

## DOCUMENT RESUME

ED 442 528

PS 023 963

TITLE Montessori Theory into Practice: A Practical Newsletter for NAMTA Members, 1995.

INSTITUTION North American Montessori Teachers Association, Cleveland Heights, OH.

PUB DATE 1995-00-00

NOTE 25p.; Published twice a year.

PUB TYPE Collected Works - Serials (022)

JOURNAL CIT Montessori Theory into Practice Newsletter; Mar-May 1995

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Career Awareness; Career Development; Change; Child Development; Child Rearing; Early Childhood Education; \*Employment Opportunities; Resistance to Change; Teacher Associations; \*Television Viewing

IDENTIFIERS \*Montessori Schools; Summer; Summer Vacations

## ABSTRACT

These two issues of Theory into Practice, a practical newsletter of the North American Montessori Teachers Association (NAMTA), contains feature articles, upcoming events, and a job bulletin detailing employment opportunities categorized by state and country. The March issue focuses on television's effects and contains an article on the 1st Annual National TV-Turnoff Week, along with "Plays End" (Joseph Chilton Pearce), describing detrimental effects of television on child development. The May issue contains two articles: (1) "The Freedom of Responsibility" (Christopher Ackerman), which discusses the importance of developing responsibility in children; and (2) "The Transition from Home to Classroom" (Priscilla Winning), which focuses on children returning to school after summer break, including reactions of regression, fear, fatigue, and irritability, and giving tips to help ease the transition into the new classroom environment. (BGC)

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March 1995

# MONTESSORI THEORY

## INTO PRACTICE



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### A Practical Newsletter for NAMTA Members

Job Bulletin ..... page 6

## The 1st Annual National TV-Turnoff Week

April 24-30, 1995

**D**uring the last week in April 1995, thousands of schools, libraries and community organizations will join together in a coordinated effort to encourage millions of families and individuals to turnoff their TV sets for seven days. In exchange, participants in the first annual National TV-Turnoff Week will engage in a broad range of substitute activities that foster greater social, physical, academic, and creative development.

The average American watches more than 4 hours of TV each day. At this rate, by age 65, that person will have spent 9 years watching television. Upon graduation from high school, the average American child will have spent more time watching TV than in school.

Successful regional turnoffs in the past have proven that a solid one-week recess from TV helps establish conditions that allow for more family interaction, reading, volunteering, exer-

cising, enjoyment of nature, playing of sports, taking part in community affairs, thinking, creating, and doing!

NAMTA joins these groups in endorsing National TV-Turnoff Week: American Federation of Teachers, American Medical Association, Children's Defense Fund, American Psychological Association, Literacy Volunteers of America, National Coalition on Television Violence, National Religious Partnership for the Environment, Libraries For the Future, and American Poetry and Literacy Project.

To learn how to organize a local turnoff in your school, contact: Elizabeth Barrett at TV-Free America, 1322 18th Street, N.W., Suite 300, Washington DC, 20036. Tel (202) 887-0436 or Fax (202) 887-0438. TVFA will help get you started and, for a \$5 donation, send you an "Organizer's Kit" that includes a guidebook, poster, bumper stickers, pledge cards, and an information packet.

### Facts about Television

- Number of TV sets in the average U.S. household: 2.24
- Percentage of Americans that regularly watch television while eating dinner: 66
- Number of hours of TV watched annually by Americans: 250 billion
- Value of that time assuming an average wage of \$5/hour: \$1.25 trillion
- Number of videos rented daily in the U.S.: 6 million
- Number of public library items checked out daily: 3 million
- Number of minutes per week that parents spend in meaningful conversation with their children: 38.5
- Number of minutes per week that the average child watches television: 1,680
- Percentage of children ages 6-17 who have TV's in their bedroom: 50
- Percentage of day care centers that use TV during a typical day: 70
- Percentage of parents who would like to limit their children's TV watching: 73
- Percentage of Americans who believe TV violence helps precipitate real life mayhem: 79
- Percentage of ten best-selling toys in 1985 that were tied to TV shows: 100

*(provided by TV-Free America)*



## Play's End

by Joseph Chilton Pearce

Pearce eloquently and dramatically describes the detrimental effects of television on children's development and hence on future generations. Use this piece in your school's parent education program to promote National TV Turnoff Week.

