

A.M.T.

Elementary Alumni Association



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Crow Canyon:

Montessori Seminar

by LUTHER ALLEN

The Crow Canyon Archaeological Center recently had the opportunity to host a week-long program involving a group of Montessori teachers from throughout the country. The result was an extraordinary experience for both groups marked by great amounts of learning and sharing. Here then is the story.

The Crow Canyon folks were overtly nervous the week before. We didn't know much about the Montessori programs and weren't quite sure what the expectations would be from a group of highly esoteric educators whose literature talked about something called cosmic education. As we proceeded with the first day's activities - the Cultural History Mystery presenting the development of prehistoric culture in the Southwest, and an ecology and site discovery hike - we began to feel that Montessorians were maybe a pretty nice bunch. Little did we know at this point that these activities were structured around a tenet of the Montessori methodology:

AMI-EAA HISTORY REFRESHER COURSE — JANUARY 16-19, 1987
MARGARET E. STEPHENSON — ST. LOUIS, MISSOURI

By this time you've received information from AMI-USA about the January Refresher Courses for both primary and elementary teachers. This is a cooperative effort between AMI-USA and AMI-EAA, and we are looking forward to a successful collaboration. This winter offering will take the place of the summer refresher course which usually follows the annual conference. The past two years have seen a great deal of interest in the history curriculum from EAA members, who have requested this particular topic with Miss Stephenson. We are so fortunate that she is able to share with us her clear and insightful vision into this very important aspect of the Montessori elementary classroom.

For further details contact AMI-USA 415-861-7113, or J. McKeever 314-537-1643.

never give more to the mind than you give to the hand (and foot).

On the second day we had the pleasure of having the Montessori approach explained to us by a panel of five teachers. Not only did the program make fascinating sense, but it also crystallized in many ways the feelings and beliefs of the Crow Canyon staff toward education. A mutual realization began to emerge that the Crow Canyon and Montessori programs had much common ground.

As we proceeded through the remaining activities - manufacture and use of native technologies, laboratory analysis of artifacts, and excavation of the Duckfoot and Sand Canyon Pueblo sites - we found that Montessorians bleed easily and copiously, develop blisters like normal human beings, like to have water fights during serious scientific endeavors, and function quite well with very little sleep. We also found that they were warm, enthusiastic, and congenial, but moreover were alert and attentive with a strong desire to assimilate knowledge. Esoteric? No. Uncommonly positive human beings? Yes.

The marathon last day of the program occurred on the summer solstice. A tour of Mesa Verde was featured along with dinner and a full moon rise at Sand Canyon Pueblo. Dr. Roger Irwin of the Amaterra group spoke on archaeology and education. A blazing campfire. Full moon over a 700 year old Anasazi ceremonial site. Songs. A friendship ring.

The following Monday Dr. Bruce Bradley and Roy Paul from the Crow Canyon staff spoke to the Montessori group at Echo Basin on topics related to cosmic education. It was not necessary for the rest of us to be there - we had experienced it the previous week.



Luther Allen is employed at Crow Canyon Center for Southwestern Archaeology in the role of "Educator". He received his B.A. in Biology, followed by some graduate studies in geography. More recent academic immersion has been in the fields of education and chemistry. In real life he is an amateur homesteader working toward self-sufficiency.

Crow Canyon: Legacy of the Ancient Ones

by MARTHA F. BICKNELL

We did something excitingly different this year. Instead of a refresher course we attended the Crow Canyon Archaeological Field School for a six-day program specifically adapted for our Montessori group. We followed this with a three-day wrap-up at Echo Basin Ranch where we experienced translating our studies of the Anasazi culture at Crow Canyon into timelines, human needs charts, and answers to the history question charts.

So what did we do at Crow Canyon and how did we learn all we learned? We became amateur archaeologists and experienced all the areas of their work both in the field and back in the lab. We were also given a variety of hands-on experiences using and making the tools of the Anasazi. Lectures gave us the necessary academic background.

Sunday evening we were introduced to the life of the Anasazi (the ancient ones) through an impressive film. We were then told that Crow Canyon is an outdoor living museum which means that as we explored we could pick up and look at whatever we might find, but then it must be returned to its exact location for the next observer. The present environment is much as it was in Anasazi times. Anasazi is the name given to the ancestors of the Pueblo Indians.

Monday morning we did a "Cultural History Mystery". The Crow Canyon staff had prepared six tables of artifacts and information from six periods of Anasazi history. Our task was to make observations from what we had about: food resources, subsistence patterns, settlement pattern, pottery, tool assemblages, and miscellaneous. After making our observations of all six cultures, we sequenced them. It was amazing to realize how much we could conjecture from bits and pieces: a sandle, a broken bone, some dried seeds, etc. Once each group had made their sequence, we went over the choices and we were given further information about the six periods: Paleo-Indian, Archaic, Basketmaker, and Pueblo I, II, and III. We were also given the booklet: *The Story of Mesa Verde* by Gilbert R. Wenger to use as a reference.

Monday afternoon we took an ECO-hike, an exploration of the landscape. We learned how to read the land from the vegetation. For instance, the growth of sage brush and cheat grass indicates that the land has been disturbed by humans. Thus when we came upon an open area of cheat grass in the midst of the pinon-juniper forest, we thought, "Aha, what else shall I find?" We found pottery shards, flakes of stone once used as scrapers, and a metate, the stone used for grinding corn. We learned to notice mounds and depressions. Depressions indicate kivas, circular subterranean rooms used for ceremony. Imagine what it felt like to suddenly be aware of seeing an ancient site and then finding pieces of ancient pottery!

Later that afternoon Bruce Bradley spoke to us about the research process at the sites under excavation by Crow Canyon. Their focus is research into culture, which means using the imagination. The work is multi-faceted. First comes discovery, then the description of the environmental interaction of the people. The environment sets the parameters. From behavior we can conjecture about the culture, meaning their world view, cosmic perception, view of each other, language, ritual, and religion. We can never be sure of anything in archaeology. There are no final answers. Bruce Bradley's big question about the Anasazi is, "Why did they leave the Mesa Verde/Cortez area and in what manner?" Over a short period of years the Anasazi totally vacated the area.

After getting our minds going on such questions, Bruce explained in detail what is done on a site and how the findings are mapped, described, catalogued, and classified. All artifacts go to the lab for cleaning and analysis. The types of artifacts found give clues to the activities of the people in those places. The two Crow Canyon sites are Duckfoot, named for a peculiar artifact found there, and Sand Canyon. Duckfoot is a Pueblo I site of limited occupation, 850-950 A.D. It is small and will be completely excavated, something almost never done. Sand Canyon is a very large site of the Pueblo III period. It has an overly high proportion of kivas. As excavations of portions of a site are completed, the rooms are filled in with dirt to preserve them. All the ruins at

Mesa Verde National park have been stabilized against collapse. Stabilization would be inappropriate at the Crow Canyon sites.

To experience all aspects of the archaeological process we spent half of one day in the lab and one and a half days digging at our chosen site. In lab we classified rock fragments and pottery and washed artifacts. Before going out to dig, we learned how to map a site in a prepared sandbox simulation of a site. We also prepared a sandbox for the children's program.

Aside from our work as archaeologists we enjoyed being students learning about the various technologies of the Anasazi. This part of the course had three aspects.

1. Lecture/demonstrations on weaving and textiles, flint-knapping, and Anasazi pottery.

2. Using tools - We threw spears with atlatls, tried fire-starting, corn grinding with a mano and metate (we could see why Anasazi teeth were ground down by the bits of stone in the cornmeal).

3. Primitive technology workshops of which we could each choose two -- flint-knapping, pithouse construction, weaving and beading, or toolmaking. These were hard work and lots of fun. Once these workshops had started, all over campus appeared various looms for weaving and beading, and people were constantly whittling atlatls. These workshops took place on Tuesday and Wednesday.

Thursday and Friday were spent in lab work and on-site digging. Saturday we toured the Mesa Verde ruins with a Crow Canyon guide, a spectacular day wrapped up by a return to Sand Canyon for a cook-out and final sharing with the Crow Canyon staff.

The staff of Crow Canyon made this a particularly wonderful experience. Our approaches to learning are complimentary. They shared with us and we took time to give them a short workshop on Montessori. The whole experience will be remembered by all with great pleasure. We all heartily recommend the Crow Canyon Field School as a learning experience for upper elementary, junior-, and senior-high students. Phil Gang, Alan Temple, and Larry Schaefer have all brought groups with great success. If you are interested in taking a group to Crow Canyon, write to them at the following address:



Martha F. Bicknell has her primary Montessori diploma from the Maria Montessori Training Organisation in London and her elementary diploma from C.I.S.M. in Bergamo. She has taught at both levels a total of twelve years. She is currently teaching a new upper elementary class at the Montessori Child Development Center in Denver, CO.

*I believe in the sanctity and goodness
of the Whole Earth and all that dwell therein,*

*And in the One Web of Life
in which all are mutually sustained
and through which all shall find purpose.*

*And I believe that
within the Household of the Earth
where brokenness exists, it is my brokenness;
where estrangement exists, it is my estrangement;
where imperfection exists, it is my imperfection;*

*And I therefore acknowledge
that the destiny of my life
and the destiny of all other life
are one and inseparable:
and I seek a future
in which the broken shall be restored,
the estranged shall be reconciled,
and the imperfect shall find perfection,
for myself and all other members
of the Household of the Earth.*

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AGNES IRWIN

Origin Stories

by LARRY SCHAEFER

Children in our elementary schools begin to ask the great questions about life. If they have been well prepared, and their sense of wonder protected and stimulated, they begin to wonder why and how and when things happened. How does it rain? How do clouds form? Why do birds fly? When did the world begin? What is the sun? How do fish breathe? Why do some mammals look like fish? The questions are almost endless and it is the adult's task to answer these questions in an open, informative, and imaginative way that facilitates and promotes continued wondering. It is a truism that children are young philosophers.

Stories about origins give answers to a young child's wondering about beginnings. They are imaginative stories based on the best scientific and archaeological evidence about the history of life and the history of man. They are stories comparable to the myths that early man created explaining the origin of things. They are stories (now based on facts) that give a vision of life's origins and the tremendous human insight and achievements responsible for innumerable things that we have inherited.

They are stories that are clearly connected to the cosmic history and the story of life that are part of the Montessori elementary curriculum. Maria Montessori in fact told several of these great stories: "The Fable of the God without Hands" is the best known.

I have written about twenty Origin Stories and I have encouraged both elementary and junior-high students to write them. I have received numerous imaginative and beautifully written stories about The Origin of Fire, The Origin of the Wheel, The Origin of Clothing, etc. from these children.

To write an origin story, you should have:

1. several recent and outstanding books on the archaeology that deal with your theme,
2. an in-depth knowledge of place (geography) which includes climate and topography,
3. a profound sense of how things happen, how humans create.

The First Americans

Our continent is wonderfully varied and beautiful: giant snowcapped mountains, beautiful endless forests, countless lakes - among them the largest in the world, one of the world's largest waterfalls, many great rivers - especially the mighty Mississippi, and the world's largest continental island, covered with massive glaciers. Yet these are only a few splendors of our continent. Nature has given it untold riches and treasures. It is the world's third largest continent.

The story told by its rocks is long and very interesting. The Laurentian Mountains in Quebec are more than one billion years old. The ancient trilobites and crinoids found in the Minnesota limestone lived in a shallow sea 500,000,000 years ago. The vast coal found in Pennsylvania, West Virginia, and Montana was once a forest of ferns and moss trees 350,000,000 years ago. Giant and ferocious reptiles roamed over the whole continent from Alberta to Connecticut during the Age of Reptiles, and primitive mammals flourished in South Dakota during the Oligocene Epoch, 40,000,000 years ago. Yes, life in North America developed from microscopic plants and animals to giant sequoias and redwoods, mighty oaks and maples, huge mammoths, giant bisons, the terrible wolf, and countless monkeys.

Yet for 99% of its story, there was no one to appreciate its beauty, to love its variety; no one to sing its praise and to care for it. For in all Eras, Periods, and Ages of Life, no humans walked in its forests, swam in its lakes, climbed its mountains.

The story of the coming of the first humans to North America is a story of adventure and courage, and it was a story lost to human history until brilliant detectives - archaeologists - discovered it piece by piece, until now we understand its broad outlines.

Thousands of years ago, more than 20,000 years at least, before humans became divided into races - the white race, the black race, the yellow race - before humans had discovered how to plant seeds and to care for them, before the discovery of weaving and pottery, before the first villages, humans from Asia crossed over into North America.

These humans were much like you and me. They were tall, handsome people with dark red-brown skin, black hair and eyes, high cheek bones, and long straight noses. They had spears with stone points and spear throwers. They had hafted stone axes, wore clothing, built shelters. They had fire and they knew how to cook. They had a fire-starting kit. They wore jewelry - pins and necklaces. They had music and dance.

They had man's greatest tool - the tool that opened his mind and gave birth to his intelligence - his memory, his ability to solve problems, and his imagination. The first Americans had language; they were man - the Storyteller. Language allowed them to build societies - clans and tribes. It enabled man to understand nature - to become doctors, pharmacists, and scientists.

These humans were very powerful. They had a sense of adventure and the ability to take risks and to adapt. They travelled about in powerful social groupings. They were not afraid: they hunted the greatest of animals - the mammoth. They had adapted to the cold and flourished.

25,000 years ago a rare and spectacular thing happened. Because the climate was much colder, giant glaciers covered almost all of Canada and much of the Northern United States. So much water was locked up in the glaciers, the oceans shrank. At first a little, then 150 feet, and finally 300 feet. And there appeared a land bridge 56 miles across connecting Asia to North America. At first it was small, then it grew to be almost 1000 miles wide. We call it Beringia.

The former ocean floor was rich in sediment and so soon many plants sprouted and then filled the new land. Animals followed - some from Asia, some from North America. They settled on the land bridge and even crossed over to the new continent. So the continents exchanged, shared their living riches. Where plants and animals went, humans followed.

Mankind was prepared for the new challenge. They hunted on the land bridge and followed the animals into Alaska. Because the changes came about slowly, these humans were unaware at first that they had discovered a new continent.

But in the course of time, perhaps a thousand years, climate grew warmer and the vast glacier parted. A corridor

appeared between the glaciers and humans were able to follow the corridor - with the mountains on their right - into the very heart of the new continent. And there they found a rich and wonderful country - tall grasses, endless prairie, and vast forests, all teeming with animals.

And because the animals had never known humans before, they were unafraid. These humans fell in love with this new land and with such a powerful love that they felt every animal was their brother and every plant their friend.

copyright September, 1986
Larry Schaefer

Larry Schaefer received the AMI elementary training in Bergamo, 1971. He has been teaching ever since, bringing his love of history to many elementary students, and more recently, junior-high students at Lake Country Montessori School. We were all very grateful for his thoughtful and thought-provoking history presentation at Echo Basin.

YUCCA

Yucca
Growing
So tall;
Like candles;
Like candles;
So white,
With a flower
For light.

We twist your little leaves
Into strings of thread;
We knot your strong stems
Into rope.
We weave your fibers
Into mats and baskets;
We pound your roots
For soap to make us clean.

Yucca,
Tall, white Yucca,
You make my heart sing
With your beauty.

