Montessori program in the United States today.

The work of this committee could be crucial in helping to provide needed support to teachers. But a word of caution. It is not the intent of this committee or of the EAA to promote a "supermarket approach to Montessori" by producing or developing materials that rightfully should be made by the individual teacher or by the students themselves. Too many materials in a classroom clearly cause a diminishing of concentration and rob the children of the joy of discovery. On the other hand too little material leaves the children without the necessary base of information which frees them to follow studies on their own. There are legitimate differences of opinion among members of EAA on where to draw the line.

It will be the task of this committee to promote controlled studies of new ideas and to develop procedures for evaluating these studies. Such a procedure would involve determining areas that need to be studied and identifying a group of Montessorians who have adequate training, successful classroom experience, and expertise in the area to be studied. This group would then develop the particular aspects of the idea and implement them full time in a classroom in different kinds of settings—urban, suburban, rural. A log of activities, reactions and results would be kept. The group would need to meet periodically to discuss the results and work on a report. Such studies by a group of Montessorians would work very closely with the AMI elementary training centers

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Classified Ads

Positions Desired

Two positions wanted for married AMI Elementary couple Bergamo 1979-1980 (6-12) with 3 years experience; at 5,000 feet elevation and/or northwestern states for summer 1983 and 1983-1984 school year. Contact Timothy and Roberta Sweeney 422 W. Alosta #18 Glendora, CA 91740 (213) 963-8763 6-11 p.m.

Positions Available

VIRGIN ISLANDS MONTESSORI SCHOOL AMI Established 1965. 4 preschools, 4 elementary classes. Experienced preschool and elementary directresses needed, 1983-1984 school year. Established classes. Excellent benefits. Send resumé and references to: Shournaugh McWeeney, V.I. Montessori School Vassup Bay, St. Thomas U.S.V.I. 00802 or call (809) 775-0915.

AMI ELEMENTARY (6-9) and AMI PRIMARY DIRECTOR/RESS needed for Fall 1983. Montessori World of Children was established in 1971 and has 4 primary, 3 elementary and is expanding to 7th and 8th levels. The school offers good salaries, fringe benefits and has a very supportive administration. It is located in suburban Atlanta, only one hour away from the mountains of North Georgia. Salary depends on experience. Send resumé to Phil Gang, MWOC, 3330 Chestnut Drive, Doraville, Georgia 30340. You may call (404) 457-7261.

In the beautiful Napa Valley of Northern California, Casa Montessori School, an AMI certified school has an opening for a junior teacher (6 to 9 yrs. old) beginning July 1, 1983. Must have prior experience with children and an AMI Elementary diploma. School facilities are permanent and community reputation is outstanding. Salary range is \$12,000 to \$16,500 depending on qualifications and experience. Reply immediately to: Marion Sigel, Head Directress P.O. Box 3981 Napa, CA 94558 (707) 224-1944.

Montessori Child Development Center in San Diego County, California, seeking AMI elementary director/directress for Fall of 1983. Two established Montessori schools in rural residential communities. One and one-quarter acres, converted home. Backyard over ½ acre includes garden, farm animals, and swimming pool. Qualified Montessori staff. Full complement of primary and elementary Montessori materials. Salaries negotiable, group medical and benefits. Call collect. (619)748-1727 or send resumé to: MCDC, 14911 Espola Road, Poway, CA. 92064

AMI Elementary position/1983-84
1) 6-12 AMI director/directress; 2) AMI Washington, D.C. elementary trainee to sponsor. Edwardsville (Illinois) Montessori School, a non-profit corporation since 1971 with good community and university relations and self-perpetuating board. The 6-12 class established 1975, fed by 4 preschool classes in two locations. Supportive experienced AMI staff and administration. Well equipped facility, excellent library, professional enrichment encouraged. Salary negotiable. Thirty minutes from St. Louis. Reply to Mary Beth McGiverns; Head directress; 4401 Highway 162; Granite City, IL, 62040; or call school: (618)931-2508 or home (618)656-3615.

An elementary director or directress is needed for September 1983 to teach 9-12 year old class. School has been in existence for 17 years and has 5 primary classes, including 3 extended days, and one 6-9 class. Salary commensurate with experience; excellent fringe benefits. Located near the Rocky Mountains; modern facilities, new equipment, AMI administrator, creative, innovative staff. Please send resumé and personal data. Montessori School of Denver, 1460 S. Holly, Denver, Colorado, 80222. Lawrie Kimbrough, Administrator(303)756-9441 from 9:00a.m. to 3:00p.m.

March Montessori School requires a teaching principal for September 1983. A fast growing community school in Ottawa region contains Casa and extended day classes. Knowledge of French an asset. Salary negotiable. Send resumé and recent photo to: March Montessori School, Hiring Committee; Box 13012; Kanata, Ontario; Canada, K2K1X3

Opportunity available for one elementary teacher to join cooperative staff in non-profit AMI school consisting of three strong primary classes and one well established junior class. Established 7 years ago, it has a school-owned building, open and spacious classrooms excellently equipped with healthy outdoor environment, including greenhouse. Only forty-five minutes from Louisville. Elizabethtown offers an exceptional variety of activities from wilderness recreation to major cultural events, local as well as regional. Call collect within Continental U.S. for Sharon Hundley, Administrator or Bill Zajic, Registrar, 765-2872 or send resumé to: Sharon Hundley, Elizabethtown Montessori Children's Center, 100 Gray Street, Elizabethtown, Ky. 42701 (502) 765-5355.

Grow with us in the sunny south. Just outside the city of Atlanta. The First Roswell Montessori School was established six years ago. Elementary teacher is now needed for a new class starting in September 1983. Please contact the school from 2 p.m. until 4:30 p.m. (404)993-9069 or home number from 6:30 p.m. until 9 p.m. (404) 475-3491. Dr. and Mrs. John Berry.

AMI Elementary Director to start new class in school operating for ten years administrated and directed by couple with AMI pre-school, elementary training and teacher-training experience in India, Bergamo, and St. Paul. School located within commuting distance North of Chicago, small interested community. Four Montessori Pre-schools in feed-in area. Salary negotiable. (312) 949-8844 days; (312) 566-4028 nights.

Trained (6-12) Elementary Teacher to start the (9-12) class in September 1983. Our school is eleven years old. This is the 4th year for the (6-9) level. Salary negotiable. Contact Sr. Deanna Randall, Montessori Child Development Center, 620 Elizabeth St., Denver, CO. 80206 (303) 333-9478

The Montessori School of Rochester seeks elementary and preschool personnel in well established Montessori Center. Excellent working conditions, benefits, competitive salary. Contact: Virginia McHugh, Adm., 170 W. Scholfield Road, Rochester, New York, 14617.

Educational Administrator (AMI trained) sought by non-profit AMI Montessori school established 1963. Responsibilities: Program development/administration, staff coordination/evaluation, parent/community relations, school expansion and assistance with fund raising. \$22,000-\$25,000. Send resumé by May 15 to: Jane Ross, c/o Marin Montessori School, Inc., Box 736, Corte Madera, CA 94925

SOUTH AFRICA, Johannesburg. We need an experienced elementary teacher holding an AMI diploma to help establish our new school for 6-12 year olds opening in January 1984. As our school is the very first Montessori Elementary school in South Africa, a committed Montessorian who would be prepared to meet the challenge of working on a pioneer project would be most suitable. Our classes will be fully equipped with Montessori materials and our children come from a good cross-section of socio-economic, race and religious backgrounds. We offer a highly competitive salary negotiable on experience, re-location grants, and arrangements. Married and single applicants will be considered. Applicants please write to: Mrs. D.A. Hood, 24 Pallinghurst Road, Westcilff, 2193, Johannesburg, South Africa. References requested.