**P**lay develops intelligence; integrates our triune nature; prepares us for higher education, creative thought, and taking part in and upholding a social structure; and helps us prepare for becoming an effective parent when that time comes. Play is the very force of society and civilization, and a breakdown in ability to play will reflect in a breakdown of society. We are a tough, resilient species; our capacity to compensate for damage is enormous. Our children could compensate for hospital childbirth and the ensuing separation anxiety of day care and its abandonment, but children can't compensate beyond a point, and we went beyond that point years ago. Some ten years after we began to systematically separate infants from mothers in hospitals, eliminating bonding and breaking down development of the limbic-heart dynamic, we introduced television. The major damage of television has little to do with content: its damage is neurological, and it has, indeed, damaged us, perhaps beyond repair (Buzzell, n.d.; Healy, 1990; Mander, 1977).

First, television replaced story telling in most homes, and it changed the radio from a storyteller to a music box.<sup>1</sup> When television is criticized, its apologists point to similar warnings made when radio burst on the scene early in this century, but radio as an endless storyteller sparked the imagination of and helped give rise to a generation whose creativity changed the face of the earth (for better or worse). Television, on the other hand, has now been with us far longer than radio was before television's introduction, and its programming has deteriorated at an astonishing rate for the same reasons that it damages us.

Television also replaced family conversation in general. The television tray replaced the dinner table and its captivating table talk. Carol Gilligan (cited in Prose, 1990) points out that grandmothers used to sit and relate their childhood stories to a rapt audience of grandchildren. That remarkable series of books by Laura Ingalls Wilder grew out of her parents and grandparents "telling their stories." Gilligan saw this as a primary need that grandmothers had (a recapitulation that rounded out their lives), but grandmother tales filled many needs: They provided a continuity between generations, gave children a sense of history, and established a continuum of meaning to life. I heard both my grandmother's and grandfather's stories either directly or indirectly through my parents. And I knew my mother's childhood as I did my father's by their reminiscing, which would hold us spellbound on a winter's evening or at the table. I clearly saw my father's boyhood on the river at Milan, Tennessee, so clearly that to this day those images, formed as he told his tales, shine so vividly in my mind I mistake them for my own childhood. I see him as a little boy skipping school to play with his handmade boats, harbor, and wharf; when he forgot them one evening and the river's rise carried them all away, the loss felt like my own. My mother's childhood played out in such clear images that the last two decades of the nineteenth century were as real to me as my own day. Both my paternal and maternal grandmothers' far less gentle stories of escaping the Yankee armies in the Civil War made that conflict intensely real, my very own struggle. In passing their stories on they gave us tradition, continuity, place, and meaning. We knew who we were and where we came from, our lives had significance,

The major damage of television has little to do with content: its damage is neurological, and it has, indeed, damaged us, perhaps beyond repair.

<sup>1</sup>Michael Toms, of *New Dimension Radio* and an Acquisition Editor for Harper San Francisco, pointed this out to me.



## . . . Play's End *continued*

drama, meaning. "Tell me about when you were a little boy" my daughter begs, and never tires of listening (even to my repetitions and elaborations).

Second, with television on the scene, parents rarely played with children. All sat around the box, and even playing among siblings disappeared. Thus no capacity for play and its internal imaging developed. Nintendo does not and cannot replace imaginative play.

