

A.M.I.

Elementary
Alumni
Association

Newsletter



Volume XII

Number 1

Fall 1984

Holidays and Children

Review of Jo Robinson's Presentation
at the AMI-EAA Conference
in Portland, Oregon.

Judy Reilly

Every teacher has undoubtedly noticed the effect of holidays on children. This is especially apparent during our biggest holiday season, Christmas. The children often show increased signs of stress and greater anxiety. What should our response as teachers be to this?

Jo Robinson and her friend Jean Staeheli first became involved with this problem when they gave a workshop "to help families plan a less stressful, more rewarding Christmas". They were surprised by the depth of emotion of the participants about Christmas, and by their relief after the workshop. There were more requests for the workshop, and Jo and Jean realized there was a deep need. These requests and workshops led to publishing their book, *Unplug the Christmas Machine*.

Research shows that during the Christmas season there are more homicides; there is a 25% increase in people wanting counseling; and there is 200%-500% increase in child abuse!

Christmas was not always like this, and many people long for the way it used to be. It used to be a lesser holiday, lasting only two weeks. Not many gifts were given. Only children received gifts, mainly the younger children. Christmas was a time for family activities, square dancing, and partying with neighbors. It was a relaxing time, not a stressful time.

But this changed after World War II. World War II was a stimulus to our economy, and when it was over, there was a slump in productivity. But with an inexpensive mass media (newspapers) and a greater interest in the psychology of how to manipulate people into wanting things through advertisements ("Don't disappoint your friends and family"), we Americans offset the post World War II slump with holiday commercialism. Advertisements for the Christmas holidays are now up to \$20 billion a year.

In their book, *Unplug the Christmas Machine*, Jo and Jean describe the typical Christmas experience of working parents, showing how advertisements have led us to believe that we must have presents and cards for everyone, a beautifully decorated home, wonderful, home-made baked goods, and a full social schedule—and that we must be happier than at any other time of the year! No wonder so many people get depressed at Christmas!

Through their talks with many people Jo and Jean found that both parents and children want a close and more loving time with their families. They want traditions that are meaningful.

There are many helpful suggestions in their book. Some suggestions which Jo gave to us as teachers were:

- 1.) Keep things as usual in the classroom. Do not decorate your room with elaborate decorations beginning early in December. Have some low-key Christmas activities two weeks before Christmas, but no sooner. The long build-up is too much! You can research with the children how Christmas used to be in our country, and how other countries celebrate the holiday.

- 2.) Help the children deal with commercialism. Discuss with them what the television ads are trying to do. Some children cannot distinguish between the ads and the program. Help them with this.

3.) Suggest to older children that they go to a store and see how much these advertised toys cost. Bring to their attention how many different toys are advertised in *one hour*. This will help them realize what an influence advertising can be.

4.) Read to the children stories telling how Christmas used to be celebrated in our history—how it was a celebration of a seasonal change and the return of light.

5.) Have children explore their own family traditions.

6.) Discuss with the children how Christmas is an important time for serving the needy in their community.

I found *Unplug the Christmas Machine* to be very helpful and interesting reading. The book includes first hand accounts of what children want for Christmas, how to bring joy into the season, resources for a simple Christmas, and many helpful suggestions to enjoy the holiday season.

Judy Reilly has been a Montessori directress for 11 years. She has taught elementary for 6 years and has administered her own school for 2 years. Judy has both her primary and elementary training. She completed her elementary training in Bergamo, Italy in 1979.



More on Holidays

If you would like to order *Unplug the Christmas Machine* to share with parents in your classroom, or for your own information, write to: Family Celebrations P.O. Box 06517 Portland, Oregon 97206.

If you are interested in giving a workshop for parents in your school, you can order a Leaders Guide to the "Unplug the Christmas Machine" workshop. The workshop has four parts: 1) a Christmas Inventory Exercise that helps participants sort out how they have been celebrating in recent years; 2) a Values Exercise that clarifies what values people want their celebrations to incorporate; 3) a Fantasy Exercise that allows them to visualize the celebration they would have if they could; 4) a Planning Exercise that turns insights and wishes into a workable plan for the next Christmas. The cost of the Leader's Guide is \$35.00 (this includes handling and postage). Checks may be made out to Robinson/Staeheli and sent to Family Celebrations (address above).

From the Executive Board . . .

GET INVOLVED IN YOUR REGION

Questions about the functions of the regions and the regional representatives within EAA were raised at the Annual Meeting in June. We feel that a clarification is needed on some points.

Local and regional groups serve a very important function in a national organization that meets only once a year. In the early '70s the Annual Conference was primarily a coming together of teachers for sharing, discussion, and support. As the number of elementary teachers grew, and as the Annual Conference became more continuing education and professional support, it was hoped that regular meetings of teachers on the local and regional level would better serve the needs for sharing, discussion and support. The success of these regional meetings obviously depends on geographical proximity, the regional representative, and the support and cooperation of the members. The original ten regions were created by AMI-USA to equally represent member schools, not because of geographical proximity. Some redrawing of these boundaries may need to be done, and effectively has been done by the formation of local groups within the regions.

The regions can, and should, provide both input to, and support of, the national organization. As EAA's purposes and services have evolved and expanded, the EAA Board has had a great deal to do in organizing and coordinating functions. The regions, in touch with the day to day needs of teachers in the school setting can help to pinpoint how these needs should be met and supported by a national professional organization. Although the EAA Board must make decisions in order to carry out its duties to maintain the organization, EAA has always been very much of a "grass roots" organization with the growth and development responsive to the changing needs of teachers. Many aspects of the organizational structure of EAA provide for channels of communication and promote comment, discussion, and constructive criticism.

EAA was the first chartered affiliate with AMI-USA. It has always strongly supported both AMI and AMI-USA as a means of effectively implementing the Montessori philosophy. EAA has used the very tenets of the philosophy—cooperation, adaption, working toward the common good—in order to develop itself as a professional organization. We feel this spirit has made a difference in the Montessori Community and has resulted in the high quality workshops that have been presented.

EAA is currently reviewing the charter in order to produce a document for incorporation. The charter will be split into three documents, the Articles of Incorporation, the By-laws, and the Policies and Procedures. These legal documents should not affect the essence of EAA.

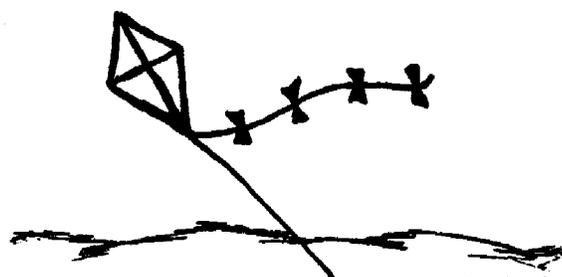
The current charter under AMI-USA, as well as the new documents, state that all groups using the name EAA and meeting under its auspices must operate within the structure set forth in the charter. Local and regional charters are not permitted; all regions operate under the common charter. Local and regional groups may not collect dues, but members have informally "passed the hat" to defray costs of meetings. The national newsletter is the vehicle for organizational communication. Members, local groups, regions, as well as the Board should use the newsletter to inform the membership at large of its activities, functions, concerns, etc. Only through consistent communication can EAA develop the kind of professional dialogue and support that is worthy of the Montessori educator.

EAA is an important part of your professional development as a Montessorian, and a vital support system for you as a teacher. Help us continue to make it of even greater quality by supporting EAA and its function at all levels. Get involved locally and regionally with your fellow teachers to share ideas and develop depth. Contribute to the newsletter and workshops. This is cosmic education for us, to contribute to the common good, to raise the level of our understanding of the child for future generations.

Alumni News

We heard and would like to
share some great news.

Dee Burke had a little boy
Brendan Burke
born on
May 8, 1984



News from the Regions

At our conference, we shared reports of the goings-on of some of the regions. Here's a summation:

Region 3: Martha Bicknell reported that local teachers had met in her area.

Region 5: J. McKeever reported that three people met once per month for most of the school year.

Region 2: One meeting was held in Seattle. Northern California had a presentation by Kathy Brunner on poetry. Other sessions included art in the classroom, creative writing, and a geology field trip. Plans for next school year include a potluck social, a session on psychology, and a camping trip.

Region 10: Atlanta area teachers helped in organizing an EAA workshop given by Miss Stephenson attended by 110 people.

Region 1: Sharon Anglin-White reported that the 26 area teachers have an average of 12 in attendance at their monthly meetings which have dealt with reports, evaluations, testing, peer relationships, burn out, risk taking, and a baby shower.

Region 9: Teachers in the Washington, D.C. area met occasionally during the school year.

Region 4: Marianne Dunlap reported that Chicago area teachers have gotten together informally at Alcuin to discuss spelling, testing, and evaluations. In February they met at Near North to discuss record keeping.

Results of Our Election

Phyllis Pottish-Lewis was elected to serve as Chairperson for a term of three years. The membership shared their enthusiasm and support with cheers and congratulations following the announcement made at our annual conference this summer in Portland, Oregon. Keep up the good work and dedication, Phyllis.

COMING EVENTS

**AMI and affiliated co-sponsors announce:
An International Study Conference
Peace and Education
March 28-31, 1985
Atlanta, Georgia**

Conference and Workshop Leaders will include:

Eduardo Jose Cuevas, Founder/Director of Centro de Estudios in Puerto Rico.

Michael J. Gross, Ph.D., Superintendent of Lac Courte Oreilles Schools in Hayward, Wisconsin.

Robert Muller, Ph.D., Assistant Secretary-General of the United Nations.

Renilde Montessori, Montessori Teacher-Trainer in Canada, and granddaughter of Dr. Maria Montessori.

Other conference leaders will be announced. For further information contact Phil Gang at Northwoods Montessori Center (see directory).

Regarding Certification

Many of us have participated in and completed one (if not several of) the AMI-EAA Refresher Courses. The Executive Board of EAA has kept record of those who attended and in which course they have participated.

Should you need verification of your attendance and completion for a resume, job application, or other reason, the Executive Board would be pleased to write a letter upon your request.

Please address your letter to: Phyllis Pottish-Lewis, 382 63rd Street, Oakland, CA 94618.

Classified Ads

Positions Available

Montessori Child Development Center, located at 15207 Los Robles Avenue, Hacienda Heights, California 91756, is in need of one 2-6 year level and one 6-12 year level teacher for the 1984-1985 term. Montessori Child Development Center, an AMI school founded in 1974, has a beautiful new building which opened in February, 1979, which is designed to meet all Montessori prepared environment needs, indoors and outdoors for 160 students. Send resume!

Cheboygan Area Schools is looking for an elementary teacher for a new 6-9 class to be established in Sept. 1985. A.M.I. training plus public school certification preferred or willingness to work for state certification. Full fringe benefits including dental, vision, and full hospitalization with a salary range based on experience from \$15,009 to \$26,717. Contact Tom Cavanaugh, Cheboygan Jr. High, Cheboygan, Michigan 49721 or call 1-616-627-7103.

Established Montessori school in Atlanta is seeking an elementary teacher to begin an elementary class for Fall 1985. Contact:

Joe Seidel

Southwest Montessori School INC

2407 Cascade Rd.

Atlanta, Ga. 30311

(404) 752-5683

Position Desired

AMI Elementary Directress/Musician seeks position in school interested in developing cultural area. Contact: Susan Wilkinson 3048 Oakbridge Drive San Jose, CA 95121 or call (408) 238-7794.

TABLE OF CONTENTS

VOLUME XII

NUMBER 1

FALL 1984

Sleeve:

Holidays and Children
More on Holidays
From the Executive Board
Alumni News
News From the Regions
Results of Our Election
Coming Events
Regarding Certification
Classified Ads

by Judy Reilly

AMI-Elementary Alumni Association Charter

Statements of Revenues and Expenses
August 1, 1983 to July 31, 1984
AMI-EAA Refresher Course
AMI-EAA Annual Conference

Letter from Phyllis Pottish-Lewis

Highlights of the Business Meeting 1984

submitted by Johnnie Denton

An Individualized Spelling Program (3 pgs.)

submitted by Gladys Strauss

Cooking in the Classroom

by Sandi Russell

Camping Information
A Sample Letter
Items to Bring
Farm Schedule

shared by Maureen Peifer

Classification Development in the
Montessori Classroom

by Pamela M. Lanaro
shared by Maureen Peifer

Masks and Natural Materials

by Norma Marino

Summary of the 6-9 Discussion

by Lynn Vacanti

Panel Discussion on Computers in a
Montessori Classroom

by Gladys Strauss

AMI-EAA Directory of Membership

- I. NAME: AMI-Elementary Alumni Association
- II. OFFICE: Address of Chairperson
- III. PURPOSES/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; behavior, 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 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. PURPOSES/SERVICES (con't)

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.

MATERIALS 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 (voting)

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.

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

IV. EXECUTIVE COMMITTEE (con't)

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.

Vice Chair/Research Co-ordinator:

co-ordinates 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 the 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.

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 conferences
- to keep AMI/USA office, EAA pedagogues, AMI headquarters in Holland and other pertinent organizations aware of the EAA through documentation of activities.
- to attend the annual meeting

C. Qualifications of members of the Executive Committee

- AMI/USA member
- resident fo the USA and Territories
- Montessori Elementary teaching experience
- must not be supporting or working for a non-AMI Montessori training course.
- member of AMI-EAA for two consecutive years, including election year, prior to their nomination date.

D. Election of Officers

- the Executive Committee draws us a slate which is published in the winter Newsletter.
- additional nominations are solicited from the membership and must be submitted to the officer in charge of elections in writing at least two weeks prior to the spring Newsletter deadline.
- all nominees must meet all qualifications under C. above and must agree to have their name submitted.
- ballots will be sent out in the spring Newsletter and must be returned to the officer in charge of elections by May 15th.
- ballots will be opened and counted at the annual meeting.
- the officer in charge of the elections would be the Chairperson except for when the position of the Chairperson is up for election in which case the Publication Editor would be in charge of elections.

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 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. Régional Representatives

A. Regions (10)

1. Southern California, Arizona, and Hawaii
2. Northern California, Nevada, Oregon, Washington, Montana, Idaho, and Alaska
3. Wyoming, Colorado, New Mexico , Texas, Utah, Oklahoma
4. Minnesota, Wisconsin, Illinois, North Dakota, South Dakota, Nebraska, and Iowa
5. Kansas, Missouri, Arkansas, Louisiana, Mississippi
6. Tennessee, Kentucky, Indiana, Ohio, Michigan, and West Virginia
7. Maine, New Hampshire, Vermont, New York, State (except New York City), Massachusetts, Connecticut, and Rhode Island
8. New Jersey, New York City, Pennsylvania, and Delaware

A. Regions (con't)

9. Maryland, Washington D.C., and North Virginia
10. North Carolina, South Carolina, Georgia, South Virginia, Alabama, Florida, Puerto Rico, and U.S. Virgin Islands

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 the 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:	N. 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.

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 the 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 the trainers)
- AMI or AMI/USA for their special projects such as training of trainers, lectures, training of consultants

- C. Ten per cent 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
- all proposed charter revisions shall be published in the spring Newsletter prior to the annual meeting



AMI Elementary Alumni Association

382 63RD STREET, OAKLAND, CALIFORNIA 94618
(415) 654-6090

Statement of Revenues and Expenses

August 1, 1983 to July 31, 1984

PREVIOUS BALANCE \$12326.62

REVENUES

membership	3152.00
refresher course	3805.00
annual conference	9010.00
ads	512.00
regional workshop (San Francisco)	2985.00
regional workshop (Atlanta)	5920.00
reprinted articles	69.75
interest on savings	636.04

Total \$38416.41

EXPENSES

bank service charges	\$ 47.80
refresher course	4281.84
annual conference	10338.42
printing	175.87
postage	147.30
newsletter	2291.56
telephone	264.76
insurance	184.00
regional workshop (San Francisco)	1178.40
regional workshop (Atlanta)	2207.73
reprinted articles	43.39
board meeting travel	1651.00
miscellaneous reimbursement	190.00
AMI Holland affiliation	119.00
office expenses	93.12

Total \$23214.19

BALANCE \$15202.22

ASSETS

cash in savings account	\$ 8732.56
cash in checking account	6639.15



AMI Elementary Alumni Association

382 63RD STREET OAKLAND, CALIFORNIA 94618
(415) 654-6090

AMI-EAA Annual Conference

Portland, Oregon June 1984

STATEMENT OF INCOME AND EXPENSES

INCOME: \$9010.00

EXPENSES:

10% to AMI-USA	383.30
Square Dance	300.00
local travel in connection with conference	741.15
beverages	101.80
computer insurance	50.00
travel (speakers)	1318.00
travel (board)	524.25
room and board	6734.10
printing	81.95
phone	53.87
postage	<u>50.00</u>
total	\$10338.42

DEFICIT: \$1328.42

Dear members,

Our annual conference and refresher course were definitely ones to equal the excellence of past years. Oregon and the incredible efforts of David Cannon served to make our meeting together truly memorable.

The refresher course in math, given by Kay Baker, was a renewal of what we had already seen, along with some refinements to a few of the advanced exercises. Our work together with the materials was reminiscent of our year in training. This time however, we used the material for more explorations of our own, since we were already grounded in the basics and familiar with some of the uses. Those practicals proved to be a challenge for many of us. Of course, if we had any questions or needed anything explained we could always turn to Alan Temple (another kid in the class). At several points we were functioning just as elementary children do working in a junior class. Oh, to have been a Montessori child!

The conference which was held in Menucha, Oregon, at the mouth of the Columbia River was definitely idyllic. It was one of those sites which we knew we would return to because it fit our needs so well. The homemade bread, rolls and desserts had a definite impact on my figure. It was worth it though.

We launched the week with a knee-slapping, rip-roaring square dance. What a way to get to know people! Once you've clasped a sweaty palm in a promenade consider the ice broken.

Some of the activities and discussions which contributed to the inspirational aspects of the week were the reflections and contemplations that arose after Dr. John Bremer presented some sections of Plato's Republic. We considered The Divided Line and how it could be perceived in relation to education. When the lunch bell sounded we all were reluctant to discontinue our discussions. Phil Gang shared with us his experiences, both successes and failures, of his work with children at the third plane, his hopes and plans for his future work at that level. Maureen Peifer gave an energetic presentation on the music in her class and we all went away with a number of new songs to add to our repertoire. Jo Robinson, a friend of David Cannon and co-author of Unplug the Christmas Machine, came to speak about her book and her ideas about the Christmas season. She gave us all something to think about.

Along with our scheduled speakers there was a preponderance of sharing...such things as actual instruction on computers, experience with traditional games as jump rope and jacks, solid discussions on both the practical and philosophical aspects of the 6-9 and 9-12 levels.

If all that wasn't enough throughout the week, almost like a golden thread binding the fabric of the week together, we were guided in the reading of Shakespeare's Sonnets and The Tempest by John Bremer. We only interrupted this endeavor once and that was for a hike midweek. Seven miles uphill all the way now has real meaning for me. Some of us were entertained on the way by Carla Caudill's and Phil Gang's conjectures on the "Metaphore of the Trail". Should you require more information concerning their thoughts please do not hesitate to contact them.

Well, if you were unfortunate enough to not attend this year, perhaps this will give you a small taste of what you missed, and encourage you to try to make it next year when we return to Unicoi, GA. If it is any consolation, I want you to know that we missed YOU too.



Highlights from the Business Meetings of AMI-EAA
Held in the Great Hall of Menucha Retreat Center
in Oregon, June 26 and 30, 1984

submitted by Johnnie Denton

Officers' Reports

Phyllis Pottish-Lewis illustriously chaired both business meetings. She opened the first meeting with a summary of her annual EAA news report, concerning the EAA regional workshops given by Margaret Stephenson this past year, the planning of the annual conference and refresher course, and the current preparations for a sponsorship packet, an EAA brochure, and an EAA policy and procedures handbook. Her report, along with those of the other four officers, was printed in the spring newsletter.

Maryse Lepoutre-Postlewaite commented that the success of the newsletter has depended on contributions by us. Then, in a subtle gesture, she passed out commitment forms to those present to conscript us into AMI-EAA news service for this academic year.

Regional Activities

Phyllis asked for reports from the regional representatives. Region 5 held meetings once a month. In Region 2, Irene Holt hosted a meeting in Seattle. Kathy Carter gave a poetry workshop, and they discussed art and creative writing. This year they will discuss psychological needs and tendencies, have a pot-luck social, and go on an overnight camping trip. Sharon Anglin-White reported that Region 1 is a big group and had lots of activities. In addition to writing a regional charter, they met often and discussed reports, evaluations and testing, peer relationships, teacher relationships to children, parents and administrators, and teacher burn-out. They also held a baby shower for Dee Burke. The Chicago gang got together several times at Alquin to talk informally about spelling, testing, evaluations, and record-keeping. The Atlanta group hosted a conference in February with 110 in attendance! Other regions had less to report. Region 3 is still trying to figure out a way to move Houston closer to Boulder.

EAA Charter Revisions

Maryse explained that the charter, being new, is revised every year at this point. The proposed revisions were the following:

1) a change of title for the Research and Development Coordinator

Alan Temple holds this post, which will be up for election next year. In order to more truly reflect the nature of the position, Alan suggested that the title be "Vice-chairperson." There was a lengthy discussion over the issue. Do we, in effect, need six officers rather than five? Can we afford six? Should Research and Development be combined with Materials Coordinator? If R. and D. is a responsibility being shared by all the officers, do we need an officer with that title, or will "Vice-chairperson" be sufficient? In the end, it was proposed that the title be changed to Vice-chairperson/Research and Development Coordinator. This motion was carried overwhelmingly.

2) an additional qualification for Executive Committee members

Maryse moved that we accept the revision that in order for a person to be elected to an AMI-EAA office, he/she must have been a member of AMI-EAA for two consecutive years prior to the nomination date, i.e., the year of the election and the year before. This revision was unanimously accepted.

3) a change in election procedures

With the proposed revision, the slate will be presented in the "winter" (rather than "January") newsletter, and the ballot will appear in the "spring" (rather than "April") newsletter. Nominations will be submitted to the person in charge of the election in writing two weeks prior to the spring deadline. The officer in charge will be the Chairperson, except when that position is up for election, in which case the Publication Editor will be in charge. These revisions were carried unanimously.

4) an addition to the article on revisions of the charter

It was moved that effective July 1, 1984, all proposed charter revisions appear in the spring newsletter prior to the annual meeting. This addition was also accepted.

Finances

Phyllis recommended that the dues remain \$30/person or \$45/couple. After some discussion about the merits of raising dues, as well as some speculation about the wealth of most Montessori teachers, Phyllis' recommendation was accepted.

Public School Curriculum

Jean Miller addressed this issue, saying that Ms. Stephenson speaks highly of having the public school curriculum posted in our classrooms. Since it is an enormous task to translate the public school curriculum into Montessori terms, many people don't get it done. Jean proposed that EAA take on the task of coming up with a generic curriculum for the nation.