Montessori Child Development Center, located at 15207 Los Robles Avenue, Hacienda Heights, California 91756, is in need of one 3-6 yr. level and one 6-9 yr. level teacher for the 1983-1984 term. Montessori Child Development Center, an AMI school founded in February, 1979, which is designed to meet all Montessori prepared environment needs, indoors and outdoors for 160 students. Send resumé!

Montessori Directresses (Preschool and Elementary) for September 1983. Established non-profit school near Windsor, Ontario, Canada. Salary according to education and experience. Send complete resumé to: Lakeview Montessori School Site 1, Comp. 10, R.R. #1 Belle River, Ontario, Canada NOR 1A0

Seeking experienced AMI Elementary trained teacher to help seven-year-old elementary program grow and flourish. Salary scale, benefits, three primary classes, thirty 6-12 yr. olds, work with other AMI elementary teacher as a team or separate classes. We own a lovely and large space, with a garden--in beautiful, historic, downtown Charleston. Opportunity for study of beach and swamp environments--15 minutes away. Easy access to in town facilities - libraries, museums, etc. Strong bond with Charleston Arts Community. Supportive staff and administration.

We think we have something special here and are looking for good people to join us in the development of a strong and professional educational community. All inquiries welcome. Send resume: Mary Raudonis Charles Towne Montessori School 67 Legare Street Charleston SC 29401; (803) 723-2193.

Extraordinary opportunity for elementary teacher in a class for ages 6-9. This class established in 1974 will lose it's teacher as she retires to become a full time mother. Beautiful, modern, well equipped school, 5 classrooms; 3 primary, (1) 6-9, (1) 9-12. Outstanding staff of AMI trained professionals. Growing community at the foot of the Blue Ridge Mtns., 5 hours from the ocean. For more information call collect (803) 244-1200, Peter Bylenga, 305 Pelham Rd., Greenville, S.C., 29165

Trained AMI ELEMENTARY teacher for 6-9 class needed for school year 1983-1984. Our Montessori department is incorporated within a private school and is offered as an alternative to the regular Primary grades. ATTRACTIVE surroundings, dedicated staff. Excellent salary comparable to local school board. Please send resumé or phone: Dianne deFreitas, Hillfield-Strathallan College, 299 Fennell Avenue West, Hamilton, Ontario Canada (416) 389-1367 (College) (416) 639-8286 (Home)

Boston Area Fall 1983 - Opening available for one primary teacher (3-6) in well established school consisting of 3 primary classes and two junior (6-9) (9-12) classes. Approximate enrollment 120 with a variety of ethnic and socio-economic backgrounds. The school is excellently equipped and located 15 mins. south of Boston near ski area and major highways. Salary negotiable and dependent on experience. Please call Maureen Coughlan (617)698-5210 or send resumé to Thacher Montessori School, 44 Edge Hill Rd., Milton, Mass. 02186.

Team teaching in South Carolina - Primary and Junior level openings. This is a non-profit school with a Financial Board of Trustees in existence for over ten years. School owns the land and buildings . . . in a wooded, country setting with two creeks and pond. Medium-sized town, two hours to Atlanta, one hour to the Smoky Mtns., ten minutes to large uncommercialized lake, fifteen minutes to Clemson University. Salary negotiable. Send resumé or call: Karen Holt; Montessori School of Anderson; Rt. 1; Anderson, S. C., 29621 or (803)226-5344.

FOR IMMEDIATE RELEASE

In response to the need for an increased number of consultants the first phase of the AMI Consultant Training Course was held March 20-25 at the Washington Montessori Institute, with participants attending from the United States, Canada and Mexico. Members of the AMI/USA Consultation Committee organized and directed the seminar, with the assistance of the Washington Montessori Institute staff and the cooperation of area AMI schools.

The daily schedule consisted of supervised observation in AMI primary and elementary classrooms, demonstration of consultation techniques, and lectures by Margot Waltuch and Margaret Stephenson regarding philosophical and practical foundations of consultation in relation to Montessori education. In addition, there were discussions and role-plays of written and oral communication skills used in consulting with teachers, administrators, board members and parents as well as observation skills and arbitration skills. Leaders for the intensive week were Margaret Stephenson, Margot Waltuch, Marianne Moore, Elizabeth Hall, Carol Alver, Silvia Dubovoy, and Ginny Wells.

The second phase of training, an apprenticeship supervised by senior consultants, will be carried out in 1983-84, following completion of written assignments by the participants.

Submitted by: Carla Caudill, Participant

NEW MEMBER SUPPLEMENT Spring 1983

CONNER, Sandy
118 N. Lee St.

Leesburg, Florida 32748
(904) 728-0782

Training: Elem. Bergamo 1981
Employment: 7-12 teacher
Leesburg Montessori School
415 N. Lee St.
Leesburg, Florida 32748
(904) 787-5333

Exchange visits: Yes
Sleeping accomodations: No

JOY, Patricia M.
220 N. Elmwood
Oak Park, IL 60302
(312) 383-8377

Training: Elem. Bergamo 1982
Employment: 6-9 teacher
Alcuin Montessori School
7970 Washington Blvd.
River Forest, IL 60305
(312) 366-1882

Exchange visits: Yes
Sleeping accomodations: Yes (member)

KEELER, Sr. Anne
Box 23
Bridal Veil, Oregon 97010
(503) 695 - 2375

Training: Elem. Bergamo 1977
Employment: 9-12 teacher
Franciscan Montessori
Earth School
14030 N.E. Sacramento St.
Portland, Oregon 97230
(503) 257-7707

Exchange visits: Yes
Sleeping accomodations: Yes (members)
Yes (school)

PANTANO, Patricia
4007 12th St., NE
Washington, DC 20017
(202) 529-0418

Training: Elem. 1980
Prim. AMI 1975
Employment: 6-8 teacher
John Burroughs Elementary
18th & Monroe Sts. NE
Washington, DC 20018
(202) 576-6039

Exchange visits: Yes
Sleeping accomodations: Yes (member)
No (school)

The rock cycle refers to the everchanging, relentless pattern which renders one rock form to another. This cyclic flow is not a one way path, but one having many switchbacks and detours.

The rock cycle chart along with the information on some of the rocks created by the "cycle" will, I hope, serve as supplementary data or as the basis for a classroom collection beginning with three main rock types.

Craig Angell

COMMON ROCKS

IGNEOUS ROCKS

Cooled from a molten state

GRANITE

Intrusive (Plutonic). Cooled slowly deep underground. Crystals are large enough to be seen easily without the aid of a microscope. The crystals interlock leaving no pore spaces in between. Granite is composed mainly of light-colored materials with just a few flecks of dark iron-bearing minerals such as mica. The materials in granite are mainly harder than a file. Granite has a salt-and-pepper appearance.

GABBRO

Like Granite, Gabbro is intrusive. It has large, interlocking crystals, but at least half of them are dark, iron-bearing materials. Gabbro can be distinguished by basalt by its coarse crystalline texture. The materials in gabbro are as hard or harder than a file.

FELSITE

Felsite is microscopically fine-grained. A few crystals big enough to be seen with the unaided eye may be scattered through. It breaks with a smooth surface that has little if any luster. The materials in felsite are the same as those in granite, so that felsite is harder than a file and is light in color. Typical colors are white, tan, pink, and purple. Felsite has cooled from a molten state fairly quickly and is found in volcanic lava flows and in thin, shallow intrusive masses.