Third, and perhaps most critical, television floods the infant-child brain with images at the very time his or her brain is supposed to learn to make images from within. Storytelling feeds into the infant-child a stimulus that brings about a response of image-making that involves every aspect of our triune system. Television feeds both stimulus *and* response into that infant-child brain, as a single paired-effect, and therein lies the danger. Television floods the brain with a counterfeit of the response the brain is supposed to learn to make to the stimuli of words or music. As a result, much structural coupling between mind and environment is eliminated; few metaphoric images develop; few higher cortical areas of the brain are called into play; few, if any, symbolic structures develop.  $E=MC^2$  will be just marks on paper, for there will be no metaphoric ability to transfer those symbols to the neocortex for conceptualization, and subsequently, no development of its main purpose: symbolic conceptual systems.

Failing to develop imagery means having no imagination. This is far more serious than not being able to daydream. It means children who can't "see" what the mathematical symbol or the semantic words mean; nor the chemical formulae; nor the concept of civilization as we know it. They can't comprehend the subtleties of our Constitution or Bill of Rights and are seriously (and rightly) bored by abstractions of this sort. They can sense only what is immediately bombarding their physical system and are restless and ill-at-ease without such bombardment. Being sensory deprived they initiate stimulus through constant movement or intensely verbal interaction with each other, which is often mistaken for precocity but is actually a verbal hyperactivity filling the gaps of the habituated bombardments.

On average, children in the United States see six thousand hours of television by their fifth year, at which point, in the midst of what should be the high point of their dreamlike world of play, we put them in school, prevent bodily movement (most purposive learning is sensory-motor at this age), and demand they handle highly abstract-symbolic systems (al-

### What's Wrong with Watching TV?

1. **Television takes time away from other more wholesome activities.** (The actual time kids spend watching television is time not spent playing, reading, talking, etc.).
2. **Television competes (and generally wins) against alternative family activities.** (Children will often reject activities such as listening to a story or playing a game in favor of the passive pleasure of TV-watching).
3. **Television interferes with the social development of children.** (Watching TV does not require any sort of interaction with others).
4. **Television takes the place of play.** (Just when children are ready to acquire and develop important playing skills, parents begin to use TV as a babysitter).
5. **Television renders children less resourceful.** (Because TV is so easily available to children, it tends to serve as a universal "filler," inhibiting the development of creative skills for which quiet or "down" time is a prerequisite).
6. **Television has a negative impact on children's physical fitness.** (Many scientific studies have found direct relationships between incidence of obesity among children and time spent watching TV).
7. **Television has a negative effect on school achievement.** (Kids who watch excessive amounts of TV have less time to read and to do homework. They stay up later and go to school tired. Statistics show that heavy TV watchers score lower on most achievement tests).
8. **Television watching may be serious addiction.** (Compulsive viewers turn to TV for solace when they feel distressed, and though they derive a temporary emotional relief while watching, they end up feeling worse afterwards).

*From Unplugging the Plug-In Drug, by Marie Winn (New York: Viking, 1987)*



## . . . Play's End *continued*

Television floods the infant-child brain with images at the very time his or her brain is supposed to learn to make images from within.

phabets and numbers) for which most of them have no neural structures at all. Driven by nature to follow their models, they try and can't. Their self-esteem collapses and failure and guilt give rise to anger. Even after beginning school, they continue their time-percentage of television viewing unabated. They spend more hours looking at television than attending school, and our national daily viewing time grows year by year.

Having no inner imaging capacity leaves most of the brain unemployed, and a child who can't imagine not only can't learn but has no hope in general: He or she can't "imagine" an inner scenario to replace the outer one and therefore feels victimized by the environment. A recent study showed that unimaginative children are far more prone to violence than imaginative children, because they can't imagine an alternative when direct sensory information is threatening, insulting, unpleasant, or unrewarding. They lash out against unpleasantness while the imaginative child can imagine an alternative, that is, create images not present to the sensory-system that offer a way out. True playing is the ability to play with one's reality. Thus imagination gives resiliency, flexibility, endurance, and the capacity to forego immediate reward on behalf of long-term strategies.