Future Workshops

Phyllis announced that the '85 workshop will be held in Georgia, and Phil Gang will be the coordinator. She asked for suggested topics or activities for the conference. Requests included discussing computers, reading plays for a week, discussing biology, inviting a specialist on learning disabilities, discussing "going out," sharing Montessori stories that go along with the materials, and having someone report on the peace conference. It was also suggested that everyone bring ideas on a particular topic, such as biology, music, or P.E.

Nominations for the '86 conference site included Southern California, St. Louis, Wisconsin, and Colorado. A vote was taken, and Colorado won. Wisconsin was the second choice.

Two regional workshops will take place this year. The first is scheduled for October 27th and 28th in Chicago.

AMI/USA Report by John Bremer

John Bremer gave a "personal report" on the happenings of AMI/USA. I neglected to ask him whether the burden of recording the "official" account fell on me. At any rate, necessary brevity, not to mention my ignorance of shorthand, precludes the inclusion of John's British (or is it?) wit. (That's too bad for those of you who missed it!)

AMI/USA has a new office in Houston, where John Bremer and a full-time secretary will be working to process memberships and distribute

Communications and other publications. Family Life will come out around the beginning of November and April. John would like us to issue a professional journal at least once a year as well. If you would like to make a contribution, let him know.

A directory of members will be printed about December 1st. The registry of AMI schools will be published later, perhaps in the second issue of Family Life. For schools wishing to be affiliated with AMI but not meeting full standards, a second kind of accreditation, "associated schools," is being planned.

Board meetings will be held four times this year in different parts of the country, and newsletters will be sent out following these meetings. In addition to the reports of the board meetings, newsletters will have notices, announcements and ads. Ads are \$10 for 40 words.

Since John has taken over, the AMI/USA logo has changed mysteriously from three circles to three squares.

John concluded by saying that we need more circulation of ideas, thoughts, and opinions. Let him or Board members know about your questions or concerns.

Concluding Remarks

Phyllis said that one of our tasks for next year is to overhaul the charter. Regional representatives were asked to call a meeting to look over the charter and discuss it. Parts of the charter really belong in a policies and procedures handbook.

Alan pointed out that the whole issue of regions needs to be examined, since some areas are too spread out to get together regularly. Perhaps the U.S. should be divided into quadrants, giving us only four regional representatives. In addition to these, we could then have various area reps.

Jean reported from the AMI board meeting in Holland that new courses are proposed in Dallas, Brazil, Denmark, and Australia. The materials committee announced that the geometry stickbox and decimal boards are now available from Nienhuis. The following countries have ruled out mixed grade levels in one class: France, Mexico, Germany, and Japan! Finally, there will be an international study conference in Pakistan, January 3-5, 1985, on forms of communication.

AN INDIVIDUALIZED SPELLING PROGRAM
"CONTINUOUS PROGRESS IN SPELLING"

Bowmar/Noble Publishers
A Division of the Economy Company
1901 North Walnut Street
P.O. Box 25308
Oklahoma City, OK 73125
Call Toll Free: 1-800-654-8608

The Continuous Progress in Spelling Program is very individualized. Each child progresses at his or her own pace and at his or her own level. The Spelling Program comes in a kit for \$189.90. However, you need not purchase the kit in order to use the program. You do need:

1. The Teacher's Manual (\$5.28). This manual explains how the program works. It also contains placement tests and delayed recall tests, which you will need.
2. Word Lists - Levels 1-16 for a 6 to 9 class or a 9 to 12 class. I purchased the CPS word List Replacements (\$55.50). These come in a package of ten each. More than you need. However, then you have replacements when they are needed.
3. Daily test sheets and study sheets. I have enclosed one of each. These sheets used to come in a Student Study Manual, but they don't publish them anymore, so we just had some printed for our use.

This spelling program works very well for independent students. They are able to handle the program very well and progress as they should. The child who has greater difficulty with Spelling or the child who is not a very independent worker will need much greater assistance from you in order to benefit from the program. All students need to understand clearly the importance of: 1.) the study pages and how to use them, 2.) the retest each day, and 3.) the delayed recall tests. I give the delayed recall test to each child as he or she is ready. The daily spelling tests are given by the children to each other.

shared by Gladys Strauss

COOKING IN THE CLASSROOM

Cooking hot lunches has become one of the favorite activities of our children. The children read through cookbooks, plan the menu, go shopping for the groceries needed and then cook, serve, and clean up the lunch.

We organize the class into groups of four or five children per cooking group, and there are five or six groups, depending on the number of children in the class. The children do choose their groups. Each group in turn is in charge of lunch once every five or six weeks. They meet for a short time one day to plan the menu, go shopping the next day, and cook the next. Sometimes foods are prepared ahead.

Each child brings \$1.00 on Monday to cover the cost of the week's lunch. The groups then have an amount to work with each week. Sometimes they can be more extravagant and other times need to be more frugal, depending on their previous budgets.

My aide does this activity with the children. She follows the guidelines we work out together to teach nutrition--stressing balanced meals, sugarless treats, low salt cooking. When cooking, they use measurement, reading, planning ahead, team work, practical life skills (which some do not get at home) and then grace and courtesy while serving.

The children especially like cooking food from other countries. One group served a Chinese meal, made table decorations and planned a total ethnic experience. We have vegetarian children, so each group has planned for this by leaving out meat when possible, providing cheese or peanut butter, or somehow adapting the menu.

We started this program using only a two-burner hot plate and crock pots. We now have stoves in all of the elementary classrooms. The aromas floating around the school on cooking days are usually wonderful and there are often delicious left-overs for the rest of the staff.

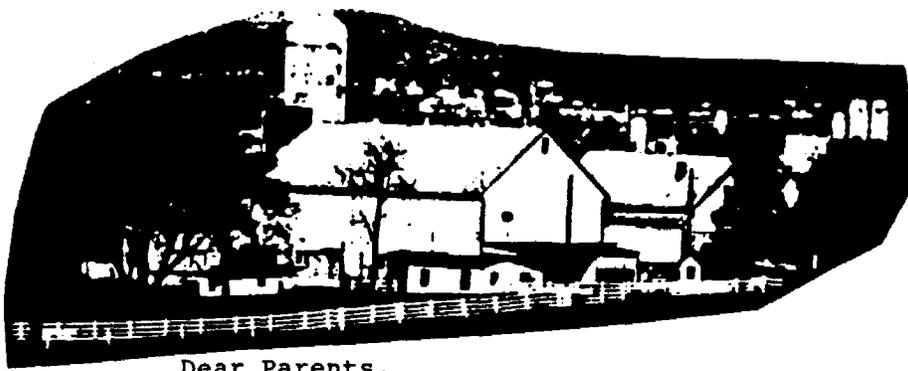
BIBLIOGRAPHY

- Recipes for a Small Planet, Ellen Buchman Ewald
- Cooking in the Classroom, Janet Bruno and Peggy Dakan
- Cool Cooking for Kids, Pat McClenahan and Ida Jaqua
- Betty Crocker's Cook Book for Boys and Girls
- Pillsbury's Bake Off Main Dish Cook Book

* International Cook Book for Boys and Girls a Philomel Book by Cooper & Ratner
In Cooperation with the U.S. Committee for Unicef
UNICEF, 331 E. 38th St., New York

* Our favorite

Sandi Russell



May 21, 1984

Dear Parents,

As many of you know, we are preparing for our annual trip to Pleasant Valley Farm. We'd like to provide you with some information on both the abstract and practical levels so that you can help your children's understanding of this "grand finale" of our year's work.

The trip is designed to give first hand experiences of many of the details of the botany, zoology, science and art areas of our curriculum. There will be five working groups for these intensive investigations as follows:

1. Farm Study - farm animals & care
2. Nature Study - broad scale plant & animal work
3. Wildlife Study - specific animal study
4. Gardening - planting & food preparation
5. Wilderness Experiences - trailblazing, how to make a campfire safely in the woods etc.

In addition all the children will share common activities such as a hike to a nearby dairy farm, hay ride, group games, arts and crafts, and an evening campfire.

Enclosed are a map with directions to Pleasant Valley and a layout of the area itself (in case of emergency), a health form/permission sheet which must be returned no later than Thursday, May 31, 1984, and a list of items needed for the trip. It is essential to follow these guidelines in helping your child pack as the children are expected to care for their things all week.

Departure: Monday, June 4, 1984 9 a.m. via Winkle Bus

Return: Friday, June 8, 1984 3 p.m. via Winkle Bus

Note: Please be here for departure & return times. The children really enjoy seeing you!

Staff: Marta Fekete, Vicki Krug, Pat Backes, Ken Palmer, Kate Crismali, Candice Cowman

Phone for Pleasant Valley (Emergencies only please - this is the only phone). (815) 338-5080

Thanks,
The 6-9 Staff

*a sample letter
shared by Maureen Peifer*

Items to Bring:

Note: Please help your child pack his or her clothing, etc. for this trip.

Since the children will be carrying their own things, 2 small suitcases or a backpack and a small bag would be best. Please label everything, even canteens, cameras, binoculars, etc. (masking tape is good for this) to avoid confusion. The children are responsible for their belongings. All clothing should be old and comfortable as we will be outdoors regardless of weather, mud, etc.

1. Pajamas
2. 2 pairs of shoes (1 pr. sneakers, 1 pr. sandals)
3. Boots - rubber if at all possible
4. 2 pairs each of Jeans and shorts
5. Changes of underwear and socks - 5 of each please
6. Shirts - 2 long sleeved; 2 or 3 short sleeved; 1 sweatshirt or sweater
7. Jacket
8. ~~Rain~~gear - a poncho is good
9. Laundry bag or pillowcase for dirty clothes
10. Towel, washcloth, soap, shampoo
11. Toothbrush and ~~small~~ tube of toothpaste
12. Brush and/or comb
13. Bathing suit and cap (if hair is long)
14. Flashlight and batteries (for after dark bathroom visits)
15. Insect Repellent- NO AEROSOL PLEASE, Solid stick or roll on
16. Sleeping bag - No bed linens are provided
17. Pillow if desired - none are available this year
18. A plain light color T-shirt for silk screening

Optional items

1. Magnifying glass (for pond study)
 2. Camera (for nature photography)
 3. Canteen (for long hikes)
 4. One stuffed animal (for security)
 5. Personal reading material - 1 or 2 books
- Please note: We do read the children to sleep at night

Medication:

Any creams, ointments or pills your child must have should be given with written instructions to the staff on the morning of departure. Please don't send unless necessary.

Thank you for your cooperation,

Marta Fekete, Vicki Krug, Ken Palmer,
Pat Backes, and Kate Crismali, Candice Cowman
6-9 Staff

FARM SCHEDULE

June 14-18, 1982

Near North Montross

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:00 AM		Hike to Dairy Farm			
7:00 A.M.		Breakfast - (Paula)	Breakfast (Judith/Ken)	Breakfast (Marta/Lynn)	Breakfast - (Maureen)
9:00 A.M.	Departure	Garden - Foods group Animal Care - Judith/Ken & Egg Gathering Shelter Building - Shelter hike & discussion group Silk screening - Marta T-shirts & Native Collage course Lynn	Animal Care - Marta Lynn Tracking Hike - Shelter group make prints in plaster Ed Silk screening - Judith & Nature College Ken Denise	Plant Hike - Foods Group Animal Care - Shelter group Garden - Marta Lynn Bird hike & - Judith making feeders Ken	Clean your cabins & pack your clothes - all groups Nature hike Wild-flowers with Buzz
1:00 A.M.	Arrival	Rest / play	Rest / play	Rest / play	Rest / play
2:00 P.M.	Lunch - (Maureen)	Lunch - (Paula)	Lunch - (Judith/Ken)	Lunch - (Marta/Lynn)	Lunch (Maureen)
1:00 P.M.	Introduction to P.V.F. - all groups & Buzz Hike to Pond	Animal tracks - Judith Ken Bird Feeders - Marta/Lynn & hike (Denise)	T-shirts - Shelter group Papermaking - Judith/Ken Marta/Lynn Bird Hike Making - Food Feeders	Garden - Judith/Ken T-shirts - Food Group Tracking Hike - Marta/ Lynn	Departure
3:00 P.M.	Swimming/Crafts	Swimming/Crafts	Swimming/Crafts	Swimming/crafts	Arrive N.N.M.S
4:00 P.M.	Rest Crafts Play	Rest Crafts Play	Rest Crafts Play	Rest Crafts Play	Happy
5:30 P.M.	Dinner (Maureen)	Dinner (Paula)	Dinner - (Judith/Ken)	Dinner - (Cookout Marta/Lynn) Songs	Summer!
6:30	Hayride New Games	Evening Bird Hike Letter Writing	Nature Treasure Hunt New Games	Campfire - Mashmallow Roast - Calendar Ceremony	
8:00	Prepare	for	Bed - Wash & brush		
8:30	Bedtime	lights	out - Read children to sleep		

Classification Development in the Montessori Classroom

By Pamela M. Lanaro

The ability to classify, as in other cognitive abilities, develops along a continuum in which clearly defined behaviors signal a mental reorganization. This mental reorganization enables the learner to interpret the world from a cognitively more sophisticated perspective.

It is important for a Montessorian to be familiar with behavioral characteristics which signal cognitive stages of classification. This familiarity with the behavioral characteristics allows the teacher to evaluate each child's level of classification as it relates to materials and to instruction, to evaluate Montessori curriculum areas in terms of classification stages, to evaluate the appropriateness of materials and of instruction with regard to classification.

The purpose of this article is to identify behavior which signals entry into different levels of classification. These classification levels are related to materials in the Montessori infant/toddler classroom, preschool classroom, and elementary classroom.

The comparison of the levels of classification to the Montessori curriculum identifies areas of strength in the curriculum, areas of deficiency, and areas of cognitively incorrect sequencing.

In identifying classification behavior, theoretical underpinnings are found in the work of the Swiss psychologist, Jean Piaget. Classification research in recent years has placed Piaget's theoretical conceptualizations in applied situations. The expansion of the theory and the application of the theory is found in *Learning about Learning: Classification Abilities*, (Lowery, 1974).

Utilizing this structure in the analysis of classification ability, the Montessori environment is analyzed for its interface with this classification model.

A general overview of the development of classification ability is consolidated in Lowery's (1974) Strands:

Inability to Classify/Accidental Representation
(1-3 years)

Pre-Classification Abilities/Resemblance Sorting
(3-6 years)

Pre-Classification Abilities/Consistent and Exhaustive
Sorting (6-8 years)

True Classifying Ability/Multiple Membership Classifying
(8-10 years)

True Classifying Ability/Inclusive Classifying
(10-12 years)

Flexibility in Classifying Ability/Horizontal Reclassification
(12-14 years)

Flexibility in Classifying Ability/Hierarchical
Reclassification (14-16 years)

This cognitive development of classification is related to classification behavior and materials found in the Montessori classroom. Each level is examined.

Inability to Classify/Accidental Representation (0-3 years)

The behavior that the child exhibits is characterized by a random movement of objects with no indications of forethought in positioning of the objects. The final arrangement is accidental though the child may name or label the arrangement after the fact.

In the Montessori Toddler Class the child is permitted great latitude for exploration and it is found that the child, by happenstance, may place two objects of the same color together, or at the completion of the placement of blocks, may name the arrangement, as in "It's a boy."

The process and product are accidental, and unpremeditated. The labeling of the configuration at the end of the process is an afterthought. The child has not matched the shapes or colors; the child has not intended to represent anything.

The Montessori toddler classroom provides exploratory materials that encourage "accidental representation."

Providing the classroom with baskets or trays of objects that have the capacity for sorting by color, size and shape, and the child's free exploration of those objects is suggested. The teacher should not expect matching or sorting.

Pre-classification Ability/Resemblance Sorting (3-6 years)

The behavior the child exhibits is characterized by the ability

TABLE 1: ANIMAL KINGDOM CHART 1

KINGDOM	ANIMAL KINGDOM											
	Invertebrate						Vertebrate					
SUB-KINGDOM	Protozoa	Porifera	Coelenterata	Annelida	Arthropoda	Mollusca	Schinodermata	Fish	Amphibian	Reptile	Bird	Mammal
PHYLA												
CLASS												

to place two objects together on the basis of a common attribute. It is noted that even though the end product may produce more than two matched objects, the child is matching one-to-one in the process. The child verbalizes the process as having matched one object to one other object; and then one object to one of the matched objects.

Developmentally, sorting by color occurs (Goldman 1963), then sorting by pattern, and then sorting by size (Johnson 1969). The ability to use two or more discrete characteristics simultaneously comes much later (Sigel 1966).

"Resemblance sorting" begins in the Montessori preschool classroom. The areas of practical life and sensorial encourage resemblance sorting. After mastery of simple transferring with tongs or tweezers an additional level of difficulty may be added to the practical life activities. Several sets of colored objects may be transferred to an equal number of small colored containers. The child is required to use the practical life skill of tweezing or tonging to sort objects into the same color container.

A list may be generated of practical life activities with the additional level of difficulty of sorting by color:

- Pasting – paste the same color pieces of paper on separate sheet of paper
- Pegboard – Select all pegs of the same color and place in the same row on the pegboard
- Eye dropper – Eye drop vials of different colors of water into color-coded cups
- Locks and Keys – Color-code the keys and locks so that the proper fit corresponds to sorting by color

By extrapolation, the same activities can generate sorting by shape, pattern, and size.

The sensorial materials have "resemblance sorting" imbedded within the material. The obvious sorting activities are the color matching tablets for color sorting; the geometric cabinets for shape sorting; the sound cylinders for sound sorting; the smelling cylinders for smell sorting; the thermic tablets for temperature sorting; and the baric tablets for weight sorting.

Additionally, there is shape sorting which occurs as the child butts the pink cube next to the brown prism with the same size surface. There is size sorting as the red, green and yellow knobless cylinders are matched and sorted by diameter. Classification, considered the single most powerful conceptual tool of the mind, has ample opportunity to develop with these materials. It is for the teacher to recognize pre-classification behavior and respect the child's conceptual development when such activities are observed.

Pre-Classification Ability/Consistent and Exhaustive Sorting (6-8 years)

The behavior the child exhibits is sorting a group of objects on the basis of one attribute, such as color.

In the Montessori Elementary curriculum the cultural subjects utilize consistent and exhaustive sorting.

Geography—Basic land forms (island, lake, cape, bay, peninsula, gulf, strait, and isthmus) are introduced. The child then refers to globe and map, and identifies land forms

on each continent and sorts these basic land forms.

Botany—

The botany classified nomenclature introduces types of roots such as tap root and fasciculated root. All roots of plants are then sorted by this criteria.

- * Swollen roots are sorted by shape: conical, napiform, fusiform and tuberous.
- * Stems are sorted as subterranean and aerial. By form and by shape subterranean stems are sorted into rhizome, tuber, bulb and corm.
- * Aerial stems are sorted into erect, pro-cumbent and climbing. Erect stems are further sorted into herbaceous, shrubby, and woody stems. Climbing stems are further sorted into root climbing, tendril climbing and twining stems.
- * Venation of leaves are sorted into parallel, pinnate and palmate.
- * Leaf margins are sorted into entire and dented.
- * Dented margins of leaves are sorted into serrate, crenate, dentate a spiny.
- * Blades of leaves are sorted into simple and compound.
- * Leaf placement on the stem is sorted into alternate, opposite and whorled.
- * Symmetrical patterns of flowers are sorted into radial or bilateral symmetry.

The botany classified nomenclature sequence utilizes "consistent and exhaustive sorting."

The zoological classified nomenclature does not require pre-classification ability as does the botany. The zoology material simply names external parts of the animals representing the major phyla. Conceptually, labeling is far less sophisticated. Hopefully, the teacher leads a discussion on the function of the external parts of animals. Still, the basic task is one of labeling. Labeling represents a far different and cognitively more simple task than "consistent and exhaustive sorting" explored in the botany nomenclature. It is not only the quantity of the botany materials that require the additional year or more to complete in the science sequence, but, equally, the conceptual complexity in terms of developing pre-classification ability requires additional time.

The Montessori zoology and botany classification charts require detailed discussion at this point. In the traditional Bergamo zoology chart (Table 1) the student is required to sort according to phyla which conceptually requires the pre-classification ability of "consistent and exhaustive sorting." This is an appropriate task for the eight year old. However, the chart then takes one particular phylum, arthropoda, and further sorts into the classes of arthropods. (Table 1) Conceptually, this requires true classification ability called "inclusive classifying" appropriately introduced to the 10 to 12 year old. Inclusive classification is characterized by the inclusion of one

(Continued from page 6)

TABLE 3: VENATION DENTATION

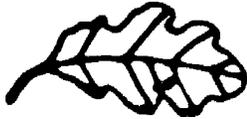
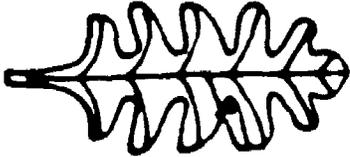
	VENATION	
	palmate	pinnate
Lobed		
Fid		
Partite		
Sect		

TABLE 4: VENATION/LEAF PLACEMENT

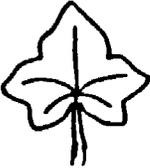
	VENATION	
	PALMATE	PINNATE
SIMPLE		
COMPOUND		

TABLE 5: SYMMETRY/PLACEMENT

	SYMMETRY	
	BILATERAL	RADIAL
AXILLARY		
TERMINAL		

(Continued on page 6)

ing equal to the sum of the subsets, and that there is a rational relationship between the superordinate set and the subsets.

This section is crucial in the review, and reorganization of the Montessori elementary materials. In particular, the political geography, botany, and zoology require examination.

The Montessori political geography moves the child of six to nine years directly into continents, countries with the continent, and main cities within the countries. (Table 6)

This activity can be approached as a simple labeling activity in which the child memorizes the names of continents, countries, and cities. If the teacher, however, is deceived in interpreting the child's ability to label continents, countries within the continents, and cities within the countries with the child's understanding of the hierarchical relationship among these labels, which requires "inclusive classifying" then an incorrect interpretation has occurred. While it may be quite appropriate for the child to label in the Montessori lower elementary class (6-9 year olds), the classification implications of the political geography puzzle maps and country-city pin maps require that the materials be reintroduced in the upper elementary classroom (9-12 year olds) for higher cognitive reorganization of the content. The materials graphically represent the relationships of continent to country to city. Verbalizing the relationships is important for the upper elementary. (Appendix A)

The zoology kingdom chart (Table 1) was earlier discussed under "consistent and exhaustive" sorting. It was suggested that expanding arthropod into classes requires the intrusion of a higher level of classification skill. Essentially the Bergamo Animal Kingdom Chart requires both pre-classification ability, "consistent and exhaustive sorting," and true classification ability on an advanced level, "inclusive classifying." It is suggested that the animal chart be rearranged. The initial presentation (Table 1) requires "consistent and exhaustive" sorting by phyla and is introduced at the lower elementary level (6-9 year olds). Each phyla may be sorted into classes which require the ability of the child to sort consistently and exhaustively. (Tables 7-16) Both sorting by phyla and sorting by class within each phyla are appropriate pre-classification activities in the lower elementary classroom (6-9 year olds).