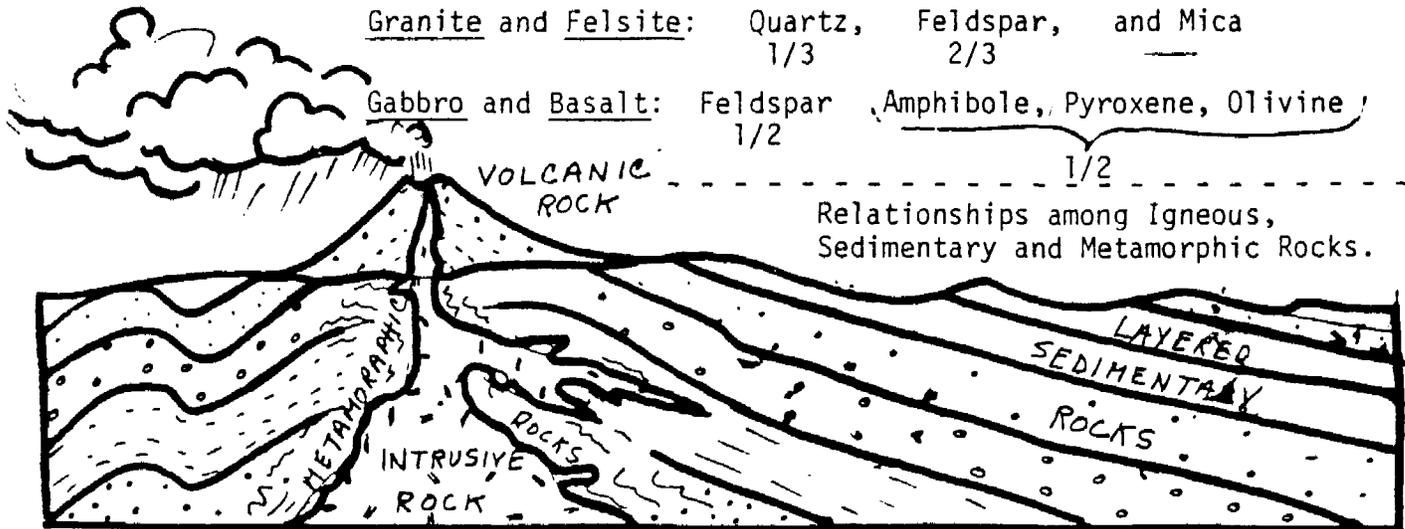
BASALT

Like felsite, basalt has cooled quickly in lava flows or small, shallow intrusions. Because of this it is microscopically fine-grained with perhaps just a few visible crystals scattered through. Although the individual crystals cannot normally be seen with the unaided eye, they are often large enough that a broken surface of rock feels rough when you run your finger over it. Basalt is made of the same materials as gabbro, so it is dark in color and about as hard as a file. Typical colors for basalt are black, very dark gray, or brick red. Basalt often has bubble holes scattered through it.

Materials found in igneous rock

Granite and Felsite: Quartz, Feldspar, and Mica
1/3 2/3

Gabbro and Basalt: Feldspar, Amphibole, Pyroxene, Olivine
1/2 1/2



Relationships among Igneous, Sedimentary and Metamorphic Rocks.

SEDIMENTARY ROCKS

Deposited in swamps, on lake and sea floor, along stream courses, and elsewhere as sediments. Sediments are hardened into rock by a number of processes including compaction under the weight of overlying layers and cementation of the grains by calcium carbonate or silica carried in by percolating, mineral-bearing water. The most obvious characteristic of sedimentary rock is the layering, which is always evident when large exposures of rock are seen as on the face of a cliff. Layering is not always easily seen in study specimens because the layers are often wide. Sedimentary rocks typically contain fossils.

SHALE Shale is a classic sedimentary rock composed of hardened clay mud. It is soft (can be scratched easily with a knife or file) and porous (will absorb moisture). Shale is often white, tan, or gray.

SANDSTONE Composed of hard grains of quartz, sandstone will leave scratches on glass or steel. Sandstone may be crumbly if it is not well-cemented together, but the individual grains are very hard. Like shale, sandstone is porous and will absorb moisture. Sandstone is recognized by its sandy texture and by the hardness of its grains.

CONGLOMERATE Conglomerate is composed of cemented gravel. It can be easily recognized by its pebbly texture.

LIMESTONE Limestone is usually composed of the skeletons of animals such as clams and snails or microscopic marine creatures. Limestone is always composed mainly of calcium carbonate. The rock is often quite porous. Limestone is considerably softer than steel or glass, and, if pure, will not leave any scratches on glass. Typical colors of limestone are: white, cream, gray, or tan.

CHERT Chert is composed of silica, a material a good deal harder than either steel or glass. The texture of chert is very fine-grained and smooth to the touch. Chert is easily confused with the igneous rock felsite, but chert generally has a slight luster. Typical colors of chert are: white, bright red, or various shades of gray to black.

Chemical Materials in Sedimentary Rocks

Clay:	Aluminum Silicate	Quartz or Silica:	SiO_2
Calcium Carbonate:	CaCO_3	Coal (Carbon):	C
Rock Salt:	NaCl		

METAMORPHIC ROCKS

Metamorphic rocks are formed when other rocks are deeply buried with the earth and subjected to intense heat and pressure but not melted. During metamorphism pore space is crushed out, crystals grown in size, and rock structures such as sedimentary layering and fossils are destroyed. During crystal growth the crystals often align themselves in layers allowing the rock to be easily split as in slate.

Starting with shale, the following series of rocks will be formed as metamorphism becomes more intense.

SLATE

(From Shale)

Slate is a microscopically fine-grained rock with a smooth feel and well-developed foliation (crystals aligned in layers). As a result the rock splits into flat, even sheets. It can be distinguished from shale by the fact that it is more dense and will not absorb moisture. Slate is typically dark gray.

GNEISS

(From Sandstone)

Gneiss has been intensely metamorphosed so that it begins to resemble granite or gabbro. The crystals are visible to the unaided eye. Unlike granite and gabbro, the light and dark minerals in gneiss are separated into distinct light and dark bands. Gneiss is as hard or harder than glass.

Limestone, when metamorphosed, recrystallizes to form:

