

A.M.T.

Elementary

Alumni
Association

Newsletter



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Drama Workshop

by SHARON DUBBLE KENDALL

A major part of the EAA summer conference involved a drama workshop, beginning on the first morning with an introductory lecture and continuing throughout the week as various aspects of production were actively explored. Katherine Carter Brunner organized and guided this work. Her unflagging enthusiasm (and the patience of her 18-month-old daughter, Sophie) won the admiration and appreciation of everyone.

Katherine began with a grounding in history, briefly tracing the development of drama from the rituals and chants of early humans to the popularity and diversity of contemporary theater. As drama is one manifestation of the spiritual needs of people, it should be part of the child's historical/cultural study and research.

Appreciation of drama demands more than simply reading plays from books. Katherine emphasized that from their early years, children should hear dramatic passages read aloud and have opportunities to experience dramatic performances. Familiarity with a play significantly deepens the appreciation of its performance and there are numerous tapes and recordings currently available to enrich the study of particular plays.

We discussed the importance of making drama a natural and informal part of the classroom work. Some examples:

- pantomime grace and courtesy suggestions
- expand the use of interpretive reading cards to include short performances

- historical persons or events can become material for dramatic skits
- legends and myths frequently captivate the children's interest in writing short plays
- take a dialogue or soliloquy from a story and turn it into a short play
- act out familiar songs and poetry.

Katherine made two very good suggestions to encourage this kind of dramatic composition and performance. First, help the child to decide on a time limit by together setting a date for performance (sometimes it may be the same day). In addition, it is important to formalize any production, regardless of its length. Create a small stage in the room and grant each performance a special significance.

The remaining discussion and work of the week dealt with the production of a major play. There were varying opinions as to the value of such an undertaking in the elementary class, relative to the amount of time which it requires. There was discussion about the selection of a play, appropriate subject matter, and whether or not the emphasis should be upon the children writing their own play.

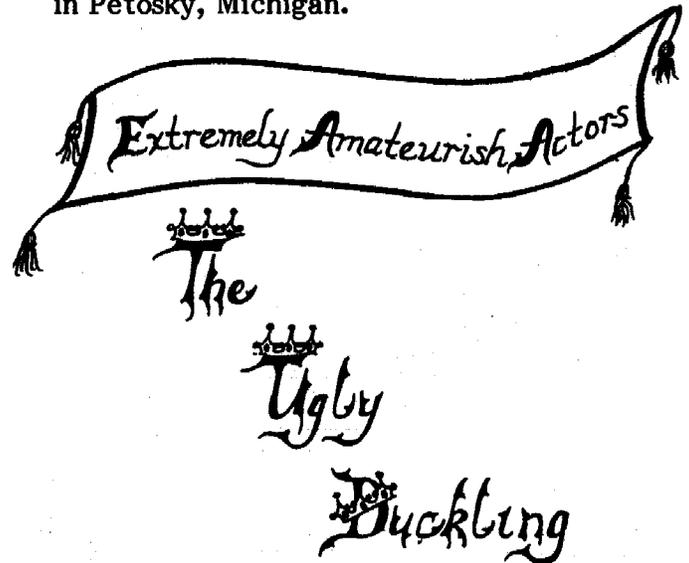
At this point, theory gave way to practical experience as we set about to produce our own play. The selection had already been determined, A.A. Milne's The Ugly Duckling. The first task was casting, and then assignment to production committees (no one was permitted to squirm out of an assignment!) Days were punctuated with rehearsals, costume design, scenery construction, program layout, and creative procurement of props.

Through this process we discovered first hand some of the joys and frustrations of staging a major production. What began as perhaps a half-hearted exercise took on more serious and committed overtones. A late-night stroller in the hallway was apt to overhear someone rehearsing her lines. Costumes and scenery became more elaborate and embellished, and a spirit of camaraderie and pride in our work developed. In the midst of all this, we had the opportunity to see a professional production of A School for Scandal by the renowned American Players Theater. Perhaps due to our recent status as the "Extremely Amateurish Actors", we were an especially appreciative audience!

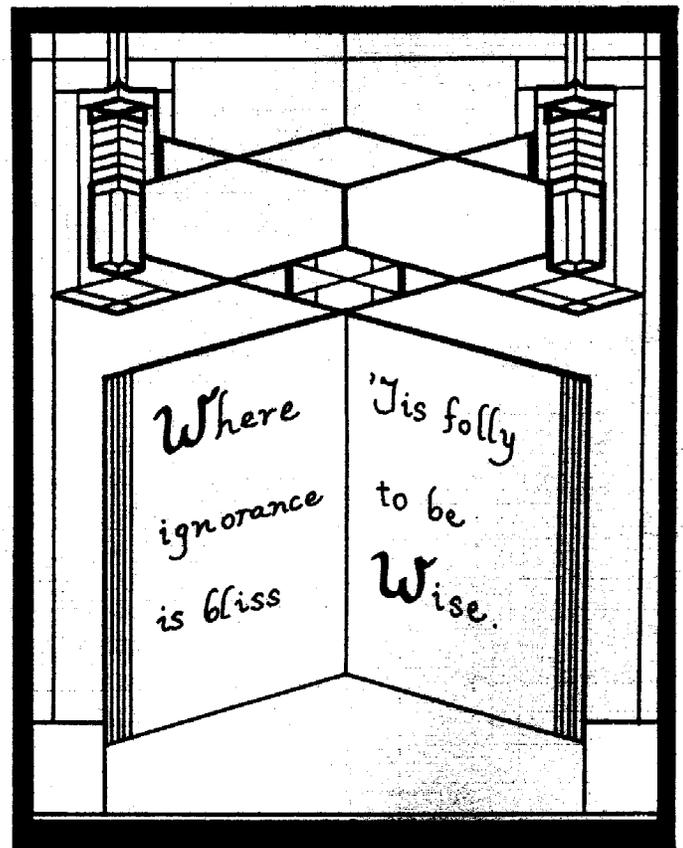
The opening (and closing) performance of our play was staged on the lawn and greeted with enthusiasm and general hilarity. There were, of course, extensive credits, backstage photos, and a cast party! There

remained little doubt that one of the major benefits of such a production is the building of group cohesiveness and communal sense of accomplishment. Our special thanks to Katherine Carter Brunner and to Phyllis Pottish-Lewis for their wonderful direction and spirit!

Sharon Dubble Kendall has AMI certification for Primary and Elementary Levels. She is currently Administrator and Elementary Directress of Montessori Children's House in Petosky, Michigan.



Program design: Chris McDowell & Ken Palmer



Assistance with Assistants

by KEVIN O'LOUGHLIN

This article comes out of a staff meeting held at Community Montessori School last year. It summarizes the conclusions of our teachers concerning use of assistants. A bit of background information might be helpful in understanding some of the assumptions of this summary.

Our school is about seventeen years old, and has a comparatively low teacher turnover and an administrator that has been with the school almost since its inception. There are three Primary, two 6-9, and two 9-12 classes. Enrollment has been quite stable with class size between 27 and 32 (6-9 tends to have the higher numbers). Primary teachers have had assistants work with them in the classroom or kept them out (material making, playground, etc.) depending on their experience and/or preference. Elementary teachers used to share an assistant, but have recently had a full-time assistant for each class.

This discussion did not center on the question of how much to use an assistant in the classroom. It did revolve around the problems of employee turn-over and staff relationships. For example, how much job-related fulfillment can you get material making and watching the playground for minimum wage?

I hope that these suggestions are worth sharing with the other teachers and the administrator of your school. I believe that harmonious adult relationships are an essential part of the prepared environment and that part of cosmic education is providing a healthy model for such productive relationships.

1. Be approachable.

2. Don't assume too much — tell them everything. Don't just say, "Watch the kids for lunch". You need to stay with them for lunch for the first week in Primary. Demonstrate all routines.

3. They need to know what they can do when alone with the children. If you have told them not to teach, then you must not leave them alone too often with the children.

4. Recognize their need for a break as much as yours. Don't take more breaks than you allow the assistant.

5. Allow them the authority to discipline. Tell them you will back them up. Tell them what you want, for example, redirecting the children while you are giving lessons.

6. Assistants need to know that it's okay to do nothing, especially in the beginning.

7. Assistants who discipline can become bad guys with children. Give them opportunities for positive time with students.

8. Share authority — so they can substitute effectively.

9. Provide records for assistant to use when she has the class.

10. Maintain communication. Acknowledge them; thank them.

11. Tell them what to do — don't make them guess.

12. Discipline and teaching: assistants have their way and it doesn't have to be your way.

13. They need space in the classroom to work. (Can be shared with children).

14. Don't wait to give assistants constructive criticism. Give them respect for their way of thinking, and criticism as you would like to have it done with you.

15. When hiring, look for longevity.

16. Acknowledge that the assistants are the authority on the playground. Consult them about rules and rule changes.

17. Switch lunch hours once per month or visit the playground during lunch hour.

18. Listen when they have comments about the classroom. They are probably trying to find a way to tell you something they are feeling about their own position or something that disturbs them about the class. They will not always be direct when they feel a need to tell you something that is bothering them. So, listen carefully when they talk to you. Respect their opinions.

Kevin O'Loughlin has directed a 6-9 class at Community Montessori School in Lexington, KY, for seven years. He received his AMI elementary training at WMI in 1980, and his AMI Primary Certificate in Dublin.

Maryse and Tom Lepoutre-Postlewaite
proudly announce the birth
of their daughter,

ELYSE LAURELLE POSTLEWAITE

born August 3, 1987.

Congratulations and best wishes to
the happy family!





Upcoming Events



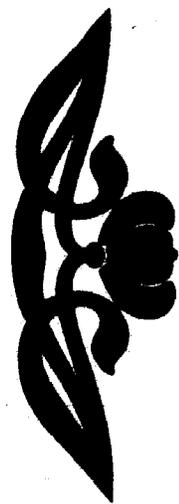
REFRESHER COURSE

This year's mid-winter Refresher Course will be held in Houston, Texas, from Friday evening, February 12, through Monday, February 15, 1988. The Elementary Course on Classroom Management will be presented by Miss Margaret Stephenson. The Primary Refresher Course will be held simultaneously. The courses will be held at the Hotel Sofitel in Houston. See the enclosed brochure for more information. The workshop fee will be \$210.00. This year's fee includes a lunch each day. The hotel gives us complimentary conference rooms in return for these prepaid lunches. Registration forms are in the mail. If you have any questions call Carol Hicks (414-931-7992) or Johnnie Denton (713-225-5624).



REGIONAL WORKSHOP

Our Spring Regional Workshop offered this year is on the Maccharoni Music Materials presented by Dr. Jean Miller (our past past-chair. Jean will be presenting in the Oakland, California area April 23 and 24, 1988. Information will be coming. Contact Phyllis Pottish-Lewis (415-654-6090).



AMI STUDY CONFERENCE

In case you have not heard, the International AMI Study Conference will be held in Washington, D.C. in August, 1988. EAA is continuing to investigate low-cost accommodations for EAA members as an alternative to the Sheraton Hotel. We will send specific information to members when we have finalized the plans.



Wanted: Your Photos & Slides

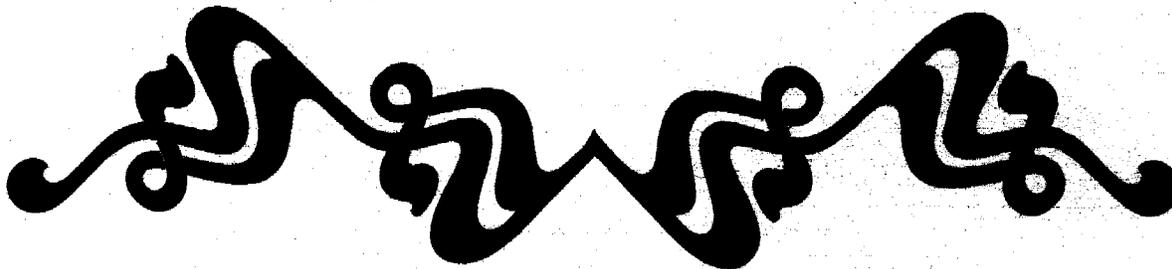
We are working on getting together a slide presentation/collage of AMI-EAA activities. If you have photographs and/or slides of EAA events - conferences, refresher courses, regional workshops, meetings, and don't forget parties - we would like to borrow them temporarily. We will make slides of your prints and copies of the slides and return the originals to you.