Ann Nolan Clark

submitted by
Gladys Strauss

How to Get History Work - Started in the Classroom

ECHO BASIN SESSION
LED BY CAROL HICKS

Notes by TERRI ALLEN

Carol began her presentation by listing ten practical points for our consideration:

1. The children need to be prepared by the previous presentations - Evolution Time Line, Fundamental Needs Charts, Black Strip, Clock of Eras, and the great stories of Creation, Human Language, and Mathematics.

2. They have to know how to do group work - to take notes, divide up research and compositional tasks.

3. The environment has to be prepared with good books, the structure for "Going Out", and beautiful materials for construction of history projects, as well as a directress or director who models bringing in information to share with the class.

4. This directress/director needs to be familiar with local resources - to know where "gems" can be found. It is not necessary to have all research sources in the classroom.

5. We need to make initial contact with university and museum experts so that the children's approach to them is facilitated.

6. Our role of observer in the classroom should include eavesdropping to discover the children's interests for follow-up presentations.

7. We need to use "points of interest" such as Larry's (Larry Schaefer: see accompanying article - ed.) history stories to keep the work going or to spark new areas of research.

8. Synthesis should be encouraged throughout the history work - opportunities offered to link a study to former or other studies. For example, discuss the human tendencies in operation in the culture or period under examination.

9. Give the children advance notice of lessons so that they have time for "spiritual preparation".

10. Know the true expectations of local schools for the memorization of history facts.

Carol introduced the Time Line presentations with this philosophical point: The task of the child is to build her/himself. Preparing a child to decide her/his role in society is an "awesome" task.

We begin by telling the story of the first human beings, reflecting on the Evolution Time Line and talking about the earth being "almost" like it is today. We point out the two gifts of human beings - intellect (imagination and inventiveness) and love (altruism). We use the term "a very long time ago", giving no dates and few details.

Several days later we roll out the Hand Chart and reflect on the Black Strip and the story of the first human beings, emphasizing that our only clues to their use of the human gifts are their artifacts - the work of their hands. Finally, we encounter the red strip - written history.

We are to already have the Fundamental Needs of Human Beings work going on in our classrooms. Our AD-BC timeline card materials indicate the great leaps in meeting material needs, for example, in the area of water transportation:

1. taking what is found - floating on a log,
2. simple alteration - raft,
3. altering found object itself - canoe,
4. utilizing other power - sails,
5. engine,
6. modern vehicles.

The EAA members present discussed the importance of the spiritual needs of human beings and approaches which help the children to appreciate this balance. (This is an ongoing discussion and readers are asked to participate.)

Carol then presented the WMI first Timeline of Human Beings, mentioning that these were the "things people were doing before they wrote". Telling the story as she unrolled the timeline, she pointed out the work of the hand and the working "together" in the illustrations. She told it as an impressionistic story, saving many details for later points of interest. She called this a pivotal point in the history materials - the point when the children begin working.

When presenting the second WMI Timeline of Human Beings, Carol referred to "stretching out" the Upper

Paleolithic and introducing the etymology of the words paleolithic and neolithic. She told of the advancements in tools and techniques, and the revolution in life styles brought about by gathering to live in larger groups - the beginning of the great civilizations. Again she emphasized returning with more details at a later meeting.

The History Question Charts provide guidelines for giving facts on a culture. Initially this information should be given as a story. The children then use the scrolls and cards to muse on the ideas and discover areas which are left to explore. The questions furnish a beginning for further research.

Carol presented all the Migration Charts together, but pointed out that they should be introduced individually when appropriate to work that is going on in the class. At some later time they can be used as a synthesis material - all out at one sitting with a reprise of the stories and discussion with the children on the growth and improvements in society due to the contact and exchange between cultures.

She concluded her presentations by referring to the art of working with the children - guiding their research so as to stretch their abilities as well as to accommodate their interests. She then proceeded to guide us, as her class, in further research on the Anasazi culture.

And, if I do say so myself, we turned out some lovely projects (self-chosen and organized) - Timelines, Fundamental Needs of the Anasazi, History Question Answers, including poetry and "beautiful" illustrations. Come to think of it, none of us danced or sang our findings...but we did give some very poised oral reports. Thank you, Carol.

Carol Hicks received her B.A. in History from Marquette University. She received her AMI elementary certificate from WMI in 1980. Carol is currently directing a 6-9 class in the Milwaukee public school system.

Terri Allen is another 1980 WMI graduate. She is teaching at Petosky Montessori Children's House, where she began the elementary program which has since expanded to a full 6-12 class. Terri also holds a B.A. in Literature from San Jose State University.

Archaeology and Education

by ROGER IRWIN

Considering how fortunate I am to be able to participate in a program like Crow Canyon's, in such a lovely place, I am reminded of an education professor I once had. His opening comments to summer graduate students always began with, "We must remember the three most important reasons for being a teacher...June, July, and August."

The great Italian educator, Maria Montessori once wrote, "Instead of giving out what she had in herself, the teacher must bring out the full possibilities of the children." I am sure that I am speaking to people tonight whose most important reasons for being here are to find new and interesting techniques for "bringing out the full possibilities of their students."

The potential of archaeology to assist you, as teachers, in bringing out the full possibilities of your students is the focus of my comments today. I wish to explore the idea that archaeology, as an educational tool, can be useful in the following three ways:

1. It is able to make the present more meaningful because it is integrative for both the individual and his/her knowledge,

2. It is able to make the future more possible because it teaches us to preserve our cultural resources as if we had a future of our own,

3. It improves our ability to perceive reality by engendering the kind of respect for others which allows us to see with a clear vision.

I. I shall speak first of the integrative nature of archaeology. In the 1950s the concern of many sociologists was that the individual was on the decline to be replaced by GROUPTHINK. We were destined to the anonymity of the McLuhanesque Global Village with a common culture of rock music, fast food chains, television, and transnational businesses run by armies of upwardly mobile grey-flannelled executives driving ubiquitous late model blue Buicks.

However, as the sixties and seventies rolled around we did not lose as many to the collective ticky-tacky of mass society as was first feared.

Instead major institutions started giving at the seams, the Vietnam War, Watergate, the Counter-Culture, Psychotropic Drugs, the Human Potential Movement, etc., were all intertwined in the growing culture of suspicion of all things collective. The social trend was inexorably marching to the tune of the individual, with Thoreau's drummer in the lead. The message of those days was powerful and seductive: "Do your own thing. Live in the Present." I recall that in Huxley's utopian novel, very popular in the sixties, Island, that there were birds which flew all around the island saying, "Hear and now boys, Here and Now!" - a constant goad to help focus one's attention on the present.

I feel that these trends of recent decades, i.e., the loss of the individual in the culture of the collective, and the loss of our sense of community in the worship of the individual, have both run their course. We are on the threshold of a greater wisdom, a greater vision of the human enterprise.

There is a poem by W.H. Auden which expresses the sense of poverty in these trends:

"All I have is a voice
To undo the folded lie,
The romantic lie in the brain
Of the sensual man-in-the street
And the lie of Authority
Whose buildings grope the sky:
There is no such thing as the State
And no one exists alone;
Hunger allows no choice
To the citizen or the Police:
We must love one another or die."

The study of archaeology mitigates against the "romantic lie" of the individual living only in the present in two ways. First it focuses on thinking about, theorizing about, imagining, the life of others. And second, it treats the past as if it were important. In another Auden poem to Yeats, he says,

"In the Deserts of the Heart
Let the healing fountain start
In the prison of his days
Teach the free man how to praise."

The destruction of our cultural resources of the past by pothunters, and others, is a destruction wrought by "free" people who are unable to praise the past because they are imprisoned in narrow self-interest and in the days of the narrow present. As teachers you have the power to create prepared

environments which foster liberty and have the power to start those "healing fountains" of which Auden spoke.

Archaeology, in studying the past encourages a longer view of the human adventure. The more we look at that longer view, the more we are encouraged as we seek answers to those perennial questions of human destiny. The larger view shows us the inexorable expansion of our sense of responsibility and connectedness with our universe.

When Odysseus returned from war he discovered that twelve of his slave girls had behaved improperly in his absence. He immediately hung them all! There was no question of propriety; the women were his personal property. The disposition of personal property was then, as it is now, for the individual a matter of expediency, not of right or wrong. However, during the 3000 years gone by since Odysseus's property disposal, ethical criteria have expanded to many new fields of human conduct with concomitant reductions in those areas judged by expediency only. The sense of the interplay of individual and community has changed. In the 19th century slaves were redefined as human beings with rights. Along with the freedom from slavery came also the growing awareness that women were fully human and should be accorded the same rights as other humans. Laws have been enacted which prevent cruelty to animals (even though they may be "personal property"). And yet further, only a few years ago, Justice William O. Douglas, of the Supreme Court, ventured a written opinion of the topic, "Do Trees Have Legal Rights?".

Although unfortunately the extreme individualism of Rambo and John Wayne still strikes a responsive chord in our more primitive brain structures, it is a dangerous and exhausted fantasy. Even in the 19th century it was community - wagon trains, barn raising - which won the west. Although history is rife with setbacks, the overall pattern of development of human ethical consciousness is outward, including more and more of the universe within the definition of self and duty.

An example of this revolution of our ethical consciousness can be seen in the development of the new science of ecology. Ecologically speaking, an ethic is a limit on the freedom of individual or group interaction. Philosophically speaking, ethics are

the limits of social conduct. When individuals or groups delimit their interaction the ecologist calls this a symbiosis. The mechanisms that humans evolve which make society possible are advanced symbioses in which the unbridled pursuit of the individual has been replaced by mechanisms of cooperation. Much of our deliberation about our Duckfoot and Sand Canyon Pueblo sites revolves around just these kinds of issues. For you see, we can talk of symbioses which are latitudinal at any given point in time or longitudinal, i.e., of past, present and future, by adding the dimension of the grand sweep of time to our present consciousness. Few disciplines, outside of archaeology, challenge our imagination in such a fashion.

Teachers can be directors and preparers of situations which give students the liberty to discover these symbioses. These discoveries require that the individual integrates the needs of others, the environment, the past, the present, the future, into a sense of self worthy of the new person of the future. This is the ultimate symbiosis.

The vision which I wish to share with you this evening is that of commitment, as teachers, to assist students in their discovery of what I call a "loving science" through a love for our cultural resources. The love of the past is, in particular, an archetypal human need which goes unsatisfied at the peril of the individual and the community. 6000 years ago the Hindus were concerned about the continuation of family, not so much for the material support in this world but that after they had died, that their own well-being in the afterlife would be assured by living descendants who would perform the necessary ritual feeding of the dead ancestors. Likewise we may learn to nurture the memory of those who have preceded us so that they may be better able to speak to us in the time of our own need. To enable Sand Canyon Pueblo and the Ancient Ones who built it, through archaeology, to tell their story today is a worthy pursuit engaged in by those who wish to honor the past and nurture themselves in the process.

Every summer the Japanese celebrate the Bon Festival in order to invite the dead into their homes to dance and celebrate! This regard for the dead is a deep thread that weaves itself throughout the fabric of our

consciousness. To love those who have preceded us is to acquire a powerful science, and a more complete integrated sense of self with a faith in the future. It is to acquire what I call a "loving science".

In Carson McCuller's story, A Tree, A Rock, A Cloud... an old derelict accosts a twelve-year-old boy in a streetcar cafe with the question, "How should love be begun?" The old man leaned closer and whispered, "A tree. A rock. A cloud..."

"At the time my science was begun. I meditated and I started very cautious. I would pick up something from the street and take it home with me. I bought a goldfish and I concentrated on the goldfish and I loved it. I graduated from one thing to another. Day by day I was getting this technique..."

"For six years now I have gone around by myself and built up my science. And now I am a master. Son, I can love anything. No longer do I have to think about it even. I see a street full of people and a beautiful light comes in me. I watch a bird in the sky. Or I meet a traveler on the road. Everything, Son. And anybody. All stranger and all loved! Do you realize what a science like mine can mean?"

To begin to move away from the notion that Nature is simply there for our use toward a more "loving science" is deeply involved in our development of the ability to perceive our mutuality with nature rather than our separateness and specialness. To focus our attention, as archaeologists do, on earlier developments of the human adventure, is to get in touch with our psychic roots, drawing sustenance from a time in which we either feared or trusted nature because we had not yet conceived of conquering it.

Another reason that archaeology is such a powerful integrative tool is that it is a powerful metaphor of bringing the hidden to view, finding the lost, restoring the broken. There is more here than meets the eye! Other levels of your whole being are engaged in the process of bringing the hidden to view. I would venture to guess that many of you are having unusual dreams - features and artifacts of your own personal past - and more. This process of bringing to consciousness facilitates both individual and species momentum through time. It smooths and steadies the flow of conscious life. Those who have no past have no future.

According to recent surveys many of our children are upset about the potential of having no future because of a nuclear holocaust. They are, as Auden put it, "Prisoners of their own days". It is one of our greatest challenges, as teachers, to assist our students in freeing themselves from the prison of the immediate present.

II. Secondly, archaeology is able to make the future more possible because it teaches us to preserve our cultural resources as if we had a future of our own.

The Freudians asked us to see our present situation as determined by our past. The behaviorists tell us that our present situation is determined by forces in the present. I rather think that our present situation is determined by our vision of the future. As a psychotherapist, I never saw a patient with more than one future. On the other hand, they always miraculously had numerous pasts which they could conjure up on a moment's notice to explain the present. How awful! The ultimate confusion - a changing places of the past (which regard for others narrows the field of perception and limits our knowledge of reality. On the other hand, archaeology cannot be changed) with the future (which has infinite possibility)! How far is the sweep of your vision, past, present, and future! Archaeology will "draw you out" of yourself and "stretch" your sense of time. Thucydides, writing of the Peloponnesian Wars 2400 years ago, had this kind of large sweep of vision. He wrote:

"It will be enough for me, however, if these words of mine are judged useful by those who want to understand clearly the events which happened in the past and which (human nature being what it is) will, at some time or other and in much the same ways, be repeated in the future. My work is not a piece of writing designed to meet the taste of an immediate public, but was done to last forever."

"Our Future Lies in Ruins" is a very profound insight. Remember where you first saw that one!



III. And finally, archaeology improves our ability to perceive reality by engendering the kind of respect for others which allows us to see with a clear vision.

Of what value is respect? Is it just another one of those moral virtues that parents endeavor to instill in children so that they may grow up to be reasonably non-offensive? No. It is profoundly far more than that.

Our ability to perceive reality is directly related to our respect for others. Conversely, lack of respect shuts off pathways for critical information which flows our way. The tale of Narcissus is a case in point. Narcissus, we are told, was so beautiful that when he looked into a still pool of water and saw his reflection he immediately fell in love with what he beheld. So enamoured was he that he could not bear to attend to anything else and ultimately he wasted away and died. It is said that even after death his shade, or spirit, passing over the Stygian River to the other world leaned over the rail of the boat to catch a glimpse of itself in the waters! Surely we could proclaim Narcissus the patron saint of "doing your own thing" and "living in the Now". No symbiosis here - only an organism in a system closed in on itself. Self regard at the expense of is the ultimate "open system" in that it honors the past by encouraging regard for the past and those who lived it, and through the creative exercise of both empathy and imagination draws our attention away from self. e.e. cummings once wrote:

"Honor the past
But welcome the future
(and dance your death
away at this wedding)"

I have touched on philosophy, history, sociology, psychology, ethics, cultural resources, the role of teachers, and the usefulness of archaeology. But that is always the sort of thing that happens when you begin to think about archaeology. In some small way I hope that I may have said something today which may help to sustain and nurture your commitment to a vocation of being teachers of a "loving science".