MARBLE

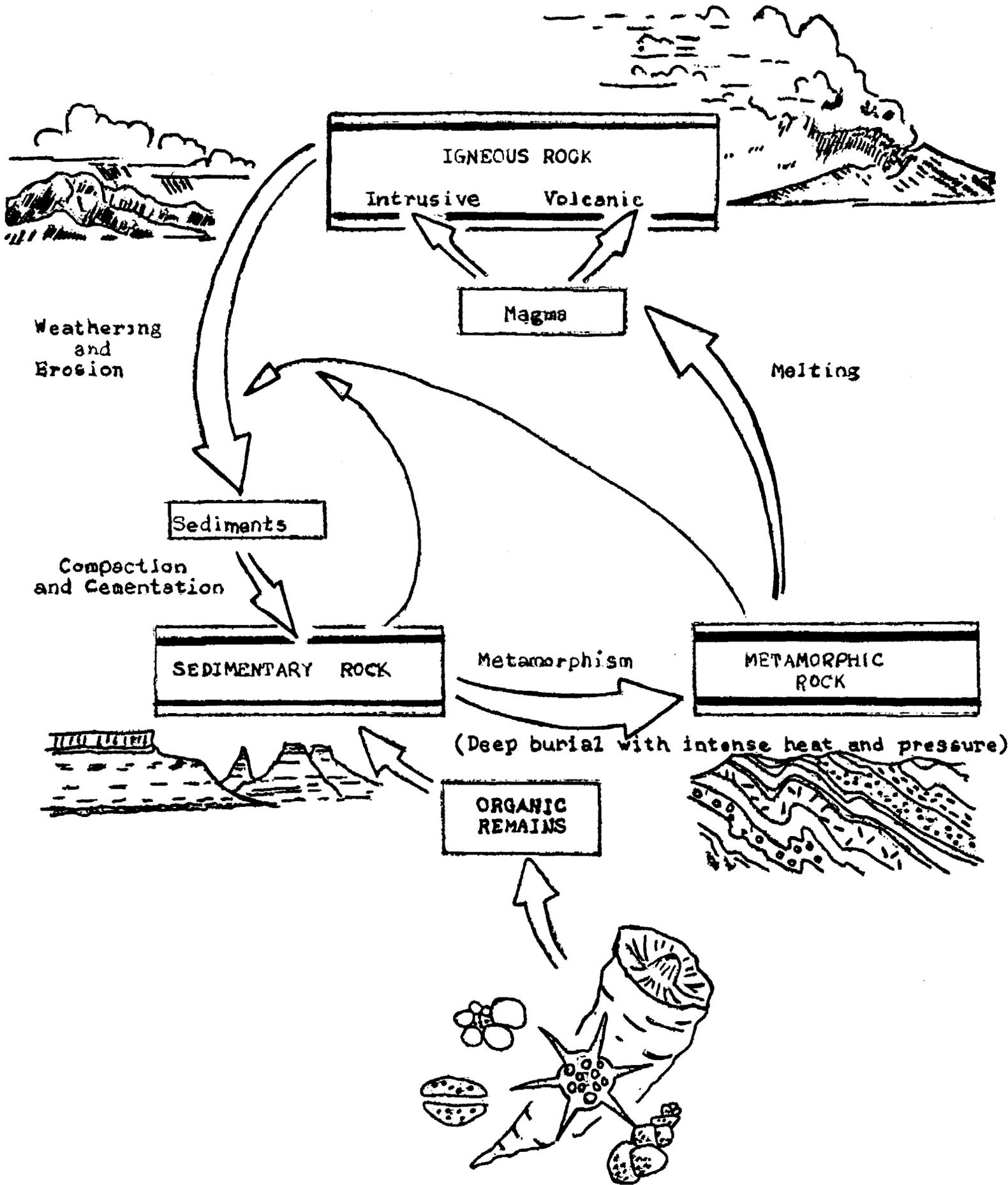
From Limestone)

Like limestone, marble consists of calcium carbonate. Marble can be distinguished from limestone in that it is non-porous and is always visibly crystalline. Marble is a fairly soft rock -- a good deal softer than either steel or glass.

Dark igneous rocks such as gabbro are metamorphosed to form:

SERPENTINE

Serpentine is green and softer than glass. There are usually several shades of green in any one sample distributed in patches and streaks through the rock. The surface of serpentine is often slick like soap and has a waxy or oily luster.



RECORD KEEPING

Shelli Scher

Record keeping has always been one of those big question marks for me in the classroom. Over the years - with lots of help from my friends - I've developed a system that has been working for me, so I will share my experiences with you.

There are several kinds of record keeping. There are the day-to-day records (the hardest to keep up with) and the from time-to-time records, as well as school records. On a daily basis I used to keep a diary on what the children did each day, but I found this to be ineffective for me because I rarely went back and read each day what was in my notes. I thought I had it all in my head, but found out I was wrong! This is basically a personal choice for each teacher.

I have attached a copy of the daily (weekly) type of record I keep, which has a space for each child for each day of the week. At the top of each day I write in the lessons given that day. If there is an assignment given I check off in each child's box when that assignment is completed. I have the children leave their completed work in a designated area for me to check at the end of the day when they have gone. The next morning they arrive and look at their work to see if there are any corrections. This leaves me free to work with them each day without having to spend half my time checking their work. Often I leave them notes ("nice work" or "see me", etc.) and eventually find them leaving me notes as well. I can easily see at a glance what lessons I have given to each group, and who has or has not been completing their assignments. This is also a helpful record to have for parent conferences. I jot down individual projects done by the children in this same space, so that I can follow up, if necessary, or do not repeat lessons.

Another form of record keeping I do on a longer term basis is a book called the Instructor Class Record, which can be purchased in any teacher's store, or you can write to The Instructor Publications, Inc., Danville, N. Y. 14437 for information. This book is basically a grid with a space for each child's name on the side of each page. I have a page for each subject, and lessons in each exercise written across the top. For each exercise written on the page, I mark a number in the box for each child. For example, #1 means the material has been presented; #2 the child works with the material; #3 the child has mastered the material and is working on an abstract level. Every 3 or 4 months I update this book. It is a great help during parent conferences.

Before each parent conference I prepare a few paragraphs on my impressions of each child and what I would like to tell the parents about this child. I read this information before each conference to refresh my memory - but put it away, as this is just for my information. I keep this information in a personal file on each child, and check it to be sure I do not repeat myself at the next conference.

At the end of the year I hand each parent a record of their child's progress. I have also included a copy of this record, which can be altered to suit each classroom's needs. This gives the parents something to look at and compare from year to year, and a copy is kept in the school files.

Other records kept are yearly testing which is given in the spring. These are either national or statewide accepted tests, given to be sure the children keep up with traditional school standards. I prepare the children for these tests by giving weekly spelling and math tests and many word problems.

As much as possible I have the children keep diaries of their daily work, which I check from time to time.

This is what I have come up with as the easiest and most efficient form of record keeping for me. I hope it has been helpful for you.

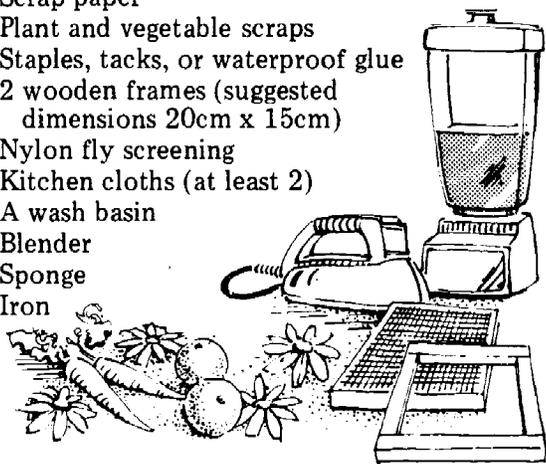
WEEK OF _____

NAME	MON	TUES	WED	THURS	FRI	COMMENTS
Rachel B.						
Andrew						
Adam						
Ashley						
Rachel G.						
Yusuke						
Joe						
Sat Kirin						
Emily						
Arnie						
Nicole						
Rachael S.W.						

PAPERMAKING AT HOME

Equipment

Scrap paper
Plant and vegetable scraps
Staples, tacks, or waterproof glue
2 wooden frames (suggested dimensions 20cm x 15cm)
Nylon fly screening
Kitchen cloths (at least 2)
A wash basin
Blender
Sponge
Iron



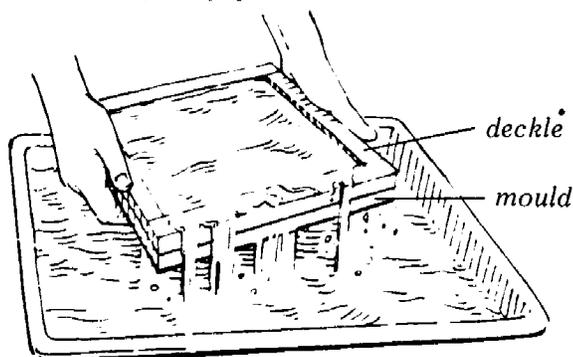
1 To make paper you must first make a 'paper mould' - a wooden frame with nylon fly screen stapled tightly to it. You can use a second wooden frame (deckle) without the fly screen to help make your paper more even.