Please send your contributions along with a brief identification of who, what, when, and where to either:

Phyllis Pottish-Lewis
382 63rd Street
Oakland, CA 94618
415-654-6090

J. McKeever
1797 Golden Lake Court
Chesterfield, MO 63017
314-537-1643

Your prompt response will help us get a presentation ready in time for the International Study Conference in August. Thank you.



A Normal Day

by SUSAN MAYCLIN STEPHENSON

"What is the greatest sign of success for a teacher. . . ? It is to be able to say, 'The children are now working as if I did not exist.'" (Absorbent Mind, p. 285, Maria Montessori)

One of Maria Montessori's wonderful contributions to our world was her discovery that mankind has a Divine Urge, an Inner Guide which, if protected and nurtured in the child, can lead to the development of each person's full potential, the evolution of our species, and peace on Earth.

She gives us a practical method of providing such a prepared and nurturing environment and setting the child free to flower within it. A child who is in touch with this Inner Guide, a "normalized child", knows how and when and for how long to sleep, eat, move, talk, work, or think quietly. This child is always enthusiastic, always happy.

To watch a prepared environment filled with 30-40 children functioning on this level, a "normalized class", is one of the most thrilling experiences in life. I would like to share with you, as much as is possible through the written word, a personal experience of such a class in February of this year. I had returned to the Maria Montessori Training Organisation in London, England—where my daughter, Narda, was working for her diploma, and where I had received mine fifteen years earlier. I returned with wonderful memories of classes of up to 40 children of ages 2-7, where one could sit down in the middle of the morning and have tea with the directress while the class went on, a beehive of happy, calm, quite activity — one non-teaching assistant dusting a shelf while the children helped and taught each other and accomplished an amazing amount of joyful work, uninterrupted by adult intervention. I was made welcome and invited, even though this was the last day before vacation to observe the children's class at the training center. The following are notes from this observation on February 19, 1987.

Class Composition: 30 children age 2+ to 7. One directress and an assistant. In this case, since it is at the training center, the assistant is also a trained Montessori Directress.

Physical Environment: A small room adjoins the main room. This is the "reception class" for under-twos, led by a Montessori Directress for two hours each afternoon, until they feel ready to join completely the main group. This is a gradual process determined by the needs of each child. The main room is made of two rooms, one a few steps higher than the other, made into one large room, in the ground floor of the training center. The upper part opens into the garden. In warm weather the class is both inside and out. Today it is snowing! The floor is of polished wood, the only part carpeted being the small reading corner which also contains a rocking chair and a few pillows. The lower area, next to the reception class, contains 15 tables, a nature corner, book corner, practical life tables and shelves, math, language, drying rack for paintings, physics experiments, and a shelf of toys similar to those in the reception class.

The higher room contains a snack table, piano, sensorial material, geography, history, music, globe and maps, a stack of floor mats, and a box of rolled larger floor mats.

A shelf in one corner holds the record keeping charts readily available throughout the day. There is no directress' table or desk.

An "ellipse" for walking-on-the-line is in the higher room. It is used throughout the day for walking and balancing objects, just as any other child-chosen activity. As there are no compulsory large groups it is not used for sitting upon or anything else but walking.

Schedule: 8:30 Directresses arrive and prepare environment.

8:45 Children begin arriving, one adult keeping an eye on the coatroom (entrance hall) as children change from coats and outdoor shoes to indoor shoes (adults wear indoor shoes, too) which are kept in colorful cloth bags hung on each child's coathook. Children enter the classroom, greet their teachers, shake hands, and start the day as they wish, working or helping prepare the environment.

9:10 Door locked. Late arrivals rings the bell and wait for the door to be opened.

9:30 Activities in progress: mirror polishing, braiding, 4 cylinder blocks done blindfolded, silver polishing, number rods, drawing, puzzle map of Africa, classified picture naming (2 groups, two or three children led by another child), identical picture matching, decimal system introduction, pegboard (from the toy shelf), binomial cube, pouring rice, metal insets

(three children), geometric cabinet with third set of cards.

10:10 "False Fatigue", a common occurrence in a normalized class, right on time. After about an hour of relatively simple work, the class is experiencing a period of restlessness as the children look about for the "great work of the morning" after which most children will settle down to concentrate quite well for an hour or more, emerging quite refreshed. Rather than interfering, the directresses step back and wait for the class to settle back down. Today the children have divided themselves into two groups, the younger children working in the lower room and the older in the upper room. "False Fatigue" is occurring only in the upper room. The momentary noise attracts the attention of the younger children. Several look up from their work for a moment then go back to work.

10:50 The directress invites a group of four children who are not busy for a lesson on "where cloths go". As there are several different kinds and colors of cloths for the various practical life activities, they are making a game of naming, carrying, folding, and placing them in the correct places. In general, the directresses are observing, making notes, chatting with me and each other, and giving one-to-one presentations.

11:30 The assistant is leading a charming game of singing, choosing partners, dancing, and bowing. Other children are continuing their work, unaffected by this circle game. A few children are helping the directress set up three tables which will hold the hot lunch which is being prepared in the kitchen. In England the noon meal is the main meal of the day, even at home, and the children eat together.

Lunch Preparation: Two colorful, quilted placemats are placed on each table, with a large spoon for soup. One child wheels the food in on a cart from the kitchen and two other children who have offered to help set out stacks of soup bowls, a large tureen of soup, stacks of lunch plates, a plate of buttered bread, a plate of cheese slices, and a bowl of greens.

The directress and another child are checking the order and cleanliness of the environment. It has been kept very ordered and clean throughout the morning by the children and this is a quick task.

11:55 The assistant is asking a small group of children if they would like to hear a story or a tape — the rest of the class is still working. They vote and listen

to a tape. A few children are signing a birthday card with the directress (for the cook). There is, as always, a feeling of a home, a "children's house" rather than a school where children wait for an adult to tell them what to do next. The self-respect of the children is noticeable on their faces and in every action.

Lunch: 12:00 The children have quietly been invited or have come on their own and are seated at table. The directress stands and they all say a prayer together. I am struck by the fact (as I write this later) that THIS IS THE ONLY TIME DURING THE WHOLE DAY THAT THE CHILDREN HAVE ACTED COLLECTIVELY — everyone doing the same thing at the same time with an adult leading.

To begin lunch the directress quietly calls three of four children at a time to begin serving themselves. The two teachers then sit down at one of the tables and eat with the children. For the next hour, the serving, eating, talking, cleaning up, serving dessert, cleaning, and dressing to go home (for those few children who go home after lunch), is carried out solely by the children, while the directresses eat and talk together with the children sitting nearest.

It is obvious that every detail has been thought out, every "point of consciousness" taught with practical life lessons. There is no feeling of confusion, tension, control by adults, and the children exhibit even during lunch, the traits of normalized children — joy, dignity, independence, unselfishness, initiative, self-discipline, love of order, work, the environment, and of each other. Some of the practical life activities that are noticeable are: walking without bumping anything, tucking in chairs, holding chairs for another child, carrying a bowl of soup down two steps, offering the last piece of food to another, checking to see if the bowls are empty before stacking them, looking in a mirror to see if one's face is clean, not interrupting someone who is talking.

During lunch the children are free to get up and down from the table, get more food, offer food to others, go to the bathroom, take as much food as they like (as at the snack table during the day). Again, the feeling of a home.

After the main course, each child has cleared his place leaving the placemat. A child pushes the cart back to the kitchen and the dessert is brought out. Again the directress calls a few children to begin the serving, then sits down to chat while the children eat, converse, and clean up.

12:40 As they finish, those children who are going home (5-6 children) take a chair to a spot near the dressing area. Then each gets his or her outside shoes, boots, etc., dresses and sits on his chair to talk with friends. The parents wait until the door is opened by the directress at 1:00. The children shake hands, say good-bye and go home.

1:00 Except for rainy days, the children who want to go outside and play. The others stay inside and work.

1:30 Back inside, work which is on-going is being continued by children (work can also be left out overnight in some cases—there is a wide range of work going on, some which takes hours or days). There is no feeling that the afternoon is any different from the morning. The children seem to need no special projects or adult-centered activities, even though this is the last day before vacation! Child-chosen work, by oneself or with one's friends, seems to be the most favorite activity of the children, and the directress could easily say, "The children are now working as if I did not exist."

2:00 The children are well into their work, with classical music playing softly in the background. The class seems the same size even though some have gone home, because the infants are now in their class and some are working in this room. Activities which I can see in progress right now are: square of Pythagoras (a 3-year old doing it very well), binomial cube, Africa puzzle map, thermic bottles, one child walking on the line, sandpaper letters and numbers, movable alphabet, polishing a classroom window, table washing.

There is no difference in the kind of work done in the morning and in the afternoon. There are no naps but, just as in the morning, a child is always able to rest or sleep if he wants to. The directress tells me that children over 1½ seldom nap in England (except for the convenience of an adult, of course) but tend to go to sleep earlier than American children. The children are allowed to find their own balance between activity and rest.

The directress is working with a group of children on a decimal system game. The assistant is going over the work records. As in the morning, children are free to work alone or in groups of their choosing. There is the rule, "One can only work with a piece of material whose purpose she understands", but the "understanding" can come in different ways. She might have had a presentation one-to-one by the

directress, by another child, or perhaps by watching another child's lesson or work. So the directress keeps track not just of the presentations she has made, but of all activities that the child masters.

2:50 The directress leaves the room for a parent conference. The assistant is working on records. The children are working. As one child begins to walk on the line, the assistant has just put on soft music and withdrawn to her work. Two other children join and walk on the line, balance objects in their hands while they walk, and return to their work.

3:10 The assistant sits down with a book near the door. This seems to be a signal to the children that the day is coming to an end. The children, for the most part, do not seem in a hurry to stop working. Over the next fifteen minutes they finish their work, put it away, go into the hall and dress for going home, by themselves and helping each other. As they are ready they come and sit with the assistant and listen to her read.

3:30 The outside door is opened. The children shake hands, say good-bye, and go home.

Errors and their Correction: This is a normalized class, but I do not mean to give the impression that every action and intent was perfect! There were errors to be corrected. The beautiful thing is the method of their correction. I watched the directresses carefully watching a child in each case to judge the intention. Then, unless it was something that needed to be interrupted at once (I saw this happen only once), a mental or written note was made so that the error could be corrected by teaching the correct activity later at a neutral moment, rather than risk invalidating or embarrassing the child by correcting. "Teach by teaching, not by correcting."

Record Keeping: Several experienced Montessori directresses have told me that they reached a point in their careers where they thought they could "do it on automatic". Then they realized that their classes were no longer normalized and were a lot more work! One of the important tools seems to be record keeping. The directresses of this class keep the following records:

1. a daily record of the presentations and work of each child, transferred to charts or "folded cards" for each area of work.
2. a running history of each child's general adjustment and progress, about twice a term (four times a year) or whenever

anything significant occurs. This is very subjective so it is important that the various adults who deal with the child take turns making these notes. They are valuable for written reports and conferences.

3. work curves (see Experimental Science chapter of Spontaneous Activity in Education, Maria Montessori) for at least a couple of the children each week. "We receive enormous help from the resulting graph and follow-up", says the directress.

4. forecasts for each term, including a number of topics from each of the cultural areas relevant to the time of year, interests of the children, and so forth.

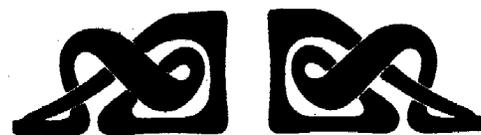
5. parallel summaries for the same areas, to compare the forecasts with what was actually done.

6. weekly plan—based on what is or is not happening in the class in these areas. The areas are Maths, Language, Sensorial, Basic Training, Practical Life, small group lessons and songs, games, finger plays, and all cultural areas (art, music, history, geography, physics, botany, and zoology). This is laid out in such a way as to allow a space for comments at the end of the week next to each item. "A valuable tool for self-evaluation."