After true classification activities, as those suggested in botany in which the child displays the ability for true classification by "multiple membership," then the Animal Kingdom Chart (Table 2) and the phyla charts (Tables 6-16) may be integrated into an "inclusive classifying" experience. This is appropriate in the upper elementary classroom (9-12 year olds). The child at this level of classification development can accommodate the inclusiveness of class within phylum within kingdom. Earlier this concept was unattainable by the child. In the upper elementary (9-12 year olds) an hierarchical classification is attainable.

This same reorganization of zoology along the cognitive ability of the child to classify is recommended for botany. The plant kingdom chart requires:

1. "Consistent and exclusive" (6-9 year olds) preclassification activities.
 - a. plant kingdom chart with the phyla
 - b. chart with for each phyla with the classes.
2. "Inclusive classifying" (9-12 year olds) – true classification activities:
 - a. the information on the plant phyla and classes is organized hierarchically

Flexibility in Classifying Abilities

Lowery (1974) continues with the classification levels as outlined on Page 2. "Flexibility in classifying ability" is organized into "horizontal reclassifying" (. . . 12 to 14 . . . years) and "hierarchical reclassification" (. . . 14 to 16 . . . years). Although this level of classification occurs later in the child (12-16 year olds) than the Montessori elementary classroom typically enrolls, because of the conceptual complexity of several of the Montessori activities, it is necessary to explore this classification level.

Flexibility in Classifying Abilities/Horizontal Reclassification (12 to 14 years)

The behavior the child exhibits is characterized by the ability to classify objects by one or more attributes and then
(Continued on page 10)

TABLE 6: GRAPHIC REPRESENTATION OF INCLUSIVE CLASSIFYING

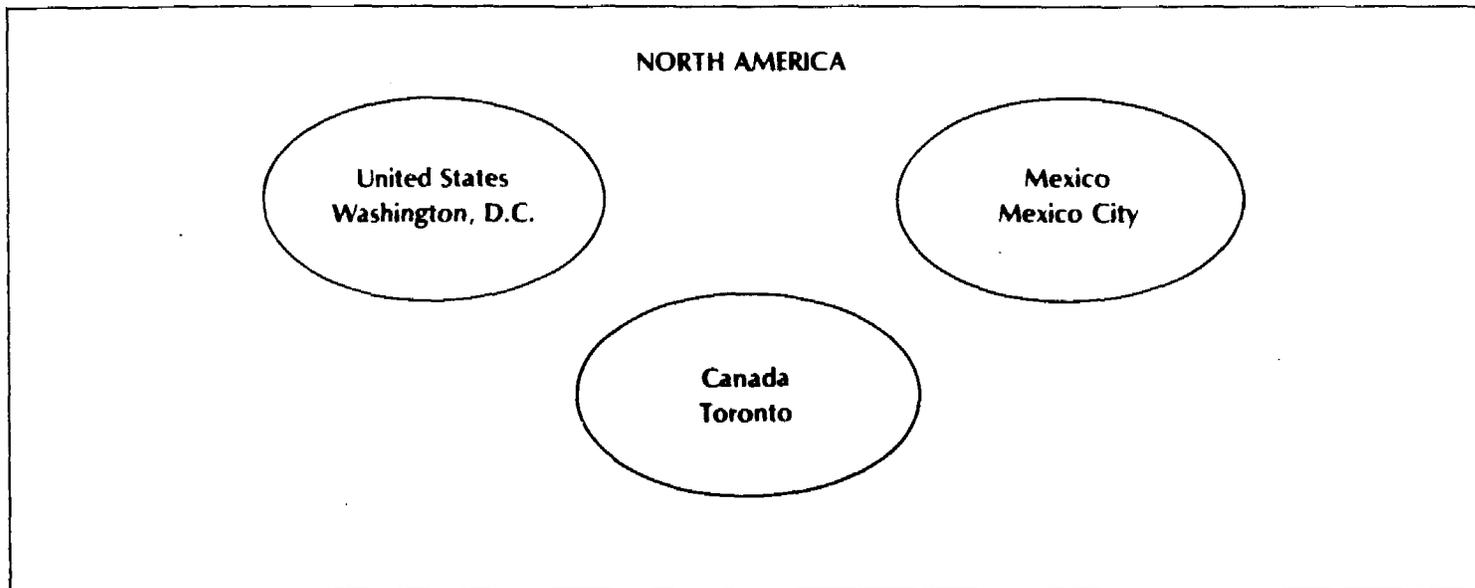


TABLE 7: PROTOZOA CHART

PHYLUM	PROTOZOA			
CLASS	SARCOMNA	MASTIGOPHORA	SPOROZOA	CILIATA

TABLE 8: PORIFERA CHART

PHYLUM	PORIFERA		
CLASS	HYALOSPONGIAI	DEMOSPONGI	CALCISPONGIAI

TABLE 9: COELENTERATA CHART

PHYLUM	COELENTERATA		
CLASS	HYDROZOA	SCHYPHOZOA	ANTHOZOA

TABLE 10: PLATYHELMENTHES CHART

PHYLUM	PLATYHELMENTHES		
CLASS	TURBELLORIA	TREMATODA	CESTODA

TABLE 11: NEMATHELMINTHES CHART

PHYLUM	NEMATHELMINTHES (NEMATODA)		
CLASS			

TABLE 12: ANNELIDA CHART

PHYLUM	ANNELIDA			
CLASS	POLYCHAETA	ARCHANNELIDA	OLEGOCHAETA	NIRODINEA

reclassify them in numerous ways, with the reclassification dependent upon the child's interest.

The "Fundamental Needs of Man" introduces a particular topic, such as clothing, and traces this topic across time and civilizations. Other topics are also explored (shelter, heat, transportation). Then the child is expected to reorganize the material and select a particular time, such as Roman Civilization, and select across the topics of clothing, shelter, heat and transportation, organizing out those cards from each fundamental need that relates to the Roman Civilization. This material is presented in the lower elementary classroom (6-9 year olds). While the materials are of interest and the child is able to reorganize the material for what Montessorians call the horizontal and vertical presentation, the child is conceptually unable to fully grasp reclassification. Therefore, conceptually it is appropriate for reintroduction in the Montessori Erdkinder (12-18 year olds).

Flexibility in Classifying Ability Hierarchical Reclassification (14-16 years)

The behavior the child exhibits is characterized by the ability to classify objects based upon criteria which may change and result in restructuring based upon new criteria.

Appropriately, there is no Montessori elementary material which requires "horizontal reclassification" in the elementary program. Recently, however, it has been suggested that activities which require this highest level of classification ability be introduced.

The kingdoms into which living matter are divided have been reorganized to reflect three and sometimes four kingdoms. The reorganization is based upon different criteria. Indeed, the scientific community broadly accepts the placement of single-cell organisms into a separate kingdom. The presentation of this reorganization is conceptually inappropriate for the elementary age child. The decision must be made to present all three or four kingdoms of living organisms from the beginning, or present the traditional plant and animal kingdom

TABLE 13: ARTHROPODA CHART

PHYLUM	ARTHROPODA				
CLASS	MYRIAPODA	ARACHNIDA	CRUSTACEA	ONYCHOPHORA	INSECTA

TABLE 14: MOLLUSCA CHART

PHYLUM	MOLLUSCA					
CLASS	PELECYCODA	CEPHALOPODA	GASTROPODA	NONOPUSVOPHOTS	AMPHINEVRA	SCAPHOPODA

TABLE 15: ECHINODERMATA CHART

PHYLUM	ECHINODERMATA				
CLASS	HAOLTHIOIDEA	CRINOIDES	OPHIUROIDA	ASTEROIDEA	ECHINOIDES

TABLE 16: CHORDATA CHART

PHYLUM	CHORDATA			
CLASS	UROCHORDATA	HEMECHORDATA	CEPHALOCHORDATA	VERTEBRATA

in elementary, and later reorganize the information into an expanded number of kingdoms. To be avoided is the reorganization of the kingdoms on the elementary level. This is the most complex level of cognitive classification and is most appropriately introduced to 14-16 year olds.

Summary and Conclusions

The child sequentially develops classification ability from pre-classification, true classification, to flexible classification abilities. The educator's role, first, is to become familiar with the levels of classification and the behaviors the child will exhibit which identify the cognitive level at which the child is operating.

Secondly, the educator identifies by the observed behavior of the child the level of classification ability at which the child is operating. While this behavior indicates the cognitive level at which the child is operating in terms of classification, and signals the appropriate materials, activities, and experiences necessary for the child.

The teacher's understanding of the classification sequence and its manifestation in the child's response to materials is crucial. J. Mc V. Hunt speaks of "making a match," between the child and the environment. This appropriate match is crucial with classification and presumes the educator's familiarity with the behavioral signals indicating level of classification attainment. Montessori teacher education requires the inclusion of classification levels. The curriculum materials require redevelopment to reflect classification insights. With the teacher's knowledge of classification and the curriculum's reorganization, proper "matches" between child and curriculum are optimized.

APPENDIX A Exemplar Questions for Inclusive Classifying in Political Geography

1. In what country is Washington, D.C.?
2. In what continent is the United States?
3. In what continent is Mexico?
4. In what country is Mexico City?
5. In what continent is Canada?
6. In what country is Mexico City?
7. Name a city in the United States.
8. Name a city in Canada.
9. Name a city in Mexico.
10. Name a country in North America.

Bibliography

- Goldman, Alfred E., and Murray Levine. "A developmental study of object sorting." *Child Development*, 1963, 34, 649-666.
- Johnson, Roger T. "A comparison of categorizing ability in high and low socioeconomic kindergarteners." Ed.D. Thesis, University of California, Berkeley, 1969.
- Lowery, Lawrence F. *Learning About Learning: Classification Abilities*, Berkeley, California, University of California, 1981.
- Piaget, J. *Psychology of Intelligence*, Totowa, New Jersey: Littlefield, Adams, and Company, 1969.
- Sigel, Irving. "Child development and social science education: Part IV." Social Science Education Consortium, mimeo, 1966. ■

EDITOR'S NOTE:

From time to time we may have articles to share that can serve as points of departure for discussions among ourselves. You may after reading this want to discuss this article with teachers from your local group.

Masks and Natural Materials

At the beginning of the school year our science shelves are generally abundant with fall materials - seed pods, acorns, pine cones, etc. Halloween is just around the corner. The newcomers to the junior class, those wonderful workers, are excited and still in awe of their new surroundings. The older children are clamoring for new presentations. Where does the time go?

Let's get art into full swing with a simple presentation that is easy to put together and is enjoyable and fulfilling to the children. Let's make masks!

Materials: -Large brown paper grocery bags or shopping bags.
-Natural materials: seed pods, dry leaves, juniper berries, corn husks, pine cones, feathers, Indian or dried corn, sunflower seeds, bark, twigs, cattails, etc. (Ask children to contribute these.)
-Charcoal or burnt bark, chalk
-Glue, glue holders, brushes, toothpicks, paper towels
-Small pieces of velvet or soft cloth

A few days before presenting, ask children to bring in different types of masks they may have at home. They may bring in a surgeon's mask, wooden mask, etc.

Presentation: Discuss the purposes of masks in past cultures: Inca and Mayan rituals, Japanese theater masks...in our present day culture: clowns, Halloween, Mardi Gras, etc. Display masks and pictures. Ask children to comment on why we wear masks today; the fantasy and the reality of a mask.

Demonstration: Show children how to tear their bag. With the teacher's help the children help each other locate eyes and mark gently with charcoal. Show them how to fold the paper over and tear holes for the eyes.

Select and place on a tray those materials you want to use. "Think of what kind of face I want to make - happy? gruff? a monster?"

Talk about textures and colors, etc. Involve children in the discussion. While arranging materials, mention symmetry. "Do I want it to be symmetrical? ...asymmetrical? Do I have enough of a contrast here?"...etc. etc. Add shading with charcoal and soft cloth where desired.

Encourage children to explore, to think about the 'personality' of their mask, to be individual in their creativity.

Demonstrate how to use their brush to glue materials onto bag.

Place finished mask on a shelf to dry. Alert children to keep masks flat until they have dried thoroughly. Clean up area.



When the masks are dry, the children can punch holes and place string. Specify a time when they can share their creations with the class. They may want to discuss different aspects of their work - the mood, the personality, how they felt while working with it, why they chose certain materials over other, etc. They may wish to invite comments.

The masks can also be considered interesting wall hangings. There should be a place in the classroom where the children display their work.

N.B.¹ In our classroom different art projects such as the above are presented to the children collectively. An art table is located near the art supplies shelf. Children are free to do an art project when a space is available. Expectations include care and order. The children work independently and clean up when their project is completed.

N.B.² The children are encouraged to research the various cultures as part of this project.

Norma Marino

What follows is a summary of the 6-9 philosophical discussion held at the 1984 AMI/EAA conference. Whenever possible, the names of those whose suggestions I've recorded are used.

The subject of class meetings opened the discussion. In most classrooms, meetings are held weekly to work out solutions to classroom problems, or to discuss personal concerns of the students. The premise of these weekly meetings is to give the children the responsibility to solve their problems by democratic means. A concern of teachers was deciding how to go about directing the meeting so that problems could be discussed in a fair and orderly way. One suggestion was to have a problem folder as well as a compliment folder. Often times, it was noted, if a compliment is read first, the problem solves itself. It is important to discuss the problem the next week to make sure the solution was satisfactory. Role playing, or acting out a specific problem or concern of a child, eliminates the possibility of a particular child becoming a scapegoat. Maryse L.-P. suggested to go around the group once, asking everyone to give a compliment about the class, then discussing the problem, going around the group again asking if anyone wants to add to the problem. Discussion of the solution follows suit. It was suggested that time limits be set so the youngest children don't become fidgety. Steve Mazer suggested making a positive strokes booklet in which the children list their positive comments concerning the class meetings. It was noted that children sometimes have difficulty making or accepting compliments. A solution to this was to have the children make a list of compliments about a particular child to be presented on that child's birthday. Two books that may be helpful concerning class discussions are: Positive Discipline, Jane Nelson, and Maintaining Sanity in the Classroom, Dreikers.

A major concern of everyone was how to balance freedom and discipline. Some questions asked: How do you direct children who are not normalized? Do you need to require certain work? What is too much socialization? What about the child who wanders? A solution suggested was to make requirements of the child who really cannot make a commitment to work. This could be done temporarily until the child is able to schedule his/her own time. While other children who don't need this type of guidance may want such structure, it is important for the teacher to show those children that they are capable of setting their own limits. It was noted that certain children will make lists of their work anyway and that this does no harm. However, be aware of the overly conscientious child who gets so involved with keeping to a list that all freedom of choice and variety is lost. David Cannon said to watch the schemes you as a teacher impose, or you'll lose the spontaneity endemic to a Montessori classroom. While certain children have to be directed towards specific work only, it does work to give the freedom needed by the child, and academic progress comes of this freedom.

So what about the child who wanders and cannot seem to get to work? How much structure should we impose? It depends upon how much patience we have. A point was made that we have to trust the child to choose to learn. We must remember that each child has his/her own rhythm and that rhythm will not be our rhythm. Sister Janet asked if we thought it was really wrong for a child to go an entire day only washing a leaf? She stressed that we shouldn't label days as good or bad, making the point that as adults, we too have days in which we do nothing. So why can't the child have the same type of day? We have to learn to relax our expectations of ourselves and the children.

All this doesn't mean we have to relax all standards. We as teachers experience anxiety over whether or not the children are learning the academic essentials and developing a sense of self-discipline. It was suggested that the 7 to 9 year old child keep a daily journal of his/her work to be discussed individually every few weeks. Many of us expressed concern that the children do not know their math facts. The advice given by Kay Baker during the refresher course was that all math lessons be given regardless if one child knows the facts. Through repeated use of the materials, the child should know the math facts by age 9 or 10. (This advice, however, elicited many laughs and dubious looks.) Martha Bicknell suggested we all observe our classroom daily to see how the children work without our guidance. We need not panic when we see that many children may not need us much at all. Such is the fruits of our efforts.

A final concern was what to do with the child who simply cannot handle the elementary Montessori environment. We have to ask ourselves if such a child would be better off in a more structured environment. Sometimes, the Montessori environment asks too much of a certain child and puts him/her under stress. Often parents are unwilling to face their child's problem. By asking a child to leave, you may be doing him or her a favor.

Remember: relax, observe, and enjoy the children and yourself.

Lynn Vacanti
The Montessori School of Rochester

PANEL DISCUSSION ON COMPUTERS IN A
MONTESSORI CLASSROOM

Panel members - Alan Temple, Carla Caudill, Tom Lepoutre,
Postlewaite, Marianne Dunlap, Sharon Anglin - White

Alan started the discussion by asking a number of questions concerning the use of computers in a Montessori classroom.

Are they appropriate in a Montessori classroom?
Do they interfere with the work of the child?
Should they be used in a 6-9 and a 9-12 classroom?
What should be done at each level?
Where can teachers get computer training?

Carla was asked to speak to the philosophical issues. How can we integrate computers and the Montessori philosophy? She looked at the computer as a practical life. It is a tool to use, a skill, a resource. Much preliminary work is necessary to use it as a tool, and the teacher must provide this. It is a valuable tool for older children 7-12 year olds, not for younger children 3-7 year olds. She felt not all 6 year olds are ready for it.

In discussing the use of computers with Kay Baker, Alan said Kay reiterated that in the 6-9 class we introduce the seeds of culture. If we teach computer literacy we can take away from time necessary for providing the seeds. She felt perhaps the use of computers was more appropriate for the 9-12 level.

Carla agreed that we should be careful with the use of computers in the 6-9 level. She also indicated that computers are very valuable for handicapped children and this is a whole other area to consider.

Marianne has been reluctant to put a computer in her classroom. She hasn't been pressured to get one and for practical reasons such as money and space hasn't done so. She also has some real concerns about the use of computers. Her first concern is physical development. Many children are behind in neurological development. Some have vision problems. They have difficulty tracking. Their eyes are not working together. She feels time spent on the computer would take away from activities necessary for this physical development. She also felt it was not good for them socially. It is exciting, and a child good in math and less inclined to social activities could be trapped into hiding out at the computer. If she put it in her classroom, she would limit it as far as the amount of time spent at the computer is concerned. She isn't sure if she is ready to put it in her 9-12 class, because of her lack of experience at that level. It is a tool and where does it belong as a tool? Perhaps in Erbkinder. It is a tutor. Also a programmer. The 9-12 children are abstracting and manipulating ideas. We must wait and see.

Tom has had a computer in his 9-12 class and has used the logo language with it. He approached the use of the computer as an experiment. After one year of observing its use in his classroom he questioned if logo provides anything the Montessori materials don't already provide. At first his students played around with the commands, and he observed the Christmas tree effect. They wanted to add more ornaments. It was competitive, and they wanted to accrue as many primitives as they could. Later this dropped off and a child would sit down at his desk and write a program and then go to the computer. After a discussion about what logo learning is all about, he observed sharing of programs among his students. Tom expressed concern with the computer being a distraction from other areas of the classroom. Initially the computer was always going. However, this lessened as the newness wore off. The child who uses a computer will have a new way of solving problems. The reason for having a computer is not computer literacy but its use as a tool. Tom started hearing the children using logo terminology in conversation after working on the computer for 9 to 10 months. He also noticed that the computer was used primarily by boys, and he wasn't sure why. He questioned whether he as a teacher initiated this, whether it was the chemistry of this particular class, or whether he should have two computers in his classroom.

Alan has had a computer in his classroom for approximately one year also. He has experienced some of the same things as Tom such as the computer being used continually at first and lessening later in the year. He also saw greater use of the computer by the boys. He had two computers in his classroom, and he liked the creativity that resulted from the children working simultaneously.

Sharon has had 2 computers in her classroom for the past 5 years. She felt the use of the computer helped the children to develop socially. Logo promotes sharing, and the computers should be placed in an open area so much sharing can go on. Sharon felt the computer should be presented as early as possible in the elementary program. She felt the 6 year olds were not too young. She found much peer teaching going on among the different age groups. The 6 year olds looked at the computer language as a secret code and made efforts to break the code which resulted in communication and experimentation. The adaptability of the computer has been compared to literacy. The applications of the computer are endless.

Sharon has discussed the use of computers with Mr. Grazzini. He talked about starting with games to introduce the concept of how a computer works, the use of flow charts, flash cards, nomenclature for the parts of a computer, discussing how a computer is made, and teaching with objects - labeling and matching.

The use of computers in a Montessori classroom is in the beginning stages, and there are still many unanswered questions concerning their use.

Notes by Gladys Strauss taken at AMI-EAA Conference, Portland, Oregon.
June 28, 1984

A.M.I. Elementary Alumni Association Newsletter

Volume XII

Number 2

Winter 1985

Montessori Education For Peace

Maryse Lepoutre-Postlewaite

Education is often overlooked as an effective avenue in the efforts to establish a world peace. It is necessary that in our concern for humanity as a whole that we consider education as a fundamental point from which we nurture respect, love, and ultimately peace. Maria Montessori has written to a great extent of our need to recognize education as a tool for peace. In *Education and Peace* (p.55) she wrote: "If we ponder the influence that education can have on the attainment of world peace, it becomes clear that we must make the child and his education our primary concern." Maria Montessori developed her philosophy of education which incorporates respect of the individual, freedom with responsibility, and a prepared environment, all keys in developing the tools for peace building.

The directive for Montessori education is to "follow the child." We need to look to the child as our guide. Where else lies the future of humanity, but in the child. It is within the formation of the child that we will be of assistance so that the child might give to humanity peace as a universal reality. We must let the child go forward within the paths of his/her natural development in order to bring rise to the adult who will be a worker for humanity. In *What You Should Know About Your Child* (p. 103) we read: "Allowing the child to observe, to explore, and to follow his normal interests is a form of respect towards the child," - a respect for life.

It is of great injustice to not give more credit to the child and his/her potentials. When we consider who has taught the child to speak usually adults take great pride as if they were the child's teacher. Language is acquired through our help in that as we speak the young infant listens and learns. But it is the child and the unconscious workings of his/her inner laws that enable the child to speak. There is a mysterious will that guides the child toward this development. Montessori states that the child should be given the freedom to develop within the laws of his/her natural development.

In terms of the child, Montessori wrote about the freedom to develop as a need within each child's education. How is this applied without total chaos? There are particular activities which the child, driven by an inner law, wants to explore and discover. If we provide a prepared environment in which these activities can be explored freely and independently by the child, then complete order will flourish. In order to prepare the proper environment for the child we should apply the developmental requirements for the various levels of childhood. If the child's mind is able to develop in an orderly way within the prepared environment then s/he will also be developing the tools necessary for peace building.

Within this prepared environment is the adult(s). It is important that the values of the adult be consistent with that which is established in the environment. For some this may pose a paradox. We tend to bond ourselves to our cultural environment in terms of a constant drive for a product—the tangible means for measuring progress. With this drive we often ignore our values and their link with our efforts. Yet our values should be the foundation of our actions particularly if we are working towards uplifting humanity. We must take heed to this factor within the prepared environment.