2 Take some scrap paper, remove any plastic or staples, tear it into small pieces (about 2 cm square) and soak it in hot water for half an hour.

3 Take a handful of the soaked paper and put into a blender about half-full of warm water. Blend at a moderate speed until you no longer see pieces of paper. (If you have problems, take out some of the paper.) To this mixture (pulp) you can add small amounts of vegetable material like orange peels, carrot tops or flowers, and blend again.

Colouring the Pulp: If you want coloured paper, you can add fabric dye to the pulp. Make sure the dye is non-toxic.

4 Pour the mixture into a large plastic basin, half-full of warm water. Increasing or decreasing the amount of the pulp will affect the thickness of your paper.



5 Place the deckle on top of your screen. With both hands, dip the mould into the basin and scoop up some of the pulp. Gently shake the mould back and forth to get an even layer of fibres on the screen. When the water has drained through, place the mould to one side and carefully lift off the deckle, leaving the just-formed sheet on the screen.

6 To remove the paper from the screen, lay a clean kitchen cloth on a flat table, then take the screen and lay it face down on the cloth. Soak up any extra water from the back of the screen with a sponge. Very gently lift the screen - the paper should remain on the cloth.

7 To dry the paper quickly, cover it with another cloth and iron at a medium dry setting. Once dry, pull gently on either side of the cloth to stretch it - this helps loosen the paper from the cloth. Gently peel the paper off.

8 A CLEAN UP NOTE: When you've finished, collect the left over pulp in a strainer. Be careful NOT to pour pulp down the drain - it might block it. The strained pulp can be thrown out or kept in a plastic bag in the freezer for the next time.

Bibliography

- Heller, Jules. *Papermaking*. New York: Watson-Guptill, 1978.
- Hunter, Dard. *Papermaking: the History and Technique of an Ancient Craft*. 2nd ed. New York: A. Knopf, 1947. Reprinted: New York, Dover Publications, 1978.
- Studley, Vance. *The Art and Craft of Handmade Paper*. New York: Van Nostrand Reinhold, 1977.

If you have any suggestions or require more information, write to:

The Printed Word,
Printing and Papermaking,
Ontario Science Centre,
770 Don Mills Road,
Don Mills, Ontario,
M3C 1T3

*shared to us
by: Phoebe Allen*

 **ONTARIO SCIENCE CENTRE**

A Key to the Principal Orders of Insects

This key to the principal orders of insects will tell you whether an insect is one of the flies or one of the true bugs or one of the beetles, for example, but it will not tell you what particular fly or bug or beetle you have in hand. For that, you should consult one of the guides listed in the bibliography (page 187).

The key is based on one devised by the British entomologist Harold Oldroyd for his handbook *Collecting, Preserving and Studying Insects*, and is reproduced here through the courtesy of his publishers, Hutchinson and Company, Ltd., London, together with some of Oldroyd's introductory remarks on insect identification: "We have an insect before us," he says, "—how do we begin to identify it? In practice, three methods are used: *general appearance*, *spot characters*, and *keys*."

"Identification by *general appearance* means getting to know one's insects by sight. An entomologist will look at an insect and give you a name for it. Ask him how he recognizes it, and he will recite a number of small details that you know he could not have seen with the naked eye. If he were frank, he would say: 'I know it is an *Anarena* because I know *Andrena* by sight, just as I know my uncle by sight.'

"*Spot characters* are the rough-and-ready checks we all use: 'scaly wings?—Lepidoptera; clubbed antennae?—butterfly.' There is no certainty in this method, because other insects may have scaly wings or clubbed antennae, but it gives a clue, and provides a check on memory.

Keys work by a process of elimination, gradually narrowing down the number of possibilities. At each step, keys usually ask you to choose between two alternatives. Thus:

WINGED INSECTS

1. Insects with four wings (so-called wing covers count as wings) see 2
Insects with only two wings see 18

2. Wings covered with scales:
LEPIDOPTERA
(Butterflies and Moths)
Wings without scales, though they may be hairy see 3

3. Only the hind wings used for flight; forewings partly or entirely horny or leathery, and cover hind wings. see 4
Both pairs membranous and used for flight see 7

4. Mouth parts tubelike, adapted for piercing and sucking:
HEMIPTERA
and Some HOMOPTERA
(True Bugs)

- Mouth parts adapted for biting and chewing see 5

1. Two pairs of membranous wings see 2
Only one pair of membranous wings, the other pair being either hardened into wing covers, or absent see 29
2. Forewings and hind wings alike. see 3
Forewings and hind wings different see 18
3. (and so on)

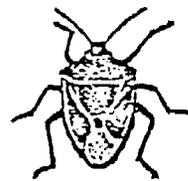
"If the insect agrees with the first alternative, then read on at numeral 2; if the second alternative is correct, then jump over all the intervening numbers and read on at numeral 29. Go on like this until you come to a final choice:

35. Abdomen with forceps: DERMAPTERA
(Earwigs)
36. Abdomen without forceps: COLEOPTERA
(Beetles)

If you are lucky this will give a correct identification, but do not be surprised if it does not.

"Remember that a key does not identify the specimen: it only gives a hint of what it might be. The real identification is made by comparing the specimen with another specimen that is already named, or with a drawing, or with a good detailed description."

This key has two parts: the first for insects with wings, and the second for wingless forms.

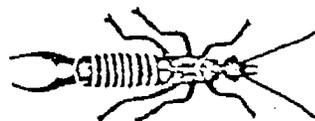


STINK BUG

5. Forewings with veins like hind wings, though stiffer, and covering hind wings: ORTHOPTERA
(Grasshoppers, Crickets, Katydid, Cockroaches, Mantids, Walking Sucks)

- Forewings without veins; modified into hard, horny covers for hind wings. see 6

6. Forewings short. Tip of abdomen with characteristic pair of forceps: DERMAPTERA
(Earwigs)



EARWIG

- Forewings nearly always long, covering abdomen and enclosing hind wings; if wings are short, no forceps: COLEOPTERA
(Beetles)

7. Wings narrow; without veins, but fringed with long hairs. Very small insects, less than 1/4 inch long: THYSANOPTERA
(Thrips)



BEAN THRIPS

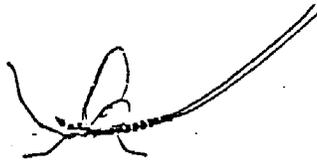
- Wings more fully developed and with veins present see 8

8. Hind wings much smaller than forewings see 9
Hind wings similar in size to forewings see 13

9. Forewings with a large number of cross veins, making

a netlike pattern. Abdomen with two or three long "tails":

Ephemeroptera
(Mayflies)



MAYFLY

Forewings with fewer veins, not forming a netlike pattern. Usually without "tails" see 10

10. Wings obviously hairy. Mouth parts very small, except for palps:

Trichoptera
(Caddisflies)



CADDISFLY

Wings not obviously hairy, though tiny hairs can be seen under the microscope. Mouth parts well-developed. see 11

11. Mouth parts tubelike, adapted for sucking:

Hemiptera
(Aphids, Leafhoppers, Plant Lice, Scale Insects, Cicadas)

Mouth parts not tubelike, but adapted for chewing see 12

12. Very small insects, soft-bodied, mostly less than 1/4 inch in length. Tip of leg bearing only two or three segments:

Psocoptera
(Booklice)