My most sincere Thank You to Hilla Patel, Director of Training at the Maria Montessori Training Organisation, who shared so much of her time and wisdom with me during this visit. Also to Suzie Maguire, the directress of the reception class, and to Ruby Lau, the assistant directress in the main class, and to Jean Nugent, head directress, for welcoming me to their classes, unannounced, on the last day before mid-term vacation. A special Thank You to Jean for the follow-up help she gave me during the writing of this article.

Susan Mayclin Stephenson received her Primary Training in London, 1971, and her Elementary Training at WMI in 1977. She has taught in several locations, including the Virgin Islands and Peru. She now operates a company named for her son, "Michael Olaf", which markets quality playthings.

Dear Elementary Teachers, although this article is not about the elementary curriculum, I couldn't help but print it. Which one of us wouldn't love to have a child come to us with the experience of such an enriched primary class? This is something to share with your administrators and primary teachers. -Ed.



ATTENTION: REGIONAL REPS AND THOSE WHO WOULD LIKE TO BE REGIONAL REPS —

It seems we have lost track of you. The list of volunteers from the June meeting has been misplaced, and there are some regions that did not yet have representatives.

Following is the present list of regions. If you are a regional representative, or would like to be, please contact one of the AMI-EAA board members (names and numbers are in the Directory). The list of representatives can then be printed with the next Newsletter.

REGION 1

Southern California, Arizona, Hawaii

REGION 2

Northern California, Nevada, Oregon, Washington, Montana, Idaho, Alaska

REGION 3

Wyoming, Colorado, New Mexico, Texas, Utah, Oklahoma

REGION 4

Minnesota, Wisconsin, Illinois, North Dakota, South Dakota, Nebraska, Iowa

REGION 5

Kansas, Missouri, Arkansas, Louisiana

REGION 6

Tennessee, Kentucky, Indiana, Ohio, Michigan, West Virginia

REGION 7

Maine, New Hampshire, Vermont, New York State (except NYC), Massachusetts, Connecticut, Rhode Island

REGION 8

New Jersey, New York City, Pennsylvania, Delaware

REGION 9

Maryland, Northern Virginia, Washington D.C.

REGION 10

North Carolina, South Carolina, Georgia, Alabama, Puerto Rico, US Virgin Islands



Business Meeting Minutes

NOTES TAKEN AND TRANSCRIBED
by PATTY PANTANO

The 1987 annual business meeting of AMI-EAA was called to order on June 23, 1987, by Chairperson Alan Temple. The first item of business was the Officers' Reports:

Phyllis Pottish-Lewis, as past Chair, reported that the board meetings were used to work on By-Laws and Articles of Incorporation for the proposed incorporation of AMI-EAA. Meeting times were also used to plan the next Refresher Course. By letter the Board urged school administrators to encourage staff attendance at this AMI-EAA conference.

Alan Temple, as past Vice-Chair, reviewed the format of the 1986 conference at Crow Canyon. The participants' evaluations were enthusiastic, especially regarding the implementation of an experiential program. There were no regional workshops offered, yet efforts continue to offer refresher courses separate from the AMI-EAA Summer Conference. The Refresher Course held in St. Louis in January in conjunction with AMI-USA was attended by 43 elementary teachers. Evaluations indicated the general feeling was positive, particularly in bringing primary and elementary teachers together at one conference. Negative remarks focused on the limited time for as broad a topic as history. Some discussion followed Alan's report questioning whether the attendance at the conference was primarily local or regional. Evaluations Alan received indicated attendees were from all parts of the U.S.

J. McKeever, Publication Editor, thanked those who contributed to the newsletter and encouraged others to write. The 1987-88 deadlines are: Sept. 15, December 15, and March 15. J. requested members present to complete newsletter evaluation forms.

Tom Lepoutre-Postlewaite, Materials Coordinator, was absent. Alan Temple reviewed Tom's work on a computerized list of members, which can be readily updated, and the making of key materials available to teachers with approval of AMI (such as the Time Line of Life, First and Second Time Lines of Humans). These can be obtained by current AMI-EAA members through Tom.

Carol Hicks, Chairperson of Montessori in Public Schools Committee, reported that work was underway to gather information on a mailing list and draft a questionnaire for AMI teachers in public schools in order to begin a support network. Since she has moved to the position of Vice-Chair of AMI-EAA, however, a new Chairperson of this committee is necessary.

The next item on the agenda was the incorporation of AMI-EAA as a non-profit corporation separate from Montessori Development Foundation which is in process of dissolution to be completed by August 1, 1987. Alan explained that the proposed Articles of Incorporation and By-Laws were lifted directly from the original AMI-EAA charter, the only change being Article VI, Dedication of Property, which was a technical necessity under California Non-profit Public Benefit Corporation Law. AMI-EAA is being incorporated under California law as the state in which the organization presently does business.

The Articles of Incorporation were reviewed and discussion followed, particularly regarding Art. VI (see above) which names AMI as beneficiary of corporate assets should AMI-EAA be dissolved. Phyllis Pottish-Lewis moved to accept the Articles of Incorporation as presented. The motion was seconded by Gladys Strauss and approved by a 15 to 1 vote with 1 abstention.

Alan then reviewed the proposed By-Laws of Incorporation. Carol Hicks moved that the By-Laws be accepted as presented. The motion was seconded by Kevin O'Loughlin, and unanimously approved.

The next item of business was the Refresher Course for 1988. Tentatively, the topic is Classroom Management to be given in Houston on February 12-15 by Margaret Stephenson. Members discussed this mid-winter schedule as opposed to having a Refresher Course attached to the Annual Conference. The point was made that dates should be publicized before the end of the previous school year so that school calendars could be arranged around those dates. Kevin moved to support scheduling of the Refresher Course mid-year rather than with the Annual Summer Conference. The motion was seconded by Gladys Strauss and passed by a 14 to 0 vote with 4 abstentions.

The meeting was adjourned for the evening by Alan and reopened on June 25.

After calling the meeting to order, Alan announced the proposed regional workshops

for 1987-88 school year. Tentatively, Jean Miller is slated to do Music Workshops for both primary and elementary teachers in Atlanta (Oct. 17-18) and Chicago (April 23-24).

After a reminder of the February Refresher Course, Alan opened discussion of the AMI-EAA Summer Conference for 1988 by announcing that the AMI International Study Conference was to be held in Washington, D.C. during the week of July 30 - August 4. To encourage maximum participation AMI-USA has requested that other Montessori organizations not hold competing summer conferences/workshops. On behalf of AMI-EAA Alan requested permission from AMI to hold a 2-3 day post-conference seminar for AMI-EAA members with Mr. Camillo Grazzini, since AMI-EAA is willing to comply with AMI-USA's request not to hold its summer conference separately. Considerable discussion followed this announcement. A motion was made by Sharon Dubble Kendall that the Board attempt to arrange housing for EAA members for the AMI International Study Conference in the event that a post-conference seminar was scheduled. It was seconded by Gladys Strauss and discussed by the members. Kevin O'Loughlin moved to table this motion. Kevin's motion was seconded and approved by a voice vote. David Cannon moved to support the AMI-EAA Board's recommendation to work with AMI to arrange an Elementary Teachers' Post-Study Conference Seminar with Mr. Grazzini in lieu of the AMI-EAA Annual Summer Conference held in June. The motion was seconded by Peter Hanson and approved by a unanimous voice vote. David then moved that, should the Board be unable to arrange a seminar with Mr. Grazzini or an acceptable substitute as in the preceding motion, the Board should work to seek a location and proceed to plan an AMI-EAA Summer Conference in June as usual. This motion was seconded by Phyllis Pottish-Lewis and opened for discussion. The motion was unanimously carried. Carol Hicks moved to remove Sharon's motion from the table regarding housing for AMI-EAA members in Washington. She was seconded by Kevin and the motion was unanimously approved. Sharon's motion was then unanimously approved as stood. Patty Pantano volunteered to make inquiries regarding accommodations in Washington. Alan opened discussion regarding the 1989

Summer Conference, tentatively scheduled to be held in Oregon, and whether members preferred an experiential format (as in Crow Canyon) versus the regular conference format. Kevin moved to approve a regular conference format for a conference to be held on the West Coast for June, 1989. The motion was seconded by Carla Caudill. Some discussion followed regarding increasing attendance at these conferences, and what roles the timing, place, cost, and publicity had to play in the numbers attending. Kevin's motion was unanimously approved.

Alan announced the next two Board meetings tentatively scheduled for mid-September and mid-January.

Carol Hicks reported on the Regional Representatives whose duty it is to contact and encourage eligible members to join AMI-EAA and to generate articles for the Newsletter. She then announced that Carla Caudill would fill the vacancy as Chair for the Montessori in Public Schools Committee with Jean Miller as her Co-Chair. Carla talked about the focus of the committee being to collect information from people working in public schools. She asked Regional Reps to furnish names of people in public schools once she contacted them for such information. A list of regions and past representatives was then read.

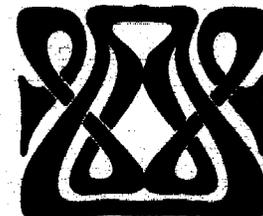
Alan reported that the position of Vice-Chair had been vacated for the remaining year when he became Chair. Carol Hicks was appointed for Vice-Chair for 1988.

J. McKeever requested members to submit any slides or photographs she might be able to use for a slide show.

Paul Biwer moved to adjourn the meeting. It was seconded by Patty and approved.

Respectfully submitted,
Patty Pantano

Patricia A. Pantano is trained at the elementary (WMI 1980) and primary (Atlanta 1975) levels. She is currently directing a 6-9 class at St. Alcuin Montessori School in Dallas, Texas.



Architecture

by PRISCILLA BOVEE

One day of the EAA Annual Conference was entirely devoted to the theory and practice of architecture. We began our exploration at Taliesin, the live-in school/architecture firm designed and founded by Frank Lloyd Wright. One of the resident architects at Taliesin, Charles Montooth, explained that Wright had enlarged upon the principles of traditional architecture, emphasizing not walls and roof, but the space enclosed within. Wright was a pioneer in experimentation with a variety of textures and the integration of building into surrounding landscapes. His "organic view" of architecture took the traditions of the local area into account and gave them form and vision.

As we toured Taliesin, we saw that Wright's views on education are impressively workable today. The school is operated like a large family. Students are expected to combine physical and mental labor, and to make a contribution to the shared environment.

As in Montessori schools, the whole person is addressed. We observed students working diligently in the beautiful drafting room, but it was clear that personal development is stressed as much as architectural skill.

After a delightful lunch at the Wright-designed Spring Green Restaurant, we returned to our lodgings and met with two young Taliesin students. They came to help us build a model of a low-cost "Usonian" house (designed by Wright for the common man). Although the design itself was simple, some of us found the process of translating blueprints into three-dimensional form a challenge. Our student guides were most pleasant, patient, and helpful as we experienced what children must feel when they encounter a new task. After hours of careful measuring, cutting, and gluing, we were exhilarated to see a model of a home before us. The product was wonderful, but the process of working together with our peers was even more satisfying!

Priscilla Bovee received her AMI Elementary Training at WMI in 1983. She received her AMI Primary Training in Milwaukee, where she still lives and works. Priscilla is Assistant Administrator and Elementary Directress at New World Montessori School.



HISTORY TIME LINES AVAILABLE TO AMI-EAA MEMBERS

Because of permission given to AMI-EAA by the Executive Committee and Pedagogical Committee of AMI-Holland, we are fortunate to be able to make available the Time Line of Life and the 2 Time Lines of Man (as presented at WMI). We have a limited number of copies available. The price for each is \$35.00. There will be a charge of approximately \$5.00 for shipping and handling. Please make checks payable to AMI-EAA. Mail orders to:

Tom Lepoutre-Postlewaite
229 North Avenue
Aptos, CA 95003



Classifieds

POSITIONS AVAILABLE:

Begin an exciting career with us as we move to our beautiful new school campus situated on 4 acres and located near Historic Williamsburg and Virginia Beach. We are seeking dedicated, energetic, and committed teachers both Primary and Elementary to join our growing staff in August, 1988. School established in 1972, fully equipped classes and AMI administration. Salary based on education and experience. Health and life benefits, sick leave, professional dues. Send resume to Dorothy White, Peninsula Montessori School, 372 Hiden Boulevard, Newport News, VA 23606, (804-596-2555).