The environment of a Montessori classroom is one which should allow independent exploration and discovery within the parameters of specific ordered activities. The children are free to move about, choose their own work according to interests, and pursue their on-going thirst for knowledge. The teacher should consider the needs of the child at the varying developmental stages in order to determine the guidelines which are given to each child. On the elementary level, the guidelines include a minimum grade level of work reasonable for each child.

There are many examples indicating the presence of understanding and helpfulness (keys towards peace building) among the children in a Montessori classroom. Often after a presentation of a particular lesson there are several of the children who want to work with the material immediately proceeding the presentation. If it is not possible for all of those children to use the material at the

same time, they need to agree on a solution as to who will work with the material first. Children have a tremendous sense of justice and therefore will not allow an unfair decision to be carried through. Every child in the particular situation will need to co-operate in order to work out an agreeable solution for all involved.

While observing children at their work it becomes evident that they are helpful and understanding. For example, it is very common for children to assist each other with their work. As a result the children are constantly learning from one another. This is regarded as peer teaching. Through this interaction, children learn to accept one another, each with their particular strengths and weaknesses.

A final example is the active working of the community through "agenda meetings." These meetings include the entire class. Topics discussed are the previously listed concerns of individuals to the group as a whole. The individual who represents the concern is responsible for the managing of the discussion until a solution has been determined. An example is the concern of a child whose property; namely a pencil, had been taken from her work place. After a lengthy discussion of the various ways that such property could be marked and subsequently unmarked, the children realized that this was not a viable solution. A proposition was offered that requested that every child agree from that moment on, that none would take another person's property. The agreement of trust needed to be approved by all. The children recognized the implications that disapproval by one child could thwart the agreement. It is through these "agenda meetings" that there arises numerous opportunities for the children to experience co-operation in creatively solving problems.

All of the interactions among the children make up the framework through which the moral development of the child is expressed and examined. This is a necessary foundation for the children to be prepared for making future decisions concerning world peace. It is important to realize how the moral values of a child develop. This development does not involve teaching a child what is right or wrong, rather a child's sense of moral judgement is nurtured by allowing the child to determine what is just and implementing solutions which s/he has thought through him/herself. It is necessary to give certain basic guidelines; the principle one being that we recognize our responsibility to one another as well as to one's self. Implicitly, this implies a broader scope of our responsibility to humanity as a whole.

We must help the child become aware of the unity among the individuals who make up society. Obviously all of our actions are in response to others and we live in

association with others. Therefore, as Maria Montessori writes in *Education and Peace* (p. 65): "Education must foster both the development of individuality and that of society. Society cannot develop unless the individual develops." People are interdependent with one another. This brings about a unity among people. We are in some respects a single nation.

There are several materials in the Montessori class which assist the child in becoming aware of the tendencies and needs of humans. We present to the child the Fundamental Needs of Humanity which indicates these needs as being timeless and universal. Examples of areas studied are: clothing, shelter, communication and transportation as material needs and art, religion and social acceptance as spiritual needs. This material emphasizes the unity among humans in terms of these needs. It focuses on the similarities rather than the differences.

When the child realizes the "universal centre of himself with all things" (Montessori, *To Educate the Human Potential* p. 8) then s/he understands the function of humanity. We find in *What You Should Know About Your Child* (p. 123) this:

If one studies the matter carefully, one sees that every animal and everything in nature, in addition to following a pattern of its own existence, has a special work for the common welfare of the cosmos.

The child is motivated by his/her 'elan vital' to be greatly interested in this universal accord and begins to ask: "What role do I have in the universe?" It is therefore to this vital urge of life and harmony that we must strive ever forward to focus our endeavors for peace.

Bibliography

- Montessori, Maria. *Education and Peace*. Chicago, Henry Regenery Company, 1972.
- Montessori, Maria. *What You Should Know About Your Child*. India, Kalakshetra Publications, 1961.
- Montessori, Maria. *To Educate the Human Potential*. India, Kalakshetra Publications, Fifth edition, 1973.
- Montessori, Maria. *Formation of Man*. India, Kalakshetra Publications, Fourth edition, 1975.

Maryse Lepoutre-Postlewaite received her AMI elementary training in Bergamo, Italy in 1978-1979. Her interest in peace education has grown from her work with the Children's Creative Response to Conflict Program, participation in Peace Studies, and of course her 6 years of work in 6-9 and 9-12 Montessori classes in Santa Cruz, CA.

The AMI-EAA Newsletter provides a vehicle for professional communication, discussion, and argument. It contains articles which are written by, and for, its own membership. The contents of this Newsletter do not necessarily reflect the opinions of AMI-EAA or AMI.

Please send any editorial comments to the Publication Editor: Maryse Lepoutre-Postlewaite 229 North Ave., Aptos, CA 95003. Additional copies of this edition are available for members only from AMI-EAA for \$4.00 per copy while supplies last.

Elections of AMI-EAA

The Executive Board of AMI-EAA hereby nominates:

Alan Temple for the position of Vice Chair/Research and Development Coordinator for the term of June 1985 to May 1988.

Any other nominations for this position need to be submitted for publication by April 1st. Please send nominations to Phyllis Pottish-Lewis, Chairperson of AMI-EAA 382 63rd Street, Oakland, California 94618.

As members of AMI-EAA one of our responsibilities is to vote for our officers within our election process in our charter. The ballots will be sent out in the Spring newsletter. Ballots will then need to be sent in to Phyllis Pottish Lewis by May 15, 1985. These ballots will be counted at our annual conference at Unicoi.



"Civilization exists by geological consent, subject to change without notice."

Will Durant



From the Publication Editor...

On this beautiful sunny morning, I sit upon our back steps overlooking our flower garden, bulbs sending out their pioneer shoots, and winter vegetables completing their final cycle. Meanwhile, some of you look out to snow covered bicycles and roadways. This diversity exists all around us. As I've spoken to some of you, inquiring about articles for the newsletter, I also discover how your school year has been. There's Maureen Peifer who's recreating cosmic tales of the Renaissance period in costume; Marianne Dunlap speaks enthusiastically of the new challenges of an 8-12 class. Their interests branch out to areas which are treated much differently than with 6-9 year olds. And we all know what Phil Gang has been up to. Many of us are looking forward to the Peace and Education Study Conference. Also, thanks for introducing Joan Binder to us. Steve Mazer spent hours preparing the Math activities and has even more to share with us. Tom Lepoutre-Postlewaite has a 4' x 5' diorama in progress on his classroom floor and some parents wonder what the pile of dirt and rocks on the board is for. Kathy Bihl with her background in music, successfully captured our delightful time Maureen last summer singing oodles of songs with one another.

Many thanks to those of you who make extra efforts for this newsletter and help to make it a publication which members look forward to.

Maryse

Classified Ads

Positions Available

VIRGIN ISLANDS MONTESSORI SCHOOL, AMI, Established 1964. 4 preschool classes and 3 elementary classes. Experienced preschool & elementary teachers needed for 1985-86 school year. Excellent benefits. Established classes. Send resume and references to Shournagh McWeeney, V.I. Montessori School, Vessup Bay, St. Thomas, Virgin Islands 00802.

AMI PRIMARY AND ELEMENTARY teaching positions available immediately. Excellent opportunity for the career minded Montessorian. Send resume and credentials to Montessori International School, Inc. P.O. Box 2362 Mesa, Arizona 85204 or call (602) 890-1580.

MONTESSORI CHILD DEVELOPMENT CENTER in San Diego County, CA, seeking AMI Elementary Director/ess for Fall 1985. Two established Montessori schools in rural residential community. Near San Diego, with many cultural and other advantages. Ocean, mountains, and desert short drive. 1 1/4 acres converted home, and 1 acre converted office building. Large, rolling backyards include gardens, farm animals and swimming pool (one site). Qualified Montessori staff. Full complement of primary and elementary Montessori materials. Supportive administration. Salaries commensurate with experience. Group medical and benefits. Send resume and letters of recommendation to: MCDC, 14911 Espola Rd., Poway, CA 92064.

MONTESSORI CERTIFIED TEACHERS for September 1985. Primary—ages 3-6, Elementary—ages 6-9 and 9-12. Please send resume to Montessori School of Lakewood, 5925 W. 1st Ave., Lakewood, Co. 80226 or call 303-232-7030. Our teachers are AMI trained. Lakewood is a western suburb of Denver approximately 20 minutes from downtown.

IMMEDIATE VACANCY for a certified AMI-AMS junior level Montessori teacher in the Milwaukee Public Schools. There will also be three additional junior level expansion positions available for the 1985-1986 school year. Applicants must also have a degree in elementary education or be willing to complete an available certification program. Salaries range from \$16,436 to \$32,334. Teachers are granted an equivalency of 30 graduate credits in recognition of Montessori training. Benefits include Board paid pension, health and dental insurance, sick leave and an automatically renewable contract. For further information contact the Department of Staffing Services, Milwaukee Public Schools, P.O. Drawer 10k, Milwaukee, WI, 53201, or call Kenneth E. Hitzke at 414-475-8224.

MARIN MONTESSORI SCHOOL is seeking an administrator beginning the 1985-86 academic year. Montessori training and teaching experience at both primary and elementary levels preferred. Please send resume to Phyllis Pottish-Lewis, Marin Montessori School, P.O. Box 736, Corte Madera, CA 94925 (415) 924-5388.

THE MONTESSORI SCHOOL OF ROCHESTER seeks an AMI elementary teacher for Fall, 1985 in order to expand the elementary program. Our Center is well established, with three primary and two elementary classes. (primary started—1965; elementary—1975) Our school is nonprofit, AMI accredited and all directresses are AMI trained. It offers supportive administration, a pleasant working environment, benefits and competitive salary. Please call or send resume to: Virginia A. McHugh, 170 W. Scholfield Road, Rochester, New York 14617, (716) 544-8540.

ALCUIN MONTESSORI SCHOOL, established 1961. Five primary—all extended day; four elementary. Montessorian as fulltime Director. Parent Board, not-for-profit. Desire one AMI trained Elementary teacher, Chicago area suburb. Stable, experienced faculty. Contact Shirley Mallot, Alcuin Montessori School, 7970 Washington, River Forest, Il. (312) 366-1882.

OPPORTUNITY AVAILABLE for 1 elementary teacher to join cooperative staff in non-profit AMI school consisting of 3 primary classes and 1 junior class. School owned building, 7 years in operation with Montessori Daycare facility on premises. 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 or write to Bill Zajic (Registrar) or Laura Oliff (Administrator), Elizabethtown Montessori Children's Center, 100 Gray Street, Elizabethtown, Ky 42701. (502-765-5355).

SANTA CRUZ MONTESSORI SCHOOL will need an elementary teacher for a well-equipped 6-9 class for school year beginning September 1985. Supportive staff of 21-year-old school. Parent board. Three primary classes, two 6-9 classes, one junior class. Elementary teachers are A.M.I. Salary negotiable. Benefits include medical and dental. Santa Cruz is about 1½ hours south of San Francisco on beautiful Monterey Bay. Please contact Directress: Sue Andre, 6230 Soquel Drive, Aptos, Ca. 95003. Phone (408) 476-1646.

NEEDED SEPTEMBER 1985: AMI Primary teacher for established 3-6 class. Fully equipped classrooms in beautiful surroundings at foot of Rocky Mountains. Non-profit school run by AMI directors offers programs for children 3-12. Salary negotiable, fringe benefits. Contact Alan or Debby Temple, Mountain Shadows Montessori School, P.O. Box 4254, Boulder, Colorado 80306; or call collect (303) 449-2482 (8:30-4:30). If you are interested, please respond by April 1st.

AMI TRAINED JUNIOR teacher for Sept. '85 for well established (14 yrs.) school in Brecksville, Ohio. Within 30 minutes to all cultural areas of Cleveland and Akron. Well equipped classrooms, recently remodeled building. Beautiful outdoor environment on 80 acre campus, panorama view of city; adjoining the Metro Park. Present classes include 2 Children's House classes and a Lower & Upper Elementary class. Administrator is Montessori trained and serves on 5 person board of Trustees. Send resume or phone: Joan Ducas, South Suburban Montessori School, 4400 Oakes Rd. #6, Brecksville, OH 44141, (216) 526-1966.

CURRENTLY ACCEPTING applications for the 1985-86 school year for AMI Infant, Primary, and Elementary Director /Directress. Established in 1967, our school is located at the base of the foothills. We have an established Infant-Toddler Program (3 mos.-2½ yrs.), two primary classes (2½-6), an elementary class (6-12), and an "urban compromise" class (12-14). Send resume: Sandra Schmidt, Director, Montessori Academy of Claremont, P.O. Box 553, Claremont, CA 91711, or phone (714) 621-1603.

SPOKANE SCHOOL DISTRICT is seeking a Montessori primary teacher. Service to begin 9/85. Must be eligible for Washington State certification. Salary range of \$15,476-\$30,245 for 181 days of employment. Broad benefits. For further information, contact Richard Chisholm (509) 455-3650 or write Personnel Services, Spokane Public Schools, North 200 Bernard, Spokane, WA 99201. Application deadline is 3/15/85.

Sponsor for Training

ALCUIN MONTESSORI SCHOOL, established 1961. Five primary—all extended day; four elementary. Montessorian as fulltime Director. Parent Board, not-for-profit. Desire to sponsor a student for AMI elementary training for 1985-1986 Chicago area suburb. Stable, experienced faculty. Contact Shirley Mallot, Alcuin Montessori School 7970 Washington, River Forest, Il. (312) 366-1882.

CORRECTIONS

ALLEN, Phoebe
1781 Spyglass Dr. #167
Austin, Texas 78746

GUTOWSKI, Elaine
65 Seneca Parkway
Rochester, N.Y. 14613

LOCKE, Anne
Exchanging visits may be difficult but
visitors are warmly welcomed.

NOTE:
IF YOU HAVE A CURRENT ADDRESS FOR THE
FOLLOWING, PLEASE SEND IT IN FOR AN
UPDATE IN THE DIRECTORY:

Shirley Ritter
Patricia Joy

TABLE OF CONTENTS

VOLUME XII

NUMBER 2

WINTER 1985

Sleeve:

Montessori Education For Peace Elections of AMI-EAA From the Publication Editor Classified Ads *****	... by Maryse Lepoutre-Postlewaite
Outdoor Education	... by Steve Mazer
The Montessori Secondary School	... by Phil Gang and Joan Binder
Music with Maureen Peifer	... notes by Kathy Bihl
Futher Dialog on the Computer	... by Tom Lepoutre-Postlewaite
Bringing the Time Line to Life	... by Maureen Peifer
Notes From the Meeting of 9-12 Teachers	... by Marianne Dunlap
Statement of Income & Expenses	
Additions and Corrections to the 1984-1985 Directory	

OUTDOOR EDUCATION

Steve Mazer

Steve Mazer received his Montessori elementary training at the Washington Montessori Institute in 1981. He has been teaching elementary classes since then. He shares in the following some outdoor education activities he has presented to children.

The activities contained on the next few pages are exemplary of outdoor education experiences I have done with elementary classes during the past three year period at one time or another. They relate to elementary school science and mathematics. They are meant to be used as starting points to give you ideas. If you come across a problem which interests you more, please feel free to follow this up, if necessary for the class time which you are devoting to this activity. I am only offering a few suggestions here along the lines of some of the things I have done with the children. No matter what you do, one thing is significant:

THE MOST DIVERSE, MOST PROVOCATIVE, YET LEAST EXPENSIVE EQUIPMENT TO TEACHERS IS USED -- THE OUTDOOR ENVIRONMENT.

Sidewalks, parking lots, grass, flower beds, trees, fences, outside walls, gutters, drainage ditches and playground equipment are as much a part of most schools as are libraries, story problems in textbooks, and frogs in formaldehyde.

These suggestions may be helpful:

1. Read through all categories of activities first to determine which you would like to do with the children.
2. Locate the materials you need and begin.
3. When the activity is concluded, show the children how to return the materials to the place designated.
4. Show children how to conduct the activities within the designated area.
5. Reserve the last $\frac{1}{2}$ hour of allotted time for discussion and display in the classroom.

I. SUNLIGHT AND SHADOWS

Introduction

The activities presented in these instructions have not been designed to sequentially teach specific concepts, skills or processes. These are merely simple activities which:

1. Make use of sunlight and shadows.
2. Can best be conducted in outdoor settings (school playground or other outdoor area).
3. Are designed for continuous study throughout the year.
4. May be appropriate for ages within as much of a range as 5 through 13.

Possible units from which the activities may fit are mentioned next. After you've tried these with your class, however, you or your children may discover other avenues of learning for these activities.

Background Information

Each of the sample activities described on these sheets should be prepared on a series of activity cards. Each activity may be appropriate for one or more of the following daily-weekly lessons or units.

A. Astronomy - Keeping track of familiar events in the sky is a good introduction to astronomy. Activities like "X and your Finger Shadow," "Shadow Predicting," "Shadow Measurements," "Sun Fan," and "Constructing a Sun Dial" suggest ways to help children organize their observations and record data of familiar phenomena and changes in the sky throughout the year.

Observing shadows caused when some object blocks the passage of light coming from the sun is a safe and intriguing way to study the apparent motions of the sun.

Such motions are complex but very regular. Before children can understand the causes of these apparent motions (two motions of the earth - rotation and revolution around the sun), however, it is important that they investigate the sun's motions as seen from their backyards and school grounds.

B. Compass Directions - Many children learn directions according to sunrise or sunset. They are told that the sun rises directly in the east and sets directly in the west. In reality, the sun rises directly east and sets directly west only on two different days each year, and the sun is never directly overhead at midday anywhere in the continental U.S.

"Finding Directions," "Sun Fan," and "Constructing a Sun Dial" are activities that provide opportunities for children to discover and then make use of compass directions.

C. Investigations of Spatial Relationships - As children investigate light from the sun and the shadows and reflections which result, they are experimenting with spatial relationships and optical phenomena in simple ways. Sample activities which fit this type of learning objective are "Paper Plate and People Shadows," "X and Your Finger Shadow," "Shadow Tag," "Shadow Predicting."

D. Measurement

1. Of time - For thousands of years, people have measured time on the basis of the regular apparent motions of the sun and the moon. "Constructing a Sun Dial" is an activity which allows the children to build a measuring device for measuring time. In the building process, many mathematical and scientific concepts are learned.

2. Temperature - Differences in ground temperatures which result from different degrees of sunlight and shadows lead to basic ecological understandings. The relationships between the physical environment (sunlight, temperature, moisture, soil, etc.) and the living environment (plants and animals) are logical extensions of an activity like "Temperature Variations."

3. Heights - One of the many devices which can be used in the outdoors to measure heights that are too tall to measure directly is the ruler shadow. Ratios are established and used to calculate heights of tall buildings, trees or poles.

The Child and How He Learns about Sunlight and Shadows

In psychological studies, it has been shown that the preoperational child (ages 5-7) cannot handle three variables at once - relate three objects in a series; they will not be able to understand the relative motions of the sun, moon and observe which give rise to the phases of the moon; they will not be able to appreciate that day and night represent a relationship of the sun to the turning earth upon which they stand. Consequently, the Montessori method of teaching makes use of a number of concrete representations to illustrate this to children, making use of the imagination and the reasoning mind. However, most children of this age group seem to be able to understand paired relationships and make meaningful observations of the relation of two objects, which they can see directly. A child can observe the position of the sun in the sky and measure the length of a shadow, and can repeat this at different times of the day.

The pre-operational child will not be able to encompass the concept that the earth turning produces the same phenomenon as the sun rising, nor will he be able to relate the height of the midday sun in December and June to the angle of the earth's axis to the ecliptic. Finding the relationship of light to the shadow of an object by controlling the source of light (flashlight) prepares the child for a later understanding of the sun's position which he can observe but not control. Through observations, he can understand the relation of shadows to the direction from which the source of light comes; he can even predict one from the other after considerable experiences. But he may not be able to explain his act in words; prediction precedes explanation.

Once the child has passed into the concrete operation stage (about 8-10 years of age) he is capable of holding three or more variables in mind concurrently, thus making it possible for the child to think about the relative positions of bodies in the solar system. He may also discover the reason for phases of the moon and be able to predict what Venus would look like from the moon, or the way the moons would appear to move from Mars.

There are activities on these pages which are appropriate for the pre-operational child, the concrete operational child and the child who may be in transition between these two learning levels.

The best way to determine the appropriateness of these activities for any particular child and to determine the child's learning, is to observe and listen to the children as they take part in the Sunlight and Shadows activities.

CAUTION: AT NO TIME SHOULD YOU LOOK DIRECTLY AT THE SUN. DOING SO CAN DAMAGE YOUR EYES PERMANENTLY. IT IS PARTICULARLY DANGEROUS TO LOOK AT THE SUN THROUGH A TELESCOPE, MAGNIFYING GLASS, OR OTHER FOCUSING LENS.

MATERIALS LIST FOR SUNLIGHT AND SHADOWS KIT

Each kit contains the following materials for 10 activities (1-6 children may use one kit):

1 paper plate		Materials to ^{be} supplied by Teacher:
1 crayon	1 3x5 card	1 thermometer
1 piece of chalk	2 toothpicks	1 compass
1 lump of clay	2 pieces of p	Large sheets of Butcher paper
1 12" ruler	1 pencil	
2 straws		

Activity #1

PAPER PLATE SHADOWS

Materials

paper plate

Activity

Hold a paper plate and try the following:

1. Make the roundest paper plate shadow you can.
2. Make the smallest paper plate shadow you can.
3. Make the flattest paper plate shadow you can.
4. Make the tallest and thinnest paper plate shadow you can.
5. Do anything you want to the paper plate to make other kinds of shadows.

Activity #2

PEOPLE SHADOWS

Materials

Large sheet of Butcher paper
crayon

Activity

1. Work in pairs using the large sheets of Butcher paper and crayons.
2. Take turns drawing each other's shadows. Record the time and day that the shadow was drawn on the back of the paper.
3. If possible, do this at three different times during the day.
4. Bring the sheets of paper into the classroom and hang them up.
5. See if your classmates can tell which time of day each shadow was made.

Activity #3

X AND YOUR FINGER SHADOW

Materials

Chalk

Activity

1. Draw an X on the sidewalk or paved surface.
2. Touch the X with your finger's shadow. Begin by having your hand close to the ground.
3. See how far away from the spot you can move your finger and still keep your finger's shadow on the X.
4. Stand back from someone else's X. Can you guess where to place your finger to have your finger's shadow hit that spot? Try it.

Activity #4

SHADOW TAG

Materials

None

Activity

Shadow tag is like other kinds of tag where one person is "IT" and tries to catch others to make them "IT." Try some of the following ways to play tag using shadows:

1. The person who is "IT" tries to catch others by touching their shadow with his foot.
2. The person who is "IT" tries to catch others by touching their shadow with his shadow.
3. The person who is "IT" tries to catch others by touching their shadow with his hand's shadow.

Like other tag games, there are places that are "FREE" and "SAFE." In shadow tag, these would be places where your shadow can't be caught. Where might some of these places be?

Try playing this game at different times during the day (9 a.m., noon, 3 p.m.)