I shall close with another e.e. cummings poem. In Amaterra we think very highly of the power of imagination. Even though he wrote this poem about the sea and the beach, as

archaeologists we know that our sea and beach are here. I would recommend that you close your eyes in order to focus better on the images which you are about to hear.

"maggie and milly and molly and may
went down to the beach (to play one
day)
and maggie discovered a shell that sang
so sweetly she couldn't remember her
troubles,
and
milly befriended a stranded star
whose rays five languid fingers were:
and molly was chased by a horrible
thing
which raced sideways while blowing
bubbles,
and
may came home with a smooth round stone
as small as a world and as large as
alone.
For whatever we lose (like a you or a
me)
it's always ourselves we find in the
sea"

Roger Irwin, founder of Amaterra, inspired us with the above thoughts at the campfire gathering on our last night at Crow Canyon. He holds a B.A. in Philosophy, a Masters in Social Sciences, Ph.D. in Humanities, and Ed.D. in Curriculum. He has been on the faculty for 16 years at Pima Community College in Tuscon, where he is Director of the Faculty Resource Center.

Amaterra, an organization committed to the improvement and preservation of the natural resources of the earth through study, contemplation, and celebration.

For additional information about Amaterra, its philosophy, organization, or membership, Write:

*Amaterra
19 N. Silverbell Road
Tucson, Arizona 85745*



Announcing
the birth of
MOLLY ANN TEMPLE
July 19, 1986
7 lbs., 10 oz.

Congratulations and best wishes to
The Temple Family -
Alan, Debbie, Geoffrey, and Molly!

Classifieds

POSITIONS AVAILABLE

15-20 TERRIFIC KIDS between the ages of 12 and 14 need a talented, charismatic teacher to help bring them to their human potential. All come from Montessori backgrounds and are accustomed to being challenged and revered by dedicated Montessori teachers. Don't let these kids down! Send your resume today.

Also needed - an experienced 9-12 teacher who would like to respond to the sensitive periods of 20 endearing 9-12 year-olds.

Our school is going into its 24th year and pays salaries from \$16,000 and up, depending on experience. Full insurance and a tax-sheltered annuity are added benefits. Send resume or call: Jacqueline Bergen, Near North Montessori School, 1010 W. Chicago Ave., Chicago, IL 60622 (312-226-1010, 312-951-0773).

AMI ELEMENTARY TEACHER needed for 1987-88 for 6-9 class. MCDC Montessori School, Atlanta, established 1970. New facility. Five Primary; three Elementary. Teacher/Parent Board, non-profit. Experienced, stable faculty and administration. Well-equipped classes. Good salary and benefits. Contact Dianne Sherrill, P.O. Box 15281, Atlanta, GA 30333 (404-321-9304).

WELL-ESTABLISHED AMI SCHOOL in San Francisco Bay area seeks experienced elementary trained teacher for the 1987-88 academic year. Excellent salary and benefits. Marin Montessori School, P.O. Box 736, Corte Madera, CA 94925 (415-924-5388).

MONTESSORI AMI PRIMARY (3-6) needed for Aug 1987. School located near Williamsburg/Virginia Beach. School has primary and elementary classes. Salary negotiable and based on education and experience. Paid AMI dues, conference fees, health and life insurance, annual sick leave. Send resume to Peninsula Montessori, 372 Hiden Blvd., Newport News, VA 23606. Dorothy White, Administrator. (804-596-2555).

22 YEAR ESTABLISHED GROWING SCHOOL seeking AMI certified primary and/or junior teacher. Immediate visa available. Fully equipped Nienhuis and handmade materials. Attractive salary, fringe benefits, incentive awards. International enrollment. Located on the south shore of Long Island less than one hour from Times Square, New York City. Contact Carolyn Larcy, Maria Montessori School, Box 276, Massapequa, NY 11758 (516-785-0372).

BLACKSTOCK MONTESSORI SCHOOL, 87 Blackstock Rd., Villa Rica, GA 30180. (404-459-6797). New facility on 10 acres in rural setting. Established class 9-12 year olds; AMI/AMS, non-profit, salary negotiable with experience and qualifications. Contact R. D'Neil Duffy at school number or home (404-459-6904).

From the Publication Editor

It's been quite an experience getting this first Newsletter together. Many thanks to all of you who contributed, and a special thanks to Maryse for her advice, experience, and support (not to mention the two huge cardboard cartons which have added a special charm to my decor). I hope you will all be patient with me as I experiment with format. Please let me know what you do/don't like about the Newsletter, or your ideas about what you would like. The deadline for articles for the next edition (Winter 1987) is coming up soon -- December 30th (gasp!). I do need more articles, and it would be nice to get the next one out on time. Thanks. JY

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.

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Please send any editorial comments to the Publication Editor: J. McKeever, 1797 Golden Lake Court, Chesterfield, MO 63017. Additional copies of this edition are available for members from AMI-EAA for \$4.00 per copy while supplies last.

Outline
of Teaching Methods and Applications
for Archaeological Studies of the Anasazi
in the Montessori Elementary Classroom

Submitted by:

- + Jean Miller
- + Ken Palmer
- + Keith Boehme
- + Holly Olsen
- + John Berno
- + Kay Berno
- + Terri Allen
- + Carol Hicks
- Julie Nephew

+ who hold the Association Montessori Internationale Elementary Teacher Diploma, from Bergamo, Italy or Washington, D.C., and,

- who completed the Southwestern Archaeological Center Teacher's Course at Crow Canyon, Colorado, as well as a Research Workshop on teaching History through the Anasazi Culture in the Elementary Montessori Classroom, sponsored by the Association Montessori Internationale Alumni Association.

Summer, 1986

Outline of Teaching Methods and Applications for Archeological Studies of the Anasazi in an Elementary Montessori Classroom

Initial presentations are designed to inspire the children's imaginations and intellectual curiosity and to interest them in more in-depth study. There are several ways that the teacher might choose to give initial impressions of the culture the class is planning to study.

One way to begin would be to tell an impressionistic story or show a film such as "The Anasazi." The story might be one related to the Anasazi ethnographically such as a Zuni or Hopi myth or legend, or the story could be one made up by the teacher and based on archeological observation. This type of initial story would lead directly into any of the activities, but perhaps it would lend itself best to children's research leading to writing activities of their own. It would also lead to studies of the Anasazi tools, technologies, art, and math. More stories might be told about individual technologies and the children would begin to make up their own.

Another approach to the initial presentation would be to tell a creation story for the area

where the Anasazi lived. This creation story would include how the land was formed, and what plants and animals have lived there. This story would lead most directly into a study of geology, geography, weather, botany, or zoology of Anasazi times. It would also be a good beginning for a cultural study.

A third approach to the initial presentation would be to use the "Basic Needs of Humans" chart to research the lives and technologies of the Anasazi and a study of how we know about this through archeology.

All these approaches are like a web and can be interwoven with one another according to the needs, age, and interests of the group.

LANGUAGE	PHYSICAL SCIENCES	HISTORY	MATH, GEOMETRY	ART
<p>STORYTELLING OF SOUTHWEST INDIAN MYTHS and CREATION STORIES</p>	<p>PHYSICS & MECHANICS; TECHNOLOGY FIRE BY FRICTION LEVERS ATLANTIC BOW & ARROW</p>	<p>FUNDAMENTAL NEEDS OF THE ANASAZI; MATERIAL & SPIRITUAL Housing, Clothing, Religion, Food, Society, etc.</p>	<p>ARCHITECTURE, DESIGN OF BUILDINGS</p>	<p>INTRODUCTION TO MEDIA IN ANASAZI ART</p>
<p>WRITING ACTIVITIES</p> <p>Essays Factual Reports Descriptive R. Historical Fiction Poetry Plays</p>	<p>ARCHITECTURE STRUCTURES SOLAR ENERGY FEATURES VENTILATION</p>	<p>HISTORY QUESTIONS - COMPARATIVE QUESTIONS FOR THE STUDY OF CULTURES RESEARCH CULTURES OF SAME TIME PERIOD</p>	<p>STUDY OF GEOMETRIC DESIGNS lines, angles</p>	<p>POTTERY TECHNIQUES AND DESIGNS</p>
		<p>INTERPRETATION OF ANASAZI HISTORY & CULTURE PREPARATION OF TIME LINES DIORAMAS CULTURAL HISTORY MYSTERY MIGRATION CHARTS</p>	<p>TIME LINE & CHRONOLOGY Number line study, Chronological Dates</p>	<p>DIORAMAS MODELS OF PITHOUSES, KIVAS, Villages</p>

	GEOLOGY	GEOGRAPHY	BOTANY	ZOOLOGY
INITIAL PRESENTATION	GEOLOGICAL HISTORY OF THE SOUTHWEST GEOLOGICAL FORMATIONS ROCKS & MINERALS	ECOLOGY OF THE SOUTHWEST - TOPOGRAPHY CLIMATE WATER etc.	FLORA OF THE SOUTHWEST	FAUNA OF THE SOUTHWEST
HANDS-ON ACTIVITIES	QUALITIES OF ROCKS, MINERALS	ORIENTEERING MAP MAKING TOPOGRAPHICAL NATURAL RESOURCES TRADE ECOZONES & BIOGEOGRAPHY	DRY FARMING TECHNIQUES FOOD PREPARATION e.g. grinding corn PRODUCTS FROM PLANTS - Weaving, Dyestuffs Baskets, Sandals, etc	HUNTING TECHNIQUES FOOD PREPARATION PRODUCTS FROM ANIMALS - Hides, sinew, bone, etc.
RESEARCH	CLASSIFICATIONS OF ROCKS, MINERALS	CHARTS RAINFALL GROWING SEASON CROPS PRODUCTS ELEVATION & ECOZONES EROSION	NUTRITIONAL ANALYSIS OF A. DIET CLASSIFICATION OF PLANTS	NUTRITIONAL ANALYSIS OF DIET CLASSIFICATION OF ANIMALS DOMESTICATION OF ANIMALS
SYNTHESIS	IDENTIFICATION & ANALYSIS OF SAMPLES OF ROCKS & MINERALS		PLANT IDENTIFICATION	HUMAN HEALTH, DISEASES

The Fundamental Needs Charts

This material consists of two charts which illustrate the fundamental needs of human beings. They form the foundation from which exploration of groups of people in different parts of the earth and in different time periods in history is built. For the child from 6 to 9 years, it provides a broad outline and perspective of human beings in history. For the 9 to 12 year old, it points the way for the exploration of further details. This satisfies the psychological characteristic of the child at this stage, for this child's mind searches for more details.

The first chart looks at concrete or material needs such as food, clothing, shelter, transportation and defense, and at abstract or spiritual needs such as culture, religion and vanitas. The latter is translated variously as feeling good about oneself, having a good self image, clothing and adorning oneself in order to indicate membership in a particular group.....

The second chart takes one idea from the first chart, food, and explores it in greater detail.

The first chart gives the child a general guide for exploration of the way any group of people in history (past or present) has satisfied its needs. The second chart provides an example of how one of those needs may be explored in greater detail.

History Question Charts

The history question charts provide children with questions grouped around four main ideas. They are:

The Nature of the Country

The Practical Activities of the People

The Intellectual and Spiritual Aspects of the Culture

Relations Within the Group and With Other Groups

The questions serve as a guide for the children's research. The questions are more detailed and focused than the ideas which are illustrated on the Fundamental Needs Charts; however, they are not exhaustive. They serve merely as a key to the children's exploration.

The Nature of the Country

What were the soil and climate like?

What were the flora and fauna like?

What people lived there?

How did they come, and why?

The Practical Activities of the People

What were the types of work and occupations? What did they produce?

What tools and techniques did they have?

How did they find their country and how did they make it more habitable?

How did they make use of natural resources?

The Intellectual and Spiritual Aspects of the Culture

What language did they speak?

What was the education like? How advanced was their learning?

What was their art like?

What were their ideas of life and death? Who, if anyone, was the spiritual leader? What concept of justice was there?

Relations within the Group and the Other Groups

Did they trade among themselves?

Did they trade with others?
By barter or other means?

What about their wars and conquests?

Did they have slaves and take people into subjugation?

What about travel and migration?

How and why did the group settle where they did?

How were their money and goods held-- individually or Tribally?
Was care taken of the poor?

What about their dress, food, houses, customs, family life?
How were they governed?
What care did they give to their children?

Time Lines

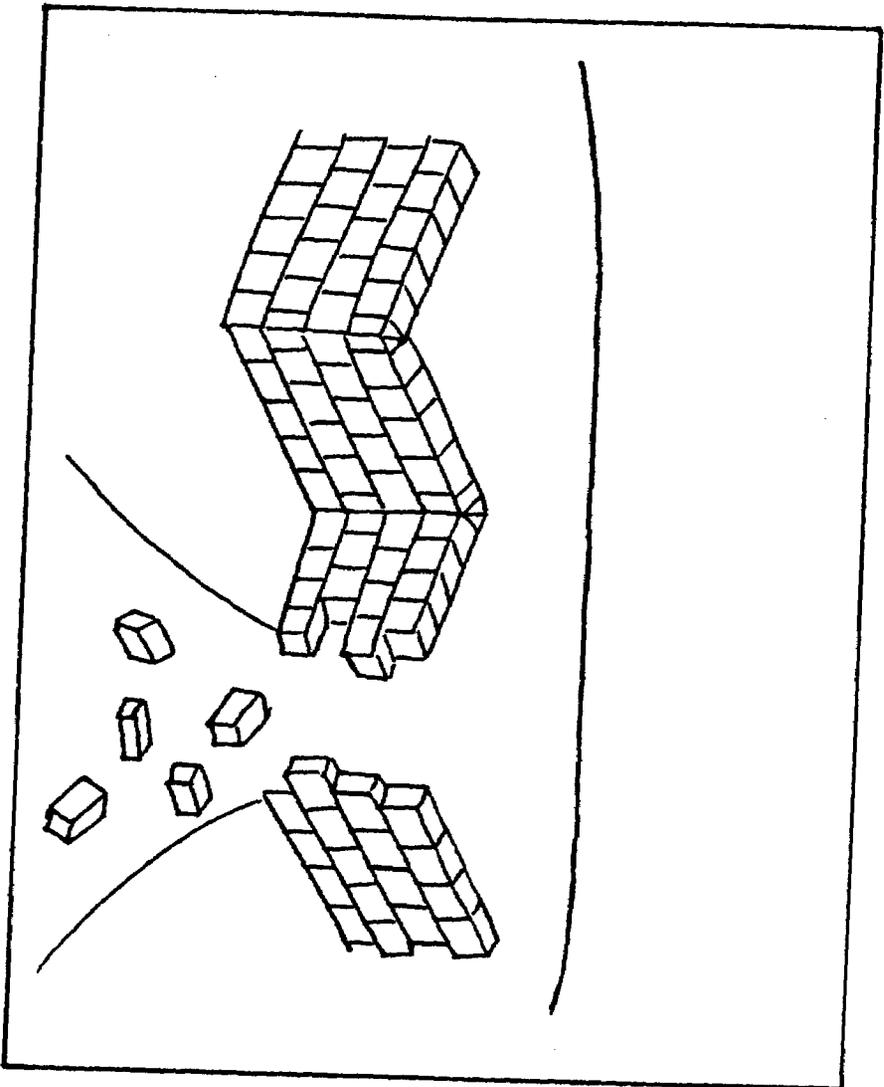
A progression of materials and exercises in the Montessori class leads to an understanding of a linear concept of time. This enables the children to work with a time line that gives an overview of the development of life on earth and then with time lines that deal with the development of human beings. With this experience, they are then free to make time lines on any topic of interest to them.