Often much bigger, wasp-like or beelike insects; or if very small, then hard-bodied, with the abdomen narrowed at its base into a petiole, or "waist." Tip of leg bearing

four or five segments: **Hymenoptera**
(Bees, Wasps, Ants, Sawflies)

13. Tip of leg bearing three or four segments. see 14

Tip of leg bearing five segments. see 16

6. Wings with few cross veins, and with hind wings greatly expanded toward the wing tip:

Plecoptera
(Stoneflies)

Fore- and hind wings very similar in shape; or if hind wings are expanded toward the tip, cross veins are much more numerous see 15

15. Small insects, generally less than half an inch long, with long antennae, and with wings folded flat over the body:

Isoptera
(Termites)

Generally longer than an inch, with very short antennae. Wings held away from the body even at rest:

Odonata
(Damselflies and Dragonflies)

16. Along foremargin of wings there are very few cross veins. Mouth parts are prolonged into a beak:

Mecoptera
(Scorpionflies)



SCORPIONFLY

Along foremargin of wings are a number of cross veins. Mouth parts short. see 17

17. Hind wings broader than forewings, at any rate at the base. At rest, this area is folded like a fan:

Megaloptera
(Alderflies, Dobsonflies)

Hind wings similar to forewings, without this fanlike area:

Neuroptera
(Lacewings, Snakeflies)



LACEWING

18. Forewings only; hind wings reduced to knoblike organs known as halteres. Mouth parts either tubelike, for piercing, or spongelike, for sucking:

Diptera
(True Flies)

Hind wings entirely absent; no halteres: **Ephemeroptera**
(Some Mayflies)

WINGLESS INSECTS

1. Some segments with jointed legs, which can be moved see 2

No jointed legs; or if these are present and can be seen, they are enclosed in membrane and cannot move see 16 and after.

2. Parasites, living on warm-blooded animals or closely associated with them see 3

Not parasitic on warm-blooded animals; either free-living, or parasitic on insects, snails, etc. see 8

3. Body flattened from side to side, hard and bristly, with strong legs. Jumping insects; parasites found living on birds and mammals:

Siphonaptera
(Fleas)



FLEA

Body either rounded or flattened from above; not jumping insects see 4

4. Mouth parts adapted for chewing see 5

Mouth parts adapted for sucking see 6

5. Rear of abdomen bears forceps. Found on bats and small rodents; tropical:

Dermaptera
(Parasitic Earwigs)

No forceps. Found on birds or mammals. Worldwide:

Mallophaga
(Chewing Lice)

6. Flattened; rather spiderlike in appearance, with head fitting into a notch on thorax, and with the antennae hidden. Claws hooked:

Diptera
(Louse Flies, Sheep Ticks)

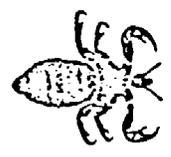


SHEEP TICK

Not spiderlike. Antennae clearly visible see 7

7. Snout short, unjointed; body long and narrow. Tips of legs bearing one large hooked claw. Permanent parasites of mammals:

Anoplura
(Sucking Lice)



BODY LOUSE

Snout longer, jointed; body more oval. Tips of legs with two small claws, not hooklike. Only temporary parasites:

HEMIPTERA
(Wingless Bugs)



BED BUG

8. Terrestrial: living on dry land or on animals other than mammals and birds. see 9
Aquatic: mostly nymphal forms of land insects. see 29

9. Mouth parts not visible: appendages on some abdominal segments or with a forked "spring" near tip see 10
Mouth parts visible see 11

10. Abdomen with six segments or fewer, usually with a forked "spring" near tip. No long bristles at tip: COLLEMBOLA
(Springtails)

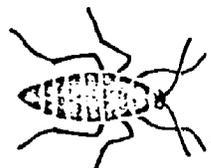


SPRINGTAIL

Abdomen with nine or more segments; no spring. Several segments have simple appendages. Long, bristlelike extensions at the tip of the abdomen: THYSANURA
(Bristletails)

11. Sucking mouth parts see 12
Chewing mouth parts. see 16

12. Body covered with scales or dense hairs: LEPIDOPTERA
(Wingless Moths)



FALL CANKERWORM

Body bare or with few scattered hairs. see 13

13. Almost whole of thorax visible from above is composed of the middle segments, or mesothorax. Prothorax and metathorax both small and hidden: DIPTERA
(Wingless Flies)

Mesothorax and metathorax about equally developed. Prothorax also is usually visible from above. see 14

14. Snout small and cone-shaped. Body long and narrow. Claws usually absent: THYSANOPTERA
(Wingless Thrips)

Snout longer, jointed. Body more or less oval. Claws present see 15

15. Proboscis arising from front part of head. Abdomen without hornlike protrusions at or near the tip: HEMIPTERA
(Wingless Bugs)

Proboscis arising from hind part of head. Abdomen often with two hornlike protrusions at or near tip: HOMOPTERA
(Wingless Aphids)

16. Abdomen with false legs, fleshy and different from jointed legs of the thorax; caterpillarlike forms see 17
Abdomen without legs see 19

17. Five pairs of false legs or fewer, with none on the first or second abdominal segments; false legs have minute hooks on their margins: LEPIDOPTERA
(Caterpillars of Moths and Butterflies)

Six to 10 pairs of false legs and always one pair on the second abdominal segment; no hooks present. see 18

18. Head with a single small eye on each side: HYMENOPTERA
(Larvae of Sawflies)



SAWFLY LARVA

Head with several small eyes on each side: MECOPTERA
(Larvae of Scorpionflies)

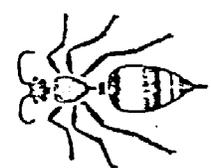
19. Antennae short and indistinct: larvae. see 20
Antennae long and distinct; adult insects. see 22

20. Body caterpillarlike see 21
Body not caterpillarlike: Larvae of Some NEUROPTERA
and Many COLEOPTERA

21. Head with six small eyes on each side: Caterpillars of Some LEPIDOPTERA
Head with more than six small eyes: Larvae of Some MECOPTERA

22. Abdomen with forceps at tip: DERMAPTERA
(Nymphs of Earwigs)
Abdomen without such forceps. see 23

23. Abdomen strongly pinched at base into a "waist." Sometimes the antennae are bent into an elbow: HYMENOPTERA
(Ants and Wingless Wasps)



WINGLESS WASP

Abdomen not constricted into a waist see 24

24. Head prolonged underneath body into a long beak, which bears mandibles at its tip: MECOPTERA
(Wingless Scorpionflies)

Head not prolonged into a beak see 25

25. Tiny, soft insects see 26
Fairly small to very big, usually hard-bodied insects see 27

26. No processes at tip of abdomen: PSYCOPTERA
(Booklice)
Processes at tip of abdomen: ZORAPTERA
(No Popular Name)

27. Hind legs enlarged for jumping: ORTHOPTERA
(Nymphs of Grasshoppers and Crickets)

Hind legs not enlarged for jumping see 28

Insect Key. *continued*

3.033

28. Tips of legs bearing four segments. Pale, soft-bodied insects living in wood or soil:

ISOPTERA
(Termites)



TERMITE

Tips of legs bearing five segments. More highly colored insects, living in the open or domestically, but not in wood:

ORTHOPTERA
(Nymphs of Cockroaches,
Stick Insects, Leaf Insects)

29. Mouth parts adapted for piercing:
Nymphs of Water Bugs—

HEMIPTERA—
and Larvae of Some

NEUROPTERA

Mouth parts adapted for

licking and chewing see 30

30. Body enclosed in a case made of pebbles, sand or debris:

TRICHOPTERA
(Larvae of Caddisflies)