From the Publication Editor

Sincere thanks to those of you who contributed to this edition of the Newsletter. The articles were received well before the deadline date! (It was the delay in receiving and compiling the Membership Directory that has caused the late mailing date of this issue.)

This is my second year as editor, and I need your help. Many of the people who attended the Annual Conference in Wisconsin have already filled out a Newsletter Questionnaire, but there are many of you who have not recently attended a conference, who are supportive members, and who have valid opinions and ideas to contribute.

Please do take the time to respond to the items and questions on the inserted form, and then mail the completed form to me. Your input will certainly be considered and valued.

I do need more articles for the Winter and Spring issues. Because the Fall issue was delayed, the next deadline will be January 15 instead of December 15. I look forward to hearing from many of you soon. Thank you for your support.

J. McKeever

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 Ct., Chesterfield, MO 63017. Additional copies of this edition are available for members from AMI-EAA for \$4.00 per copy while supplies last.

ELEMENTARY ALUMNI ASSOCIATION
Financial Report
August 1, 1986 - July 31, 1987

INCOME

memberships	2225.00
advertisements	564.22
annual conference revenue	7184.71
refresher course revenue	6875.00
regional workshop revenue	0.00
sale of time lines	741.40
reimbursement	126.00
credit adjustment	<u>14.00</u>
total	\$17,730.33

EXPENSES

newsletter	1479.68
annual conference	7356.36
refresher course	4144.33
regional workshops	0.00
printing (newsletter, timelines, misc)	1351.57
postage	203.26
telephone	381.45
bank charges	72.60
supplies	19.92
insurance	322.12
accounting	150.00
incorporation filing fees	220.00
travel (officers to Board meetings)	2171.24
AMI membership	<u>89.00</u>
total	\$17,971.53

Deficit for the fiscal year

[\$241.20]

1987 Annual Conference Income-Expense Statement (Spring Green, WI)

INCOME

Room, Board and Tuitions \$7184.71

EXPENSES

Room and Board to Wildwood Lodge 5231.20
Travel (Presentors and board) 1046.70
Theater 252.00
School of Architecture 144.00
Geology Field trip 130.50
Supplies 76.04
Conference Advertising 464.06
Total Expense \$7344.50

Deficit for the Conference [\$159.79]

1987 Refresher Course Income-Expense Statement (St. Louis, MO)

INCOME

Tuitions \$6875.00

EXPENSES

Travel (Presentors and Board) 1118.00
Room and Board (Presentors and Board) 993.90
Honorarium 700.00
Advertising Costs 540.95
Meeting Room, Coffee Breaks, Reception 595.15
Supplies 196.33
Total Expense \$4144.33

Surplus for the Refresher Course \$2730.67

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.

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

C. Regional Workshops

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

D. Newsletter

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

E. Directory

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

F. Materials and Curriculum

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

G. Teacher Training

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

H. Teacher Support

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

III. Board of Directors/Officers

A. Composition of the Board

The Board shall be comprised of (1) the Chair, (2) the Vice Chair/Research and Development, (3) the Publication Editor, (4) the Materials Coordinator, and (5) the Past Chair. Board members shall also be the officers as described in this Article III.

B. Description of Duties of the Board as a Whole

1. Generally

Subject to the provisions of the California Nonprofit Corporation law and any express limitations in the Articles of Incorporation or these Bylaws, the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of various specific non-policy activities to committees or other persons, provided that the activities an affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

2. Specific Objectives

The members of the Board shall work together to serve the membership by implementing the purposes and services as described in the Articles of Incorporation and these Bylaws. The Board is charged with maintaining the functioning of the corporation by making and assisting in decisions for planning conferences, Refresher Courses and workshops; by establishing committees and delegating responsibilities as needed; by communicating with AMI, AMI-USA and AMI-EAA pedagogues as is necessary; and by attending the Annual Business Meeting. The Board shall promote communication and dialogue between and among teachers, regional representation, and staff. The Board is charged with the responsibility of implementing the precepts in the Articles of Incorporation and maintaining the Policy and Procedure Manual. The Board manages the finances of EAA. The Board may establish savings and checking accounts in the name of the corporation, may borrow money and incur indebtedness for the purposes of

AMI-EAA, and may cause to be executed and delivered, therefore, in the corporation's name, promissory notes, bonds, deeds of trust, mortgages or other evidences of debt and security therefor, as the needs of the corporation may require.

C. Duties of Officers of Board

1. Chair

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

2. Publication Editor

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

3. Vice Chair/Research and Development Coordinator

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

4. Materials Coordinator

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

5. Past Chair

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

D. Terms of Office

Subject to the provisions of Article V of the Articles of Incorporation regarding the identity and terms of the initial Board, the following shall be the terms of office of the Board, with new terms commencing upon reporting of elections as provided in Article III F 8:

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

2. Vice Chair/Research and Development Coordinator: Serves an elected term of three years; two terms maximum.

3. Publications Editor: Serves an elected term of three years, two terms maximum.

4. Materials Coordinator: Serves an elected term of three years, two terms maximum.

5. Past Chair: Serves until a new Past Chair emerges.

E. Qualifications for Members of the Board

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

F. Election of Board Members

The following shall be followed concerning the election of Board members:

1. During the Fall prior to an election for, the Board shall draw up a slate for the various positions on the Board and shall be publish the slate in the Winter Newsletter.

2. The Newsletter shall notify the membership that additional nominations are being solicited. A person may be nominated for a

specified Board position by another member and a second, and all nominations must be submitted in writing to the officer in charge of elections at least two weeks prior to the Spring Newsletter deadline.

3. All nominees must meet all qualifications as described in Article III E of these Bylaws and must agree to have their names submitted.

4. Ballots will be distributed to the membership in the Spring Newsletter.

5. Only people whose names appear on the printed ballot are eligible for election; there shall be no write-in candidates.

6. If only one name has been placed in nomination for a particular Board position by the date of closing of nominations, that person will be deemed elected to that position and no ballots will be distributed with respect thereto.

7. All ballots must be returned to and received by the officer in charge of elections by June 1.

8. At the commencement of the Annual Conference, a committee of members shall be appointed to open and count the ballots and to report the results to the members.

9. The candidate receiving the highest number of votes shall be elected to the Board position for which he or she was nominated.

10. The officer in charge of elections shall be the Chairperson, provided, however, that the Publication Editor shall be the officer in charge when the office of Chairperson is up for reelection.

G. Board Meetings

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

H. Removal of a Board Member

1. For Cause

Cause for removal of an person from the Board shall include (1) non-compliance with the qualifications of an officer, as described in Article III E of these Bylaws, and (2) failure to attend at least 4 consecutive meetings of the Board. Removal for cause may be effected by majority vote of a quorum of the Board, whereupon the Board shall notify the membership of this action and shall appoint a sucessor according to the procedure in Article III J of these Bylaws.

2. Without Cause

A Board member may be removed without cause by a majority vote of a quorum of the members.

I. Resignation of Board Member

A Board member's resignation shall be effective upon receipt by the corporation of a letter of resignation unless a later time is specified therein.

J. Replacement of Board Member

1. Generally

In the event that a vacancy arises on the Board, the remaining Board members shall appoint a replacement to serve until the next regular election for that Board position. This partial term shall not be considered a full term for consideration of terms that may be served as specified in Article III D of these Bylaws.

2. Resignation of Chair

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

3. Vacancy in Past Chair

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

IV. Regions and Regional Representatives

A. Regions

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

B. Regional Representatives

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

C. Duties of the Representatives

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

D. Term of Service

Term of service shall be one year with annual review at the Annual Business Meetings; limited to four years.

E. Qualifications

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

V. Finances

A. Membership Dues

Membership dues may be levied as a self tax for operational expenses only. Within four months of the end of the fiscal year, a financial report will be published for the membership. Dues must be set at the Annual Business Meeting for the following June.

B. Fundraising

All fund-raising activities undertaken by the membership, regions, or committees shall be approved by the Board. Prior to approval, an operational budget must be submitted to the Board.

C. Donation to AMI-USA

The corporation will donate to AMI-USA 10% of net monies from tuitions derived from the Annual Conference, Refresher Course and Regional Workshops.

D. Fiscal Year

The corporation's fiscal year shall be June 1 through the following May 31.

VI. Membership

A. Qualifications

All members of the corporation shall currently be a member of AMI through AMI-USA, shall hold a valid AMI elementary diploma, and shall have paid their dues, if any, as fixed by the Board.

B. Termination of Existing Memberships

An existing membership shall be renewed upon an annual basis. Membership shall terminate automatically upon a member's resignation or failure to renew the membership by May 31 in accordance with the renewal notice which shall be mailed to the member's last known address no later than one month prior to the expiration date of the membership. Following such termination, a person may become a member by meeting the

qualifications and paying the dues as described in Article VI A of these Bylaws.

C. Transfer of Memberships

Memberships shall be non-transferable.

D. Membership Year

The membership year shall be June 1 through the following May 31.

E. Voting Rights

Subject to the provisions of Article III F of these Bylaws regarding election of members of the Board, each member who was a member in good standing as of the day before the date of voting on a matter upon which the membership may or must vote shall have one vote.

VII. Quality Control

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

VIII. Annual Business Meeting

A. Nature and Business

There shall be an Annual Business Meeting of the members held at the Annual Conference. At the Annual Business Meeting, reports of the affairs of the corporation may be considered and other other business may be transacted that is within the power of the members and the corporation.

B. Notice

Each member shall receive not less than 10 days' notice by First Class mail of the Annual Business Meeting. Notice of the Annual Business Meeting may be given in the announcement each Spring of the Annual Conference to be held the that June. Since the Annual Conference announcements are sent to all persons holding an AMI elementary diploma,

the announcement of the Annual Business Meeting therein shall be deemed to be notice to members for the membership year beginning in following June in which the Annual Business Meeting will be held.

IX. Voting

A. Quorum of Members

A quorum of members shall consist of a majority of the membership eligible to vote.

B. Approval

Except as otherwise specifically provided in these Bylaws, any matter may be approved by a majority of those present and voting at a meeting or of a quorum of members in the case of a determination by mail ballot.

X. Maintenance and Inspection of Articles, Bylaws and Other Records

A. Articles of Incorporation and Bylaws

The corporation shall keep at its principal executive office the original or a copy of its Articles of Incorporation and the Bylaws as amended to date, which documents shall be open to inspection by members at all reasonable times during the business day in light of the nature and resources of the corporation. If the principal executive office is outside the State of California, the Secretary shall, on the written request of any member, furnish to that member a copy of the Articles of Incorporation and Bylaws as amended to date.

B. Access to Membership List

Any member may, upon 5 business days' prior written demand upon the corporation stating the purpose for which inspection rights are requested, inspect and copy the record of all of the members' names and addresses at any reasonable time during business hours in light of the nature and resources of the corporation. Such demand shall be for a purpose reasonably related to the person's interest as a member. When the corporation reasonably believes that the information will be used for a purpose not reasonably related to the person's interest as a member, it may deny the member access to the list.

C. Other Corporate Records

1. Maintenance

The accounting books, records, and minutes of proceedings of the members and the Board and any committee of the corporation shall be kept at such place or places designated by the Board, or, in the absence of such designation, at the principal executive office of the corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept in written or typed form or in any other form capable of being converted into written, typed, or printed form.

2. Inspection

The minutes and accounting books and records shall be open to inspection at any reasonable time during business hours in light of the nature and resources of the corporation on the written demand of any member for a purpose reasonably related to that person's interest as a member. Each Board member shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the corporation.

XI. Indemnification of Board and Others

A. Definitions

For the purposes of this article, "agent" means any person who is or was a director, officer, employee, or other agent of the corporation; "proceeding" means any threatened, pending, or completed action or proceeding, whether civil, criminal, administrative, or investigative; and "expenses" include, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under paragraph D or paragraph E 3 of this Article XI.