The work with the Fundamental Needs Charts and the History Question Charts provide children with the background information they need for their time line work. The time line becomes a point of arrival where the information they have gathered is put into chronological sequence. In this context it is easy to see developmental progressions and relationships between inventions/ discoveries and advances in life style and living conditions.

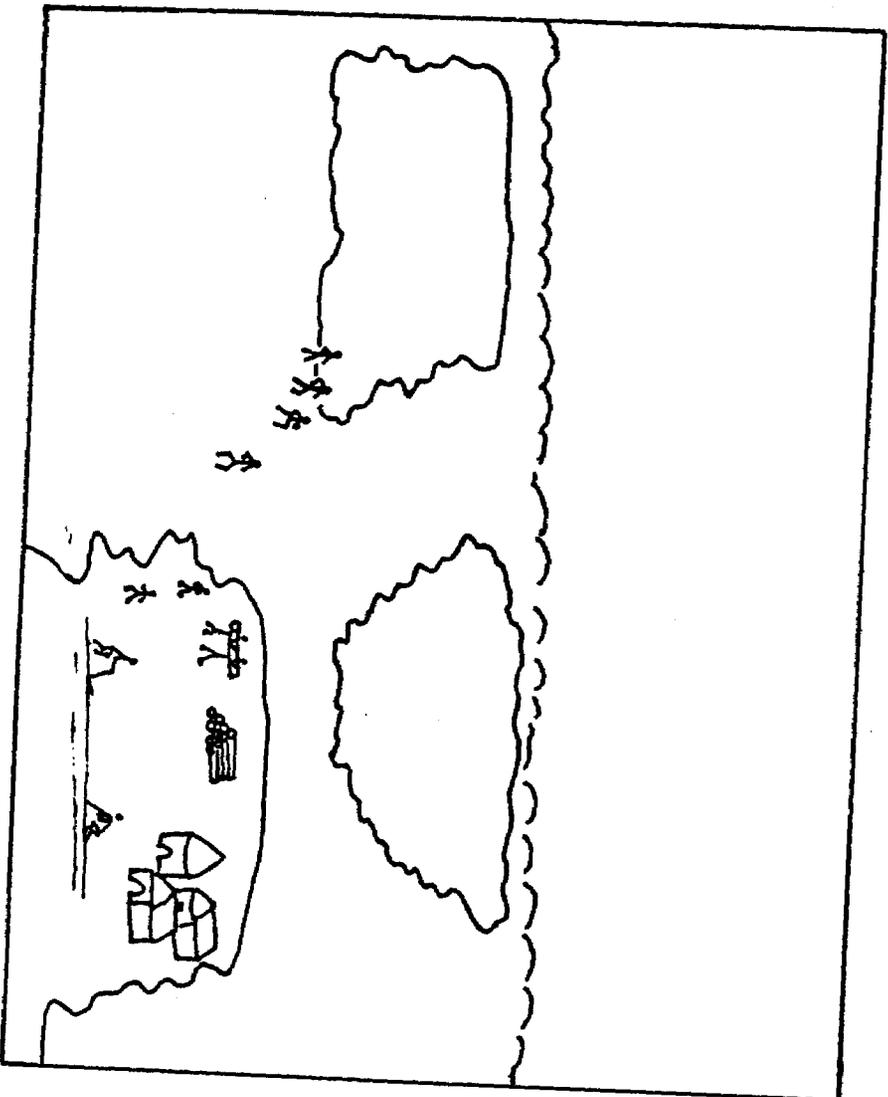
Migration Charts

These are a series of charts which illustrate various types of migrations in an imaginative way. They are used whenever appropriate in the study of groups that move into new territories.

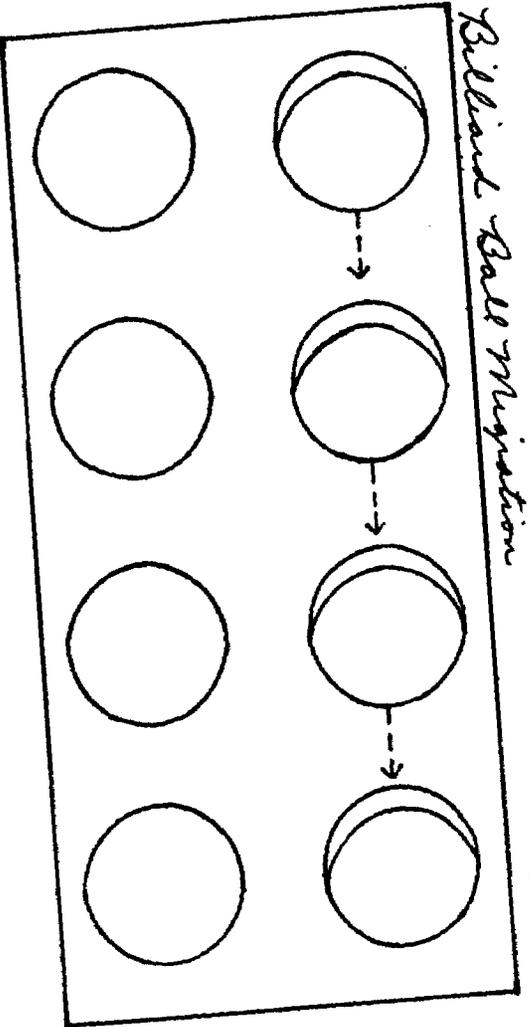
Breaking Down the Wall



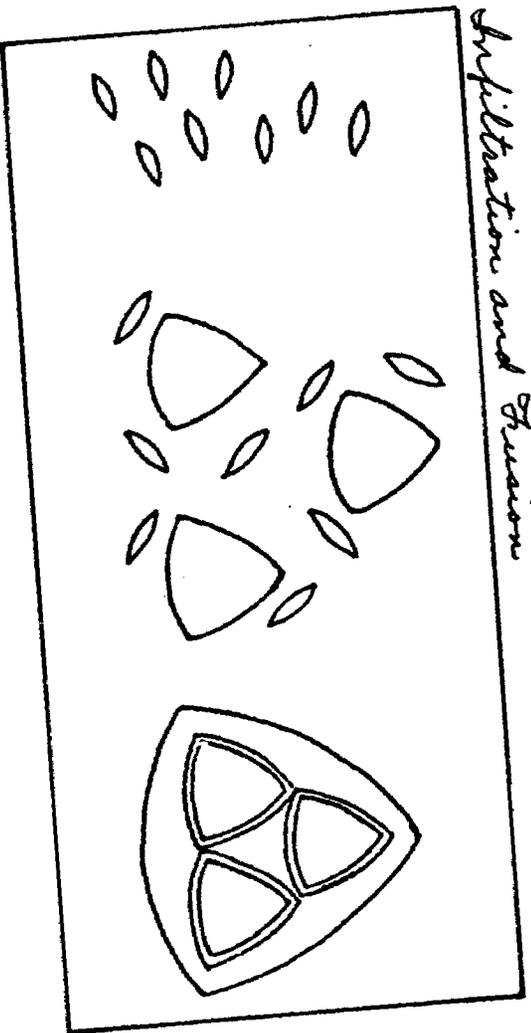
Black and Burn



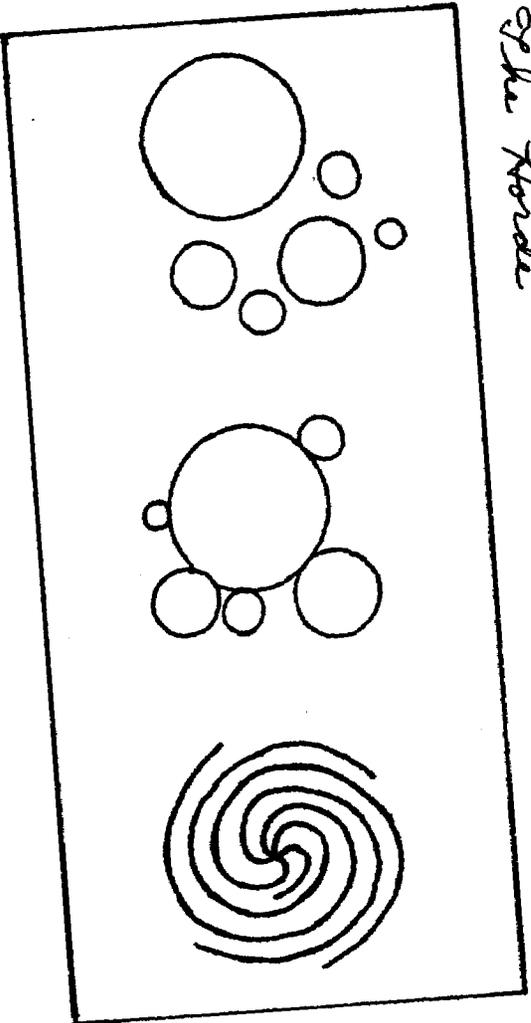
Billiard Ball Migration



Infiltration and Fusion



Open Holes



The following is a list of books that had been brought to share by participants to augment the Crow Canyon experience. Those titles marked with an asterisk are books which seem particularly suitable for the research of elementary age children.

- Adventuring in Archaeology, Burland, C. A., Frederick Warne & Co., Inc., 1963
- *After Man, Dixon, D., St. Martin's Press, N.Y., 1981
- *Album of Prehistoric Man, McGowan, Tom, Rand McNally & Co., 1975
- America B.C., Ancient Settlers in the New World, Fell, Barry, Simon and Schuster, 1976
- American Indian Contributors to American Life, Franco, J.M., Benefic Press, Ill., 1975
- American Indian Design and Decoration, Appleton, Leroy H., Dover Publications, Inc., 1971
- The American Indian Story, McNeer, May & Ward, L., Ariel Books, 1963
- America's First Civilization, Coe, M.D., American Heritage Pub. Co., Inc., 1968
- Anasazi, Pike, D.G., American West Pub. Co., California, 1974
- Anasazi - Ancient People of the Rock, Pike, D., Crown Pub., 1986
- Anasazi Pottery, Lister, Robert H. & Florence C., Maxwell Museum of Anthropology Pub. Series, 1978
- Anasazi World, Cordell, Linda S. & Jones, Dewitt, Graphic Arts Center Pub. Co., 1985
- Anatomy of the Earth, Cailleux, Andre, World University Library, 1968
- Archeological Techniques Used at Mesa Verde National Park, Wenger, Gilbert R., Mesa Verde Museum Assoc., Inc., 1982
- The Art of Flint Knapping, Waldorf, D.C., Waldorf, 1979
- *The Atlas of Early Man, Hawkes, Jacquetta, St. Martin's Press, 1976
- Buffalo Woman, Goble, Paul, Bradbury Press, N.Y., 1984
- Canyon Country Geology for the Layman and Rockhound, Barnes, F.A., Wasatch Pub., Inc., 1978
- Canyon Country Prehistoric Indians, Barnes, F.A. & Pendleton, M., Wasatch Pub., Inc. 1979
- Cherokee Legends and the Trail of Tears, Underwood, T.B., McLemore Printing Co., 1984
- A Child's Story of Colorado, Ewer, Bruce, World Press, Inc., 1976
- A Colorado Reader, Ubbelohde, Carl (Editor), Pruett Pub., Co., 1962

- *The Dawn of Man, Wolf, Josef, Harry N. Abrams, Inc., 1978
- *DeGrazia Paints the Papago Indian Legends, DeGrazia Gallery in the Sun Pub., Arizona, 1975
- Dictionary of Geological Terms, American Geological Institute, Doubleday & Co., Inc., 1962
- Dictionary of Prehistoric Indian Artifacts of the American Southwest, Barnett, F., Northland Press, 1973
- The Dragons of Eden, Sagan, Carl, Random House, N.Y., 1977
- The Epic of Man, Time-Life Inc., 1961
- Evolution of Life, Jarman, Catherine, Grosset & Dunlop, Inc., 1971
- Evolution of Life (Knowledge Through Color), Jarman, C., Bantam Books, 1972
- Exploring Rocks, Minerals, Fossils in Colorado, Pearl, R.M., The Ohio University Press, Ohio, 1964
- *The First Farmers, Weisgard, L., Coward, McCann & Geoghegan, N.Y., 1966
- Fossil Man (Knowledge Through Color), Day, Michael H., 1971
- Fossils, Rhodes, F.H.T. & Zim, H.S., Golden Press, N.Y., 1962
- Fossils For Amateurs, MacFall, R.P., & Wollin, Jay C., Van Nostrand Reinhold, Co., 1972
- Fossils Magazine, Volume I, Issue I, May, 1976, John Wexp (Editor), Wexo Pub., Co.
- *The Gatherers, Jacobson, Daniel, Franklin Watts Pub., 1977
- General Anthropology, Jacobs & Stern, Barnes & Noble, Inc., 1971
- Geography of Domestication, Isaac, Erich, Prentice Hall, Inc., 1970
- *Going on a Dig, Morrison, Velma Ford, Dodd, Mead & Co., 1981
- How Man Began, Bateman, Walter, L., Benefic Press, 1966
- Human Ancestors - Readings from Scientific American, Isaac, G. & Leakey, R., W. H. Freeman & Co., 1979
- Human Origins, Leakey, R.E., Lodestar Books, E.P. Dutton, N.Y., 1982
- The Human Species, Hulse, Frederick, Random House, 1963
- *The Hunters (Indians of North America), Jacobson, Daniel, Franklin Watts, 1974

- I Have Spoken, Armstrong, V.I., The Swallow Press, Inc., 1971
- The Immense Journey, Eiseley, Loren, Vintage Books, N.Y., 1957
- Indian America - A Geography of North American Indians, Ney, Marian Wallace, Cherokee Pub., 1977
- Indian Costumes, Hofsinde, Robert (Gray Wolf), William Morrow & Co., 1968
- *The Indian How Book, Parker, Arthur, Dover Pub., Inc., 1954
- Indian Legends of the Trail of Tears and Other Creek Stories, Sullivan, Elizabeth, Grant Services, Inc., 1974
- Indian Weapons, Vangen, R., Filter Press, 1972
- Indians of Colorado, Jende-Hagan Book Corp., 1981
- Indians of the Mesa Verde, Watson, Don, Mesa Verde Museum Assoc., 1961
- Indians of the U.S., Wissler, Clark, Doubleday & Co., 1966
- Insights into the Ancient Ones, Berger, Joanne & Edward, Mesa Verde Press, 1981
- Koster: Americans in Search of Their Prehistoric Past, Holton, F., & Struever, S., Doubleday & Co., 1979
- *Life Before Man, Spinar, Z.V., American Heritage Press, McGraw-Hill Book Co., 1972
- Life on Earth, Attenborough, Little, Brown & Co., 1979
- *Living in Prehistoric Times, Usborne First History, Chisholm, Jane, Usborne Pub., Ltd., 1982
- Man's Rise to Civilization, Farb, P., E.P. Dutton & Co., Inc., N.Y., 1968
- *A New Look at Mysteries of Archaeology (Digging Up Clues to the Past - Quizzes and Projects), Gibson, Michael, Arco Publishing, Inc., 1980
- New World Beginnings - Indian Cultures in the Americas, Vlahos, Olivia, Viking Press, 1970
- North American Indian Arts, Whiteford, A.H., Golden Press, N.Y., 1970
- Ojibway Heritage, Johnston, Basil, Columbia Univ. Press, 1976
- Origins, Leakey, R.E. & Lewin, R., E.P. Dutton Pub., 1977
- Potions, Portions and Poisons : Indian and Settler Plant Uses, Cutts, Gretchen S., Gretchen S. Cutts, 1976

*Prehistoric Life, Brearley, M., Briggs, A., & Flowden (Editorial Board), B.P.C. Pub., Ltd., 1968

The Professor's House, Gather, Willa, Random House, 1973

The Rocks Begin to Speak, Martineau, L., K.C. Pub., 1973

*Secrets from the Past (Books for World Explorers), Stuart, Gene, National Geographic Society, 1979

Songs of the Chippewa, Bierhorst, John, Farrar, Straus & Giroux, N.Y., 1974

Songs and Stories of the North American Indians, Glass, Paul, Grosset & Dunlap, Pub., N.Y., 1968

The Southwest, Dodge, N. & Zim, H., Golden Press, 1955

Stone Age Men (Starters Long Ago Books), Macdonald Educational

The Story of the Cherokee People, Underwood, T., Cherokee Pub., 1961

The Story of Man, Jacobson, Daniel, Parents' Magazine Press, 1967

The Story of Mankind, Willem van Loon, H., Liverright Pub., 1967

Those Who Came Before, Lister, Florence & Robert, Univ. of Arizona Press, 1983

Time - Life Books - Early Man, Howell, F. Clark, Time-Life Books, N.Y.