**F**orty years ago, along with the epidemic of day care and television, a new phenomenon burst on the American scene: the toy store. Until that time, the average American child had a maximum of some five toys. I can recall each of mine; they were precious. Christmas, the only time we ever got a toy, was a time of near unbearable excitement. My Flexible Flyer sled was secondhand, but lasted my whole childhood. My Radio Flyer wagon was new when I got it and lasted from my fifth year until my twelfth year as a major item. My Rollfast skates were new and lasted until my fourteenth year. I used them hard. (A new pair cost 79 cents, no small sum.) I bought, for \$2.87, my bicycle at age eleven, an ancient relic for which I saved for two years, and it lasted till I left home at fourteen.

I never heard the word *bored* until I was in the armed service in World War II. I never knew a bored child in my own childhood. There was far too much to do, yet we had only a few toys.

When today's toddler sees her mother making cookies and wants to take part, she need not resort to jar top, stick, and mud, like some primitive. She probably has a complete miniature kitchen, scale-model perfect with battery-operated appliances. When a five-year-old sees the road-roller, he doesn't need to find an old spool: The massive toy industry provides a complete road-roller, exact in detail, battery-powered so that the child can watch passively as he does when the same item is advertised on television. Children are inundated with objects that don't stand for something but already are. A clothes-pin need not be draped with an old rag to make a doll; our daughters have shelves bulging with dolls of every description—lifelike, sexy, indeed complete with all the organs for real precocious sophistication if you like. Where is the metaphoric-symbolic learning or the dream-world of play-acting the adult?

The electronic toy that does everything at the push of the button itself habituates. Boredom sets in immediately; what's next? Even playing with such objects children often merely act out the images advertised on television. When they identify with the television children playing with the same toy they feel some group authenticity, a belonging not found elsewhere. Television, of course, is the way to sell those toys that then represent the television images flooding the young brain, reinforcing the television stimulus when that stimulus is absent.

The 30 percent or so of our children still capable of learning in school have been read to and played with by their parents, generally in addition to television and mountains of plastic junk. This shows how little attention is needed to nourish the brain and get its creativity going. While the screen itself prevents neural development its content affects behavior. By 1963





## ... Play's End continued

Violence on television produces violent behavior in young people. Everyone knows that. Once one has habituated to violence as a way of life, however, anything less is boring.

studies had shown a direct one-for-one correspondence between the content of television and behavior. Violence on television produces violent behavior in young people. Everyone knows that. Once one has habituated to violence as a way of life, however, anything less is boring. There are sixteen acts of violence per hour of children's programming, only eight per hour on adults<sup>2</sup>. By the time our children become teenagers, they have seen an estimated 18,000 violent murders on television, their primary criteria for what is "real." Life is shown to be expendable and cheap, yet we condemn them for acting violently.

There are many other facets to the current collapse of childhood. I have touched on the issue only briefly, but one thing is clear, schools have deteriorated because they must deal with damaged goods. And as our damaged children grow up and become the parents and teachers, damage will be the norm, the way of life. We will habituate to damage. Nothing else will be known. How can you

miss something you can't even recognize, something you never had?

### References

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Healy, J. M. (1990). *Endangered minds: Why our children don't think and what we can do about it*. New York: Simon & Schuster.

Mander, J. (1977). *Four arguments for the elimination of television*. New York: Morrow.

Prose, F. (1990, January 7). Confident at eleven, confused at sixteen. *The New York Times Magazine*.

From *Evolution's End: Claiming the Potential of Our Intelligence*, copyright © 1992 by Joseph Chilton Pearce. Reprinted by permission of Harper San Francisco, a division of Harper Collins Publishers.

<sup>2</sup>A major television filmmaker asked me to consult on a series for children, supposedly designed to stimulate development of imagination. The film company had already signed with sponsoring toy companies who stipulated the "usual sixteen acts of violence per hour" (otherwise, the rationale goes, children lose interest). The filmmaker's concern was how to incorporate that much violence into the programming without having it affect the child. I quietly bowed out.