Not living in such a case see 31

31. Abdomen exhibiting external gills see 32

Abdomen without external gills see 35

32. Two or three long processes at tip of abdomen. Trace of wing covers in older nymphs see 33

Never more than two processes at tip of abdomen. No wing covers:

MEGALOPTERA
(Larvae of Alderflies)

33. Three long processes at tip of abdomen see 34

Two processes: PLECOPTERA
(Nymphs of Some Stoneflies)

34. Head with "mask" below, capable of extending forward:

ODONATA
(Nymphs of Damselflies)

Head without "mask":
EPHEMEROPTERA
(Nymphs of Mayflies)



MAYFLY NYMPH

35. Head with a "mask" below, capable of extending forward:

ODONATA
(Nymphs of Dragonflies)

Head without "mask" see 36

36. With long antennae and long filaments at tip of abdomen:

PLECOPTERA
(Nymphs of Some Stoneflies)

Without filaments: COLEOPTERA
(Larvae of Beetles)

Have you ever thought of raising Monarch Butterflies in your classroom? Nancy Diaz sent in a wonderful article on this subject. It is a reprint from the magazine SCIENCE and CHILDREN. The article includes a description of the life of a Monarch Butterfly as well as instructions as to how to raise them in your class. This article appeared in the May 1973 issue. Enjoy!

Here's another source for information about insects, also sent in by Nancy Diaz. In the April 1981 issue of ART TO ZOO you can find facts about insects, insect adaptations, methods of capture and much, much more. ART TO ZOO is a publication of the Office of Elementary and Secondary Education Smithsonian Institution, Washington, D.C. 20560

EASY-TO-KEEP* ARTHROPODS

	Where to obtain	Water	Food	Life-span
Tarantula	PS, BSH	dish with cotton	1 cricket/wk	years
Scorpion	BSH	"	"	years
Whip Scorpion	BSH	"	"	years
Giant Millipede	PS	"	lettuce, fruit, lab chow	years
Millipede	collect	"	"	months-years
Brine Shrimp	PS, BSH	aerated marine aquarium	lab chow & yeast	culture
Sowbugs	collect, BSH	wet soil	lettuce, lab chow	culture
Hermit Crab	PS, BSH	dish	peanut butter, fruit, etc.	years
Stone Crab	Marine Supply Co.	aerated marine aquarium	raw fish	months
Crayfish	collect, BSH	aerated tank	raw fish pieces	months
Domestic Roaches	collect	dish with cotton	lab chow, fruit	culture
Preying Mantid	buy eggs or collect	spray, dish	2 crickets/wk	months
Water Scorpion	collect	aerated tank	1 cricket/wk	months
Giant Water Bug	collect	"	3 crickets/wk	months
Milkweed Bug	collect, BSH	dish with cotton	raw sunflower seeds	culture
Mealworms	PS, BSH	raw potato	wheat bran	culture
Flour Beetles	BSH	raw potato	whole wheat flour	culture
Bessie Beetles	collect, BSH	saturate the wood	saturate balsa wood	months
Bombardier Beetles	collect	wet soil	dead mealworms	years
Fruit Flies	BSH		commercial medium	culture
Velvet Ant	collect	dish with cotton	30% sugar water	months

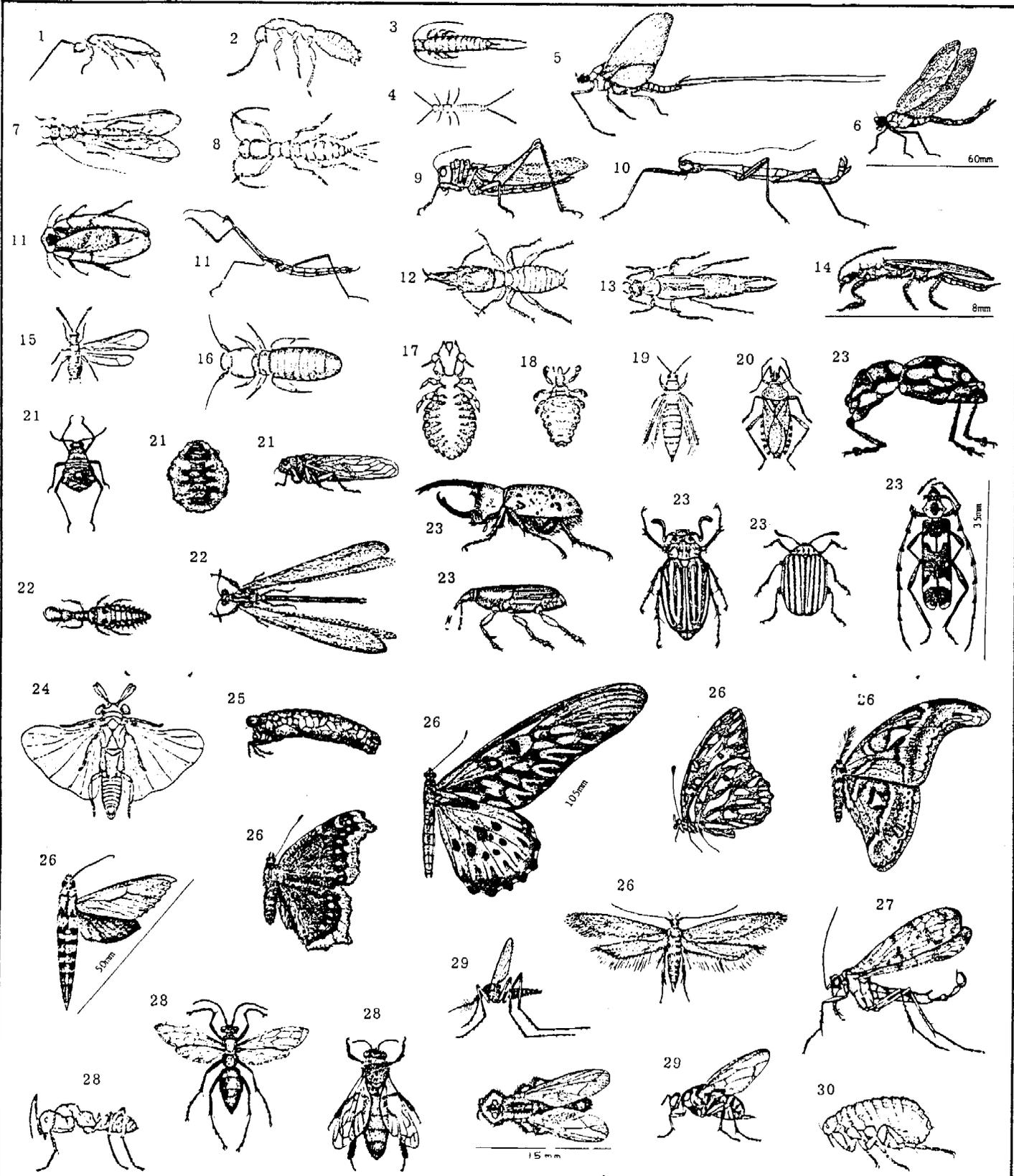
*Individuals live 6 months to many years OR are short-lived but easy to culture.