*Time - Life Books - Emergence of Man Series (20 volumes) Note: These offer turn up in used book stores at greatly reduced prices.

Weavers of Tales, Bradley, Ramona, 1967

Young People's Story of the Ancient World (Prehistory to 500 B.C. and 500 B.C. to 500 A.D.) Hillyer, V.M. & Huey, E.G., Meredith Press, 1966

Compiled and submitted by Deanna Nakayama.



AMI Elementary Alumni Association

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

Statement of Revenues and Expenses

August 1, 1985 to July 31, 1986

REVENUES

membership	\$ 3025.00
annual conference	14813.15
advertisements	618.00
regional workshop (San Francisco)	650.00
regional workshop (Chicago)	1100.00
reprinted articles	40.00
reimbursements	120.00
Total:	\$20366.15

EXPENSES

annual conference	\$15155.03
newsletter	2320.00
regional workshop (San Francisco)	648.30
regional workshop (Chicago)	690.26
AMI affiliation	86.00
office expenses	41.14
postage	180.39
printing	274.46
board meeting expenses	2669.98
telephone	192.75
insurance	332.00
reimbursements	157.50
bank service charges	163.99
Total:	\$22911.80

Difference: (\$2545.65)

<u>ASSETS</u>	savings account	\$10065.80
	checking account	\$5257.59



AMI Elementary Alumni Association

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AMI-EAA Annual Conference

Crow Canyon, Colorado
June 1986

STATEMENT OF INCOME AND EXPENSES

<u>INCOME:</u>	\$14813.15
 <u>EXPENSES:</u>	
Echo Basin	\$ 4230.48
Crow Canyon	\$ 7401.25
Travel	
board	712.00
miscellaneous	202.00
reimbursements	131.40
postage	156.00
printing	290.20
miscellaneous	31.70
 Total:	 \$15155.03
 Difference:	 (\$341.88)

A.M.T.

Elementary Alumni Association



Newsletter

Volume XIX

Number 2

Winter 1987

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Geographical Place Names submitted by Jean Miller	
1986 Business Meeting Minutes submitted by Kathy Bihl	

AMI-EAA Elections

The Executive Board of AMI-EAA hereby nominates Alan Temple for the position of Chairperson for the term of June 1987 to May 1990.

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, CA 94618.

As per our Charter (Section F-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.

Storytelling

by MARYSE LEPOUTRE-POSTLEWAITE

A few years ago I was inspired by the possibility that I could become a storyteller in my class. So often I had been in awe of others telling a fascinating story, that I had put myself out of that league. After listening to several storytellers and attending Bob Thomason's presentation at our annual conference, I began my initial attempts in storytelling. I was surprised that it was not that overwhelming. It was even very enjoyable. The following are notes taken from Bob Thomason's presentation, which I found of great value. His primary resource was Storytelling, Art and Technique by Augusta Baker and Ellin Greene. It is published by R.R. Bowker Company, New York and London, 1977.

The reasons for storytelling:

1. to create a sense of wonder
2. to improve listening skills
3. to increase vocabulary
4. to learn about various cultures
5. to have fun
6. to gain insight into motives and values
7. to help with visualization
8. to create a relaxed atmosphere
9. to inspire children to read.

What makes a good story:

1. a single theme
2. a well-developed plot
3. the action should unfold quickly
4. the climax include suspense
5. events lead logically
6. the conflict should be resolved
7. avoid long descriptive narratives
8. avoid flashbacks or subplots

Let your first story that you tell be a simple one that you already know quite well. Its success will be encouraging.

Points to consider in making your selection:

1. style (fairy tales, folk tales, etc.)
2. age level of group
3. characterization
4. type of group
5. length of story
6. keep faithful to the source
7. have dramatic appeal

Steps in learning a story:

1. read or listen to the story several times
 - a. listen for pleasure
 - b. analyze its parts
 - c. read it aloud
 - d. tape yourself
 - e. practice
2. allow time each day to work on it
3. add tone of your voice and gestures/expressions
4. introduce the story, setting the tone
5. have eye contact with all listeners
6. avoid changing your voice for each character
7. avoid acting out the story because it distracts the audience from the story

These steps are particularly helpful with the first stories you attempt to tell.

Storytelling, Art and Technique also includes ideas for the kinds of stories to tell for the various age groups. This seems inherent within our training. Consider all the stories that can be told within the lessons we have with the children. They can then try to retell the stories to one another. Hopefully, this will be of help to you.

Maryse Leputre-Postlewaite is currently teaching a 6-9 class at Santa Cruz Montessori School in California. She has been teaching for 8 years in Montessori elementary. Maryse received her AMI elementary training in Bergamo, Italy in 1978-1979. She is also a mother of Lucien, her 3 year old son.



NOTICE

PUBLIC MONTESSORI TEACHERS

The AMI-EAA has formed a committee to address topics of specific concern to Montessori teachers in the Public Schools. We have identified our goals for the 1986-87 year

1. to establish contact with interested members
2. to identify problems, issues, and strengths of the public programs.

We are looking to establish a network which will allow teachers access to examples of true Montessori functioning in the public settings. We will communicate through the AMI-EAA Newsletter and meet as a committee during the summer conference.

WE NEED YOUR HELP NOW!

If you are teaching in a public Montessori program or you know someone who is or you know of a public Montessori program in your area, please send the following information to Carol Hicks, 953 N. 29th St., Milwaukee, WI 53208.

Name _____

Address _____

Phone _____

School _____

Age Level _____

Training Center _____

Year Trained _____

Salary Survey

The following is a rough compilation of a survey administered at the annual conference held at Crow Canyon in the Summer of 1986. Individuals were asked to complete 2 questionnaires: one for 1985/86 and one for 1986/87 (to be based on anticipated information). Nineteen questionnaires were completed for each year.

	85/6	86/7
<u>LOCATION OF SCHOOL</u>		
Large metropolitan	10	11
City	8	8
Town	0	0
Rural	1	0

SOCIO-ECONOMIC CLASSES SERVED

Upper	0	1
Upper/Middle	13	13
Middle	11	12
Lower	3	4

LEGAL STATUS OF SCHOOL

Non-profit	14	13
Profit	3	2
Public	2	4
Parochial	0	0

GOVERNMENT/OWNERSHIP OF SCHOOL

Parent board	8	7
Invididually owned	5	4
Parent/teacher board	2	2

RESPONDENTS BY AGE OF CLASS

6 to 9	11	11
9 to 12	6	8
6 to 12	2	0

NUMBER OF CHILDREN IN CLASS

0 to 10	1
11 to 14	1
15 to 19	0
20 to 25	8
26 to 30	6
31 and over	3

TABLE NO 1

1985/86 EXPERIENCE BY CLASS AGE

RESPONSES	CLASS AGES	TOT YRS	AVG YRS
2	1.5 TO 3	2	1.0
8	3 TO 6	38.5	4.8
13	6 TO 9	52.5	4.0
7	9 TO 12	24.5	3.5
3	OTHER	31	10.3
35(from 19 teachers)		158.5	8.3

STARTING SALARY FOR BEGINNING TEACHER

SCHOOL YEAR	BEG SALARY	RANGE
1984/85 *	\$15,000	--
1985/86 **	\$15,200	11 TO 17,600
1986/87 ***	\$15,500	11 TO 18,000

* - From the previous year's survey

** - Based on 7 responses

*** - Based on 9 responses

BENEFITS

INSURANCE

	ACTUAL 1985/86	EXPECTD 1986/87
Life	6	6
Dental	3	5
Social Security	13	11
Health	13	13
Pension	5	6
None	5	1

SABBATICAL PROVIDED

NO	11	11
YES	6	5

NUMBER OF SICK DAYS

Avg from 14 resp.	9.7	9.5
-------------------	-----	-----

CLASSES WITH ASSISTANTS

Full-time - NO	5	7
Full-time - YES	6	6
Part-time - NO	5	9
Part-time - YES	6	4

TOTAL YES	12	10
-----------	----	----

SPECIAL TEACHERS

NO	4	5
YES	16	14

85/86 SALARIES AND YEARS' EXPERIENCE

SALARY	YRS EXP.
14,500	4
16,000	2
16,000	12
17,000	?
17,500	6
17,800	4
18,000	1
18,000	5
19,000	6
21,000	10
21,300	9
21,500	7
21,800	11
22,000	6
23,000	13
23,100	24
23,400	13
25,000	10
27,000	12

TABLE NO 2

SALARY BY YEARS' EXPERIENCE

YEARS	MEAN SALARY		
	1984/85	1985/86	1986/87
0 TO 1	16,000	17,500/2	---
2 TO 4	18,300	16,100/3	24,000/3
5 TO 10	23,000	20,600/7	23,500/11
11 & UP	--	22,400/6	28,000/2

Number or respondents follows salary

Submitted by Ken Palmer
Statistical assistance by:

- John Berno
- Barbara Dunne
- Carol Hicks
- Deanna Nakayama
- Alan Wallace

From the Publication Editor

Dear AMI-EAA Members,

Most sincere thanks to those of you who contributed to this edition of the Newsletter. We all cope with busy schedules and it is sometimes a real challenge to pull our thoughts together into writing to share with our colleagues.

The Newsletter is for and by you, a reflection of your interests and input. Please think about ways you can contribute. What lessons from your albums really work for you? Why? What do you do that makes them "click"? What do you do to inspire the spontaneous activity of your students? What books/articles have you read or courses have you taken that reinforce your work as Montessorians? What new insights come to you and you re-read your albums or Montessori's books, or as you observe your own or others' classrooms?

Write down some of those little tidbits you share with your co-workers. We learn so much from sharing with each other - at conferences, refresher courses - and through the Newsletter. You can make it happen. The deadline for the Spring Newsletter is March 31, 1987. Thanks.

Classifieds

THE MILWAUKEE PUBLIC SCHOOLS will have positions for certified AMI or AMS elementary level teachers for the 1987-88 school year. The program has grown to 13 Children's House and 16 Elementary Classes at two sites. Applicants must also have a degree in elementary education or be willing to complete an available certification program. Salaries range from \$18,214 to \$32,334. Teachers are granted an equivalency of 30 graduate credits for Montessori training. Benefits include Board-paid pension, health and dental insurance, life 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.

NEEDED SEPTEMBER 1987: AMI teachers for established 6-9 and 3-6 classes. Fully-equipped classrooms in beautiful surroundings at foot of Rocky Mountains. Non-profit school run by AMI directors offers programs for children 3 through 12 years. Salary negotiable, fringe benefits. Contact Alan or Debbie Temple, Mountain Shadows Montessori School, P.O. Box 4254, Boulder, CO 80306; or call collect 303-499-2316 (8:30-4:00).

SANTA CRUZ MONTESSORI SCHOOL is actively seeking elementary and primary teachers for the 1987-1988 school year. The classrooms for the 6-9 year old are equipped, newly remodeled, with 30 children. Supportive staff of a 22 year-old school (parent board). Active parents. Four primary classes, two 6-9 classes, and one 9-12 class. Salary negotiable. Benefits include medical. Santa Cruz is located 1 1/2 hours south of San Francisco on the beautiful Monterey Bay. Please contact Patrice Keet, 6230 Soquel Drive, Aptos, CA 95003, or call 408-476-1646.

BUSINESS OPPORTUNITY: Fully-equipped Montessori school in Idaho's capital city, population 102,000, great recreation opportunities. Excellent location for future growth. The school has current enrollment of 15 primary (3-6) students and is licensed for 28. Sale price includes a building with extensive remodeling on a lot 100 x 200, large playground, fixtures, circular drive, and room for expansion. Health forces AMI owner to sell. For information call 208-344-1709 or write Nikki Skinner, 1004 Shoshone, Boise, Idaho 83705.

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.

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Please send any editorial comments to the Publication Editor: J. McKeever, 1979 Golden Lake Ct., Chesterfield, MO 63017. Additional copies of this edition are available for members from AMI-EAA for \$4.00 per copy while supplies last.

PLACE NAME CHECKLIST
For
MAPS and GLOBES



Prepared By

Rand McNally & Company

“MAP MAKERS FOR THE WORLD”

Compliments of

Douglas Judson
P.O. Box 394
Arlington Heights, IL 60006
(312) 255-3152



POLITICAL AND NAME CHANGES

Many name changes have taken place over the last 20 years. The major changes are shown below. We suggest you use this as a check list to see if your maps and globes are up to date.