NAMTA presents

The Montessori Academy

July 17-August 4, 1995

Three weeks of in-depth Montessori study on the campus of Loyola College in Maryland (located in Baltimore). Participants may attend for one, two, or three weeks, taking up to one course per week.

**Week One: July 17-21**

**The Keepers of Alexandria:  
A Multicultural Curriculum**

Kathleen Allen, Dr. John Wyatt

**Reading and Writing:**

**The Basis of Self-Expression**

Carol Alver

**At Home with Montessori**

Patricia Oriti

**All-Day Montessori:**

**The Caring Community**

Nancy Ahlstrand

**Week Two: July 24-28**

**Montessori Administration**

Dr. Sharon L. Dubble (Kendall), David Kahn

**Pathways to Maturity: Reflections on Self-Development for the Primary Directress**

Carol Alver

**The Self-Managing Primary Classroom**

Patricia Oriti

**Montessori Music: It's Music Everywhere!**

Marcia Perez

**Week Three: July 31-August 4**

**Montessori Applied to Children at Risk for Learning Differences**

Casey Barnett, Joyce Pickering

**Plus:**

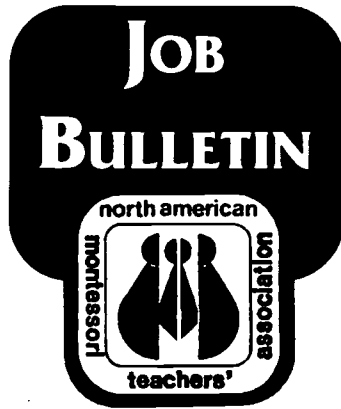
in Cleveland, Ohio  
**July 10-28, 1995**

**Study Intensive on the Montessori Adolescent**

(This course lasts three weeks.)

John Long, Pat Ludick, Dr. Larry Schaefer

**Watch your mail for  
full details and registration forms!**



March 1995

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## ARIZONA

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AMI Elementary and Primary teaching positions available. Please send resume and credentials to: Montessori International School, Inc., 1230 N. Gilbert Rd., Mesa, AZ 85203.

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## CALIFORNIA

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BRIGHT STAR MONTESSORI SCHOOL may be seeking one primary, one elementary and one middle school guide with experience for the 1995-1996 school year. We have one toddler class, two primary classes, one 6-9 class, one 9-12 class and are interested in reforming a middle school class. Please send resume to Bright Star Montessori School, 7140 Gladys Avenue, El Cerrito, CA 94530, or call Swarna Matz, Director 510/233-5330.

Marin Montessori School is seeking an experienced AMI-trained Lower Elementary Directress/Director for its expanding Elementary Program. Established in 1963, MMS has 195 students from age 2 through 12. Our beautiful campus is located on San Francisco Bay, just north of the Golden Gate Bridge. The Lower Elementary program is housed in two interconnected geodesic domes overlooking the water. We are looking for someone who is committed to closely following the principles of Dr. Montessori. If you are interested in joining a team of professionals and being actively involved in the functioning of the school, then this may be the community for you. Must be confident in communicating with strong supportive parent body and Board of Directors. Excellent salary and benefits. Send hand-written letter and resume to: Jules Layman, P.O. Box 736, Corte Madera, CA 94976, 415/924-5388; or fax 415/924-5305.

Montessori Children's Center, established in 1978, has recently added a 6-9 elementary class. We are looking for an AMI Elementary Teacher to take this program into its second year beginning September 1995. The school is

in a lovely residential area, 10 minutes from the beach. We will help find housing. Come join a happy, supportive staff in sunny Southern California! Excellent salary and benefits. Send resume to Sharon Kamp, 1054 Wingfoot St., Placentia, CA 92670.