Would it be easier to be "IT" in the morning, noon or afternoon?

Activity #5

SHADOW PREDICTING

Materials

Chalk

Activity

1. Find a pole that casts a shadow. Mark the tip of this shadow with something (stone, stick, chalk, etc.). Then record the time.
2. Where do you think the tip of the shadow will be 15 minutes later? Mark the place where you predict it will be. Ask some of your friends to mark where they predict it will be.
3. Then wait exactly 15 minutes. Where is the tip of the shadow now? Who came closest to predicting the right place?
4. Try this again. Also, try to predict where the shadow will be after 30 minutes. After an hour?
5. Why do you suppose the shadow changes its positions?
Is it because the pole moves?
Does the ground or sidewalk move?
Could the sun be moving?

Activity #6

SHADOW CLOCKS

Materials

Butcher paper - large square piece
Clay
Straw
Ruler

Activity

1. Place the piece of Butcher paper on the ground in a sunny spot.
2. Place a small piece of clay at the center of the paper.
3. Put the straw into the clay so that it is held straight up.
4. Trace the shadow made by the straw on the paper.
5. Measure the shadow and record the length. Record the time on the sheet of paper next to the shadow line.
6. Repeat the same procedure in 15 minutes.
7. What happens to the shadow as the day goes on?
8. Where would a 12 o'clock shadow have been?
9. Where will a 4 p.m. shadow be?
10. If you leave the shadow clock where it is, would it work tomorrow as well as it does now? Would it work as well in one week?

Activity #7

SUN FAN

Materials

Clay
Straws

Activity

1. Stick a long lump of clay on a sunny spot on the ground.
2. Now stick a drinking straw into the clay. Place it so that it does not cast a shadow. Where must it point to have no shadow?

3. 15 minutes later, see if the straw casts a shadow. Does the straw still point directly to the sun? How can you explain what you observe?
4. Then stick a second straw into the clay. Point it toward the sun so that it casts no shadow. Be careful not to move the first straw.
5. In this way, add a new straw every 15 minutes. The straws will show how the sun seems to change its position in the sky.

Activity #8

A TOOTHPICK SUN DIAL

Materials

3 x 5 card
toothpick
clay
compass

Activity

1. Set the card in a sunny place on the ground.
2. Point one edge of the card toward the north. Use the compass to help determine North.
3. Insert the toothpick into the clay so that the shadow of the toothpick falls on the card.
4. Tape the card in place.
5. Each hour (15 minutes or $\frac{1}{2}$ hour) draw a line along the toothpick's shadow and label it.
6. The next day, fill in the missing hours.

Activity #9

SUNLIGHT, SHADOWS AND TEMPERATURES

Materials

Thermometer

Activity

1. Record the temperature at the following locations at ground level:
 - a. on top of paved areas
 - b. next to the four sides of a building
 - c. in an open area (dirt playground or grass area)
 - d. in the shade of a tree
2. What differences do you find? How can you explain these differences?
3. Were there differences on different sides of the building? Why?
4. What differences do clouds, buildings, and breezeways make in temperature variations?

Activity #10

MEASURING HEIGHTS WITH SHADOWS

Materials

Ruler

Activity

1. Set your ruler upright, at right angles to the ground.
2. Measure the length of the ruler's shadow.
3. Now find the height of three things (tree, flagpole, building, etc.) just by measuring the length of their shadow.

OTHER ACTIVITIES RELATED TO ASTRONOMY

The ancient astronomers did not have any telescope. They used a simple device - a vertical pole called a gnome. They also laid out an east/west line and marked out a scale to record the point on the horizon where heavenly objects set.

With this equipment, they discovered many basic facts. They found the length of the year and the tilt of the Earth's axis. Using the sun, they determined when noon occurred. The early astronomers were even able to predict eclipses of the sun and moon.

You can duplicate some of their observations.

A commercially produced sundial with a pamphlet is available for your investigation. Using the commercial one should give you some ideas for constructing your own.

General Activity

Materials: a tetherball pole, protractor device, graph paper, measuring device

What to do:

The suggestions contained below serve as ideas to be carried out over a long period of time. Try those which can be done in the period of class time you have allotted for the project. Later, others can be completed with the children after these initial presentations.

The tetherball pole is your only astronomical instrument. You sight from it to see where the moon, stars, and planets rise and set. You measure the shadow of the pole to study the sun.

Start out by measuring the shadow of the pole at regular intervals during one day. Near noon, measure every 15 minutes. Record the date, time, and shadow length. Indicate the time of the shortest shadow. Construct a graph to keep track of your readings.

A line drawn from the bottom of the pole to the tip of this shortest shadow gives you a north/south line. Several days of observation will increase the accuracy of this line.

What happens to the shadow length as the day goes on? Why is the time of the shortest shadow not always noon by the clock? (Think of standard time, daylight time, and possible other affects.)

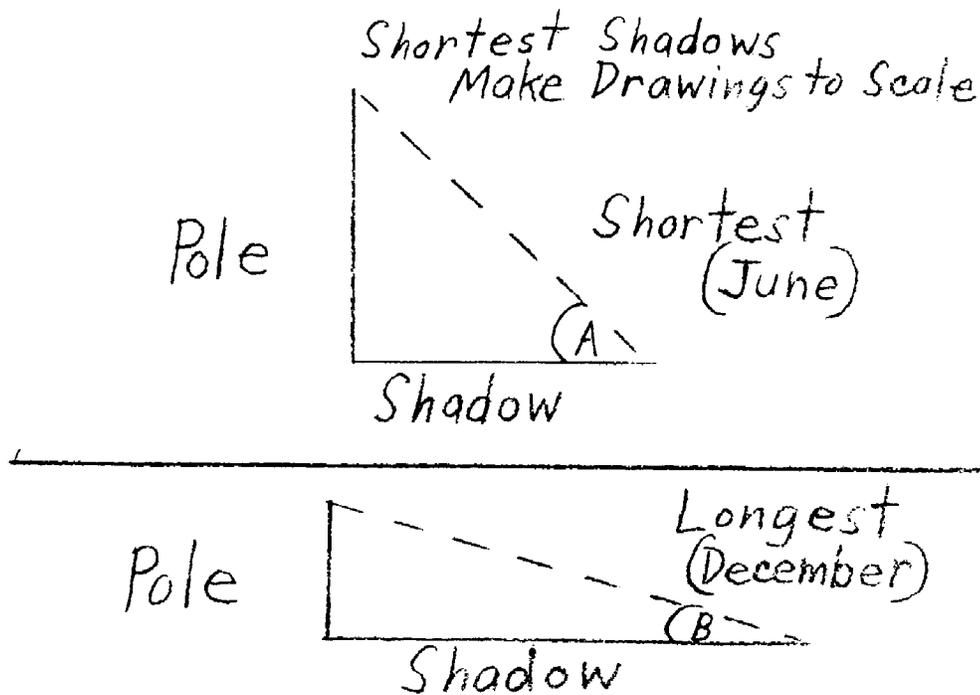
Repeat these measurements as often as you can during the year. Be sure to get good readings late in the month of December and late in June.

Each day, on a graph, plot your shortest shadow against the day of the year. Report to the class what the graph shows. Indicate the connection with the seasons. How can you use this graph to measure the length of the year?

Now make a diagram to scale like the drawing on this page. Draw the vertical pole. Draw the shortest daily shadow recorded. Draw the longest noon shadow recorded. Draw a line from the top of the pole to each shadow tip.

Use a protractor to carefully measure angles A and B. Now subtract the smaller angle from the larger. Then divide by two. You have just found the amount the Earth's axis is tilted. Confirm this from drawings in your science book.

Follow the diagram and divide the angle at the pole top in half. Draw the line down to make angle C. Subtract this angle from 90° and you have found the latitude of your observatory.



Also find $\frac{A - B}{2} =$ tilt of Earth's axis.

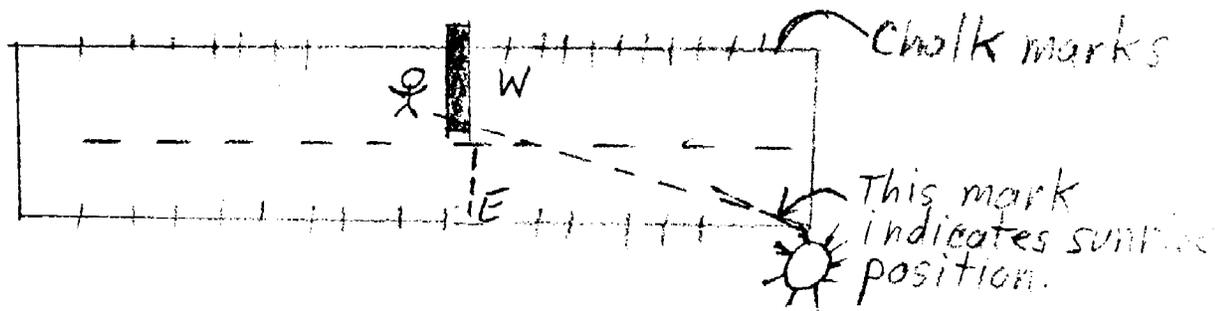
Also, find value halfway between A and B. Call this C.

$90^\circ - C =$ latitude of observatory.

Observations

1. Using a pole and the sun's shadow, you have already found the length of the year, the tilt of the Earth's axis, and your latitude. The moon and stars cast no shadows so they must be observed by another ancient method. You observed where they set from night to night. Lay out an east-west line from your pole using right-angled triangles, or use a compass or paint.

Put up a marker for the east and west points. Add some kind of scale, perhaps chalk marks every foot on either side. See illustration.



2. Record where the sun sets each day. Does it always set due west? Is there any connection between the setting point and the length of the shadow for that day? Or with the season?

3. Find out if the moon behaves like the sun. Measure its setting (or rising) several weeks in a row. How does its setting direction differ from that of the sun in amount of change per day? What is its phase when it sets closest to the sun? Does the setting point of the full moon differ from the setting point of the sun on the same day? You will find the answer varies with the season of the year.

How would the setting of the moon agree with the setting of the sun six months from now?

4. Measure the place a bright star sets for several weeks. How does a star or moon setting behave compared to the sun?

Stand in one spot north of your pole. Record the times a bright star passes across the pole. Do this several nights in a row, standing on the same spot. What is the time difference from night to night? On the basis of your figures, determine when the star will pass the pole six months from now. What problems would you have in observing such a crossing?

II. Mapping Introduction

Mapping the school playground is one of the most interesting exercises for children. The playground need not be large or elaborate; any quality is mappable. If a whole classful of children is taken to an area armed with note pads and given only the instruction to map the area, they will probably come up with 15 or 20 different kinds of maps, many of which have striking similarities. The similarities and differences of the maps can be points for further discussion once you get back into the classroom.

In their efforts to map an area, students gain insight into certain aspects of earth science, not only the abstract graphical representation of reality entailed in a map, but also the way one can probe into, examine, and record an area. Anthills, places where bricks and rocks "outcrop," and little streams and rivulets are often mapped very carefully by pupils.

Students' maps always have certain basic attributes of all professionally made maps, but until students can themselves become involved in the process of creating a map, the commercially prepared varieties will remain abstractions in pupils' minds. By making their own decision about scale, symbols, color, etc., students structure their own intuition to a point where they can tolerate the arbitrary qualities of the map making of others.

Materials: compass, ball of string, yard stick, level, plain paper, graph paper, pencil. Protractor sighting device, trundle wheels.

Mapping Suggestions:

1. Construct a protractor sighting device with the cardboard, nail straw and protractor face.
2. Decide on the area to map and measure. Remain within the boundaries designated.
3. Select a method from below which seems appropriate or invent your own.

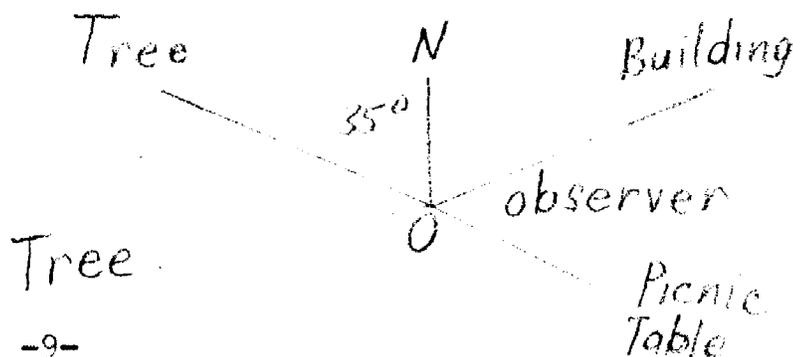
METHOD 1

The simplest technique of measurement is by pacing regularly and counting paces. As far as possible, use and count your normal pace for measuring. (Walk separately. You should then obtain different results). Find the average length of your normal pace.

How many paces did you take? How could you do this with very young children using string to mark the length of 1, 2, 4 paces? What questions would you ask?

METHOD 2

- a. Select a position on the playground. Use the compass to find a North direction.
- b. Use the angle sighting device you construct to find the angle between North and each sighting point.
ex. Tree - O - N = 35



4. Repeat with other chosen arbitrary points.

METHOD 3

Measure base line SI. Use observer stands at each end. Use a silver compass or a wooden protractor to measure angles as S and I of sighting lines SC and IC to object O. (Use the protractor device for angles. Do this without actually measuring lines SC or CI.

Warning Suggestions (Cont'd)

4. Decide the size paper to be used or which to place your map. This is necessary to determine an appropriate scale.
5. Decide on a system of symbols to represent such things as fences, swings, trees, etc. on the map.
6. Prepare the map such that others will be able to understand and use it.

III. MEASURING HEIGHTS AND DISTANCES

The following activities are designed to give you examples of the variety of techniques that can be used in measuring heights and distances. Try out and compare the various methods on different heights and distances. Perhaps you can devise methods or modifications of your own.

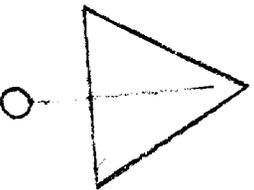
Method 1 - Estimation

Ask a friend of known height to stand underneath a tree or tall object. From your standpoint, estimate how many times your friend would fit into the tree's height. Calculate in feet.

Repeat using a pencil held vertically at arm's length to estimate the tree's height.

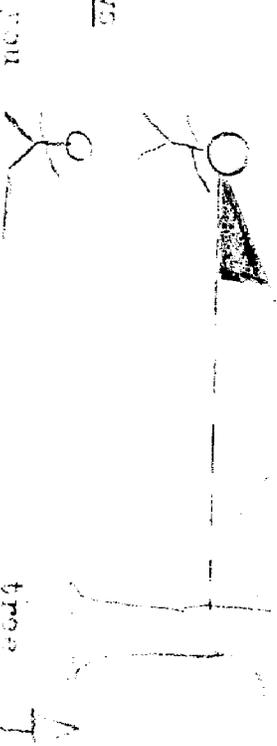
Method 2 - "As high as it is far"

Material: Plumb back with plumbline right angled to isosceles triangle of cardboard.



Move until you can sight the top of the tree along the sloping edge of the triangle. Keep the upright edge vertical using the plumbline. Measure the distance from the tree. Add your eye height to give you the tree's height.

Method 3 - Shadows



-10- shadow

tree shadow

$$\frac{\text{Height of tree}}{\text{Tree's shadow}} = \frac{\text{Your height}}{\text{Your shadow}}$$

Measure your height. _____ Your shadow. _____ Tree's shadow. _____
 Calculate and record the tree's height.

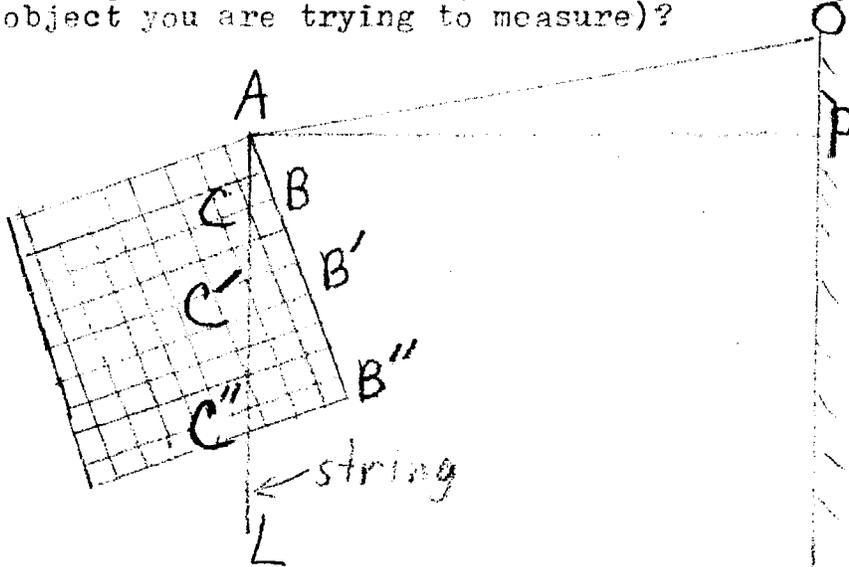
Method 4 - Hypsometer

Material: hypsometer, measuring device

Directions: The string AL establishes a vertical line. How would you hold your hypsometer so that you know the soda straw is level? This gives you a way of locating a point P on the building (or whatever tall thing you are trying to measure) that is level with point A. Measure the distance AP.

By sighting at point O, string AL automatically forms a collection of triangles (ABC, AB'C', AB''C'') with the edge of your hypsometer that are similar to triangle APO. Is AP in triangle APO proportional to AB'' in triangle AB''C''? Using the graph paper attached to the hypsometer, can you devise a suitable scale to figure out the distance PO?

Is PO the height of the building? What is the height of the building (or object you are trying to measure)?



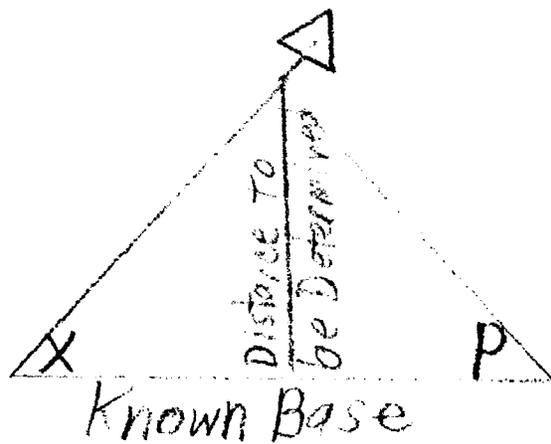
Method 5 - Estimate Short Distances

To estimate short distances, use the boy scout method. Take a position away from the tree (etc.). With one eye closed and arm outstretched, cover the tree with your thumb. Close your other eye and open the first. Estimate the distance (level with the tree) between the first and second position of your thumb. Multiply this distance by 10 to obtain the height of the tree.

Repeat using 2 other positions and find the average of your results. How does this work? Look for similar triangles to help you figure this out.

Method 6 - Measuring Longer Distance

1. Select an object like a tree that is some distance away.
2. Using a scale drawing, distances can be determined using a known base and two angles.
3. Take a reading of angles x and p for your data.



IV. MEASURING TIME INTERVALS (Speed of animals, speed of cars, period of a swing)

1. Measuring the speed of an animal. How? Discuss this question in your group. Try to come up with some possibilities for measuring the speed of an animal you find on the school site like an ant, caterpillar, grasshopper, cricket, toad or spider.

Here is one possible way for measuring the speed of a small animal:

Materials - chalk, watch with a second hand, ruler, string

Activity - a. Measure the time it takes a small animal to move from one place to another.

b. With the chalk or stick, trace the path the animal takes.

c. Can you figure out how fast the animal was going? How far did it travel? How long did it take the animal to travel the distance? At what rate of speed was the animal traveling? How many different ways can you represent this rate of speed, i.e. inches per second, miles per hour?

2. Measuring the speed of a car. Using what you've found from the animal measurement activity, determine a procedure for measuring the speed of cars as they go down Fry Road along the North side of the playground. What is the posted speed limit? Which cars are in violation?

3. Measuring the period of a swing. (Use a pendulum if no swing is available.) Everything you do is influenced by gravity. If gravity stopped, so would all the pendulum clocks. Maybe worse, all the teeter-totters and the swings on the playground would no longer work. On the playground, you can learn about the science of swinging and falling bodies.

Have one of your team members swing into a high arc on one of the swings and then coast to a stop. Find some answers to the following questions:

Observations:

a. Does the swing move faster when it is going high as compared to when it is almost stopped?

b. Is the time of a swing different when it is going high? To measure this, count the number of times the swing comes closest to the ground in ten seconds. What did you find?

The "period" of the swing is used as a standard of measurement. A period is the time of one complete backward and forward swing. Check the time between two consecutive passes of the lowest part of the forward motion. For more accuracy, time five to ten periods in a row and get an average.

c. Put two people safely on the swing. What do you find out about the period of the swing now? Persuade a heavy adult to let you time his swing period. Time an empty swing, and one with a heavy book.

Make a graph. Along the bottom, mark off a scale for the swing period. Along the side, mark off a scale for weight. Put a dot on the proper place of the graph for each separate measurement you have made.

Now look at the points. What do they suggest about the effects of weight on the length of the swing period?

Find a swing with much shorter chains than the one you first used. Repeat all your observations. Plot them on the same graph. What does the new data suggest?

Think of other ways in which you can measure the effects that length and weight have on the period of a swinging body.

d. When a swing is at the top of its arc, it actually stops for a moment. The rider is in a weightless state for an instant, just as the astronauts are when orbiting the Earth.

This is because the source of the energy (push) of the swing at this point just balances the pull of gravity.

If there were no gravity, what would happen?

When gravity pulls the swing down, its energy is stored in the weight and the seat. This energy is used in the next upswing.

The same thing happens in the seesaw.

e. What similarity do you find between a child's swing and a pendulum clock? How would you use a teeter-totter design to build a clock? What would happen to a pendulum clock carried on a spaceship into orbit? Why does a swing come to a stop unless it is pumped or pushed?

V. OTHER ACTIVITIES

If there are other topics, problems or activities that you wish to pursue and develop, you may use the aforementioned activities as "jumping off" points.

It is possible, for instance, that you might want to deal with topics like:

1. Music and other noises in the outdoors.
2. Outdoor arts and crafts.
3. Rocks and soil.
4. Weather - clouds, humidity, wind
5. Solid waste pollution - paper, glass, cans and other litter
6. Air pollution
7. Water irrigation of the playground.
8. Removal of garbage from lunch room. Where does it eventually go?

The Montessori Secondary School

Phil Gang has been teaching and administrating since 1973. He received his Montessori elementary training in Bergamo, Italy in 1974. He was Chairperson of the Erdkinder Consortium in 1978. He is currently seeding a Ph.D. in Educational Psychology. For many years, Phil has strived to learn more about 12-15 years olds and how to best establish a learning environment for them. He introduces to us the Montessori Secondary School at Northwoods Montessori School and its Secondary Directress, Joan Binder.

This is Joan Binder's second year at Northwoods Montessori School. Including many years of teaching experience, Joan is also an educational psychologist. She received her Masters of Education from Georgia State University.