FORMER NAME	YEAR CHANGED	CURRENT NAME
AFRICA		
Swaziland (U.K.)	1968	Swaziland
Equatorial Guinea (Spain)	1968	Equatorial Guinea
Mauritius (U.K.)	1968	Mauritius
Ifni (Spain)	1969	Part of Morocco
United Arab Republic	1971	Egypt
Democratic Republic of the Congo	1971	Zaire
Bathurst, Gambia	1973	Banjul, Gambia
Fort Lamy, Chad	1973	N'Djamena, Chad
Portuguese Guinea (Portugal)	1974	Guinea-Bissau
Sao Tome and Principe (Portugal)	1975	Sao Tome and Principe
Cape Verde Islands (Portugal)	1975	Cape Verde
Comoro Islands (France)	1975	Comoros
Zomba (old capital of Malawi)	1975	Lilongwe (new capital)
Mozambique (Portugal)	1975	Mozambique
Angola (Portugal)	1975	Angola
Dahomey	1975	Benin
Malagasy Republic	1975	Madagascar
Mayotte (Comoros)	1976	Mayotte (France)
Seychelles (U.K.)	1976	Seychelles
Lourenço Marques, Mozambique	1976	Maputo, Mozambique
Nova Lisboa, Angola	1977	Huambo, Angola
Tananarive, Madagascar	1977	Antananarivo, Madagascar
Afars and Issas (France)	1977	Djibouti
South West Africa	1977	Namibia
Spanish Sahara (Spain)	1979	Western Sahara (occupied by Morocco)
Central African Empire	1979	Central African Republic

FORMER NAME	YEAR CHANGED	CURRENT NAME
<u>AFRICA</u>		
Macías Nguema Biyogo (Equatorial Guinea)	1979	Bioko (Equatorial Guinea)
Rhodesia (U.K.)	1980	Zimbabwe
Pagalú (Equatorial Guinea)	1981	Annobón (Equatorial Guinea)
Salisbury, Zimbabwe	1982	Harare, Zimbabwe
Upper Volta	1984	Burkina Faso
<u>ASIA</u>		
Southern Yemen	1970	People's Democratic Republic of Yemen
Muscat and Oman	1970	Oman
Trucial States	1971	United Arab Emirates
East Pakistan (Pakistan)	1971	Bangladesh
Bahrain (U.K.)	1971	Bahrain
Qatar (U.K.)	1971	Qatar
Southern Ryukyu Is., incl. Okinawa (U.S.)	1972	Ryukyu Is., (Japan)
Ceylon	1972	Sri Lanka
Makasar, Indonesia	1975	Ujung Pandang, Indonesia
Sikkim	1975	Part of India
North Vietnam, South Vietnam	1976	Vietnam
Saigon, South Vietnam	1976	Ho Chi Minh City, Vietnam
Quezon City (old cap. Philippines)	1976	Manila (new capital)
Portuguese Timor (Portugal)	1976	Timor (Indonesia)
Vientiane, Laos	1977	Viangchan, Laos
Pinang, Malaysia	1979	George Town, Malaysia
Kermānshāh, Iran	1980	Bakhtarān, Iran
Lyallpur, Pakistan	1980	Faisalabad, Pakistan
Brunei, (U.K.)	1984	Brunei
Formosa Strait	1984	Taiwan Strait
<u>SOUTH AMERICA</u>		
Surinam (Netherlands)	1975	Suriname

FORMER NAME	YEAR CHANGED	CURRENT NAME
<u>NORTH AMERICA</u>		
Fort William & Port Arthur, Canada	1970	Thunder Bay, Canada
Belize (old cap. British Honduras)	1973	Belmopan (new capital of Belize)
Bahamas (U.K.)	1973	Bahamas
Cape Kennedy	1973	Cape Canaveral
Grenada (U.K.)	1974	Grenada
Dominica (U.K.)	1978	Dominica
St. Lucia (U.K.)	1979	St. Lucia
Panama Canal Zone (U.S.)	1979	Part of Panama
St. Vincent (U.K.)	1979	St. Vincent & the Grenadines
Mt. McKinley National Park	1980	Denali National Park
Antigua (U.K.)	1982	Antigua and Barbuda
British Honduras (U.K.)	1982	Belize
St. Kitts-Nevis (U.K.)	1983	St. Christopher-Nevis

EUROPE
AND SOVIET UNION

Cluj, Romania	1983	Cluj-Napoca, Romania
Rybinsk, Soviet Union	1984	Andropov, Soviet Union
Naberezhnyye Chelny, Soviet Union	1984	Brezhnev, Soviet Union

OCEANIA

Nauru (Australia)	1968	Nauru
Fiji (U.K.)	1970	Fiji
Tonga (U.K.)	1970	Tonga
Papua & Territory of New Guinea (Australia)	1975	Papua New Guinea
Ellice Islands (U.K.)	1978	Tuvalu
British Solomon Islands (U.K.)	1978	Solomon Islands
Ocean Island (Kiribati)	1979	Banaba (Kiribati)
Canton Island (U.S.)	1981	Kanton (Kiribati)
Christmas Island (Kiribati)	1981	Kiritimati (Kiribati)

AMI-EAA BUSINESS MEETING MINUTES

June 18 and June 22, 1986

Phyllis Pottish-Lewis called the meeting to order.

Officers' report

Phyllis Pottish-Lewis:

- a. Sent letters to administrators to encourage special financial support for attending Crow Canyon -Echo Basin Conference.
- b. Suggest the chair do this yearly.
- c. Had two regional workshops in San Francisco and Chicago by Debbie Temple based on her art presentation from last summer's conference. We broke even.

Alan Temple:

- a. Brochure was made to tell about E.A.A. Needs pictures to use in future brochures. Start scrapbook. Brochures will be sent to training center graduates each year.
- b. Crow Canyon adapted their program so we could have "hands on" tool making experience.

Maryse Lepoutre-Postlewaite:

- a. Published three newsletters which are dependant on members input. Thanks to all who have helped in the past four years.
- b. J. McKeever is to be the new secretary.

J. McKeever

- a. Distributed a newsletter questionnaire for direct input into form and content for the newsletter.
- b. Sign-up sheet for articles.
- c. Asks for help, love, and support as she undertakes the job.

Jean Miller:

- a. Presented music curriculum based on the work of Anna Maria Maccheroni to the Washington area teachers.
- b. Her dissertation, The Montessori Music Curriculum for Children up to Six Years of Age, is available for approximately \$30 from University Microfilms International, 300 N. Zeeb Road, Ann Arbor, Michigan 48106. The order number is 8109598.
- c. Has been historian for the board.

Tom Lepoutre-Postlewaite:

- a. Compiled the Policies and Procrdures Manual.
- b. Responsible for sending and compiling the survey on attendance at the annual conference and refresher course.

Tom Lepoutre-Postlewaite: (continued)

- c. Received permission on a one year at a time basis to reproduce the Timeline of Life, Timeline of Humans and the Fundamental Needs Chart.
- d. Minutes of board meetings are available from Tom as are past newsletters.

OLD BUSINESS

Survey - Phyllis Pottish-Lewis

The goal of the survey was to find why our numbers are dwindling at the annual conference -- what deterrents have people faced? 400 forms were sent out. 81 were returned. They are partially compiled. Indications of financial and time problems seem to be frequent deterrents, but comments were made that cost and time expectations are not unreasonable. The complete results will be published in the newsletter.

This week was experimental. The board will study the evaluations to determine the response to this type of program.

A suggestion was made that we make specific our requests for the timing of the conference.

A committee was appointed to write to the A.M.I. board to require some type of participation in A.M.I.-E.A.A. to upgrade our diplomas. A suggestion of one conference and refresher course every three years was made. The committee is John Berno, Kay Berno, Keith Boehme, J. McKeever, and Kathy Bihl.

Another committee of Ann Husband, Terry Andrews and Holly will look into formulatin a form which will specifically state what kind of professional training we have received this summer -- in a style acceptable to school boards.

A clarification that the committees will report to the board based on our policies and procedures manual was made by Tom Lepoutre-Postlewaite. Tom made a further clarification that the manual is a white paper or working paper.

Keith Boehme:

Proposal I was made by Keith Boehme and seconded. There was a discussion of how useful E.A.A.'s support and recognition of public school teachers trying to mainain A.M.I.'s standards would be. The question was called. It passed unanimously.

Carol Hicks:

Carol made proposal 2. There was a friendly motion to divide the proposal into 2 parts which was accepted by Carol. Items 1-6 were included in the first motion which was seconded and passed.

Item * was made into a separate motion which was seconded and discussed. It was then tabled for further discussion at our business meeting at Echo Basin.

The committee appointed to follow up on the proposals made by Carol Hicks is Carol Hicks, Melinda Alan Temple, Jean Miller and Kay Berno. There was a request that the committee meetings be posted so others may attend. This will be done.

Ken Palmer:

Ken presented the salary questionnaire results. They will be posted and also published in the newsletter.

Phyllis Pottash-Lewis:

We will need to elect a new chair next year. The person must be a member in good standing for two consecutive years before s/he can be nominated. Phyllis mentioned the huge amount of work involved in being the chair and asked that nomination be made to the board and/or that volunteers present themselves as candidates to the board.

For the next items of business the group elected to have no discussion until the Echo Basin meeting.

1. Next year's conference in Wisconsin to be organized by Carol Hicks and Gladys Strauss.
2. Barbara Dunne may organize a conference in New England for two years from now.
3. We need to discuss regional workshops and whether to have them.
4. We decided to meet at 4:30 Sunday at Echo Basin.

Meeting was adjourned at 11:00 p.m.

Respectfully submitted,

Kathy Bihl

PROPOSAL 1:

Subject: A proposal to the A.M.I.-E.A.A. members concerning the formation of a committee made up of A.M.I. Elementary teachers in public schools.

The public school teachers who are members of the A.M.I.-E.A.A. would like to form a committee within the A.M.I.-E.A.A. made up of public school teachers.

The committee would meet during the A.M.I.-E.A.A. annual meeting and would have a scheduled time for meeting. Notice of the meeting would be listed in the last newsletter before the annual meeting.

The purpose of the committee would be:

1. to support each other by sharing problems and solutions for problems, classroom management solutions, and integrating special curriculum requirements into the Montessori curriculum.
2. to support each other through cission of administrative policies most likely to further the Montessori programs in the public schools.
3. to plan for meetings or speakers during the current membership year.
4. to encourage the training of teachers from a variety of backgrounds.

PROPOSAL 2:

Motion: to establish a recruitment committee.

Montessori in the public schools is dependent on racially balanced teaching staffs, as they are mostly magnet or alternative schools designed for voluntary integration.

We would like to propose that action be taken to encourage college graduates of minority backgrounds to train at A.M.I. elementary training courses.

We propose that a committee for recruitment of minority people to A.M.I. training centers be established in A.M.I.-E.A.A. The duties of this committee shall include;

1. Encouraging individual schools to seek out minorities for sponsorship;
2. Searching for scholarship funds for tuition in A.M.I. elementary training programs;
3. Writing articles regularly to the E.A.A. Newsletter, reporting on committee activities;
4. Describing to all Montessori professional journals any institution's offer to pay tuition for A.M.I. elementary training in return for service;
5. Communicating with colleges and universities for example those supported by the United Negro College Fund as to the availability of sponsorships, scholarships, and other offers of payment for training to A.M.I. elementary training courses;
6. Encouraging the E.A.A. membership and/or regional E.A.A. groups to contact colleges and universities in their regions with minority populations for the purpose of
 - a. offering to provide information or speakers to education classes about Montessori and teacher training;
 - b. offering to provide a booth at a job information day on the Montessori teaching profession.

* We propose that the A.M.I.-E.A.A. urge A.M.I. to maintain an elementary course given in consecutive summers in order to provide reasonable alternatives to a one year course, which would be more likely to attract a greater cross-section of trainees than a one year course.

Alan Temple called the meeting to order. He suggested a 5 -10 minute discussion period for each agenda item. Then he gave the schedule for Echo Basin and general information for the conference.

Introductions, write ups for sessions, rounder-uppers, and setter-uppers were volunteered.

Next year's conference will be in Southern Wisconsin. We will spend four to five days each for the refresher course and conference. Suggestions for the refresher course were History, Biology, and Art & Music.

Two years from now we will try for another experimental conference, possibly Mystic Seaport, Tall ships, Williamsburg, Social Living History or Audubon Camps. The board will meet in September and January or February to discuss the possibilities.

It is felt that regional workshops are important to continue. They should be on topics that are not being dealt with in the classrooms: classroom management, going out, philosophical points, poetry, practical aspects were all suggested.

We will send a group letter of appreciation and \$10 donation checks to Crow Canyon for the week we had there.

Carol Hicks proposal was moved and seconded, the motion passed.

The meeting was adjourned.

Respectfully,

Kathy Bihl

Kathy Bihl is a 1981 graduate of the elementary training at Washington Montessori Institute. She has been teaching a 6-9 class at Community Montessori School in Lexington, KY since that time. Kathy has contributed several articles to the Newsletter and has been an active participant in EAA conferences and refresher courses.

A.M.I.

Elementary

*Alumni
Association*

Newsletter



Volume XIX

Number 3

Spring 1987

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Annual Conference

Take some time to plan for a week of learning, sharing, and relaxing!

This short week is guaranteed to put some spark into your role as an elementary classroom director/directress. It will be happening in beautiful Wisconsin from June 22 to June 28, 1987. The early registration deadline is April 30th. If you didn't receive registration forms and information regarding this AMI-EAA Annual Conference, call or write:

*Gladys Strauss
111 - 11th Street, #4Cs
Racine, WI 53403
414-637-6416*

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.

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Coming Home to EAA

by MARSHA MORGAN KLEIS

The EAA conference at Crow Canyon was my "homecoming" event after an absence of six years. The organizing conference at Unicoi was the last year that I had met with the elementary group. In those intervening years Greg and I had lived in Australia and New Zealand. We had attended the summer gatherings for quite a few years beginning after we returned from Bergamo in 1971. In those early years we most often gathered at Mercy Center in Cincinnati. We also met in Cleveland and then in Georgia.

As I joked about this "homecoming", someone asked me to make a few comments about my observations for publication. I made several false beginnings, but never completed the article. Then, when I attended the recent Refresher Course in St. Louis, it occurred to me that I had previously not felt fully "returned" because I had certainly heard that refresher courses had become a part of modern EAA events, but I had not had the opportunity of attending.

Now that I have experienced the three basic aspects of EAA gatherings (1. experiential - the archeological dig, 2. sharing by and with other fellow participants, and, 3. the refresher course - plus, naturally, the all-important and ever-present aspect of having fun together) it is much more enjoyable to comment.

Now if feel that it would be fun to reflect on these events. First, there is the wonderful feeling of belonging, of seeing old friends and making new ones, and finding all the unique kind of sharing that a group of this kind can do. As one very dear new friend and I agreed, it was really wonderful to begin our being together somewhere beyond the point of, "Oh, so you're a Montessori teacher. Can you tell me what that is?"

The group itself has certainly evolved with the changing needs of its members. A possible description of the first years might be "A Survival Support Group" (although words as fancy as support group weren't yet such a part of our vocabulary). At those summer reunions we were happy to find that others had made it from year

to year and to meet the "old-timers" (those with one to five years in their experience column). We madly made materials having little concept of priority. We shared our mistakes and discoveries on the material-making front. Some of those collaboratively produced efforts I've noticed still in faithful service in several classrooms.

Thanks to Jean Miller and the fantastic group at Mercy Center, we did have content, format, equipment, and comfort. The swimming pool was a definite reviver after hours of cutting, pasting, and laminating. We also talked of parents, boards, contracts, certification, testing, and areas of "curriculum" content that we felt needed enrichment or clarification. On that point the most vivid picture I have comes of Nel Weniger who would throw herself to the carpet in a yoga asana when we really got seriously off-track. Then we began to hear her wisdom in reminding us that we had been taught the principles and process and that after the key elements we could work out for ourselves those unique helps that follow the interests of one class or group of children. During the year we exchanged advice, support, stories and materials via the newsletter. I must say it's touching after the passage of these several years to remember that you carried out this or that activity suggested by a friend. Sister Aloyse reminded me in January that we had once shared a bread-making recipe that she still remembered. The bonds were deep when we often felt like isolates in one dot of the world or another.