MONTESSORI CHILDREN'S HOUSE OF WOODLAND and MONTESSORI COUNTRY DAY OF SACRAMENTO, both owned and administered by the same Montessori trained teacher for 21 years, are seeking 1 primary teacher and 1 elementary teacher for 1995-1996 school year. We have classes ranging from infant through 9-12. Our campuses have beautiful buildings which all feature indoor garden atriums. We are located equidistant between San Francisco and the nearby Sierra Nevada Mountain/Lake Tahoe region. We offer excellent salaries and benefits. Call 916/662-1900 or 916/427-1900. You may send your resumes to Woodland Montessori, 1738 Cottonwood Street, Woodland, CA 95695.

Montessori School of Los Altos, located in the beautiful San Francisco Bay Area, offers a high quality, traditional Montessori program to a multicultural student body, ages 2 1/2-6. We are accepting applications for outstanding teachers with a vision of excellence in education to work with us as we expand our program and facilities. AMI/AMS diploma and experience required. Please send resume to: Montessori School of Los Altos, 201 Covington Rd., Los Altos, CA 94024, 415/948-2329. Founded in 1972, Director, H.H. Engelman.

Montessori in Redlands is expanding and needs AMI directors/directresses for Infant-Toddler, Primary and Elementary classes for fall 1995. The school is located in a citrus grove and is central to the mountains, desert, and ocean. The enrollment is 260 presently with classes for children through middle school. We are adding classrooms as well as developing the outdoor environment including a natural arroyo, gardens and large play field. Send resumes to: Montessori in Redlands, 1890 Orange Avenue, Redlands, CA 92373. Phone 909/793-6989 or Fax 909/335-2749, attention, Margie Armantrout.

Pacific Rim International School, Emeryville, CA, a unique English-Chinese bilingual Montessori school is seeking a primary and an elementary teacher. Please send resume to: Pacific Rim International School, 5521 Doyle Street, Emeryville, CA 94608, or fax: 510-601-6278.

Primary Guide needed for Summer and/or September 1995. RAINBOW BRIDGE MONTESSORI SCHOOL is a well-established school

founded in 1980. Located in Cotati 50 miles north of San Francisco close to the Ocean and Wine County. 1 Toddler and 2 Primary classrooms. 3 beautiful environments in country-like setting. Very well known school supported by parents and the community. First year guides welcome. Temporary living quarters available. Please send resume or contact Juli Inman, AMI administrator and guide for 15 years, 21 William St., Cotati, CA 94931, 707/795-6666.

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## COLORADO

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Experienced, enthusiastic teachers needed for an ongoing primary class, a new 6-9 class beginning with 6-7 year olds, and possible 9-12 or middle school position. The Montessori Children's House of Evergreen, Colorado is expanding its 212 student school located in the foothills just west of Denver. AMI/AMS teachers send a resume or contact Betsy Hoke 303/674-0093, P.O. Box 2468, Evergreen, CO 80439.

Mountain Shadows Montessori School in Boulder, CO is seeking to sponsor a skilled and caring person to take a 3 summer AMI elementary training course beginning the summer of '95. This person would then work in an established 9-12 class with an experienced AMI teacher beginning in the fall of '95 and while completing the training. A newly trained AMI elementary teacher would also be considered for the position. Contact Debby/Alan Temple or Marlene Skovsted at Mountain Shadows Montessori School, 4154 63rd St., Boulder, CO 80301 or call 303/530-5353 or 303/530-1080.

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## CONNECTICUT

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WHITBY SCHOOL has openings for certified Montessori teachers in its infant/toddler, 3-6 and 6-12 classes.

Whitby School, the oldest American Montessori school, has 280 students from one to fifteen years old. A highly qualified and dedicated faculty create attractive, child-centered learning environments. Our students develop independence, responsibility, academic success and a joy of learning. The campus is located on 27 pastoral acres in northern Greenwich, Connecticut. Stamford, Connecticut and White Plains, New York are 15 minutes from Whitby. Send resume to Brenda Mizel, Head of School, Whitby School, 969 Lake Avenue, Greenwich, CT 06831.