PS-pet stores

BSH-Biological Supply Houses

INSECT ORDER	Common name	Illus. #	Length (mm)	Meta-morphosis	Mouth parts	No. of wings	Distribution	Species world wide	Species North Amer.	Famll. North Amer.	Economic importance
COLLEMBOLA (glue tube)	springtails	1	0.5-6	gradual (simple)	chewing	0	World wide	3600	650	7	some
PROTURA (first tail)	proturans	2	0.5-2	gradual	piercing sucking	0	N.A. Europe	152	20	3	none
THYSANURA (bristle tail)	bristletails silverfish	3	7-9	gradual	chewing	0	W.W.	700	50	4	some
DIPLURA (two tail)	dipdurans	4	2-7	gradual	chewing	0	mostly tropical	500	75	3	none
EPHEMEROPTERA (short lived, wing)	mayflies	5	2-32	aquatic nymph	vestigial	0-2-4	W.W.	2200	662	18	none
ODONATA (toothed)	dragonflies damselflies	6	40-90	aquatic nymph	chewing	4	W.W.	5000	413	11	none
PLECOPTERA (twisted wing)	stoneflies	7	5-50	aquatic nymph	chewing	4	mostly tropical	1750	470	9	some
GYRLLOBLATTODEA (cricket, roach)	ice bug rock crawlers	8	15-30	terres. nymph	chewing	0	northern hemis.	17	11	1 W.W.	none
ORTHOPTERA (straight wing)	grasshoppers crickets	9	5-90	terres. nymph	chewing	0-4	W.W.	15,000	1200	10	great
PHASMLDA (apparition)	walking sticks	10	12-200	terres. nymph	chewing	0-4	mostly tropical	2025	27	1	none
DICTYOPTERA (net wing)	roaches mantids	11	20-90	terres. nymph	chewing	0-4	W.W.	3500 2000	60 20	5 1 W.W.	great
ISOPTERA (equal wing)	termites	12	3-12	terres. nymph	chewing	0-4	W.W. tropical	2200	39	4	great
DERMAPTERA (skin wing)	earwigs	13	5-15	terres. nymph	chewing	0-4	W.W. tropical	1100	18	6	some
EMBLIOPTERA (lively wing)	webspinners	14	4-7	terres. nymph	chewing	0-4	W.W. tropical	200	11	3	none
ZORAPTERA (pure, wingless)	scorapterans	15	1.5-3	terres. nymph	chewing	0-4	W.W. tropical	24	2	1 W.W.	none
PSOCOPTERA (rub small, wing)	book lice bark lice	16	1.5-5.5	terres. nymph	chewing	0-4	W.W. tropical	2200	270	11	some
MALLOPHAGA (wool, eat)	chewing lice	17	0.5-11	nymph	chewing	0	W.W.	2900	700	8	some
ANOPLURA (unarmed tail)	sucking lice	18	2-5	nymph	piercing sucking	0-4	W.W.	490	70	5	some
THYSANOPTERA (fringe wing)	thrips	19	0.5-5	nymph	piercing sucking	0-4	W.W.	5000	600	5	great
HEMIPTERA (half wing)	true bugs	20	0.5-100	nymph	piercing sucking	0-4	W.W.	23,000	4500	44	great
HOMOPTERA (uniform wing)	cicadas aphids, scales	21	1-25	nymph	piercing sucking	0-4	W.W.	33,000	7000	31	great
NEUROPTERA (nerve wing)	lacewings dobsonflies	22	10-30	terres. aquatic nymphs	chewing	4	W.W.	4600	338	15	none
COLEOPTERA (sheath wing)	beetles	23	1-200	larvae	chewing	4	W.W.	300,000	2800	113	great
STREPSIPTERA (twisted wing)	twisted wing parasites	24	0.5-4	hyper larvae	----	0-4	W.W.	300	60	7	none
TRICHOPTERA (hair wing)	caddisflies	25	2-300	aquatic larvae	weak chewing	4	W.W.	10,000	1200	18	none
LEPIDOPTERA (scale wing)	butterflies moths	26	2-300	larvae	sucking	0-4	W.W.	15,000 165,000	700 13,000	10 68	none great
MECOPTERA (long wing)	scorpionflies	27	15-25	larvae	chewing	0-4	W.W.	451	67	5	none
HYMENOPTERA (membrane wing)	ants, bees wasps	28	0.2-75	larvae	chewing sucking	0-4	W.W.	110,000	17,000	74	great
DIPTERA (two wing)	flies mosquitoes	29	1-75	larvae	chewing sucking	0-2	W.W.	90,000	18,000	106	great
SIPHONAPTERA (tube, wingless)	fleas	30	1-10	larvae	piercing sucking	0	W.W.	2100	275	7	some

BioQuip Guide to the Orders of Insects



Above illustrations are NOT to scale
 Detach for use as pin up reference. Reprints available below.

Drawings are from Insects catalog of Combined Scientific, Box 1446, Fort Davis, TX 79734

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The location of our AMI-EMA conference this summer in Monterey provided some wonderful opportunities to view sea lions and seals in their natural habitats. I have since found a great set of information packets on seals, whales, and sea turtles from the Center for Environmental Education. Each set contains general information and anatomy diagrams as well as individual fact sheets with line drawings for each species.

They can be ordered from:

Center for Environmental Education
Fact Sheets
524 9th St. NW, Suite 500
Washington, D.C. 20001

Cost is \$2.50 per packet plus \$1.50 postage.

Pamela Butler Stone



California Sea Lion

Zalophus californianus



California sea lions are the most commonly seen and the most abundant pinniped along the California coast. They are quite curious and often approach fishing and sailing boats and will even swim with skin and scuba divers. Since they do well in captivity and train easily they are the seals most often used in zoos and oceanariums.

As a member of the *Otariidae* or eared seals, the California sea lion has visible external cartilaginous ears and the ability to move on land using all four flippers. This, as well as their lack of dense underfur, distinguishes them as a sea lion rather than a fur seal, which has dense underfur, or a true seal, which has no external ears.

California sea lions are quick and agile swimmers. Using their front

flippers for propulsion and steering they are capable of reaching speeds of up to twenty miles per hour, at which time they "porpoise" on the surface. Their sense of playfulness has been exhibited by their riding the shore waves as a surfer does and chasing and catching their own exhaled bubbles of air.

CALIFORNIA SEA LION

Scientific Name: *Zalophus californianus*

Physical Characteristics:

Adult length: males: 244 cm (8 ft); females: 183 cm (6 ft)

weight: males: 272-363 kg (600-800 lb); females: 90-113 kg (200-250 lb)

color: males: dark brown; females: dark tan

Identifying Characteristics:

Beginning around the age of five, the males develop a distinctive sagittal crest, or "bump" on the top of their forehead. This crest becomes more pronounced as they grow older and aids in distinguishing older males from subadult males. Both sexes have a tapered head with fairly short whiskers.

Range:

The range of the California sea lion extends from Vancouver Island, British Columbia down to lower Baja Mexico. The main population is found from the Farallon Islands, off San Francisco, down to the Channel Islands, to islands further south off Baja Mexico.

Feeding:

The California sea lion is an opportunistic feeder, dining mainly on squid and fish.

Facts:

Pupping and breeding usually occur on island-based rookeries during May and June. As with most eared seals, the males come ashore first to establish territories and harems. Pregnant females arrive to give birth to a single pup which is approximately 81 cm (2 ft) long, weighs 4.5-5.5 kg (10-12 lb) and is a rich chestnut brown color. Females breed within ten days of giving birth and remain to nurse their pups for the next five or six months. The females usually remain within the breeding range while the males tend to migrate north after the breeding season.

Population Status:

From 1899 to 1902 the California sea lion was killed as bounty to help reduce competition with the fishing industry. By the 1930s, the sea lion population had declined so much that trimmings from the sea lion were no longer a profitable trade item. Since the enactment of protective legislation for marine mammals, the sea lion population has increased to a fairly healthy level.