Introduction

For years we have planned, talked and thought about Montessori Secondary Education. I have lectured on its theoretical basis throughout the United States. Now, after proposing and thinking, the reality has been born. We are in our second year of our program and have been startled by its timeliness and effectiveness. The following article describes some of our guidelines and their results.

Phil Gang
Northwoods Montessori

The dream and plan for a total secondary program based on the concepts of Dr. Maria Montessori has taken one more major step toward reality (at Northwoods Montessori School in Atlanta).

We have provided the same three elements which are characteristic of every level of Montessori education:

1. The prepared environment which meets the needs of the child and nourishes the tendencies.
2. Liberty around which to build responsibility.
3. And excited, positive adults to link the child to that environment.

The Prepared Environment

In the case of the adolescent, much of the prepared environment becomes the community at large. Dr. Montessori's original proposal described a rural residential community - a farm - as the ideal environment. Economic realities of the 1930's as well as our desire to open the program to those not affluent enough to attend a boarding school, have given rise to another approach. We have an urban setting, without residential requirements, where our students are building community in the heart of Atlanta. Through internships at local small businesses, private practices, and schools, our students gain "hands on" experience, participating in the real work of society. Through the internship, our students gain a keen awareness of their own strengths; they stretch and reach greater heights of self-awareness and self-confidence, and they learn to communicate with and be a functioning part of the adult world. At a time when Dr. Montessori observed that young people are insecure and sensitive to criticism, "...[that] the chief symptom of adolescence is a state of expectation...needing the strengthening of self-confidence," our students are gaining self-esteem by participating in life.

In the view of traditional educators, adolescence is considered a time of preparation for the future. This seemingly harmless concept creates an environment which fosters a "waiting" posture in the adolescent. At the very time when human beings are most anxious and ready to make a contribution, to live and learn to the fullest, we place them on hold and view them as mere receptacles for the ideas of others - teachers.

On the other hand, our "academic" courses, in a non-sequential natural manner become lively, relevant experiences where information is acquired as an aside to active and excited learning about literature, philosophy, psychology, cosmology, the sciences, communication, and mathematics. If one were to walk into a class in session it might more closely resemble a graduate college level seminar where ideas and insights are exchanged with sensitivity, curiosity, and respect for both others and for one's self; or it might resemble a trip of exploration, where city streets and architecture set the stage for a lesson on rock formation and the effects of weathering. In a very real sense, the world is our environment.

Liberty

Our deep respect for the person of the adolescent allows a natural development of enough personal freedom to encourage responsibility. Psychological exercises in communication, self-awareness, and decision-making reinforce the self-esteem gained through internships and provide students with both the skill and confidence to make wise and responsible choices. This creates a cycle of success and positive reinforcement which further increases self-confidence and intelligent decision-making. Our students understand that freedom is earned through responsibility and are eager to accept the challenges of life as they savor the rewards.

Adults that Link the Learner to the Environment

We have found that our teachers need to be, and can be, what Dr. Montessori described in her small pamphlet on secondary education which is now incorporated in the appendix of "From childhood to Adolescence." They must be in love with life, able to stimulate enthusiasm for learning, and able to generate questions in the minds of the young without feeling the pressure to "provide" all the answers.

-Finally-

We know that there is more to be done; still obstacles to overcome. However, the dream of a total Montessori Secondary Program based on the pedagogical and philosophical framework described by Maria Montessori is well on the path of development.

Joan Binder
Secondary Directress

Music with Maureen Peifer

by
Kathy Bihl

Previous to teaching in Montessori elementary classes for four years, Kathy Bihl gave Suzuki music lessons on the flute. Kathy uses her background in music in highlighting a presentation given by Maureen Peifer at the AMI-EAA Annual Conference in 1984. Kathy received her Montessori elementary training at the Washington Montessori Institute in 1981.

Maureen's presentation had two parts to it. First she described the environment she had created for music in the classroom, and then she taught us some of the songs and dances that she and her children enjoy at the end of every morning.

ENVIRONMENT

For music appreciation and history there is a small carpeted area with a tape recorder and earphones nearby. There are tapes, biographies, and post card size reproductions of paintings of the key classical composers which the children may use individually. Sometimes the class celebrates a composer's birthday by playing his/her music during the morning. Some of the children report on that person's life and share the information with the class.

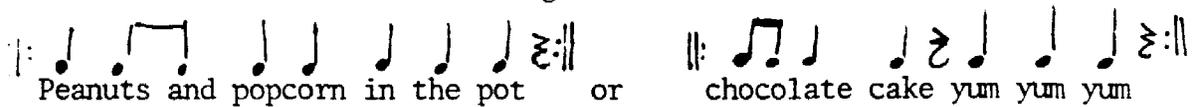
In another space there are five glockenspiels and xylophones. The school has had an Orff consultant for five years. (Orff is a particular system of teaching music. It requires some rhythm instruments. There is a specific progression that is taught using the instruments and also using the children's voices.) The children have lessons in rhythm and notation. This rhythm work helps the children integrate basic movements and rhythms with clapping exercises. In the 6 - 9 class perceptual problems can sometimes be identified by noticing which children have a lot of trouble with the rhythmic exercises. The children may use the instruments spontaneously with notation on cards which are provided or with their own compositions.

Cards with instruments on them are also available for the children. They can make time lines using the instrument cards. A history of music book is provided for that purpose. Maureen has also been able to provide replicas of some instruments -- African thumb piano. A possible source for these cards is the Metropolitan Museum of Art.

When working on cultural geography projects, the children learn songs from that country. Artifacts from countries are rotated monthly.

RHYTHM WORK (to use at the beginning of the year)

Children learn to imitate rhythms which are clapped to words. The rhythms can be clapped on various parts of their bodies for variety and repetition. Later children invent their own rhythms to clap. These can be alternated with a given rhythm.



HOW TO DO SONGS

Be spontaneous, lighthearted, have fun!! To introduce a song break it down into small sections. The children learn by hearing and then singing. Once the children know a song encourage a child to lead the group. After the song is very familiar the children can change the words. They love to improvise on the lyrics. An excellent source book is Ruth Seeger's, American Folk Songs for children. At the conference we had a great time singing and learning lots of silly songs: Sarah the Whale, Eddie Koochie... , Donkey Riding, Pizza, Pizza Daddy-O, and lots more. We also learned call and response songs, singing games, dancing games, and rounds. To get the flavor of the enthusiasm generated by the fun last summer you could get together with friends and share songs and games. Then the enthusiasm can spill over into the classroom.

FURTHER DIALOG ON THE COMPUTER

Tom Lepoutre-Postlewaite

Tom Lepoutre-Postlewaite has been teaching 9-12 years olds for 6 years. He received his Montessori elementary training in Bergamo, Italy in 1979. In the past 3 years, Tom has taught summer computer classes and implemented LOGO in his class. In the following he offers a medium for dialog on computers.

Following are some statements and questions intended to assist in critically analyzing the use of computers in the Montessori environment.

We must consider our motives for introducing the computer into the classroom and if we have then we must observe the child's interaction with the computer in relation to his work, his peers, his development. We need to assess--evaluate how the computer addresses the developing individual and the whole environment.

We have developed skills in observing children and must apply ourselves to the task of noting the effects, positive and negative on the child and the environment. Certainly we must always keep the child as our "guiding star".

We can essentially categorize the myriad of questions under four general headings
1)The computer as a symbol of our evolving technology and its integration into the culture; 2)How to implement the computer into the Montessori environment;
3)A philosophical---pedagogical dialog relative to use of a computer; and
4)Evaluation of the effectiveness of the computer within the Montessori environment.

I. The Computer as a Symbol of Our Evolving Technology and Its Integration Into the Culture:

- A. What is a computer? What can it be used for?
- B. What is its place in our culture and how effective is it?
- C. What is "computer literacy"; is it a bogus issue of the media the computer industries, and educators?
- D. Who do we believe when we consider the purchase of a computer?
- E. Seymour Papert asks : "Which people will be attracted to the world of computers, what talents will they bring and what tastes and ideologies will they impose on the growing computer culture?"

II. How Do We Implement A Computer In the Montessori Classroom?

- A. Teacher anxiety--how do we confront our fears; our skepticism?
(Is there concern with the "holding-power" of an interactive computer such that we fear it replacing the other great work of the children?)
- B. What languages do we implement and why?
- C. How are lessons approached; is there a procedure? How is the computer introduced?
- D. What activities can we do with a computer in the classroom? Can it relate to Montessori activities? If it does should I proceed?
- E. How is it managed? Where should it be put? How often should I give a lesson? What guidelines should be used when and if it is implemented?

III. Philosophic and Pedagogic Dialog:

- A. Are computers Montessori appropriate?
 - 1. Does work with computers address the tendencies; e.g., exploration perfection, orientation, intelligence, etc.
 - 2. How does work with the computer address the psychological characteristics of the 6-12 year old?
 - a. peer grouping
 - b. movement from the concrete to the abstract
 - c. social and moral development
 - d. "going out"
 - e. general to the particular
 - f. imagination
 - 3. Does the work with the computer distract from or enrich the cosmic work of the child?
- B. Dialog between Papert's vision and Montessori's vision
 - 1. Papert speaks of the computer as providing a means of thinking-- of building intelligence; creating the child epistemologist. Is this vision consistent with Montessori? How?
 - 2. Montessori addresses the "mathematical mind" ; Papert writes of the "mathematical unconscious". Are these one and the same?
 - 3. Montessori environments stress the need to foster independence. Is Papert's vision of the LOGO environment similar. Can both co-exist?
 - 4. Where are the inconsistencies between the two?
 - 5. Montessori observed that the elementary child expresses the movement from the concrete to the abstract. She also wrote on the use of materialized abstractions. Are these to be found in Papert's statement that the computer provides "powerful" concrete ways of thinking about problems systematically versus groping abstractions. He states that computers are "objects-to-think-with".

IV. Evaluation of the Effectiveness of the Computer within the Montessori Environment

- A. The development of ways of evaluating appropriateness, success, failure.
 - 1. Promoting a dialog between teachers via newsletter.
 - 2. Keeping a log.
 - 3. Keeping a record of the child's work.
 - 4. Critically assessing interaction of Montessori goals with the use of the computer.

After teaching for 7 years at the 6-9 level, Marianne Dunlap is graduating over a period of two years with her class in establishing a 9-12 class. She shares her notes which reflect the discussion of teaching at the 9-12 level. This discussion took place at the AMI-EAA Annual Conference in 1984. Marianne received her Montessori elementary training in Bergamo, Italy in 1975.

We found while discussing the needs and tendencies of the children from 9 to 12 years that it seemed impossible to separate the "nitty gritty" differences from philosophical ones. The notes I took reflect that difficulty.

Older children are more aware of how they are presenting themselves to their peers. They are more aware of themselves as people and the effect they can have on others. This awareness also reflects itself in a self-consciousness about how they look and what they are wearing. They are psychically tied to these feelings which can and do affect their work. They are more aware of the feelings of others. They are beginning to feel empathy and are becoming more considerate of others.

Intellectually they are able to conceptualize projects and can take full responsibility for them, spending sometimes many months on them. There is no limit in terms of the range of subjects they can now explore. They need more space to complete these more extensive projects. There is also a growing need to hold on to their work because they feel they might want to go back to it later. Their work is more an expression of who they are and they are more connected to it.

Many times they are in need of help to focus on a particular project. The directress/or can help here with frequent meetings to direct and make provisions for further exploration so they won't get bogged down with stumbling blocks. The "magnum opus" or great work has a real appeal.

Meetings to work on outlines, research cards and meet deadlines can help to keep their enthusiasm high. Skills are built as parallel activities so that projects aren't dampened. Their motivation and interest come from each other. Being able to let go of some of the structure when they come up with a new idea is also helpful. Many expressed the necessity of looking at the children each step of the way to see what their individual needs are for help with projects. Many times they will have their outline in their heads - intuitively and we must be careful not to stymie. This group work helps to satisfy their herd instinct. It was also thought important to provide a forum in which they can work out their problems. Indirect preparation for these projects is done in the 6-9 classroom which enables them to take on these larger projects thus developing a sense of community.

The lessons of grace and courtesy are continued in the 6-9 class and see their fruition in the 9-12 class. Lessons on communication skills, particularly at the beginning of the year give the children the skills they need to discuss their problems and express their feelings. They make great strides in their personal socialization when they can solve their own problems with the help of their peers. It was felt important to not allow the children to freeze their conceptions of themselves or others for this kind of attitude does not allow for change to take place. Giving people an opportunity to change is necessary. For the older child, it's important that they give this permission to each other.

There is a great interest in sex and sexuality at this age and important sharing can take place if they feel comfortable with each other and with you. The directress/or must be sensitive to this need. Feelings and fears and questions are less apt to come out as they get older. There were several different approaches shared in the group.

1. Parents, children and teacher come together for a meeting where an expert talks and leads the discussion.
2. Some had materials developed that were used as part of the classroom work. Parents were aware of these materials and what they taught.
3. Many felt it was important to set up ahead of time your responsibility and the parent's responsibility.
Questions could then be dealt with as they came up. For some question you might want to refer the children to their parents.
4. Some people conducted "workshops" for their children themselves with the knowledge and consent of the parents.

Books recommended:

6-9: Where Did I Come From?

9-12: What's Happening to Me?

We also discussed how and when to move children into the 9-12 class. Most felt it was difficult to predict whether a child with no Montessori training would fit it or not. Many people ~~accepted~~ accepted children from the "outside" on a trial basis. In schools where communication between the primary staff and the elementary staff was strong it worked best to move in the children when they were ready throughout the year and where space was available. Most schools seemed to make this transition at the beginning of the school year.

BRINGING THE TIME LINE TO LIFE

Maureen Peifer

After many successful years of presenting a play on the Time Line of Life, Maureen Peifer shares her insights. Maureen has been a Montessori elementary teacher since she received her training in Bergamo, Italy in 1975.

Think of the joys of watching your students become volcanoes, mastodons, crinoids and amoebae. While this may occur spontaneously in any 6-9 class, you can direct these transformations, have lots of fun, and a great explosion of work by presenting a dramatic production of the Time Line of Life.

This play became an annual tradition in the 6-9 classes. It's presented in late May both to the entire school and the parents of the students in the class. Doing the production yearly affords the children the opportunity to evolve along with the life in the play and anticipate their future roles. It's also a source of wonder to the younger children in 3-6 and a warm glow of nostalgia for the 9-12's. Best of all it generates tremendous energy and work in the class.

The play is written by the children themselves. About 4 to 6 weeks before the performance children begin choosing roles and researching their life forms. It has become a tradition for the oldest children to narrate each era, as well as the story of the creation of the universe. All the reports are compiled and placed in chronological order. These become the script. Have it typed and make copies for all. The children really enjoy seeing their work in print.

Your staging will depend greatly on the area available to you. I have used both a long hallway and a stage. The narrators stand to the side and read (or tell) each era and its life forms. As each child's part is read, he or she comes out and makes the appropriate movements through the era. If you're using a stage, all the beings from each era can stay on stage together until the end of the era. The grand finale is usually a joyous dance, gymnastic frolic by the "human being".

The children and their parents create their costumes. It's such fun to see the variety of creative expressions of jellyfish, crinoids, birds, sea otters, etc. Another simple idea is to have the children draw their creature on a pillowcase, cut arm & head holes and voila!

The children also make all the scenery. We have used everything from huge paper murals of each era to cloth banners with animals and plants applied on. The expressions change with the childrens interests and abilities as well as the amount of time available!

A final touch is music for the dance movements. Several plays were accompanied by original music of Orff instruments played by an ensemble of insects. The last several years, I've used a cassette recorder and a variety of taped music ranging from jazz and fusion to "Thus Spake Zarathustra" and Copland's "Fanfare for the Common Man" (great for the dance at the end!).

The production is always a great success with parents and children. It is a lot of work, but well worth the efforts.

Here are some final practical suggestions:

1. Keep the reports fairly short - 3-4 paragraphs or you'll end up with a 2 hour play.
2. Have your 6 year olds at the beginning as the earlier creatures. They tend to be antsy and nervous and like to get on and off quickly.
3. Don't rehearse the whole group more than five times - work with small groups for staging and have the narrators practice separately.

Have fun with this. Make the backbone of our curriculum dance!



AMI Elementary Alumni Association

382 63RD STREET, OAKLAND, CALIFORNIA 94618
(415) 654-6090

AMI-EAA Regional Workshop Margaret Stephenson, Chicago, IL

STATEMENT OF INCOME AND EXPENSES

INCOME: \$4845.00

EXPENSES:

10% to AMI/USA	484.50
travel	714.50
coffee breaks	70.59
honorarium/gift	306.42
printing	53.69
postage	84.39
business	<u>79.92</u>

total \$1794.01

SURPLUS: \$3050.99

ADDITIONS AND CORRECTIONS TO THE 1984-1985 DIRECTORY

New Members:

BIWER, Paul and Paula
2772 North 68th
Milwaukee, Wis. 53210
(414) 476-9506

Training: Elem. Bergamo 1976
Prim. AMI 1975
Employment: 9-11 teacher (Paul)
MacDowell Montessori School
Administrative Coordinator (Paula)
Greenfield Montessori School
1706 W. Highland Ave.
Milwaukee, Wis. 53233
(414) 933-0088

Exchange visits: Yes
Sleeping accommodations: Yes (member)
Yes (school)

BOEHNLEIN, Mary
6206 Timberlane Drive
Independence, Ohio 44131
(216) 524-3162

Training: Elem. Bergamo 1982
Employment: University Professor and
Coordinator of Reading Programs

Exchange visits: Yes
Sleeping accommodations: Yes (member)

CAMPBELL, Brian
271 W. Saratoga St.
Ferndale, Mich. 48220
(313) 547-3197

Training: Elem. WMI 1984
Employment: 6-9 teacher
Maria Montessori Center
6655 Middlebelt
W. Bloomfield, Mich.

Exchange visits: Yes
Sleeping accommodations: Yes (member)

CAVANAUGH, Tom
606 Bayview
Cheboygan, Mich. 49721
(616) 627-4483

Training: Elem. WMI 1981
Employment: Cheboygan Area Schools
Cheboygan Jr. High
Cheboygan, Mich. 49721
(616) 627-7103
Primary teacher

CHAKRABARTY, Rina
18718 Considine
Brookeville, MD 20833
(301) 774-2928

Training: Elem. WMI 1982
Prim. WMI 1966

Employment: 3100 Military Rd.
Washington, D.C. 20083
(202) 966-0360

Exchange visits: Yes

HICKS, Carol
2455 W. Juneau
Milwaukee, Wis. 53233
(414) 933-3033

Training: Elem. WMI 1980
Employment: Milwaukee Public Schools
1706 W. Highland Ave. 9-12
Milwaukee, Wis. 53233 teacher
(414) 933-0088

Sleeping accommodations: Yes (member)

KEELER, Sister Anne Clare, F.S.S.
Life Education Center
48100 E. Crown Pt. Highway
Bridal Veil, Oregon 97010
(503) 695-275

Training: Elem. Bergamo 1977
Prim. Internship Dublin

Employment: see next page

KEELER, Sister Anne Clare (con't.)
Employment: Franciscan Montessori Earth School
14030 N.E. Sacramento Street
Portland, Oregon 97230
(503)257-7707 9-12+ teacher
Exchange visits: Yes

KOCH, Lisa
204 1/2 Agate
Balboa Island, CA 92662
(714)675-7540
Training: Elem. Bergamo 1971
Employment: Tustin Hills Montessori Academy
18922 Dodge Ave. 6-9 teacher
Santa Ana, CA 92705
(714) 730-5876
Exchange visits: Yes

MADAI, Tamara
320 E. 60th Dr.
Merrillville, IN 46410
(219) 980-8019
Training: Elem. Bergamo 1980
Prim. St. Nicholas 1966
Employment: Calumet Region Montessori School
2109 E. 57th Ave.
Hobart, IN 46342
(219) 942-9410
9-12 teacher

PRUITT, Gail
5209 Bwch
Bellaire, Texas 77401
(713) 668-7690
Training: Elem. WMI 1984
Prim. AMI Atlanta 1976
Employment: Primary teacher
Post Oak School
6300 Ave. B
Bellaire, TX 77401
(713) 661-6688
Exchange visits: Yes
Sleeping accommodations: Yes (member)

REINES, Martha
5018 Iroquois
College Park, MD 20740
(301) 345-6951
Training: Elem. WMI 1980
Employment: Spring Bilingual Montessori
Academy 6-9 teacher
2010 Linden Lane
Silver Spring, MD 20910
(301) 587-3511
Exchange visits: Yes
Sleeping accommodations: Yes (member)

SHEEHY, Janet
3361 A Beacon Street #17
North Chicago, ILL 60064
(312) 473-9160
Training: Elem. 1984
Employment: 9-12 teacher
Forest Bluff School
121 East Sheridan Place
Lake Bluff, ILL 60044
(312)295-8338
Exchange visits: Yes
Sleeping accommodations: Yes (member)
Yes (school)

WESTCOTT, Alan and Sandra
950 Mullanphy
Florissant MO 63031
(314) 921-1083
Training: Elem. WMI 1978
Prim. AMI St. Louis 1976 & 1977
Employment: 6-12 teacher (Sandra)
Edwardsville Montessori
4401 Highway 162
Granite City, IL 62040
Villa DeMaria Montessori
Center (Alan)
2039 North Geyer Rd.
St. Louis, MO 63131
(304) 822-2601
Exchange visits: Yes
Sleeping accommodations: Yes (member)

A.M.I. Elementary Alumni Association Newsletter

Volume XII

Number 3

Spring 1985

Observations on Oracles

John Bremer

Nobody believes in oracles any more, do they?

Indeed, there has been so little belief in them lately that around 100 A.D. Plutarch wrote an essay called "Why Oracles are Silent." My guess is that they are silent because they know nobody believes them any more. More accurately, they are silent because nobody HEARS them any more. That is different.

What came to be the most famous oracle of the ancient world was at Delphi, where Apollo's temple had carved on one side "Know thyself" and on another side "Nothing too much" . . . injunctions that we—as well as the ancients—would do well to keep in mind. They were not, however, always minded. Croesus—who we would all like to be as rich as—couldn't make up his mind whether or not to make war against Cyrus, the king of the neighboring Persian empire. So he sent to the famous oracle and asked whether he should attack or not. He was told that if he did a mighty empire would be destroyed. He fought and lost. Upon reproaching the oracle, he was told that the empire predicted to be destroyed had been his own. But he had never considered that.

The lesson from all this (apart from not living next to Croesus) is that oracles do not relieve us of the responsibility of choosing for ourselves, of being responsible.

What has all this got to do with us, it may be asked—just like addressing an oracle again—but my response is perhaps kinder. We may not believe in oracles any more but we treat words, sentences, slogans as if they were oracular, especially those of Maria Montessori.