B. General Indemnification

The corporation shall indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under section 5233 of the California Corporations Code, or any action brought by the Attorney General for any breach of duty relating

to assets held in charitable trust) by reason of the fact that such person is or was an agent of the corporation, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

C. Special Indemnification

The corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed proceeding by or in the right of the corporation to procure a judgment in its favor, or brought under section 5233, or brought by the Attorney General for breach of duty relating to assets held in charitable trust, by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such proceeding if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this paragraph C:

(1) In respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable to the corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses that such court shall determine;

(2) Of amounts paid in settling or otherwise disposing of a threatened or pending proceeding, with or without court approval; or

(3) Of expenses incurred in defending a threatened or pending proceeding that is settled or otherwise disposed of without court approval unless it is settled with the approval of the Attorney General.

D. Indemnification for Success on the Merits

To the extent that an agent of the corporation has been successful on the merits in defense of any proceeding referred to in paragraph B or C or in any defense of any claim, issue, or matter in the proceeding, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection with the proceeding.

E. Determination of Right to Indemnity

Except as provided in paragraph D, any indemnification under this Article XI shall be made by the corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in paragraph B or C, by:

(1) A majority vote of a quorum consisting of Board members who are not parties to such proceeding;

(2) Approval or ratification by the affirmative vote (or written ballot as provided in these Bylaws) of a majority of the votes represented and voting at a duly held membership meeting at which a quorum is present (which affirmative votes also constitute a majority of the required quorum); for such purpose, any membership held by the person to be indemnified shall not be considered outstanding or entitled to vote on the matter; or

(3) The court in which such proceeding is or was pending upon application made by the corporation, the agent, or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the corporation.

F. Advance on Expenses

Expenses incurred in defending any proceeding may be advanced by the corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such

amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article XI.

G. Other Indemnity Unaffected

Nothing contained in this Article XI shall affect any right to indemnification to which persons other than directors and officers of the corporation may be entitled by contract or otherwise.

H. General Prohibition

No indemnification or advance shall be made under this Article XI, except as provided in paragraph D or subdivision E 3, in any circumstances when it appears:

(1) That it would be inconsistent with a provision of the Articles of Incorporation, a resolution of the members, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(2) That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

I. Indemnity Insurance

Upon and in the event of a determination by the Board to purchase indemnity insurance, the corporation may purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of this Article XI; provided, however, that the corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of California Corporations Code section 5233.

XII. Annual Report

If, when and as required by California Nonprofit Corporation Law section 6321 (or any successor thereof), the corporation shall prepare and distribute to its membership an annual report. As of the date of the approval of these Bylaws, such a report is required whenever the

corporation's receipts and revenues total \$25,000 or more in its fiscal year.

XIII. Amendment of these Bylaws or the Articles of Incorporation

These Bylaws or the Articles of Incorporation may be amended at the Annual Business Meeting as follows:

1. The Board, or any member with a second, may draw up a proposed amendment. Amendments from members must be received by the Board by the preceding January 1. All amendments shall include an appropriate effective date.

2. The Board will consider the proposed amendment and may propose changes subject to the agreement of the submitters.

3. All proposed amendments shall be published in the Spring Newsletter not less than 60 days prior to the Annual Business Meeting at which they will be considered.

4. Proposed amendments will be read, properly discussed and voted on at the Annual Business Meeting. Non-substantive changes in the amendments (including wording for clarity or consistency and effective date) may be made at the Annual Business Meeting.

5. The proposed amendment shall be adopted if both the Board and the membership approve it as provided, respectively, in Articles III G and IX B of these Bylaws in the case of an amendment to the Articles of Incorporation and by approval of the members as provided in Article IX B of these Bylaws in the case of an amendment to these Bylaws.

**ARTICLES OF INCORPORATION
of the
ASSOCIATION MONTESSORI INTERNATIONAL-ELEMENTARY
ALUMNI ASSOCIATION**

I. Name

The name of this corporation is the Association Montessori International-Elementary Alumni Association [hereafter also referred to as AMI-EAA or EAA].

II. Nature and Purpose

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for charitable and public purposes.

B. The specific purpose of this corporation is to support the professional development and improvement of its members as holders of elementary diplomas from teacher training courses accredited by the Association Montessori Internationale (hereinafter AMI), a non-profit educational corporation chartered in the Netherlands, and to support the growth and development in the United States of elementary education meeting the standards of AMI. The means of accomplishing this purpose shall include providing continuing education, support of the training of new teachers, promoting communication and dialogue between teachers, and other support functions deemed necessary by its members. EAA also shall support AMI and its branch office in the United States (the Association Montessori International of the United States, Inc. (AMI-USA)), AMI elementary training centers, and other AMI affiliated organizations.

III. Agent for Service

The name and address in the State of California of this corporation's initial agent for service of process are:

Phyllis Pottish-Lewis
382 63rd Street
Oakland, California 94618

IV. Exempt Purposes

A. This corporation is organized and operated exclusively for charitable, public and educational purposes within the meaning of sections 170(c)(2) and 501(c)(3) of the United States Internal Revenue Code of 1954, as amended.

B. Notwithstanding any other provision of these Articles, the corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(a) of the Internal Revenue Code or (b) by a corporation contributions to which are deductible under section 170(a) of the Internal Revenue Code.

C. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, except as otherwise permitted in accordance with elections duly made pursuant to section 501(h) of the Internal Revenue Code and section 23704.5 of the California Revenue and Taxation Code. This corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

V. Initial Board of Directors

The following shall be the initial Board of Directors:

D. Alan Temple
6841 Robin Dr.
Longmont, Colorado 80501

Judith McKeever
1797 Golden Land Ct.
Chesterfield, Missouri 63017

Carol Hicks
953 N. 29th St.
Milwaukee, Wisconsin 53208

Tom Lepoutre-Postlewaite
229 North Ave.
Aptos, California 95003

Phyllis Pottish-Lewis
382 63rd St.
Oakland, California 94618

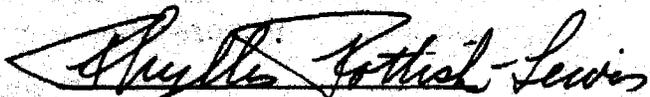
VI. Dedication of Property

The property of this corporation is irrevocably dedicated to charitable, educational and public purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to AMI if it shall then be organized and operated exclusively for charitable, educational or public purposes and be tax-exempt under section 501(c)(3) of the Internal Revenue Code, or, if AMI shall not then be such a corporation or entity, then to some other such corporation.

VII. Incorporation of Unincorporated Association

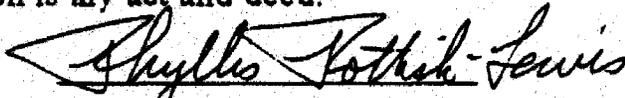
The Association Montessori International-Elementary Alumni Association, an existing unincorporated association, is hereby being incorporated.

Dated: September 24, 1987

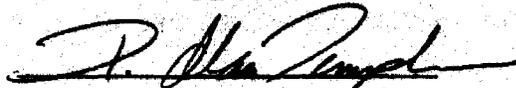


Phyllis Pottish-Lewis
Director

I hereby declare that I am the person who executed the foregoing Articles of Incorporation of the Association Montessori International-Elementary Alumni Association, which execution is my act and deed.

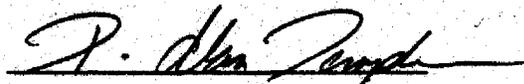


Phyllis Pottish-Lewis
Director

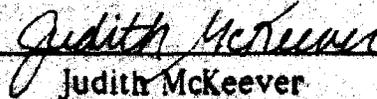


D. Alan Temple
Director

I hereby declare that I am the person who executed the foregoing Articles of Incorporation of the Association Montessori International-Elementary Alumni Association, which execution is my act and deed.



D. Alan Temple
Director

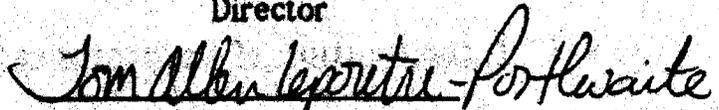


Judith McKeever
Director

I hereby declare that I am the person who executed the foregoing Articles of Incorporation of the Association Montessori International-Elementary Alumni Association, which execution is my act and deed.

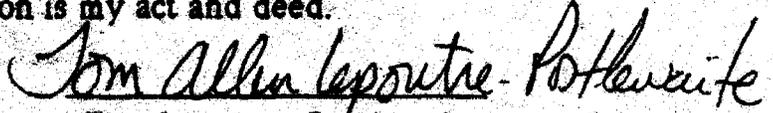


Judith McKeever
Director

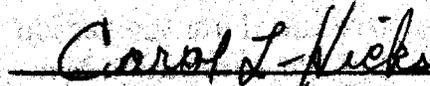


Tom Lepoutre-Postlewaite
Director

I hereby declare that I am the person who executed the foregoing Articles of Incorporation of the Association Montessori International-Elementary Alumni Association, which execution is my act and deed.

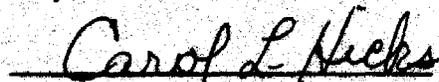


Tom Lepoutre-Postlewaite
Director



Carol Hicks
Director

I hereby declare that I am the person who executed the foregoing Articles of Incorporation of the Association Montessori International-Elementary Alumni Association, which execution is my act and deed.



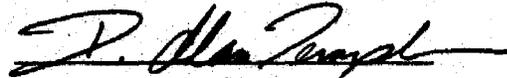
Carol Hicks
Director

VERIFICATION OF AUTHORIZED INCORPORATION

The incorporation of the Association Montessori International-Elementary Alumni Association (an existing unincorporated association) by means of the Articles of Incorporation of the Association Montessori International-Elementary Alumni Association, to which Articles this verification is attached, has been approved by the Association Montessori International-Elementary Alumni Association (an existing unincorporated association) in accordance with its rules and procedures.

I declare under penalty of perjury that the foregoing is true and correct.

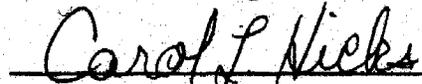
Executed this 20th day of September, 1987, at Longmont, Colorado.



D. Alan Temple
Chair

I declare under penalty of perjury that the foregoing is true and correct.

Executed this 26 day of September, 1987, at Longmont, Colorado.



Carol Hicks
Vice Chair

AMI-EAA NEWSLETTER
QUESTIONNAIRE AND CONTRIBUTION IDEAS

PLEASE FILL OUT THIS FORM TO INDICATE YOUR VIEWS ABOUT THE NEWSLETTER AND HOW TO MAKE IT MORE VALUABLE TO OUR MEMBERSHIP. INDICATE HOW YOU MAY BE ABLE TO CONTRIBUTE TO THE NEWSLETTER - EACH OF US HAS SPECIAL THOUGHTS AND IDEAS TO SHARE, PLEASE RETURN THE COMPLETED FORM TO J. MCKEEVER, 1797 GOLDEN LAKE COURT, CHESTERFIELD, MO 60317, THANK YOU.

PLEASE GIVE FEEDBACK ON THE FOLLOWING:

TIMING:

CONTENT:

FORMAT:

I WOULD LIKE TO SEE MORE ARTICLES/CONTRIBUTIONS ABOUT:

I WOULD LIKE TO SEE MORE ARTICLES/CONTRIBUTIONS BY:

I CAN BE RESPONSIBLE FOR A CONTRIBUTION ABOUT:

PHILOSOPHY _____

ALUMNI NEWS _____

CLASSROOM MANAGEMENT _____

NEWS FROM THE REGION _____

PARENT EDUCATION _____

BOOK REVIEW _____

DRAMA/ART/MUSIC _____

SUCCESSFUL ACTIVITIES _____

CURRICULUM AREA _____

CONFERENCE REPORT _____

BIBLIOGRAPHY _____

OTHER _____

I WILL MEET THIS DEADLINE JANUARY 15 _____ MARCH 15 _____

WHAT DO YOU LIKE BEST ABOUT THE NEWSLETTER?

WHAT DO YOU THINK COULD BE IMPROVED?

THANK YOU FOR TAKING THE TIME TO FILL OUT THIS FORM. IT WILL BE VERY HELPFUL IN PLANNING FUTURE NEWSLETTERS.