As with any group that must continually redefine itself and its purpose there are some losses as well as gains in its process of moving forward. I'm so happy that Jean has offered the dedication required to act as the bridge person through this portion of our evolution. The sadness that I cannot keep from feeling is for the ones who have not been present at the homecomings. Some of our early participants have passed on or become very ill. Others have changed their life's path and are no longer teaching. Others have chosen not to participate, and the financial considerations hold others back, as well as other time commitments. These faces are missed.

I have been re-inspired by my two homecomings. My knowledge was deepened and my visions heightened. I hope that it will be possible to continue my contact as we once again return to New Zealand. The

South Pacific region is in an exciting period for Montessori, and many challenges are anticipated.

Certainly the challenge is presented to EAA to continue to provide a forum for our interactions. The phrase "differences which unite us" could be applied to us, as that seems a part of our task of continuing to recognize the essential part that Montessori plays in our own world perspective. We continue to seek the essence of the approach and to see the ever-expanding concept of Cosmic Education.

Marsha Morgan Kleis teaches a 6-9 class at Mountain Shadows Montessori in Boulder, Colorado. She and Greg are parents of four children -- Andrea, 22; Matthew, 20; Jonathan, 12; and Kathryn, 4.

"If facts are seeds that later produce knowledge and wisdom, then the emotions and the impressions of the senses are the fertile soil in which the seeds must grow."

Rachael L. Carson
The Sense of Wonder

"Joy is the feeling that comes from the fulfillment of one's potential. Fulfillment brings to an individual the feeling that he can cope with his environment; the sense of confidence in himself as a significant, competent, lovable person who is capable of handling situations as they arise, able to use fully his own capacities, and free to express his feelings."

William C. Schutz
Joy

"Social and formal education stress the cognitive and motor functions of the organism without regard for sensory development. We teach them non-sense."

"Education ideally is an active, interested exploration: skill, learning, knowing, doing. Too much of formal education is dulling, memorization, passive compartmentalization, indoctrination."

Bernard Gunther
Sense Relaxation

Some Thoughts During a Sabbatical Year

by **MARIANNE WHITE DUNLAP**

It has been a most unusual year in my adult life. After the work necessary for a happy 25-year marriage and the parenting of two daughters, ages 23 and 20, I found the ten years of work in my elementary classroom coming to an end. I had before me a large block of time for study and contemplation. One dear friend suggested that I chose it for a time of "cleansing". In retrospect, I suspect she was right. It has also been a time for a reevaluation of my priorities. Something has shifted in me and with the shift, a feeling of liberty has emerged. It must be the same for the children, too. A difficult decision is made. The consequences are felt and new growth is the result.

The directress of our school and its parent board made what must have been a difficult decision, too. At a time of great financial stress they granted a sabbatical year to their 9-12 directress, knowing that the new school year would find them expanding that level to two classrooms. For their trust and vote of confidence I will be forever grateful. The school is stronger because of their courage and vision. Their elementary program is growing and next year they will be adding an infant community and a weekly parenting course for new parents. These new additions will be the fruition of the work I have done during this sabbatical year.

At the present time I am finishing the Assistants to Infancy Course offered at the Montessori Institute in Houston. Focusing on the beginning of life has been a powerful experience for me. There is something truly compelling about studying these early years of development. I saw mirrored in them the roots of my own strengths and weaknesses. The importance of my own early childhood experiences took on a new and stronger significance.

I have come to realize in a new way the impact these early years have on the personalities of the students in our elementary classrooms. The problems of motivation and social interaction that we deal with daily have their origins in the early life experiences of our students.

As elementary teachers we know the importance of "Going Out" to the work of the classroom. We do not force this. The children show us when they are ready by the degree of responsibility they have for their classroom work. The trust we have in them helps them toward further separation and independence. This same principle is even more important for the newborn, infant, and toddler.

It was sometime during my 350 hours of observations in infant communities and in home environments that this principle of freedom and independence crystalized for me. How important these early environments are to the psychological development of children! Our trust and faith in their ability to separate and to be independent are being unconsciously absorbed into their very souls.

There are many points of consciousness I have come to during this year of study. Many of you have expressed an interest in the course in Houston and my experiences there. There are so many things I would like to share with you. The following are just a few thoughts that have been the most thought-provoking for me. You might find them interesting, too.

1. The increasing number of cesarean sections being performed in our delivery rooms is alarming. It is yet another sign of our times. The inability of the adults to trust the child — their unwillingness to put aside their own unfulfilled needs for the primary needs of the child. The first collaborative work of birthing belongs to the mother and the newborn, not to doctors, drugs, and the surgical knife. As Montessorians, we can help obstetricians and new parents to trust in the responsibility of the fetus and mother to do the work they must do by themselves. The necessary time and encouragement is all that is needed in most cases.

2. The development of the personality starts in the uterus. It is nurtured through the first relationship between mother and newborn. Each newborn is in need of a mother who is completely aware of him/her, who takes him/her seriously, and who admires and follows him/her. The confidence needed to actively explore and to experiment on their environment is gained when infants can trust that their needs will be met by the caring people around them.

3. This confidence will continue to grow if the home environment provides an atmosphere of freedom and independence. Movement that is free from "containers" and psychological "boxes" will allow young children to learn about themselves and their limitations. This can only happen if they are not put into cribs, playpens, highchairs, walkers, and other restraints. These so-called "aids" hinder their movement and make them unnecessarily dependent on adults. Can you imagine the humiliation you would feel if you had to rely on someone else all the time in order to move from one place to another? A lack of curiosity or a fearfulness to try new things are the sad psychological results. Uncoordination and clumsiness can be the frustrating physical results.

4. Infants can learn that they have some control over their world if the adults around them are sensitive to their needs and capabilities. Being able to kick or bat at a mobile hung over their low bed will allow infants to realize that they can effect change in their world from the beginning of their lives. To be able to leave your bed when you desire and to return when you are sleepy is a freedom for independence and responsibility. Infants whose environments offer them these kinds of experiences will enter our schools normalized — for normalization is a process that should take place in the home. New parents must be educated for this.

If you find these thoughts as provocative as I have, you can easily see the ramifications the Assistants to Infancy Course could have on parenting and on the helps given to children in their home environments before they enter our primary and elementary classrooms. Think about the environments your school offers to children. Many "programs" I have observed simply are warehouses for children of working parents. Depressing to say the least! Infant communities with trained assistants to infancy could have an enormously positive effect on your parent population. They provide the kinds of environments that compliment the work done in the home, thereby helping parents to understand on a deeper level the needs and tendencies of their young children at a time when the unconscious absorbent mind is still at work. This awareness can only help their children's psychological and physical development.

The recent research on the infant and the first years of life is most exciting. There are many fine books on the brain and on prenatal development. The Brain by Richard Restak, based on the PBS television series is one of them. Another is The Interpersonal World of the Infant by Daniel Stern who presents a revolutionary contribution to psychodynamic theory and practice. Although it is a challenge to read, I found it fascinating because of my interest in psychoanalysis and the new perspectives it puts forth on human development. Ashley Montagu's book on Touching is a must for anyone working with children. I have found The Magical Child Matures by Joseph Chilton Pearce is a wonderful source that links the mysticism of eastern thought (and perhaps Montessori's philosophy too) with the quantum mechanics and finality vs. causality arguments of my Bergamo days.

At the recent refresher course in St. Louis, Renilde Montessori was asked to suggest a contemporary author whose works could be read to compliment our work in the Montessori classroom. Her answer was, "Alice Miller", who has written For Your Own Good, The Drama of the Gifted Child, and Thou Shalt Not Be Aware. The books cannot be recommended highly enough. They can help our understanding of ourselves and ultimately the children with whom we work. Their impact will be felt deeply by anyone who has the courage to look within him/herself for the seeds of growth and development.

This May I will spend several weeks in Rome working with Anna Gambacurta at the Maternity Hospital there. This summer I will finish the second half of my course work with Dr. Silvana Montanaro and Judi Maloof-Bodi. Although I will miss being with you in Wisconsin, you will all be in my thoughts. I look forward to future newsletters and sharing more with you.

Marianne White Dunlap received her AMI elementary diploma in Bergamo, 1975. She has taught at the 6-9 and 9-12 levels for many years. As she mentioned, she is on sabbatical from Alcuin Montessori School in River Forest, Illinois. Marianne has been an active participant in EAA, and has contributed several articles to the Newsletter.

Incorporation

At our Annual Conference this June, you will be asked to approve Articles of Incorporation and Bylaws for the purpose of incorporating AMI-EAA as a non-profit, tax-exempt charitable corporation under federal and California law. Previously, AMI-EAA has had the benefit of existing under the tax-exempt status of the Montessori Development Foundation. MDF has determined that it is no longer feasible to continue this arrangement, and so the Board has undertaken to prepare the necessary documents for our own tax-exempt incorporation. If you approve of them, we will submit them to the proper federal and California authorities and await a ruling on whether they meet applicable standards.

The draft Articles of Incorporation and Bylaws are lengthy, totalling almost 20 pages. We have tried to retain as much of the substance of our existing Charter and Bylaws as possible and to limit modifications and additions to what appears necessary or advisable for tax-exempt and corporate status. Because of the expense mailing the drafts to each member would entail, we will make them available at the registration for the Annual Conference, instead. At that time, we also will distribute a commentary explaining some of the major modifications and additions, and, of course, we will ensure an adequate opportunity to discuss the drafts before asking you to vote on them.

History Refresher

by ALAN WESTCOTT

From January 16th through the 19th, 1987, over 150 primary and elementary teachers came to St. Louis, Missouri to attend AMI Primary and Elementary Refresher Courses. The courses were conducted by Hildegard Solzbacher and Pearl Vanderwall at the Primary level, and Margaret Stephenson at the Elementary level. Renilde Montessori gave the keynote address.

J. McKeever asked me to write up an overview of the Elementary Course. Before I begin that assignment, permit me to say a few things about this first ever wintertime get-together. It was wonderful! There are many reasons for this. First, I think it is always rewarding when Primary and Elementary teachers come together. The Interface workshops that Miss Stephenson conducts are a good example. This conference came at a time of the year when many of us are in need of a recharge. Also, its short duration made it possible for many of us to attend when in the past we couldn't. We were honored with fantastic speakers. Last, but not least, the Courses were well-organized and well-run. We must thank J. McKeever, AMI-USA, and AMI-EAA for this.

The purpose of this History Refresher Course was to explore major significant features of the child's history work - work which is at the center of Cosmic Education, **THE UNDERLYING CURRENT OF OUR WORK**. Miss Stephenson reminded us of our need to be actors in the classroom, to always allow a certain amount of "controlled chaos", to make sure that things are always happening in the classroom, and to use the imagination.

Miss Stephenson pointed out that by using the imagination, we can get away from a curriculum and syllabus. To do this, we must keep three things in mind. First, there is not a great deal that children are obliged to learn about in the public curriculum. Second, we must remember at all times the reasoning intellect. The child needs to be able to draw conclusions, to be aware of the implications of acts, and to look for reasons things happened. Third, we must love, not like. Miss Stephenson says that to love a person is to wish him

well. We must help the child to fit into a pattern in which he is not led by the nose, but is able to choose.

Our study of history is a drama, a series of significant acts. Miss Stephenson spent considerable time talking about five particular "acts" that are necessary to introduce children to the play of the universe, creatures and plants upon it, and the drama of mankind. She called these the five great lessons:

1. God Without Hands
2. The Evolution of Life Time Line

These first two stories set the stage for the child to develop a gratitude to God for the earth and all the features it has developed.

3. The Story of the Coming of Man
4. The Story of Written Communication
5. The Story of Numbers

The last three stories allow the child to develop a gratitude to early human beings for the developments that were made during the long, unwritten prehistory when man was living on the earth.

"We've got all these lessons," you say. Right you are. However, Miss Stephenson opened the eyes of many of us when she spoke of when and how these lessons should be presented.

First, all five great lessons should be presented within the first month of school. Second is the order in which the lessons are to be given. God Without Hands is on the first day of class. The Story of the Coming of Life (The Evolution of Life Time Line) should follow in a week or two. The Black Strip (not a great, but a key lesson) should follow. Another key lesson is The Hand Chart. This should come after the Black Strip and before the Clock of Eras (another key lesson). The Hand Chart provides a perfect stepping stone to the the first and second Time Lines of Man.

The manner of presentation that Miss Stephenson stressed is also very important. Everything should be in story form. This extends even to the answers to questions that the children might ask you. The stories should be solemn. Don't overload the children with new names or terms they have never seen before. For example, leave out the names of the eras and give the main milestones only. Some of these would be unicellu-

lar life, multicellular life, and the appearance of definite organs in animals.

Concerning the asking of questions: IT IS THE ROLE OF THE CHILDREN TO ASK QUESTIONS, NOT US. After first presentations, just be there a while and let the children look at the material and allow them time for reflection, "the rest" before they choose any work. Of course, these are required lessons for your new students, but never fail to invite all others who are interested in attending.

I can't speak for others at the course, but this was really exciting to Sandra and me. We came back to school and set to work. It took about five weeks. (I am ashamed to mention the time span we've had between these lessons in the past.) The results have been so very gratifying! The excitement generated was classwide. We have 38 six to eleven year-olds. More than one eleven year-old came up to us and said, "Am I too old to work on dinosaurs?" The amount of work that has come from the presentations is tremendous and includes timelines, reports, stories, and artwork.

Miss Stephenson spent considerable time explaining how to use the History Question Charts. The NEEDS OF MAN approach to history helps us to allow the children to truly understand the human part of history, how man has mastered his environment and the things in it, and to understand the debt we owe to others. The four sets of questions provide us with guidelines to organize what material we need to know. In following the history of people in their time on earth, recognizing the material and spiritual territories, remember the links to science and economics, to customs and ideas. Take note of the three revolutions that mark off stages in the process of history.

What civilizations should we study first? In the Old World they are Sumeria, Egypt, The Indus Valley, and the Yellow River. In the New World they are the Aztec and the Maya.

There are two major reasons for presenting history. First, to interest the child. Second, we believe that studying history helps to prepare the child to take his place in the life of his own society.

Thank you to Margaret Stephenson and everyone else who helped make this such a rewarding experience.

Alan Westcott received his AMI elementary certificate from WMI in 1978. He and his wife Sandra currently direct a 6-12 class at Villa di Maria Montessori Center in St. Louis, Missouri.



AMI-EAA Elections

The Board of AMI-EAA is pleased to announce that Alan Temple will serve as Chairperson for the term of June, 1987, to May, 1990. Alan leaves the position of Vice-Chair/Research and Development Coordinator, which he has held since 1985. The Board has appointed Carol Hicks to complete that term of office, which ends, May, 1988. Carol has been an active participant in EAA for several years, and we look forward to her energy and input. Alan has contributed greatly to the organization in his years on the Board, and we look forward to his continued dedicated efforts.

Jean Miller vacates her position of Past Chair (see related articles), but we certainly anticipate her continued active participation in the AMI-EAA. Phyllis Pottish-Lewis now becomes Past Chair, after having served as Chairperson since 1984. We look forward to her continued input and insight on the Board and in other AMI-EAA activities.



Jean Miller: Tribute to a Devoted Servant

by **DEBORAH ANN TEMPLE**
and **PHYLLIS POTTISH-LEWIS**

Jean Miller's term as an EAA officer will be over this summer. However, her official role as an EAA officer for the past seven years only hints of the major contribution she has made to our elementary alumnae group. It is a privilege to be asked to share with you some personal reflections on the work of this dedicated Montessorian.