Having a set of catch-words at one's disposal does not give wisdom. Such catch-words and phrases may provide a rhetoric with which to defend ourselves against thought

or with which to bamboozle an overly-zealous parent but they do not, in all honesty, carry their meaning with them, plainly and in public view. If we understand the words it can only be because we have wrestled with their meaning, because we have made them our own. They no longer are Maria Montessori's words, they are our words. She may have given us the signs but the meaning is ours, we have created it and invested the words with that meaning.

Except, of course, all too often we haven't.

I am reminded of Maria's remark at the end of the Congress in London in 1951. "The highest honor and the deepest gratitude you can pay me is to turn your attention from me in the direction in which I am pointing—The Child." We can still quote this touching appeal and direction to us, but we quote it instead of doing what it says. This is to take away the potency of the person by making what she said academic. We can quote the oracle, but do not carry out the injunction. We should be turning our attention away from Maria the person and towards the child, and we could be using her words (if the printed texts we have really ARE her words) as oracles, as oracular statements. How do we do that? By taking the words, repeating them, memorizing them perhaps, and then arguing about them so that we do not destroy our own empire.

For example, Montessori wrote "The real preparation for education is the study of one's self. The training of the teacher who is to help life is something far more than the learning of ideas. It includes the training of character; it is a preparation of the spirit." Nothing could be more in keeping with Apollo and his oracle at Delphi than this—Know thyself and nothing in excess, nothing too much, which is character. And yet the influence of Apollo is not everywhere amongst us.

Trying to read and understand what Maria Montessori wrote and thought is worth the effort, worth every effort, and yet when I look at the texts sometimes they seem to have been written by someone who saw through a glass eye darkly (if Mark Twain and J. Fenimore Cooper will forgive my literary offense). It may well be that the text I

read was originally spoken in Italian, with notes made by an auditor in Hindi, which were subsequently transcribed into English, which were then edited in Spain and published in New York. But even making allowances for all that, there is, I believe a residual difficulty in Maria Montessori's language.

The reason for this difficulty is that her thought did not fit into the structure of any of the languages we now have and her up-bringing in the philosophical tradition of Aristotle by way of Aquinas could not have helped much. But it is common for philosophers, at any rate, to have trouble with a language which is hostile to what they are trying to say. Plato dealt with the problem by writing dialogues, Dewey dealt with it by prolixity and ultimate incomprehensibility—if that is dealing with it.

It is not surprising for us to reflect that if the language could already say what Maria Montessori wanted to say, then by its own inertia it would probably already have had it said. Part of the problem of Montessori's thought is the newness of the concepts which are rooted in the oldness of the language—any and every language. Sometimes the difficulty surfaces with charming naivete, as in the example which led me to these reflections, the nature of Montessori's conception of observation.

She says: "The teacher must bring not only the capacity, but the desire to observe natural phenomena. In our system, she must become a passive, much more than an active, influence, and her passivity shall be composed of anxious scientific curiosity, and of absolute respect for the phenomenon which she wishes to observe. The teacher must understand and feel her position of observer: the activity must lie in the phenomenon."

Now I "know" intuitively that by being an observer I can help somebody to learn—but intuition is one thing and explaining it is another. I get disturbed when I meet a phrase like "passive . . . influence." It is not that I disbelieve the existence of such a thing but that it needs to be explained. As it stands it is too oracular.

My concern is not allayed by reading elsewhere that "The task of the teacher becomes that of preparing a series of motives of cultural activity, spread over a specially prepared environment, and then refraining from obtrusive interference." It begins to sound to the unsympathetic ear that interference is fine as long as it is not obtrusive. What is worse is that given the commitment to learning as spontaneous, why does the teacher need to "prepare a series of motives"? And the earlier call "to observe natural phenomenon" is just fine, if I could only figure out what in the child is natural and what the result of convention and training.

These comments should be taken to mean that we are, at the moment, like Croesus. If we do not wish to destroy ourselves, we should try to understand the oracles that have been given us. I am not suggesting that Maria Montessori is the Pythian prophetess (who chewed laurel leaves, incidentally, as an intoxicant), but that we have made her such—and then been reluctant to accept the responsibility for understanding the oracle's response.

After his defeat Croesus stood with the victorious Cyrus and together they watched the plundering of Sardis, the captured capital. Croesus turned to Cyrus (how civilized they were, even in defeat) and asked him what he saw. Cyrus replied, "I see my soldiers looting and destroying your city." Croesus replied, "No. They are looting and destroying YOUR city."

We perceive like Cyrus.

John Bremer has written several books and articles and has given numerous lectures in "education." He is responsible for the School Without Walls in Philadelphia. He is currently the executive director of AMI-USA. What John has to offer is most thought provoking and he does this well in this article.



Thank You

I would like to express my gratitude to those of you who contributed this year to the newsletters. You help make this newsletter possible and I appreciate what you had to share with us.

Thank you:

Judy Reilly
Johnnie Denton
Sandi Russell
Maureen Peifer
Norma Marino
Lynn Vacanti
Steve Mazer

The AMI-EAA Newsletter provides a vehicle for professional communication, discussion, and argument. It contains articles which are written by, and for, its own membership. The contents of this Newsletter do not necessarily reflect the opinions of AMI-EAA or AMI.

Please send any editorial comments to the Publication Editor: Maryse Lepoutre-Postlewaite 229 North Ave., Aptos, CA 95003. Additional copies of this edition are available for members only from AMI-EAA for \$4.00 per copy while supplies last.

Thank you:

Phil Gang
Joan Binder
Kathy Bihl
Tom Lepoutre-Postlewaite
Marianne Dunlap
John Bremer
Martha Bicknell
Alan Temple

Your Publication Editor,
Maryse Lepoutre-Postlewaite



Tales in Cosmic Education

A Summary of Marianne Moore's Workshop at Berea College June 1983

Maureen Peifer

Have you ever considered your students as "passengers aboard a celestial ark" or "the vanguard of consciousness in this part of the galaxy?" With these quotes from Canadian biologist Robert Campbell, Marianne Moore challenged E.A.A. members to inspire their students with the most magnificent stories possible in the pursuit of offering them a truly Cosmic Education.

Ms. Moore stressed the importance of the Great Lessons as a prime force in our environments. We must keep foremost in our minds the main characteristics of the elementary child—imagination and the ability to organize impressions and information. She spoke of the use of "the wide-angled lens which zooms in to give the particulars."

How can we reduce the facts of the entire universe to a level that children can grasp? First, by our own belief that they can and do have the capacity to know

and the enthusiasm to pursue the keys we give. Second, by our own knowledge, research, and love for what we tell in our 'cosmic talks.'

Ms. Moore stressed the sophistication of information available to our children today and urged us to build on these facts with wonder, awe, and love for the life around us. She stressed the need for spontaneity and familiarity with the facts being given to the children so that the impressions made are clear, vivid and living—ones that will last a lifetime and push the children in their quests for information about the world they inhabit.

In answer to the ever present criticism by trainees and teachers about the incorrectness or dullness of the impressionistic charts and other materials, Ms. Moore urged us to build upon them, update with appreciation of the original intent—the appeal to the imagination. Use your students as your gauge. If the child understands, s/he should be able to form a vision of her/his own. She recalled the need to respect "the child's sovereignty of independent mind."

All the materials and collections made in our environments are mere aids to assist the child in observation from which conclusions can be drawn. From this experiential level the child then develops the ability to act creatively to solve problems.

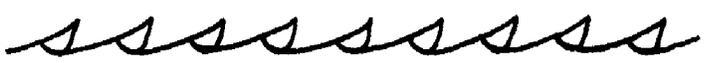
Our function is to inspire, awe, and impress the wonders of the universe on the children to motivate and facilitate their quests.

Remember that the place of honor nearest to the fire and the first piece of meat was given to the storyteller in primitive societies.

Keep the fires burning in your classes now!

Note: As I read over my summary I can't help but feel how little of Ms. Moore's warmth and delightful humor comes through. She is truly inspirational. If you've not had the opportunity to hear her, please don't miss her presentation this June in Georgia.

Maureen Peifer has been an elementary teacher since 1975 when she received her AMI elementary training in Bergamo, Italy. Maureen is a long time member of AMI-EAA and has contributed many times to the newsletter. Once again Maureen has done an excellent job in sharing her reflections of Marianne Moore's presentation on Cosmic Education.



Refresher Course and Annual Conference

The Refresher Course this year is Montessori Philosophy—and its implementation. This will be presented by Miss M. Stephenson and she will be assisted by Phyllis Pottish-Lewis. This is one of the best opportunities for deepening our philosophical understanding of our work. It will begin June 16th to the 22nd at Unicoi in Georgia. Plan to attend.

The theme of this year's Annual Conference (June 23-28) is Imagination—a key for the elementary child. There will be lectures, presentations, and activities on imagination, impressionistic stories, biology, art, and going out. There will also be time for sharing, discussing classroom management, rest, and play. During the conference, EAA will conduct its annual business meeting.

Hope to be with many of you in these two weeks.

"There is no such thing as a little country.
The greatness of a people is no more determined
by their number than the greatness of a man is
determined by his height."

--Victor Hugo

Classified Ads

Positions Available

CURRENTLY ACCEPTING applications for the 1985-86 school year for AMI Infant, Primary, and Elementary Director /Directress. Established in 1967, our school is located at the base of the foothills. We have an established Infant-Toddler Program (3 mos.-2½ yrs.), two primary classes (2½-6), an elementary class (6-12), and an "urban compromise" class (12-14). Send resume: Sandra Schmidt, Director, Montessori Academy of Claremont, P.O. Box 553, Claremont, CA 91711, or phone (714) 621-1603.

KRITERION SCHOOL has an opening for a certified Senior Elementary Teacher, the position open for fall 1985 offers good salary, benefits, and the opportunity to work and grow with one of the top Montessori Schools in the country. Kriterion is owned and operated by Joh and Hanna Laven, pioneer Montessorians for over 40 years. The school is established in two mansions, on the edge of the prestigious Monte Vista area, just north of downtown San Antonio, Texas. Teachers should send a resume to: Kriterion Montessori School, 611 West Ashby Place, San Antonio, Texas 78212, Attention: Andreas Laven. (512) 735-9778.

THE SELWYN SCHOOL, an independent coed boarding and day school, located in Denton, Texas, seeks Montessori trained teachers for Pre-Primary, ages 3-5 and Junior, ages 6-8. Qualifications needed are an Education Degree and Montessori training. Send applications to The Selwyn Lower School, 3333 University Drive West, Denton, Texas, 76201, Attn: Bronte Gonsalves, or phone 817-382-6161 or 817-387-1724.

BOSTON AREA - FALL 1985 Openings available for one Primary (3-6) and one Junior (6-9) teacher in well established Montessori school.

The school consists of 3 Primary-Extended-day classes, 2 Junior I classes (6-9) and 1 Junior II class (9-12). Enrollment averages 145 children who come from a variety of ethnic and socio-economic backgrounds.

The school is fully equipped and centrally located in a residential town just outside Boston.

Salary dependent upon experience.

Please call Maureen Coughlan (617) 698-5210 or send resume to Thacher Montessori School, Inc. 44 Edge Hill Rd., Milton, Ma. 02186

THE CHARLOTTE MONTESSORI SCHOOL in Charlotte, North Carolina is seeking an elementary trained teacher to begin August 1985. We have an established and fully-equipped class. We are close to the beach and the mountains. For additional information, please call Anne Dolan collect at (704) 334-3739 Monday - Friday 8:30 to 4:30 p.m.

TABLE OF CONTENTS

VOLUME XII

NUMBER 3

SPRING 1985

Sleeve:

Observations on Oracles

by John Bremer

Thank You

Tales in Cosmic Education

by Maureen Peifer

Refresher Course and Annual Conference

Quote

Classified Ads

Impressions of the Study Conference

on Peace and Education

by Martha Bicknell

Charter of AMI-EAA

"The Search For Solutions" Film Series

shared by Alan Temple

Letter from the AMI-EAA Board

Ballot

Please send in by May 15th.

Financial Statement

Additions to the Directory

IMPRESSIONS OF THE STUDY CONFERENCE
ON PEACE AND EDUCATION, MARCH 23-31, 1985

by Martha F. Bicknell

I'm writing this as I wait for my flight back to Denver after one of the most incredible, and touching, experiences of my life. About 200 people, both Montessorians and others concerned with the process of peace, gathered at the Tower Place Hotel in Atlanta, Georgia to share in how education is the path to peace.

Now it is 10 days later, as I finally get back to sharing with you, our readers, the Study Conference on Peace and Education.

People began to arrive at the Tower Place Hotel on Thursday afternoon, March 28. We were welcomed at a reception prepared by the Atlanta training center. It was grand to see old friends again.

The conference officially opened with a ceremonial parade of the flags of the United Nations which were carried and painted by Atlanta area Montessori children. They sang "It's a Small World" as they came in, and then presented each flag. The children were beautiful.

We were then welcomed by several people including Mayor Andrew Young of Atlanta. Mayor Young told us that when peace is desired it is possible; that by knowing the adversary and understanding the other point of view one can enhance peace; and that we need to look at the origins of people's desire to be free.

Now with the conference officially open, we proceeded into a series of six plenary sessions and two workshops interspersed with meals shared with old and new friends, music by James Durst, and many conversations. As I cannot give full details of the whole conference, what follows is an outline with notes and impressions.

Plenary Session Thursday evening, March 28

"1985 and Beyond...Where we are; Where we are going and How to get there"

by Mary Raudonis-Loew

This session was a very moving time such that my notes are few, as I sat and listened. Here are some thoughts: We are products of our culture and creatures of our time, yet we are larger than our past. The human personality needs to be prepared for the unforeseen. Learning is change. If we have not changed, we have not learned. Can we give up anger and pride for kindness and strength?

Friday morning, March 29

"The Development of Inner Peace" by Michael Gross

Michael Gross discussed in detail the Montessori Concept of Personality on which he did his dissertation. He stated that the development of the elements of personality are occasioned by the environment and caused by the satisfaction of inner urges. The child needs the freedom to express these inner urges. Michael Gross also stated that the single most important aspect of development is the development of the child's self-concept--the perceptions and attitudes a child has about him/herself. Self-concept is learned from the environment as a result of feedback from the environment and the people in it. Self-concept is so important, because it sets the limits for what we can do. It directly affects our behavior.

We can assist children in developing a positive self-concept by:

1. presenting positive role models
2. setting realistic goals - a bit above the child's expectations and attainable
3. assuring a high ratio of success to failure
4. assisting the child in developing positive self-referrant language

Also we need to teach goal-setting, that with hard work and a positive attitude we can achieve what we set out to do.

"A Peace Education Curriculum" by Barbara Wein

Barbara Wein comes from the World Policy Institute. She came to share ideas on peace curriculum. Basically that we need to teach peace values, to start with general concepts with younger children and discuss issues with older children. Teach the life of the Peace Heros.

For the first part of Friday afternoon, we had a choice of four workshops. I chose:

"Developing the Human Spirit:Montessori Elementary" by David Kahn.

David first reminded us of how often the pressure of academic goals gets us away from the Montessori vision which includes the teaching of morality. He shared with us some comments from the 1930's by Claude Claremont on the three levels of ascent in teacher development as follows:

First level: Pedagogy and the concern with the prepared environment

Second level: Viewing the child as a social being - Children have social obstacles to overcome.

Third level: The child reveals to us the deepest characteristics of human nature. See the child as the exemplification of humanitarian values.

The educator is educated.

David went on to say that as the elementary is the age of imagination and abstractions, these qualities should be applied not merely to academic areas but also to social and moral education. The following chart shows the relation between Cosmic Education and Moral Education.

<u>Factual Basis</u> <u>Curriculum Study</u>	<u>Moral</u> <u>Practical Application</u>
The Origin of the Universe	Active appreciation and gratitude
Evolution and Interdependence of Nature	Contributing Individual
Universal Needs of Humans	Active Empathy for Others

The child is basically an emotional learner, thus David encourages the use of drama in our lessons and presentations. Montessori considered feeling as a gift from God.

David talked about the importance of maintaining the sense of wonder natural to the young child. He suggested using Seton watching (see Wild Animals I Have Known, by Seton.) Celebrations and Liturgy as done by Sanford Jones, rambles with a knife and a magnifying glass and sharing were also recommended.

In the second part of the workshop, David talked about the moral implication of teaching evolution. He suggested an activity called the "Evolution of Me" in which the child chooses what he/she might have been in each geological period and states what contribution was made by that creature.

David also talked about the importance of the seminar, particularly for older elementary. He uses the format developed by the Great Books Foundation, not just for Great Books discussions. He also suggested reflecting, at the end of a seminar, on how things went.

David closed with a video showing an activity of their junior high program called "A Curriculum for Caring" which involved having the children get to know, and share, part of their lives with an elderly person. Some very special relationships were developed.

Lastly, the group shared various questions about specific classroom problems in social relationships. I learned much more than can be put on paper.

Plenary Session: Friday afternoon

"Education is the Method of Peace" by John Bremer

John Bremer began by stating that Education is the method of Peace. We look at peace as things going right. John stated that we have a rhetoric (a language) for war, but none for peace. We need

a rhetoric of peace consistent with our goals that relates to a philosophical basis of peace.

War is studied. If peace is not simply a negation of war, peace can be studied. In looking at life around the world, we may find that the discipline of peace already exists in the daily life of the third world.

In his usual manner, John Bremer refers back to Plato or Socrates. Plato persuades not trying to persuade. Socrates does not seek an audience. He is simply out and about. He is interested. People talk to him for their own reasons. They must take responsibility for what they learn in his presence. Something happens with him. We need to ensure that the learner gains control of her/himself and the situation. Universal learning is peace in action.

Plenary Session: Friday evening, March 29

"Adult-Child Conflict Resolution" by Jordan and Margie Paul

I really enjoyed hearing Jordan and Margie Paul talk about their evolution to constructive conflict resolution. One of their first statements was "Peace begins at home." Not new. Then they went on to define conflict as any difference of opinion, upset, hurt feelings, etc. - anything the other thinks is "wrong." The problems arise in how we react to conflict. We can either be defensive and self-protective and closed, or non-defensive, desirous of learning and open.

They also gave a definition of love as that behavior which facilitates and promotes your own, and another person's, spiritual and emotional growth. Our reactions in conflict can be loving or non-loving. If they are non-loving, can we explore what is being tapped in ourselves. A thought to remember is: "My reaction is my responsibility." In conflict we can't learn without pain; the pain goes away when we learn from it. There are always important reasons for our behavior.

Something that can help in understanding, is to explore beliefs: In understanding them, we can become more loving and self-respecting.

Margie and Jordan Paul do workshops and have written several books.

Friday night - a film

The Revolt of Job

Despite the late hour, most of us stayed up to watch this marvelous film from Czechoslovakia. It tells the story of love between an older childless Jewish couple and their adopted Christian son. It is set during the second World War. See it when you can.

As good as everything had been to this point, Saturday brought some of the highlights of the conference.

Plenary Session - Saturday morning, March 30

"The Commitment to Peace," by Renilde Montessori

Renilde Montessori spoke in her ever beautiful way. She reminded us of our commitment to peace, to be able to distinguish and be aware of the destructive and constructive in life. We must school ourselves to be still, so the mute voice of peace can ring true to us. The science of peace is the science of love and life. Destructiveness comes of a life not fully lived. The purpose in life is in living life. A constructive life is too busy to hate and hurt. We need a spiritual hardiness. Those are a few of the thoughts she left me with.

"Peace, Spirituality and Global Education" by Robert Muller of the United Nations.

This talk was truly a rallying session for all of us because here was Montessori's concept of Cosmic Education arrived at by a man who knew little, if anything, about Montessori, as his thoughts evolved on education. Robert Muller is the

the Assistant Secretary General of the United Nations. He coordinates the work of 32 specialized agencies and programs all over the world. He has written two books: New Genesis: Shaping a Global Spirituality and Most of All, They Taught Me Happiness, and a "World Care Curriculum."

In this space I can only share fragments of what Mr. Muller said. What follows are snippets:

Peace is a condition of happiness. Peace is not the objective; the objective is the fulfillment of the human spirit.

This is a world full of conflicts. There are constantly choices to be made. Life is a constant adaptation to the conditions of the environment. Life is a constant mediation.

The United Nations has become the most important instrument of mediation between people and the planet, between powers, nations, and human groups.

Methods and Instruments of Peace - Non-violence is a first priority. War can no longer be accepted as a way of solving problems. Verbal violence should be eliminated from communication. Violence of the mind needs to be stilled.

The spiritual processes are key to the way to peace. We need a consciousness of ourselves as part of the heavens, our planet as part of the flow of the universe. We also need action: first not to kill, second to augment knowledge, third to feed people. We need to learn how to behave and not behave.

We need a new ecumenism among the religions. In all religions there is the law: Thou shalt not kill. Human life is sacred. Cosmic laws should be written down. We need to spiritualize everything we do. We can learn from the Hindu.

The need for global education is great. Global education refers to the understanding that "my home" is first of all the universe narrowed to the galaxy, then the solar system, planet, continent, and finally my house. We need to see all humanity as our family. Too often, young people are programmed to prefer their own religion or country, etc., instead of to love and respect all religions and cultures of the world. Peace can come through understanding and respecting our similarities and differences. (Remember the Universal Human Needs.)

Saturday afternoon again we had a choice of workshops of which I chose "Learning Peace: the Elementary Years" by Carla Caudill and Maryse Lepoutre-Postlewaite.

This was a delightfully practical workshop full of activities to put into the classroom. Maryse and Carla opened with a short introduction reminding us of certain characteristics of the elementary children that they are social beings with a commitment to their group and a sensitivity to justice. Peace is built into the curriculum with the grace and courtesy exercises of communication. There will always be conflicts. Often the root of conflict is misunderstanding. There is a need to teach problem solving and cooperation. Often negative behavior relates to poor self-esteem.

Maryse and Carla shared with us many activities related to enhancing self-esteem, centering oneself and developing cooperation. They also shared with us a bibliography and several songs. Two books in particular should be noted:

The Centering Book, G. Hendricks and R. Wills,
Prentice Hall, 1975

The Friendly Classroom for a Small Planet; A handbook on Creative Approaches to Living and Problem Solving for Children. Children's Creative Response to Conflict Program, P. Prutzman, M. Burger, G. Bodenhamer, L. Stern-Avery Publishing Group, 1978

Saturday late afternoon, we gathered for discussion with our plenary speakers. Saturday evening was a banquet, followed by "The Peace Child", a play adapted by The Peace Child Foundation from "The Peace Book", by Gregory Benson. The elementary junior high (Urb-kinder) of Northwoods Montessori did a beautiful job. We were all moved by the understanding that peace comes through knowing and loving.

Sunday morning, after a universal worship service for peace which included readings and symbols from the Hindu, Buddhist, Native American, Jewish, Christian, and Islam religions, we gathered again for the final Plenary Session.

Sunday, March 31

"The Cosmology of Peace" by Phil Gang

Using slides and talking, Phil brought us back to Montessori and her philosophy of cosmic education. We looked again at her understanding of the nature of the child and how, if we truly follow her lead, we do educate for peace.