NAME _____

ADDRESS _____

AMI Elementary

Alumni Association Newsletter



VOLUME XX

NUMBER 2

WINTER 1988

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Upcoming Events

**REGIONAL WORKSHOP
MACCHERONI MUSIC MATERIALS**
April 23-24, 1988
San Francisco Bay Area

Dr. Jean Miller (our past past-chair) will present the Montessori bells, the tone bars, and the music nomenclature materials which were developed by Anna Maccheroni. The nomenclature materials lead to the ability to read music and eventually to write music. This workshop is offered to the combined Montessori community of Primary and Elementary trained teachers, and administrators. Fee: \$75; \$65 for EAA members; \$50 for Saturday only.

Contact Diane Haldane, P.O. Box 1465, Ross, CA 94957.

**1988 AMI INTERNATIONAL STUDY CONFERENCE
EDUCATION FOR THE 21ST CENTURY**
July 30 - August 4, 1988
Washington, D.C

We have secured low-cost accommodations (\$17-\$21 per night) for AMI-EAA members to encourage them to attend. More specific information will be published in the next Newsletter. Carol Hicks (414-931-7992) is working on the arrangements. For further information about the Study Conference itself contact the AMI-USA office: 1095 Market St. #405, San Francisco, CA 94103. 403-861-7113.



Dr. Jon Osterkorn: In Memory

by ADAM LEWIS

On December 7, 1987, Dr. Jon Osterkorn died after a sudden, brief illness. Jon was an accomplished Montessori professional. He had been Executive Director of AMI/USA since August of 1985, and a member of the Board of AMI since the Spring of 1985. He was an AMI Lecturer, Trainer, and Examiner, and emphasized special education for the learning disabled. Along with extensive writing and speaking, Jon had founded and administered schools and special education training programs in Wisconsin, California, and Mexico.

Jon's professional accomplishments were really just an extension of his extraordinary personal characteristics. He had a tremendous faith in children and education. He worked extremely hard. These qualities were augmented by his sense of responsibility, initiative, and imagination. They also were tempered by a rare understanding of the human psyche and a sense of humor that allowed him to laugh off frustrations in moments to make room for yet another dash at what needed to be done.

Perhaps most indicative of Jon was his commitment to special education and the underprivileged. When he assumed the AMI/USA Executive Director's position, Jon was just finishing the work of establishing a Montessori school in the grim Tenderloin district of San Francisco. Few of the families of the mostly immigrant, Asian children who attended the school could afford any meaningful tuition. That was not a deterrent for Jon. Amazingly, and characteristically, he did what had to be done: he raised substantial sums in donations and grants, some from the deficit-ridden city itself. The school is now a gem in the Tenderloin, so respected by the district's denizens that the local prostitutes, concerned about the children's safety, warn of impending drug busts in the neighborhood.

With his professional and personal skills, Jon could have had nearly any comfortable position he wanted in the Montessori world, and probably any number outside of it, as well. Instead, he chose to devote himself to need. That was his natural course. People like Jon Osterkorn are rare in any endeavor, and the Montessori world will miss his skills and his cheerful presence alike. I will miss an unforgettable friend with whom I worked almost daily for over two years.

We appreciate this warm remembrance of his friend and colleague by Adam Lewis, Chairman of the AMI-USA Board of Directors.

A Dedication

OPENING REMARKS
HOUSTON REFRESHER COURSES
FEBRUARY 12, 1988

by D. ALAN TEMPLE

I would like to welcome you to the Second Annual joint refresher course, co-sponsored by AMI-EAA and AMI-USA. EAA began the format of refresher courses in California five years ago with Miss Stephenson presenting Language. We have since had courses on Math, Geography, Philosophy, History, and this year, on Classroom Management.

It is time to hear, once again, the foundation that links us to our very important task. It is a time to go into depth, to stretch and challenge ourselves.

Coming together this evening in Houston is a joyous occasion, but I must mention an event that has saddened us and filled us with loss. We had expected Jon Osterkorn, the late Executive Director of AMI-USA, who helped to plan the primary portion of these refresher courses, to be here tonight, helping to greet you and open this conference.

And he is here with us. Although he died December 7, 1987, he is here as a part of our roots. The essence of Cosmic Education is that all who have taken a place in the progression of life help set the stage for those to come. That progression, in which we have all taken a place, is based on the gifts of those who selflessly came before.

And so I remember Jon Osterkorn as unpretentious in spite of his extensive educational background which includes Montessori, psychiatric social work, and special education. He gave freely of his knowledge as a trainer in special education.

I remember him as a builder; as someone who could listen to the many diverse people and opinions within our organization, and then use these to construct ideas and solutions.

I remember him for his ability to get things done, to cut through the bureaucratic clutter, and to stay on task and on time.

I remember him for his positive outlook, his hope, his faith.

I remember him for his caring, about us, about the child and the condition of children, about the work in which we are involved and about the movement -AMI- that will provide the necessary support and framework for us to succeed in our task.

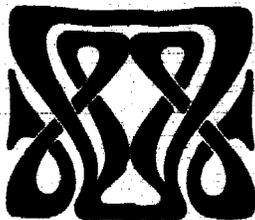
So, with your permission, I would like to dedicate our work this weekend, our growth, our realizations, and our insights — to Jon.

I think he would like that. He loved the process. And he would want us not to be saddened by an event, a death, but to be invigorated by the presence of each other in this room now; to take our work seriously, and to look toward the future.

Ours is a task which is directed by tendencies that are manifested in the future. We don't do our work because it causes the child to learn. What we do is remove obstacles, clear a path in order to allow the child to be drawn into this future to become the person he or she is destined to be. Our goal is not to form and mold, but to observe the beauty of creation.

We train, we teach, we discuss philosophy. And then there is the reality. Can we make it work day to day? Classroom management sounds so - trivial, next to Cosmic Education. Yet we must be able to make the class work in order for our lofty goals to be realized by the child. We can prepare our environments and our minds all we like, but the real work is done by the child, in the classroom that we manage. What we hope for this weekend is that we all will leave this conference richer in our understanding of our goals and in our methods of implementation with the child.

Alan Temple, Chairperson of AMI-EAA, has many years' experience in 6-9 and 9-12 elementary classes. He received his training in Bergamo in 1972, and is administrator of Mountain Shadows Montessori School in Boulder, CO.



AMI-EAA Elections

The Executive Board of AMI-EAA hereby nominates Carol Hicks for the position of Vice Chair/Research and Development Coordinator for the term of June 1988 to May 1991. The Board had appointed Carol to fill this position (for 1987-88) which was vacated by Alan Temple when he began his term as Chairperson.

Any other nominations for this position need to be submitted for publication by April 1st. Please send nominations to Alan Temple, Chairperson of AMI-EAA, P.O. Box 4254, Boulder, CO 80306.

As per our Bylaws (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.



Teacher Survey

About 15 of the 1987 Summer Conference participants completed the Teacher Survey. Ken Palmer compiled and analyzed the responses. The following information is taken from his data tables.

Training & Experience:

12 from WMI

3 from Bergamo

From 2 to 11 years' experience at the elementary level (6 yrs average)

First year teaching, elementary and starting salaries:

Range from \$7,200 in 1976 to \$21,000 in 1987

Present Salary:

23,000 average

18,400 min

32,000 max

22,000 median

9 respondents receive a yearly cost-of-living raise

Type of area:

11 large metro

2 city

2 town

Tuition:

2,688 average

1,650 min

3,600 max

2,900 median

Number of children in class:

26.9 average

16 min

45 max

25 median

Hours children in school:

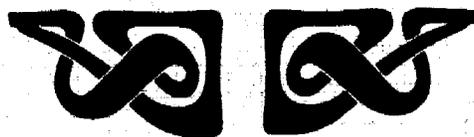
6 hrs 27 min average

6 hrs min

7 hrs 15 min max

6 hrs 25 min median

Ken Palmer received his elementary training in Bergamo in 1983. He directs a 6-9 class at Near North Montessori School in Chicago, IL. This is the second year in a row that he has undertaken the task of presenting the questionnaire results to the membership.



Books:

Favorite Read-Aloud Selections

OVER SEA UNDER STONE
SUSAN COOPER, author

Reviewed by TERRI ALLEN

Over Sea Under Stone is the first of the five-book The Dark Is Rising series by Susan Cooper. This Newbery Award British author uses her knowledge of English history, myth and mystical lore to create adventure fantasies with child heroes involved in cosmic struggles. When read aloud, her books have enthralled students from six to twelve years old, not to mention their directress.

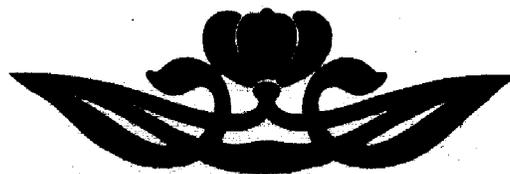
The stories are set in the wilder and more legend-laden regions of England such as Cornwall and Wales. Over Sea Under Stone tells of the three Drew children and their mysterious scientist-adventurer uncle, Merriman Lyon, on vacation in a fishing village on the rocky Cornwall coast. When they find an ancient treasure map which is written in what looks like runes with a later Latin translation, they are drawn into the struggle between powerful forces for good and evil to retrieve for future generations King Arthur's grail and the message hidden with it.

It is clear even in this first, most realistic novel that this struggle will go on throughout the history of the earth, but the children's efforts on behalf of the "Light" versus the "Dark" can help tip the balance for good in the world in this era. There are physical dangers and enemies, mystical circles of standing stones and psychic forces, and a final, not quite conclusive saving of the Arthurian artifact for science and humanity.

These books are reminiscent of Tolkien and C.S. Lewis. They remind me of Bettelheim's theory of the importance and usefulness of fairy tales for children. Smaller and weaker heroes overcome huge and frightening villains through the use of clever wit, simple good intentions, and courageous perseverance. The stories provide Montessorians with an exciting method of introducing or re-stimulating a class's interest in English history, legend, and literature. If nothing else, the books are well-written and enjoyable in themselves.

Finally, to quote Susan Cooper's speech of acceptance for the Newbery Medal:

"Whether explicitly or through the buried metaphor of fantasy, the author will be trying always to say to the reader: look, this is the way things are. The conflict that is in this story is everywhere in life, even in your own nature. It is frightening but try not to be afraid. Ever. Look, learn, remember: this is the kind of thing you will have to deal with yourself, one day, out there. Perhaps a book can help with the long hard matter of growing up, just a little. Maybe, sometimes."



BOOKS BY HOLLING CLANCY HOLLING

Reviewed by CAROL HICKS

When I first read Pagoo by H.C. Holling, I assumed that I must be the last teacher to discover this author because the books are so good everyone else must have known about them. I agreed to write this review because I have been informed that there are a few people who have not yet discovered Holling for themselves. Perhaps this is because the books are not recently written. Holling wrote these works between 1941 and 1957.

Holling's stories are fictional accounts, often centered on an animal or inanimate object. He bases his work on careful research, observation, and experience. The information is accurate with some etymology given where appropriate. He illustrates his work with full-page color drawings, and he decorates the margins of the written pages with black and white line drawings.

Any one of these stories makes excellent read-aloud material as well as reading material for the children. I have usually read one selection from Holling during the year and then tell my students about his other titles.

PAGOO

"Little Pagurus—'Pagoo' for short—floated at the surface of the sea. Pagurus would grow into a two-fisted Hermit Crab—if he could make it. Someday he would live near shore, walking on a sea floor of rock and sand. But before he could walk on the sea's bottom he must drift on its top, as helpless as a tiny fleck of foam. Pagoo's chances of growing up were not very good.

"Pagoo was quite small, because he had hatched from an egg the size of a pencil dot. You could see part way through him—that is if you could find his glassy body to slide under the microscope..."

Thus begins H.C. Holling's Pagoo. This is the story of a hermit crab's life and the environment in which it lives. It begins with Pagoo floating amid plankton. It is accompanied and advised throughout its life by a voice called "Old Pal Instinct". Holling defines plankton and gives the etymological definition as "wandering". Some of the components of plankton are illustrated along the margin of the page.

Pagoo manages by luck to survive the hazards of sea life. It eventually drifts to shore and settles in a tide pool. Here it molts and undergoes transformations several times and finally looks like a hermit crab. Pagoo encounters many adventures during its life; meeting up with the

creatures of Tide Pool Town: other hermit crabs, gooseneck barnacles, starfish, mussels, gulls, and an octopus to name a few. It also copes with the climatic conditions of rain, storms, and the drying out of the tide pool.