I was being introduced to Montessori in 1970 when I first met Jean. Her enthusiasm for Montessori was contagious! I was encouraged to take the Montessori elementary training in Bergamo in 1971-72. Thus began a professional and personal association that has continued since then, stimulated by Montessori conferences, workshops, and visits.

After taking the Montessori elementary training in Bergamo in 1967, Jean founded the Montessori Development Foundation. Through MDF a Montessori Elementary Newsletter was first published and printed material was made available for purchase, so Montessorians would not have to make all the handmade materials from scratch. Jean became the contact person for people interested in taking the Montessori elementary training, and for schools looking for elementary teachers. This service helped facilitate the flourishing of Montessori elementary classrooms that took place in the 1970s.

It was during the Montessori Centenary Celebration Conference in Washington, D.C. during the spring of 1970 that a contingent of Montessori elementary teachers decided to initiate an elementary alumnae gathering. This first occurred during the summer of 1970. The purpose of such gatherings was to lend support to one another and to participate in the sharing and making of classroom materials. The xerox and laminating machines were invaluable during those early years, and exchanges of ideas and support for one another occurred while all were busy making classroom materials. Jean was the nurturing force behind this group, not wanting to control it, but allowing and encouraging it to grow and change. Teachers actively involved in this group

would come and go, but Jean continued to see that the annual elementary workshops were organized. As the needs of the elementary teachers changed, the focus of the workshops changed also. It was only after years of informality that this elementary group of teachers decided to create a formal organization in 1980, which became known as the Elementary Alumni Association.

Jean has been involved with Montessori in a number of different capacities. In addition to her involvement with EAA, Jean served as an officer in NAMTA for four years; she served as Interim Executive Secretary of AMI-USA during its reorganization; she is currently serving on the AMI-Holland Board. After receiving her elementary training in Bergamo in 1967, Jean received her primary training in Cleveland in 1979, and in 1981 obtained her PhD from Case Western Reserve University, where she wrote her dissertation on Montessori Music. In 1981 she traveled in India with a letter of introduction from Mario Montessori for the purpose of collecting any unpublished lectures of Dr. Montessori's. Jean has been a Montessori Music Lecturer for the Washington, Cleveland, and Toronto elementary training centers, and for 14 AMI primary courses. Jean has taught children aged 2 1/2 through 12. In a parenting role, Jean has two grown sons who attended Montessori schools during their elementary years. Jean is currently serving as coordinator of the primary and elementary classes in Greenfield School, a Montessori Public School in Milwaukee, Wisconsin.

In furthering the Montessori movement, Jean has always been willing to work where needed at many different levels. She has been able to keep a global view of the Montessori movement, while at the same time play a nurturing role in her different job capacities, not causing things to grow and change, but allowing them to. She has been open and responsive to the process of growth in Montessori, never anticipating with preconceived ideas where her efforts may lead. Her tireless and unselfish efforts have been an inspiration to many individuals, to organizations she has been a part of, and to the Montessori movement as a whole.

Deborah has taught for fifteen years at the elementary level. She and her husband, Alan, have their own school in Boulder, Colorado. Deborah is one of the founding members of EAA.

TRIBUTE (continued)

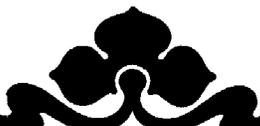
I remember the first time I met Jean Miller. It was at our conference in Unicoi in 1980 (you remember, the one where we named ourselves the AMI Elementary Alumni Association). I was a virtual newcomer on the scene at that time, but I can recall vividly just how impressed I was with the woman with the beautiful red hair. She always was tirelessly working and organizing for the benefit of those of us who were in attendance. I couldn't imagine what her secret for energy and endurance was. (I later found out — YEAST!) Apparently, this was how Jean approached all of her responsibilities and why the elementary teachers were continuing to meet together after ten years of a casual same-time-next-year approach.

Since that occasion, I have had the opportunity to work very closely with Jean on a number of ventures, and I continue to be amazed by her capacity for investing her time, energy, and resources into this remarkable Montessori movement. I have found that no matter what the endeavor is, Jean offers a perspective and point of view which always is sound and multidimensional. Because of this ability, she has contributed incalculably to the AMI-EAA that you see today.

Jean leaves the Board at the expiration of her present term this June. It is hard to imagine her not actively working on behalf of EAA. I have the feeling that just because Jean is leaving the Board doesn't mean that she will be any less active in our group. How could she? It would be against her nature to not work for the people and purpose that are near and dear to her heart, and from our perspective, it wouldn't seem right to not have her to consult for illumination of details on the history and sundry other things. No, let's face it. Jean goes off the Board, but she will always be a major part of the fabric that makes EAA what it is today.

Thank you, Jean. Thank you from the bottoms of all our hearts for your hard work and dedication to the organization you cared for through its infancy and nurtured into the healthy adolescence it now enjoys.

Phyllis has been actively involved with AMI-EAA since it was organized as such. She is now moving from the position of Chairperson to that of Past Chair. Phyllis directs a 6-9 class at Marin Montessori School, near San Francisco.



AMI-EAA MEMBERSHIP DIRECTORY ADDITIONS AND CORRECTIONS SPRING 1987

Additions:

Christiano, Mary Ann
1985 Pflugsten Road
Northbrook, IL 60062
Training:
Elem: Toronto 1984

Fanning, Mary M.
77 Finch Avenue East #146
Willowdale, Ontario M2N 6H9
Canada
416-733-2452
Training:
Elem: Bergamo 1981
Employment:
Lecturer
Toronto Montessori Institute
8569 Bayview Ave, R.R. 2
Richmond Hill, Ontario L4C 7B5
Canada
416-889-6882

Address Updates:

Landes, Christiana
4948 N. Cactus
Apache Jct., AZ 85219

Olsen, Hollice Hawes
4134 McKinley Ct.
Milwaukee, WI 53208

Members, please make the above additions and corrections in your 1986 - 1987 Membership Directory.



Parent Participation

by STEVE MAZER

Recently we had a Parent Participation for Effective Schools workshop-seminar here in Arizona. I thought it might be appropriate to share with you some of the materials from the workshop. The conference was essentially for the public schools but there were a number of people present from private schools. I hope some of these items might be of benefit to you and your school.

As Maria Montessori so aptly pointed out, parents are the child's first teacher. When the first words are spoken the parent is the language teacher. When a parent helps the child recognize shapes and colors, s/he is teaching reading skills. Before a child enters the Casa, in many cases the parent has taught math, science, social studies, arts, and physical education. Teachers only see students a few hours per day. Parents are constantly teaching their children.

To a large degree, the child's success in school depends upon what parents do before the child enters school and what they do during the child's school years. Parents provide the motivation and practice for continued learning. A teacher can only influence a child for the year or years in the classroom, but parents influence a child for almost twenty years. In fact, the parents' influence extends for the rest of the child's life.

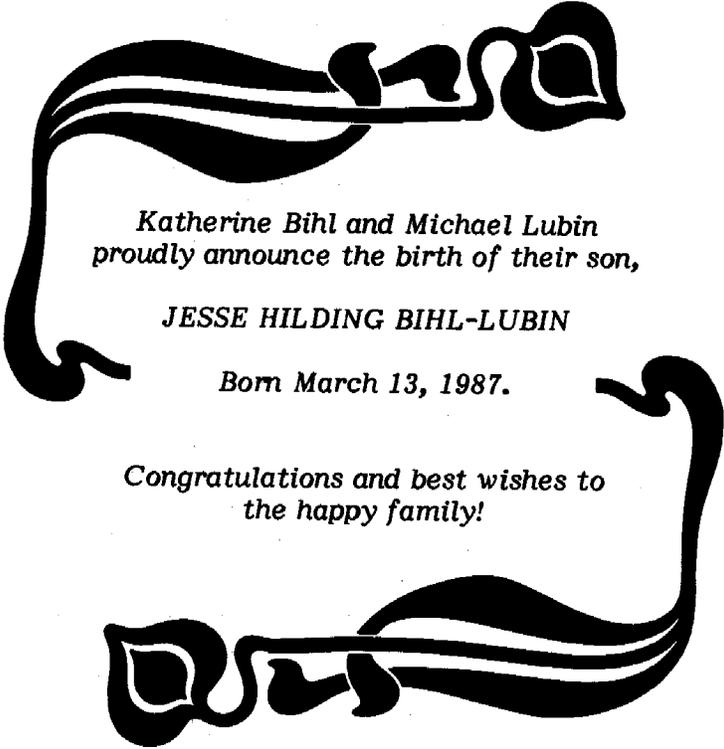
Parents need to work in partnership with the schools to help the child achieve his/her potential. Nearly all parents are willing to assist their children with school work, but many are uncertain what to do. The main purpose of the seminar was to help parents gain insights into how children learn, to learn what basic skills are needed for success in school and the importance of building a strong self concept. Television, homework, parental rights and responsibilities were also addressed. Parents were also given suggestions for learning activities which may be done at home, while shopping, or traveling.

The handbook used for the program was titled Parent Participation for Effective Schools and was developed by the Arizona

Department of Education. Two additional handbooks, distributed during seminars on Parent Participation, are Planning for Parent Participation (for administrators, teachers, and parent advisory groups) and Parent-Teacher Communication (for parents and teachers). For information about the handbooks and/or seminars, contact:

Lettie B. Cale, Coordinator
Effective Schools & Community Resources
Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007
602-255-5008

Steve Mazer is a graduate of the 1981 WMI elementary course. He is currently teaching in the public school system in Bagdad, Arizona.



*Katherine Bihl and Michael Lubin
proudly announce the birth of their son,*

JESSE HILDING BIHL-LUBIN

Born March 13, 1987.

*Congratulations and best wishes to
the happy family!*

From the Publication Editor

Dear Members,

This issue marks the end of my first year as Publication Editor. Thank you for being so patient with me while I've been learning about and experimenting with the Newsletter. But most of all, thank you to those of you make the Newsletter possible -- those who have actually contributed your thoughts. Thanks for not hanging up on me when I call to nag you about a promised article. Thanks for being open to my suggestions and ideas. I'd like to be open to yours, too. I would really appreciate a call or postcard about any ideas, changes, or criticisms you may have for making the Newsletter more valuable to the AMI-EAA membership.

All in all, I must say that being Publication Editor is not very easy, but it is extremely enjoyable. (I have to admit that I find it easier to write an article than to get one from someone else!) But some of the advantages of the job are that I have occasion to speak to many of you during the year. I also get to read all the articles and news first!

I hope to see many of you this June in Wisconsin (where I'll corner you in person for article commitments). Those of you who are unable to attend the Annual Conference, I am just as eager to have your contributions. As the school year winds down, and as you do your planning and reviewing over the summer months, remember to write down some of your successes, failures, or classroom vignettes to share with the rest of us.

J. McKeever

Classifieds

BUSINESS OPPORTUNITIES:

Business opportunity: Fully-equipped Montessori school in Idaho's capital city, population 102,000, great recreation opportunities. Excellent location for future growth. The school has current enrollment of 15 primary (3-6) students and is licensed for 28. Sale price includes a building with extensive remodeling on a lot 100 x 200, large playground, fixtures, circular drive, and room for expansion.. Health forces AMI owner to sell. For information call 208-344-1709 or write Nikki Skinner, 1004 Shoshone, Boise, Idaho 83705.

POSITIONS AVAILABLE:

Cathedral Montessori School is located in Richland, Washington, in the south eastern side of the state. The school is in the outer areas of the city, so we have beautiful spacious grounds with a small mountain in our backyard. The enrollment of the total school is approximately 100 students. Open positions are in (3-6) Preschool Kindergarten, and (5-8) Pre/Kinder/1st grade. Positions are available for the school year 1987-88. Salaries negotiable. Health benefits. Please send resumes to Judy Hagen Curtis, Cathedral Montessori School, Rt. 3, Box 8065, Richland, WA 99352, 509-627-1109.

Montessori Child Development Center in San Diego County, CA, seeking AMS/AMI Elementary and 3-6 Primary Director/ess (full and part time positions) for Fall 1987. Two established Montessori schools in rural residential community. Near San Diego, with many cultural and other advantages. Ocean, mountains and desert short drive. 1½ 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.

Virgin Islands Montessori School, AMI, Established 1964. Four Preschool classes and three elementary classes. 9-12 teacher needed for 1987-88 school year. Excellent benefits. Established classes. Send resume and references to Shournagh McWeeney, V.I. Montessori School, Vessup Bay - Route 6, St. Thomas, Virgin Islands 00802. Telephone 809-775-6360.

(continued next page)

POSITIONS AVAILABLE (continued)

School established in 1972 with 2 Primary classes seeks experienced Elementary Directress to start a new junior level program (ages 6-12) for 1987-88 school year and a Primary Directress. Active parent coop. Salary negotiable. Beautiful new campus located in the sunny, subtropical Florida Keys. Send resume, references and photo to: Montessori Children's School of Key West, Inc., 1221 Varela St., Key West, Florida 33040. 305-294-5302.

The Castle Park Montessori Schools, established and AMI recognized since 1973, in Chula Vista, California, 8 miles from the city of San Diego and 5 miles from Mexico, is seeking an AMI Elementary teacher for the school year 1987-1988, starting in September, for a 6-9 and 9-12 environment. Salary commensurate on experience and negotiable. Chula Vista, with its own Marina, has many advantages; cultural as well as others; is about 2 miles from the Bay, very near to the mountains (with snow in the winter) and 2 hours drive to the Desert. The School for the new Elementary is located on a 1 $\frac{1}{4}$ acre site with an already established 3-6 primary school. Please contact Mrs. Harlan, Post Office Box 3755, Chula Vista, California, 92011. 619-691-6811.

Experienced, certified AMI or AMS teacher for 2 $\frac{1}{2}$ -6, 6-9, and 9-12 year olds. Also, an experienced Administrator. Our school, established in 1975, enjoys community recognition and full enrollment. Attractive salary and excellent benefits. Contact Sandra Novick, The Charlotte Montessori School, P.O. 11276, Charlotte, NC 28209.

Boston area - Fall 1987. Opening available for one Junior (6-9) and one primary 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 155 children who come from a variety of ethnic and socio-economic backgrounds. The school is fully equipped and centrally located in a residential town abutting Boston. Competitive salary dependent on experience. Excellent benefits. Please call Maureen Coughlan (617-698-5210) or send resume to the Thacher Montessori School, Inc., 44 Edge Hill Rd., Milton, MA 02186.

Join the Montessori family at Henson Valley! Founded 22 years ago, our school is a firmly established part of this suburban Maryland community, minutes from the nation's capital. Lovely natural setting, especially designed building, creative wooden playground, supportive fellow teachers, parents and board! Current enrollment of 180 students, Primary and Elementary programs. Seeking Primary and Elementary teachers for September 87. Send resumes to HVMS, 7007 Allentown Road, Temple Hills, Maryland 20748. 301-449-4442.

Seeking Directress 9-12 Elem. Program for Montessori Children's House of Petaluma Marin School. Salary commensurate with experience and training. Located 40 mi. N. of San Francisco, in peaceful, country setting. Dynamic program, includes Aikido, drama, music, nature programs. The Marin School is originator of the World Music in Schools Foundation. Please send current resume or inquiries to: P.O. Box 504, Petaluma, CA 94953, or call 707-763-9222.