For the development of inner peace, we need the following:

- a healthy attitude
- freedom
- responsibility
- the ability to affect change
- the knowledge of the whole

In closing, Robert Muller came back to speak to us and we ended by all standing and singing "Let there be Peace on Earth." Lilian Bryan Choi led us into an enormous circle which concluded with several spontaneous prayers. There was such a wonderful feeling of hope and love in the air.

After lunch people gathered to network to make commitments on where do we go from here. I was only able to attend part of that meeting. We were all encouraged to do what we can, but in particular, the third Tuesday in September has been declared International Peace Day. If

we all plan to celebrate with special activities that involve, not just our own classes, but the general public, we can truly spread the word.

Peace to all of You.

Note: Tapes of most of the sessions are available from: The Resource Link. See attached form.

Martha Bicknell currently teaches the 6-9 class at Mountain Shadows Montessori School in Boulder, Colorado. She received her AMI 2½-7 diploma in 1972 from the Maria Montessori Training Organisation in London. She received her AMI 6-12 diploma from Bergamo, Italy. Martha came to Montessori through a family friendship with Mario and Ada Montessori. Special interests are hiking, anything outdoors, the sea, and music.

The Association Montessori Internationale
and Affiliated Groups in North America

International Study Conference:



March 28 - 31, 1985
Atlanta, Georgia

Conference Sessions On Audio Cassettes

The Resource Link provides quality Audio Recordings of the following sessions of the Peace and Education Conference. Tapes may be purchased at our Tape Booth during, or by mail after the convention.

Thursday, March 28, 1985

Plenary Session: 955-1

1985 and Beyond... Where we are; Where we are going; and How to get there.

Mary Raudonis-Loew

Friday, March 29, 1985

Plenary Session 955-2

The Development of Inner Peace

Michael Gross

A Peace Education 955-3

Curriculum

Barbara Wein

Workshops:

Third Order Change 955-4A

Don Klein 955-4B

The Practice of Peace

Rita Shafer

Developing the Human Spirit

David Kahn

Beyond War: A New Way of Thinking

Kathryn Liss

Plenary Session 955-8

Education as a Method of Peace

John Bremer

Plenary Session 955-9

Adult-Child Conflict Resolution

Jordan & Margie Paul

Saturday, March 30, 1985
Plenary Session 955-10

The Commitment to Peace

Renilde Montessori

Peace, Spirituality & Global Education 955-11

Robert Muller

Workshops

Peace and the Human Psyche 955-12A

955-12B

Eduardo Jose Cuevas

Learning Peace: The Elementary Years 955-13A

955-13B

Carla Caudill

Maryse Lepoutre-Postlewaite

A Conversation with... 955-14A

955-14B

Biological Basis for Peace: The Middle School Years 955-15A

955-15B

Mardy Burgess

Sunday, March 31, 1985
Plenary Session 995-16

The Cosmology of Peace

Phil Gang

Peace and Education Conference

Individual Cassettes @ \$8.00

Any 6 Cassettes \$39.00

Any 12 Cassettes \$69.00

Entire Convention Package ~~\$149.00~~ \$99

Subtotal

Shipping \$2.75

Residents of Georgia (4% Tax)

Total Due

Make check payable to "Convention Cassettes".

Charge Card Number

Signature Expiration Date

Attach Business Card or complete below:

Name

Company

Street

City

State

Phone ()

Mail to:

The Resource Link™

Peace and Education Conference

2906 E. Ponce De Leon Avenue

Decatur, Georgia 30030

Phone Orders: Toll Free 800-241-7785

In Georgia 404-299-3627

CHARTER OF AMI-EAA
(including proposed revisions)

Within is the original charter of AMI-EAA with the proposed revisions of the charter. The items marked with an asterisk make up the proposed portions. All else is from the original charter including revisions made in 1984. Those items marked with "D" are proposed deletions. The items marked with "DPP" are proposed deletions with inclusion made in the Policies and Procedures Manual.

I. Name: AMI-Elementary Alumni Association

*I. Name

The name of the organization shall be the Association Montessori International-Elementary Alumni Association, hereafter referred to as AMI-EAA, or as EAA.

II. Office: address of chairperson

*II. Office

The address of the AMI-EAA office shall be the address of the chairperson of EAA.

III. Purpose/Services

*III. Purposes and Services

AMI-EAA is a professional teacher organization whose main purpose is to support its member teachers. This shall include providing continuing education, support of the training of new teachers, promoting communication and dialogue between teachers, and other support functions deemed necessary by its members. It also, in its turn, shall support AMI, AMI-USA, the AMI elementary training centers, and other AMI affiliated organizations.

D — present

annual conference

DPP

- 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 reasearch 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. discioline, 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.

*A. Annual Conference

The annual meeting is an annual gathering/meeting of AMI elementary trained teachers which carries out the business of the organization, provides a variety of programs/presentations that address the development of a teacher's professional abilities, and offers community support within a professional environment. The annual conference shall provide lectures and presentations by its members, opportunities for sharing, as well as involving teacher trainers from the various courses as resources for curriculum evaluation, continuing education and supplemental presentations that may not have been given in all courses.

*B. Refresher Course

The refresher course shall seek to re-engage the experienced teacher with the curriculum of the elementary Montessori program for purposes of refreshing, and maintaining, skills necessary for providing an effective environment for the elementary child. The refresher course shall be conducted in accordance with the standards of EAA and those of AMI. These courses shall be taught by AMI Elementary pedagogues, trainers, or lecturers and shall be comprised of lectures, practicals, discussions, and goings-out.

*C. Regional Workshops

Regional Workshops are a form of continuing education and must offer topics which are timely, pertinent, and of high standards. AMI-EAA is committed to offering regional workshops as the need for them dictates.

- newsletter
- DPP — {
- 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.

*D. Newsletter

The newsletter shall provide a vehicle for professional communication, discussion and argument. It shall contain articles which are written by, and for, its own membership.

- directory
- DPP — {
- 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

- DPP —
- 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

* E. Directory

The directory shall provide the current list of AMI-EAA members, training centers, and other relevant names, addresses, and information, and shall be published annually.

D — 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.

DPP — AMI/USA supported employment expectations

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

* F. Materials and Curriculum

EAA shall act as a material distribution center for approved Montessori materials that it is authorized by AMI to distribute to its members. EAA may engage in curriculum development and research under the direction of its pedagogical advisors.

* G. Teacher Training

EAA shall provide support for, and communication with, AMI, its affiliated organizations and AMI elementary training centers. This shall include efforts for recruitment of new teachers and development of Montessori elementary as a professional career.

* H. Teacher Support

The AMI-EAA shall provide other services of support as needed by the membership and as described in the Policy and Procedure Manual. This shall include encouraging the development of new leadership within the organization.

IV. Executive Committee

*IV. Executive Board

*A. Composition of the Board

The AMI-EAA Executive Board shall be comprised of (1) the Chair, (2) the Vice Chair/Research and Development, (3) the Publication Editor, (4) the Materials Coordinator, and (5) the Past Chair.

A. description of duties of each

1. regular members (voting)

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;

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;

D - 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.

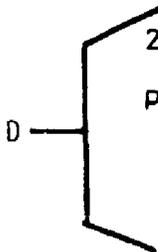
D - initial appointee for one year, elected term of three years, two terms maximum.

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

D - 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.

IV. Executive Committee (cont.)

- D
- 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.

* C. Duties of Officers of Executive Board

Chair

The Chair is the overall coordinator of AMI-EAA, serves as treasurer, and is a representative to AMI-USA. The Chair presides at the annual conference, and at meetings of the Executive Board.

Publication Editor

The Publication Editor publishes the AMI-EAA Newsletter and is the acting secretary of the Executive Board.

Vice Chair/Research and Development Coordinator

The Vice Chair assists the chair as needed; and coordinates, solicits, and provides for publication of information related to research and development.

Materials Coordinator

The Materials Coordinator maintains, houses, and organizes for distribution AMI materials and articles from past newsletters, workshops, and conferences. The Materials Coordinator also keeps, for non-distribution, the archives of AMI-EAA.

Past Chair

The Past Chair serves as an advisor to the Chair and the Executive Board, and assists in the transition during the first year a new Chair is in office. The Past Chair also keeps minutes at the Executive Board meeting and Annual Business Meeting. The Past Chair serves to insure continuity. His/Her responsibility will be a liason with the membership in matters or concerns regarding the history of the organization, the charter, or finances.

* D. Terms of Office

1. Chair: The Chair serves a full elected term of three years, one term maximum. When a new Chair has been elected, the Chair then becomes the Past Chair.

2. Vice Chair/Research and Development Coordinator:
Serves an elected term of three years; two terms maximum.
3. Publication Editor: Serves an elected term of three years, two terms maximum.
4. Materials Coordinator: Serves an elected term of three years, two terms maximum.
5. Past Chair: Serves until a new Past Chair emerges.

B. Duties of the Executive Committee as a whole

- D — 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.

***B. Description of Duties of the Executive Board as a Whole**

The members of the Executive Board work together to serve the membership by implementing the purposes and services as described in the charter. The Board is charged with maintaining the functioning of the organization by making and assisting in decisions for planning conferences, refresher courses and workshops; by establishing committees and delegating responsibilities as needed; by communicating with AMI, AMI-USA, and AMI-EAA pedagogues as is necessary; and by attending the annual meeting. The Executive Board shall promote communication and dialogue between and among teachers, regional representation, and staff. The Executive Board is charged with the responsibility of implementing the precepts in the Charter and maintaining the Policy and Procedure Manual. The Executive Board manages the finances of EAA. The Executive Board may establish savings and checking accounts in the name of the organization, may borrow money and incur indebtedness for the purposes of the AMI-EAA, and may cause to be executed and delivered, therefore, in the organization's name, promissory notes, bonds, deeds of trust, mortgages or other evidences of debt and security therefore; as the needs of the organization may require.

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.
- member of AMI-EAA for two consecutive years, including election year, prior to their nomination date.

***E. Qualifications for Members of the Executive Board**

All members of the EAA Board shall be members in good standing of EAA, a resident of the United States or its territories, and have Montessori elementary teaching experience. Members of the Executive Board shall not be supporting or working for a non-AMI Montessori teacher training course. A person can be considered for nomination, or appointment, to the Executive Board only if he/she meets the above requirements and has been a member of

EAA for at least two consecutive membership years prior to the date of nomination or appointment.

D. Election of Officers

- elections for officers will be held at the annual business meeting according to the election schedule outlined above.
- the Executive Committee draws up a slate which is published in the Winter Newsletter.
- additional nominations are solicited from the membership and must be submitted to the officer in charge of elections in writing at least two weeks prior to the Spring Newsletter deadline.
- all nominees must meet qualifications listed under C. above and must agree to have their names submitted.
- ballots will be sent out in the Spring Newsletter and must be returned to the officer in charge of elections by May 15th.
- ballots will be opened and counted at the annual meeting.
- the officer in charge of the elections would be the Chairperson except for when the position of the Chairperson is up for election in which case the Publication Editor would be in charge of elections.

*** F. Election of Officers**

The following procedure shall be followed concerning the election of officers:

1. During the fall prior to an election for an office, the Executive Board shall draw up a slate which shall be published in the Winter Newsletter.
2. The Newsletter shall notify the membership that additional nominations are being solicited. A person may be nominated by another member and a second, and all nominations must be submitted in writing to the officer in charge of elections at least two weeks prior to the Spring Newsletter deadline.
3. All nominees must meet all qualifications as described in IV E of this charter and must agree to have their names submitted.
4. Ballots will be distributed to the membership in the Spring Newsletter.
5. Only people whose names appear on the printed ballot are eligible for election; there shall be no write-in candidates.
6. If only one name has been placed in nomination by the date of closing, that person will be deemed elected and no ballots will be distributed.
7. All ballots must be returned to the officer in charge of elections by June 1.
8. At the Annual Meeting, a committee of members shall be appointed to open and count the ballots and to report the results to the members present at the meeting.

The officer in charge of elections shall be the Chairperson except when the office of Chairperson is up for reelection; in this case, the Publication Editor shall be in charge of elections.

* G. Executive Board Meetings

Meetings of the Executive Board shall occur at least once a year besides meetings held during the Annual Conference. Meetings shall occur at a time and place convenient to all Board members. Notice of meeting time and place shall occur at least one month prior to the meeting unless all Board members waive this provision. Three members shall constitute a quorum. When decisions are made by vote of the Board, the vote shall be carried by the majority of Board members present.

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

* H. Removal of an Officer

* 1. Cause

Cause for removal of an officer from the Executive Board shall include (1) non-compliance with the qualifications of an officer, as described in IV E of the Charter, and (2) neglect of duties, and (3) failure to provide the Board with required records or documents.

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.

* 2. Procedure

The Executive Board can, by majority vote of a quorum, remove an officer for any of the reasons listed above (IV H 1). In this event, the Board shall notify the membership of this action and shall appoint a successor according to the procedure in IV I.

* I. Replacement of an Office

In the event that a vacancy arises on the Board, the remaining Board members shall appoint a replacement to serve until the next regular election. At that time, the Executive Board shall follow the procedure for nominations and elections as described in IV F of the Charter. The replacement candidate shall then be elected by, or vote of, the membership to fulfill the remaining term of office. This partial term shall not be considered a full term for consideration of terms that may be served as specified in IV D of the Charter.

In the event of a resignation by the Chair, the preceding steps would be followed. The resigning Chair, however, shall not move into the position of the Past Chair as described in IV D of the Charter, but shall resign from the Board altogether. The Past Chair continues to serve until another Past Chair emerges.

In the event of a vacancy in the position of Past Chair a member at large shall be appointed and then elected to serve until a new Past Chair emerges. The filling of this vacancy will serve to provide the organization with a five member Board.

V. Regional Representatives

A. Regions (10)

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

DPP

*V.

*A. Regions

The United States may be divided into regions for the purpose of facilitating EAA's purposes on a more local level. These regions may change as needs dictate.

*B. Regional Representatives

Each region shall have a regional representative. This representative shall be selected by members of the region at the annual meeting, or by members at a regional meeting prior to the annual meeting. The Executive Board may appoint members to fill any vacancies that may occur.

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. Duties of the Representatives

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

DPP {

- 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

*D. Term of Service

Term of service shall be one year with annual review at the annual meetings; 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

*E. Qualifications for Regional Representatives

All representatives shall be members in good standing of EAA, a resident of the region, and have Montessori elementary teaching experience. Representatives shall not be supporting or working for a non-AMI Montessori teacher 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.

DPP {

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.

DPP {

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.

* VI. Finances

- * A. Membership dues may be levied as a self tax for operational expenses only. Within four months of the end of the fiscal year, a financial report will be published for the membership. Dues must 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
- * B. Fund-raising: All fund-raising activities undertaken by the membership, regions, or committees shall be approved by the AMI-EAA Board. Prior to approval, an operational budget must be submitted to the Board.
 - C. Ten% of gross monies earned (not from dues) to be paid to AMI/USA.
 - * C. AMI-EAA will donate to AMI-USA 10% of net monies from tuitions derived from the annual conference, refresher course and regional workshops.

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

* VII. Membership

All members of EAA shall currently be a member of AMI through AMI-USA and shall hold a valid AMI elementary diploma.

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.

*VIII. 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
- amendments, additions and deletions become effective upon majority vote of AMI-EAA members present at the annual meeting
- all proposed charter revisions shall be published in the Spring Newsletter prior to the annual meeting.

*IX. Revision of this Document

This document may be revised at the annual meeting. The following procedure shall be followed.

1. The Executive Board, or an EAA member with a second, may draw up a proposed revision. Revisions from EAA members must be received by the Board by January 1. All revisions shall include an appropriate effective date.
2. The Executive Board will consider the proposed revision and may propose changes subject to the agreement of the agreement of the submitters.
3. All proposed revisions shall be published in the Spring Newsletter prior to the annual meeting, for which it shall be discussed.
4. The revision will be read, properly discussed and voted on at the annual meeting. Non-substantive changes in the revision (including wording for clarity or consistency and effective date) may be made at the annual meeting.
5. The revision passes or fails with a majority vote of AMI-EAA members present at the annual meeting.

THE NINE PROBLEM-SOLVING TECHNIQUES

Presented in
"THE SEARCH FOR SOLUTIONS"

The films in the series include the following subjects and will be sent in groups of three as shown:

EVIDENCE Before a problem can be solved, or even approached intelligently, one needs information for the scientist: gathering, interpreting, and verifying evidence has special problems. Scientific evidence has always been there, but science has not always known where to locate it. Gathering evidence is just the first step. Each clue must be tested and retested, and verified by other findings. Finally, evidence must be interpreted.

PATTERNS Science is the search for patterns—and patterns are not just pictures—but predictions. Form follows purpose. Whether the problem to be solved is found in the sciences or in the routine of daily life, the ability to discern patterns, and to organize and reorganize the framework of vision and evidence, is indispensable.

INVESTIGATION Investigation is a systematic approach to the world of observable facts. Each child discovered his world by investigation—tasting, watching, smelling, listening—until he could establish the characteristics of the bits and pieces of his world that eventually would become generalizations and categories of objects and experiences.

ADAPTATION Adaptation is a way of solving problems by borrowing the solution from the problem. Sometimes, problems change as they are being solved and solutions have to adapt to complex new realities. Feedback is a systematic repetition of the adaptive process in situations where the problem and solution are in continually changing relationship.

TRIAL AND ERROR Trial and error is as basic as learning itself, and errors are essential to the process. It requires the problem solvers to be able to organize and direct a plan of attack, to order priorities to determine which elements or basic factors to look for, which to combine, and which criteria to use to determine if the desired result has been obtained.

CONTEXT To see an object within its framework means to see it in context. It is a goal of all problem solving to train the powers of observation, to cultivate that attitude of mind that is constantly on the lookout for the unexpected and that makes a habit of examining every clue that chance presents.

PREDICTION It is the purpose of science to describe the world in an orderly scheme or language that will enable us to look ahead. Prediction is a search for laws on which to base a forecast. It is one of man's oldest endeavors—to learn to avoid the destructive aspects of the environment to capitalize on the positive factors, and to plan ahead.

MODELING A model is an abstract description of the real world. It is a simple representation of complex forms, processes, and functions of phenomena or ideas. Models reduce risk cost, and complexity to a manageable scale. The concept of a model is so fundamental to problem solving that it is present at all stages from definition to solution.

THEORY The universal human need to tell stories, to explain what has happened and what structures the universe and the individual's experience is the foundation of theory making. As it suggests new experiments and new realms to explore, theory enables both the scientist and the layperson to see the significance of an event or an object.

To reserve this free-lan series for your school, just complete and return the program reservation card attached. The films will be shipped to you about a month apart... along with a comprehensive teaching

FILM RESERVATION CARD



Yes, I'd like to reserve the series of nine free-lan programs—to come 3 at a time. Please send the first group of films for showing in our school, beginning with the week of:

FALL TERM

_____ (date) _____ (alternate date)

SPRING TERM

_____ (date) _____ (alternate date)

If films are not available on dates indicated above, schedule for earliest dates possible.

Name _____

Title _____

School _____

Address _____

City _____ State _____ Zip _____

Telephone Number _____

Our fall semester starts on _____ (date)

and ends on _____ (date)

Our spring semester ends on _____ (date)

Dates our school is closed for one week or more:

_____ (week of) _____ (week of)

_____ (signature)



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES



BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO 8657 NEW YORK N Y 10164

POSTAGE WILL BE PAID BY ADDRESSEE

THE SEARCH FOR SOLUTIONS BOOKING CENTER
708 Third Avenue
New York, New York 10064

Dear Members of E.A.A.,

Running down the home stretch, many of us are beginning or have begun to evaluate how the year progressed; at what point each child in our class has arrived, where we as teachers have evolved, and how our support systems have performed. By being so reflective, we not only assess whether we reached a proposed destination, but we also adjust our itinerary by what has indeed occurred. In this spring edition and during this time of historical reflection, the Board of EAA would like to highlight some of this year's accomplishments.

With the committed work of Marianne Dunlap in Chicago and Jean Miller in Washington D.C. along with their volunteers, EAA was again able to sponsor the regional workshop: The Interface of the Primary and Elementary Montessori Environments. All along the way the evaluations echoed the repetitive appeal for more--more of Miss Margaret Stephenson and more workshops of such nature. It seems that some chord has been struck.

In March, at the Peace and Education Conference held in Atlanta, Maryse Lepoutre-Postlewaite represented EAA. She gave a presentation which included a synopsis of EAA's history, purposes and services, and a statement of how EAA's support of teachers addresses the issue of peace. (Look for Martha Bicknell's article which encapsulates her impressions of the Peace and Education Study Conference).

Over the months, hard at work in Atlanta, Janice DeBra has been organizing the 1985 Annual Conference/Refresher Course. Hopefully you have received your announcement and have already made plans to attend one or both events. We all know the value of attending these happenings.

We have had closer contact with some of our pedagogues and with A.M.I. regarding the distribution of some of the A.M.I. materials. The Materials Co-ordinator has been in contact with A.M.I. through letter and with the Pedagogical Committee asking that they address the issue of material distribution related to EAA. Hopefully, we will have more to report to you in June.

The brochure which represents our organization is near completion. We can thank Alan and Debby Temple for their endeavors. They have presented a proposed layout which includes selected statements of history, purposes and goals, and activities. It also includes snapshots of EAA in action.

During one of the Board meetings this year the charter was examined. In so doing much was found which seems more appropriately placed in a handbook on policies and procedures. Thus, the charter was simplified and reworded to fit the concept of By-Laws and Charter. Please examine the proposed revisions contained in this edition. In June we will discuss and vote on the proposals.

Please note that there is a ballot enclosed. The election is for the position of Vice Chair/Research and Development Co-ordinator. Please send your ballot to Phyllis Pottish-Lewis.

We are looking forward to seeing you all in Atlanta this year.

The members of the Board of EAA

In our Spring newsletter, the Executive Board of EAA announced its nomination for the position to be elected at our annual conference in Dulles (1985). The Board has nominated Alan Temple as Vice Chair/Research and Development Coordinator. There were no other nominations submitted from the membership.

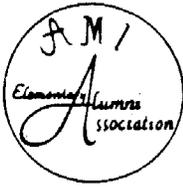
Below is the ballot for the election of this position. Please complete the ballot and send it in the enclosed envelope to Phyllis Portish-Lewis. These ballots will be opened and counted during our annual conference in June. Please send in your ballot by May 15th.

EAA ELECTION

Position: Vice Chair/Research and Development
Coordinator

Nominee: Alan Temple

please vote for one.



AMI Elementary Alumni Association

382 63RD STREET, OAKLAND, CALIFORNIA 94618
(415) 654-6090

AMI-EAA Regional Workshop

Margaret Stephenson, Washington DC
February 23, 24, 1985

STATEMENT OF INCOME AND EXPENSES

INCOME:	\$3190.00
EXPENSES:	
10% to AMI-USA	\$ 319.00
rental	204.00
travel	412.25
business/supplies	62.19
honorarium/gift	317.15
postage	189.35
printing	15.35
coffee breaks	<u>154.86</u>
total	\$1674.15
SURPLUS:	\$1515.85