Holling is able to make Pagoo's adventures exciting and suspenseful without resorting to personification. Pagoo is always a hermit crab and its fellow creatures are never human.

PADDLE-TO-THE-SEA

Paddle-to-the-Sea is about a small canoe carved by a Native American boy in Canada. The boy has learned that the snow in Nipigon County melts and flows through creeks into Nipigon Lake, into the Great Lakes, on to the St. Lawrence Sea Way, and finally into the Atlantic Ocean. He has carved on the bottom of the canoe, "Please put me back into the water—I am Paddle-to-the-Sea".

The boy places the small canoe on the snow on a hillside. Paddle takes a winding route all the way to France. Many people help the canoe along the way. Much of the working economy of the Great Lakes is touched upon as workers from saw mills, iron-ore barges, fishing boats, freighters, and the locks help Paddle along its journey. Holling reveals some of the natural and geographical features of the Great Lakes system as well.

Once again Holling has given full-page color illustrations for each of the 27 short chapters. Each written page also has line drawings in the margins. There is a map of Paddle's travels in the back of the book.

Other stories by Holling include: Minn of the Mississippi, about a snapping turtle which travels from the source to the mouth of the Mississippi River; Seabird, about a carved gull mascot which travels on a whaler, a clipper ship, a steamer, and an airplane; and Tree in the Trail, about the Santa Fe Trail.

These books are readily accessible in any children's public library. I hope you and your students enjoy them.

Terri Allen trained at WMI in 1980. This year she is taking a sabbatical leave from Montessori Children's House in Petosky, MI, where she has built a 6-12 community.

Carol Hicks, also a 1980 WMI graduate, is currently directing a 6-9 class at MacDowell School, a Montessori school in the Milwaukee Public School System. She is holding the AMI-EAA Vice Chair position.



Wanted: Your Photos & Slides

Do you have slides or prints of your elementary training year? — of you, your classmates, trainers? What about your parties, work/study sessions, chart making?

Now, think about any AMI-EAA functions you may have attended: conferences, refresher courses, regional workshops... Do you have any photographic memories of these events? Remember "Going Over the Wall", square dancing, double-dutch, The Ugly Duckling, the trek up Larch Mountain, flint knapping, Trivial Pursuit, digging at Duck Foot or Sand Canyon, building an architectural model, the tide pools...

We are working on putting together a slide presentation/collage for AMI-EAA, and would like to borrow any pictures or slides you may already have. We will make copies of your original materials and return the originals to you.

Please send your slides/photos along with a brief note of who, what, when, and where to: J. McKeever, 1797 Golden Lake Ct., Chesterfield, MO 63017, 314-537-1643.

We want to have a presentation ready in time for the International Study Conference in late July, so your prompt response will be most helpful.

Thank you.



Apology

Some of the membership information forms were temporarily misplaced in the shuffle of moving the EAA paperwork and accounts from California to Colorado. We sincerely apologize to those members who had paid their fees, yet were not listed in the Membership Directory, nor had received the first issue of the Newsletter. We hope that the Winter Directory Update included with this issue successfully remedies the earlier omissions. Those of you who were previously unlisted, or who were late additions, should also have received a copy of the Fall 1987 Newsletter. (Some of you received this at the Houston Refresher Course.)
The AMI-EAA Board.

The Life Game

by ALAN WALLACE

This game had been used in my class since I began teaching at the 9 to 12 age level in the 1980-81 school year. It evolved out of a conversation that I had with my daughter, who was then a seventh-grade student in another state. She told me that the only academic subject that she really liked was social studies. The teacher let the students do fun activities that involved "real life work", including learning how to write a check. I was racking my brain at the time to find something to get the whole class really involved after winter vacation. This article will trace the evolution of this unit from 1980 to 1987.

My class' initial skepticism was soon replaced with enthusiasm as we planned activities together. We decided to have each student select one or more jobs as part of the curriculum during the game. Entrance requirements varied according to the complexity of the job, with an entrance exam required for certain professions (medicine, law, teaching). Salaries varied as in American society, with a range from under \$200 per week for a sales clerk to over \$1000 per week for a medical doctor or bank president. Students were allowed to hold one or more part-time jobs also, as long as it was realistic for the time demands of the jobs in real life. The students, in consultation with the teacher, could decide on specific duties to be performed in each job. Students had the option of being self-employed instead of being on salary. We decided to have an auction at the end of the game, in which the money earned from all game activities would be used to make bids. We decided to integrate as much of the curriculum as possible into the jobs. Other essential lessons would be given separately. I introduced one aspect into the game that was not very well received - income tax.

The struggle to deal with my own taxes prompted me to introduce income tax into the game. I also saw this as a way to partially equalize the wide disparities in savings among my students.. Two parents of my students were CPAs and had plenty of extra tax forms. One parent was able to come in to teach a lesson on filling out a 1040. The students enjoyed mastering the tax form but resented paying the taxes. It was just like adult life!

Capitalism ran rampant in the person of one boy whose grandfather had a novelty business. The boy brought in cheap toys and sold them at outrageous prices to his classmates (in Life Game money). This left him in a dominant position when we got to the auction at the end of the game. The boy's wealth caused a reaction from his peers before the auction.

Many of the children teamed together to bid against the wealthy boy, who then joined forces with his best friend. The prizes had been provided by me. I had brought various small items of little worth from home. These trinkets seemed to please the class. This auction closed the time period between winter and spring vacations. Various changes have been made to fine tune the Life Game since its inception.

I started the requirement that every child pay for living expenses out of income. Housing was the first expense that we added to the game, and the one item that remained through the years. We tried to add in expenses for transportation, food, clothing, medical care, entertainment, etc., but found this to be too unwieldy and dropped it.

Parents have continued to make appearances to tell about the occupation or avocations and give lessons. Children have also arranged to "Go Out" to complement their Life Game activities. "Going Out" activities have included a trip to the Kentucky Horse Park to learn about horses, a day of hands-on experience to learn horse care at a farm, a trip to a veterinarian, and trips to historical buildings to study architecture. Many lessons have worked into the Life Game format, from writing a business letter to figuring interest rates for bank loans.

Children have learned to handle their own checking and savings accounts. They have also come up with many original businesses and services to earn extra money from their peers.

Some recent innovations from the class have included sign making with a computer; basketball, cheerleading, gymnastics, and soccer camps; ballroom and folk dancing lessons. The children have eagerly awaited the start of the Life Game each year and have passed their enthusiasm on to the new students.

I have found that each new class brings in useful ideas and changes that improve the game. Children now bring in most of the auction items and assist me (the auctioneer) in organizing and running the auction. I have never heard a complaint that the auction was unfair, since everyone has a equal opportunity to earn and spend. Some students who struggle with their academics find greater success in this format.

When your class is suffering from cabin fever or some other school-induced malady, you might consider livening things up with your own version of the Life Game. I think that you'll enjoy the challenge as much as I have.

Alan Wallace has a year's leave of absence from Community Montessori School in Lexington, KY. He was trained in Bergamo in 1973, after which he taught at the 6-9 level until 1980. He then worked in the 9-12 classroom until 1987.

Classifieds

BUSINESS OPPORTUNITIES

AMI certified Pre-School for sale. Established 1978. Located on border of a beautiful County Park (200+ acres) in Wilmington, Delaware. Location is on the NORTHEAST CORRIDOR, convenient to New York, Philadelphia, Washington, DC. Reputation is such that we draw our students from: Local Community, New Jersey, Maryland, and Pennsylvania. We have full complement of Nienhaus materials, extensive library and record collection, all paper, craft supplies, etc. Beautiful furniture with custom made cabinets. Excellent opportunity to have your own school with an experienced class of 2½ to 6 year olds. Income breakdown supplied to interested persons. Contact: Ardeth L. Savage, owner/guide, 5 Yale Rd., Cooper Farm, Wilmington, DE 19808, 302-429-9244 (8-11:30), 302-998-3446 (after 4 pm).

POSITIONS AVAILABLE:

The Montessori School of Rochester seeks AMI 3-6 and 6-12 directors for Fall, 1988. MSR is a well established AMI accredited Montessori Center with 3 primary and 2 elementary classes. It offers supportive administration, a pleasant working environment, benefits, and competitive salary. Please call or send resume to: Virginia A. McHugh, 170 West Scholfield Road, Rochester, New York, 14617, 716-544-8450.

Montessori in Redlands is now accepting applications for the following positions:

Director of Education: Responsibilities include overseeing and development of curriculum, parent education, staff development, overseeing material making, maintaining AMI standards throughout the classrooms, and recommending budgetary considerations regarding classroom needs.

Elementary Director: Class size may indicate need for third teacher for fall of '88. AMI training required.

Please contact Lois Ziegler, P.O. Box 691, Redlands, CA 92373, 714-793-6989.

HENSON VALLEY MONTESSORI SCHOOL, Robin Taylor, Administrator, 7007 Allentown Road, Temple Hills, Maryland 20748, 301-449-4442 (w), 301-248-1420 (h). We need a 6-9 teacher for an established class of 25 children starting September, 1988. We are 23 years old, have four primary classes, two 6-9 classes, and one 9-12 class. Teachers and administrator are AMI trained and experienced. HVMS owns its own building. Each classroom is self-contained, fully equipped, with private access to our 4 acres. We have a full-time Spanish and PE teacher. Salary is based on experience and education. Benefits include 1/2 health insurance premiums, 10 days paid sick leave, and full tuition for children of Montessori teachers.

Begin an exciting career with us as we move to our beautiful new school campus situated on 4 acres and located near Historic Williamsburg and Virginia Beach. We are seeking dedicated, energetic, and committed teachers both Primary and Elementary, to join our growing staff in August, 1988. School established in 1972, fully equipped classes, and AMI administration. Salary based on education and experience. Health and life benefits, sick leave, professional dues. Send resume to Dorothy White, Peninsula Montessori School, 372 Hiden Boulevard, Newport News, VA 23606, 804-596-2555.

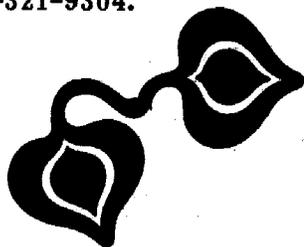
AMI elementary Directress for 1988/89 only. Present Directress will be on sabbatical. Well-established 6-9 class and beautifully equipped classroom. Atmosphere supportive, pleasant and respectful both of children and adults. Alcuin Montessori is located in a lovely suburb just west of Chicago. Contact Shirley Mallot, Alcuin Montessori School, 7970 Washington Blvd., River Forest, IL 60305, 312-366-1882.

Needed August 1988: AMI teachers for established elementary and primary classes. Fully equipped classrooms in beautiful surroundings at foot of Rocky Mountains. Non-profit school run by AMI directors offers programs for children 3-12. Salary negotiable, fringe benefits. Contact Alan or Debby Temple, Mountain Shadows Montessori School, P.O. Box 4254, Boulder, CO 80306; or call 303-499-2316 (9:00-4:00) or 303-530-1080.

Boston Area - Fall 1988. After eight years of continued service, we are losing our Elementary II teacher (9-12). We therefore have an opening available for a 9-12 teacher in well-established Montessori School. The school consists of 4 primary-extended day classes (3-6), two Elementary I classes (6-9), and one Elementary II class (9-12). It is a non-profit organization and is run by an experienced, full-time administrator who is also an AMI trained teacher. Located close to Boston, Thacher has a wide range of children with 20% minority and a broad socio-economic mix. The school was established in 1971 and the Jr.II class in 1977. It is situated in a residential town abutting Boston on the South side and is fully equipped. Competitive salary dependent on experience. Excellent benefits. Please call Maureen Coughlan 617-698-5210 (work), or 617-472-1748, or send resume to Thacher Montessori School, 44 Edge Hill Road, Milton, MA 02186.

The Milwaukee Public Schools will have positions for certified elementary level teachers for the 1988-89 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. Starting salaries range from \$20,081 to \$26,018. 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.

AMI Elementary Teacher needed for 1988-89 for 9-12 class. Arbor Montessori (formerly MCDC) School, Atlanta, established 1970. New facility. Five primary; two 6-9; two 9-12. Teacher/Parent Board, non-profit. Experienced, stable faculty and administration. Well-equipped classes. Good salary and benefits. Contact Dianne Sherrill, 2998 LaVista Road, Decatur, Georgia 30033, 404-321-9304.



SPRING NEWSLETTER DEADLINE:
APRIL 15, 1988.



Sincere thanks to those who contributed to this edition. I know how busy you are as teachers, parents, professionals, and individuals, and appreciate the time and effort it has taken to put your thoughts down for the benefit of our membership.

AMI-EAA MEMBERS:

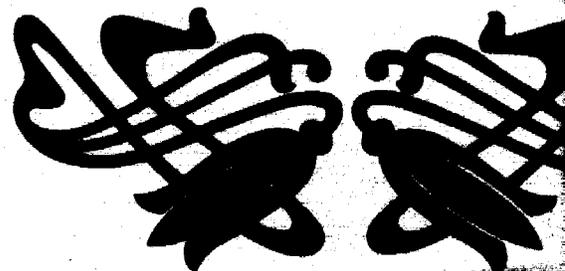
This is your Newsletter. You make it happen! I can't send you anything but a few announcements and membership lists without your input. I received no (as in zero) responses from the questionnaire I sent in the Fall issue. Each one of you has something worth contributing - what works for you in the classroom, what mistakes have you made and learned from, books that you have enjoyed (either in the classroom or for your own enrichment, non-Montessori classes that have given you some reinforcement or insight, group work in your classroom, the reasons you use or do not use standardized tests... The kinds of things you share with your fellow teachers during coffee breaks or staff meetings, you can share with the rest of us. Let's hear from YOU!

J. McKeever

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 Ct., Chesterfield, MO 63017. Additional copies of this edition are available for members from AMI-EAA for \$4.00 per copy while supplies last.



A.M.T. Elementary

Alumni Association Newsletter



VOLUME XX

NUMBER 3

SPRING 1988

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Upcoming Events

**AMI INTERNATIONAL STUDY CONFERENCE
EDUCATION FOR THE 21ST CENTURY
JULY 30 - AUGUST 4, 1988
WASHINGTON, D.C.**

By this time you have undoubtedly received information from AMI-USA about the conference, and from AMI-EAA about alternative accommodations.

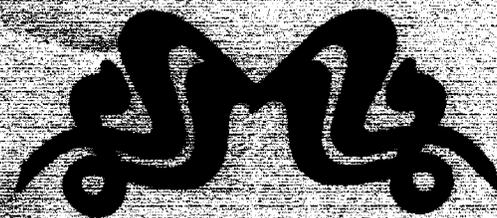
AMI-EAA will hold its annual membership meeting one of the evenings during the conference.

Inexpensive housing is available to EAA members only at Catholic University (\$17/night-double, \$22/night-single). Hopefully, this will encourage more of our membership to take part in this important event. The accommodations are conveniently located near a Metro line which runs directly to the Sheraton conference site. There is a limited availability of these rooms, thus they will be filled on a first come basis. Carol Hicks is handling the details for AMI-EAA. She can be reached before June 17 - 953 N. 29 St., Milwaukee, WI 53206, 414-931-7992; after June 19 - c/o Alcazar Hotel, 2450 Derbyshire Rd., Cleveland Heights, OH 44106.

For additional information about the Study Conference, contact Virginia McHugh, Organizing Chairperson, 716-544-9358, or AMI-USA, 415-861-7113.

AMI-EAA Elections

The Executive Board of AMI-EAA is pleased to announce that Carol Hicks will serve as Vice Chair/Research and Development Coordinator, for the term of June 1988 to May 1991. She had been appointed to fill this position (for 1987-88) which was vacated by Alan Temple when he began his term as Chairperson. We look forward to Carol's capable and dedicated work on behalf of our Elementary Alumni Association.



Geology in the Classroom

PRESENTATION BY ALAN TEMPLE

NOTES TAKEN AND TRANSCRIBED
by GLADYS STRAUSS

At the 1987 EAA Summer Conference in Spring Green, Wisconsin, Alan Temple presented information about geology to the group: rock formation and classification, minerals, specific gravity of rocks, and material which he developed for use in his classroom.

Alan set the stage for his presentation on Geology in the Classroom by discussing the Great Lessons and the importance of keying our geology lessons off these important lessons. In the Creation Story the children hear about how calcium invaded the sea. Where did the calcium come from? In the Story of Life the relationship of life to geology can be brought out. In the Story of Man the children hear how humans found which stones made better tools and building materials. Clay tablets were used in the development of communication. Numbers and geometry are apparent in the study of crystals.

A word of warning: geology classification is very difficult because of the variable combinations of minerals that occur in rocks. Geologists are not always in agreement themselves.

Key lessons can be presented on the three major classes of rock, igneous, sedimentary, and metamorphic, based on how rocks are formed. A lesson on igneous rock can begin with remembering the story of the formation of the earth and with the aid of the geography charts. Show the students various types of lava - rock that erupted from the volcanoes above the surface of the earth. Explain how they were formed.

Examples:

Basalt cooled below the surface, but close to the surface, with little air or water in it. It is heavy in iron and magnesium. Scoria cooled with air and water in it. Pumice cooled while being whipped like whipped cream. Obsidian cooled very quickly, perhaps while flowing in water. Granite is magma that cools thousands of feet below the surface of the crust. It is heavy in silica.

All these rocks formed in different ways, but they were all formed from liquid rock. They are called igneous from the Greek word for fire. Rocks are still being formed in this way. When the earth was young, all rock was igneous.

Sedimentary rock can be presented by recalling what happened after the volcanoes erupted. Great storms developed and ice formed on the poles. The rain, wind, and ice broke up the rock and washed it into the sea. Gravel, sand, and mud got washed away, was buried, and formed a new rock. These rocks formed from the settling of sediment are called sedimentary.

There are three types of formation of sedimentary rock - mechanical, chemical, and organic. The mechanical type of formation is rock affected by weather; the transportation of rock particles by the mechanics of wind, sun, rain, and ice. For example, granite, when affected by weather, breaks into its three components of mica, feldspar, and quartz. Mica is light, and breaks into smaller grains and travels farther. Minerals crystallize around these grains and pressure causes the minerals to be cemented into shale, a new rock which is sedimentary. The grain sizes of shales are not distinguishable by the eye. Feldspar breaks up most easily and is the first to crystallize. It forms clays and shales.

The chemical type of formation is rock affected by chemicals. The third component of granite, quartz, does not break down easily. The sedimentary rock formed from quartz, sandstone, is forged through a chemical combination. Limestone and dolomite are other types of rock formed from chemical precipitates. Coal is a sedimentary rock of organic formation. Most sedimentary rocks probably have gone through many cycles of change. This does not necessarily happen once.

When rocks are buried relatively deeply, and physical and chemical changes occur, the rocks must change. Metamorphic rock is the result of changes in the crystal structure caused by pressure and heat, but not enough to melt the rock. Metamorphic rock comes from igneous, sedimentary, or metamorphic rock. The change to metamorphic rock takes a very long period of time. It takes thousands and thousands of years. It must be buried so there is pressure and heat. Water, carbon dioxide, and chemicals can speed up the process. Most metamorphic rock is produced from mountain formation, folding of the earth's crust, and plate slippage. Another type of metamorphic rock is gneiss.

Examples of sedimentary rock that become metamorphic under heat and pressure are:

Shale becomes slate, sandstone - quartzite, limestone - marble, granite - gneiss, and basalt - schist. Metamorphic rock is the result of adaptation to change.

Alan concluded his presentation of igneous, sedimentary, and metamorphic rock by showing us material he had designed to assist in classification. He also discussed minerals in detail, and taught us how to find the specific gravity of rocks.

Alan Temple is the Chairperson of AMI-EAA and Administrator of Mountain Shadows Montessori School in Boulder, Colorado. He has taught at the 6-8 and 9-12 levels. Due to the interest aroused by the above presentation, he is compiling a geology bibliography which will be published in a future edition of the Newsletter.

Cladya Straus received her AMI elementary training in Bergamo in 1973. She has been a very active member of AMI-EAA for many years, and a frequent contributor to the Newsletter. She directed a 9-12 class at Racine Mission School, Racine, Wisconsin.

Food for Thought

In her lectures at the 1988 Elementary Refresher Course in Houston, Miss Stephenson frequently referred to and quoted the works of Montaigne and other authors. We listened with great interest but immersed with little success. Thanks to the efforts of Allyn Powell, the Elementary Course Coordinator at WMI, we have received a thorough decounting of Miss Stephenson's thought-provoking citations.

The passages that follow are from The Meaning of Man by Jean Mouroux (1968, New York, Sheed and Ward).

The first problem that arises is that of the meaning and purpose of our freedom. It is not given us for its own sake, or for any end we please, but quite definitely that we may realize ourselves. There we have a starting-point to which every reflecting man will assent. To develop all our capacities and aptitudes, our physical and spiritual powers, to fulfill our human task and play our part in the world, and thus to construct and create ourselves - to bring ourselves to birth as we would be - that is essentially man's true greatness and the essence of spiritual liberty. But here we stand at the parting of ways.

We are faced with the choice: are we going to realize our being in accordance with the details of our own will, or by responding to our vocation? That is the tragic and decisive choice that divides mankind into two opposing camps: those who refuse and those who consent to give their allegiance to something higher than themselves - let them name this 'something' as best they can, whether duty, or ideal or God. For the former, liberty consists in refusing, not indeed all constraints (one can choose one's constraints), but of any real obligations. It is a power to realize one's being in strict independence of any transcendent call. For the latter, liberty is found in giving oneself to the service of something greater and better than self; it is a power to realize self by self-dedication to the Good and by opening oneself to God. The liberty that refuses is essentially unworkable and destructive; the liberty that gives is essentially committed and constructive. The two are mutually exclusive and mark the deepest line of division between men.

MEMBERSHIP ADDITIONS

Please add the following people to your AMI-EAA Membership Listings:

Friedman, Diana Meyers
3831 D. N. Racine
Chicago, IL 60667
312-975-6498

Training:
Rome Bergamo 1985
Employment:

8-9
Near North Montessori
1010 W. Chicago Ave.
Chicago, IL 60622
312-295-1010

Queen, Evangelina P.
1424 Clifford St. NE
Washington, DC 20017
202-535-5545

Training:
Rome WMI 1977
Pratt WMI 1984
Employment:
Administrator-Teacher
Avalon Montessori
2614 Franklin St. NE
Washington, DC 20018
202-528-5545

In Memory

BRIDA MOURIE PRESTON

Some of you may have had the opportunity to know Linda Soule Preston, who died March 20, 1988. She was a graduate of the 1959 Bergamo training. Memorials may be made to the Linda Soule Preston Memorial Fund, c/o Michael Roll, 148 Carow Tower Bldg., Cincinnati, OH 45202, to benefit the school she established in Sydney, Australia.

Classifieds

POSITIONS AVAILABLE:

The Milwaukee Public Schools will have positions for certified elementary level teachers for the 1988-89 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. Starting salaries range from \$20,081 to \$26,018. 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 414-475-0224.

The school district of Kansas City, Missouri is seeking Missouri state-certifiable Montessori trained teachers for placement. For details, please contact Frank Vincent, Principal, Paxson Montessori School, 1211 McGee, Room 1008, Kansas City, MO 64106.

Virgin Islands Montessori School, AMI, established 1964. Four preschool and three elementary classes. Seeking preschool and 9-12 teachers for 1988-89 school year. Excellent benefits. Established classes. Send resume and references to Shournagh McWeeney, V.I. Montessori School, Vassup Bay, Route 6, St. Thomas, U.S. Virgin Islands 00802, 809-775-6360.

Needed: AMI Primary and Junior Directress starting September, 1988. Please send resume to Anna Neri, "SPRING" Bilingual Montessori Academy, 2010 Linden Lane, Silver Spring, MD 20910, 301-587-3511. (Non-profit, established in 1967).

Announcing

The Toronto Montessori Institute is pleased to announce both the Elementary and Primary Teachers' Training Courses (AMI) to commence August, 1988. These courses are open to university graduates and lead to an internationally recognized diploma. For further information, please call or write Mrs. K. Christie, Registrar, 8589 Bayview Avenue, R.R. #2, Richmond Hill, Ontario L4C 7B5, Canada, 416-889-6862.

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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