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## FLORIDA

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Warm, loving group of 6-12 year olds are looking for a very enthusiastic, AMI trained person to help direct them in their quest for

knowledge. If you are highly dedicated to the Montessori philosophy; interested in creating positive change through teaching conflict resolution/peace keeping skills; believe in developing global awareness within your students; and are looking for a warm, supportive school environment in which to work, then we encourage you to apply!

Please contact Mary Byrd, Little Flower Montessori, 533 E. Oakland Park Blvd., Fort Lauderdale, FL 33334 or phone 305/565-8205 (W)/305/563-3664 (H). Interested applicants are encouraged to apply by March 30, 1995.

Palm Harbor Montessori Academy, 2313 Nebraska Ave., Palm Harbor, FL 34683, 813/786-1854, fax 813/786-5160. Palm Harbor Montessori is seeking experienced, enthusiastic teachers to join our exceptional staff. Our school serves 180 students, ages 2-12, on a 5 acre site near beautiful Gulf of Mexico beaches. Applicants with a strong Montessori background will enjoy working with our energetic, highly qualified team in large, fully equipped classrooms. 2-3, 3-6, 6-9, 9-12 full day 1995/96 school year 1995 summer positions. Contact: Judi Charlap.

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## GEORGIA

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Decatur Montessori School is looking for an AMI certified teacher to start a Toddler Community. Decatur is a charming small town just minutes from downtown Atlanta. Please contact Mariam A. Gilmer, 1429 Church Street, Decatur, Georgia 30030, 404/370-0620.

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## ILLINOIS

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Position available for AMI-certified teacher for 3-6 classroom, and AMI certified Infant/Toddler teacher, beginning summer/fall 1995. University degree required. Founded in 1967, Countryside Montessori School, is a not-for-profit school, professionally administered on its own campus in a northern suburb of Chicago. Stable staff. Currently building an addition to main facility to house a gym, 4 new classrooms, offices, meeting rooms and teacher's work room and lounge. Comprehensive program for children 18 months to 12 years with in-school physical education program and pool. Very small day care component (less than 20% of total enrollment) with separate staff. School accredited by AMI and

Independent Schools Association of the Central States. Salary schedule range from \$27,500-\$41,200. Qualified applicants may call Frank Kulle, collect, 708/498-1105, day or evenings. Countryside Montessori School, 1985 Pfingsten Road, Northbrook, IL 60062.

Elementary & primary directors sought for growing AMI school of 110 children. Excellent reputation. Professional Montessori administration. Diverse, professional Chicago suburb. Please telephone for more information. Lawrence P. Lewis, Flossmoor Montessori School, Flossmoor, IL 60422. Day: 704/798-4600. Eve.: 312/819-1018.

AMI Primary Directress needed for Fall 1995 for a second 3-6 classroom with extended session. We are the satellite campus of the Montessori School in Granite City, IL. Our satellite school feeds into the main campus Elementary Program. Established 1971. Self-perpetuating five member board—not for profit. Supportive, experienced AMI staff, Head Directress, Mary Beth McGivern. Call or write Margaret Anderson, Montessori School-St. Clair, 2360 Country Road, Belleville, IL 62221, (Belleville is located to the East of downtown St. Louis, MO approximately 15 miles into Illinois) 618/235-4289.

Immediate Opening for an Administrator  
Ronald Knox Montessori School (RKMS) is accepting applications for the position of Administrator. The Administrator is responsible for managing, planning and directing all our preschool programs including parent/infant, toddler, and 3-6. Founded over 30 years ago, RKMS is a well established non-profit AMS affiliated school with enrollment of 180 in 11 classes. Ronald Knox is located on a wooded, tranquil campus in Wilmette, a quiet residential community about 30 minutes north of downtown Chicago. The faculty is dedicated, experienced, and there is minimal turnover. Our parents are supportive and involved in the school, as evidenced by their participation in the AMS accreditation self-study process, which is partially completed. Applicants must be AMS certified, experienced in teaching and administration, exhibit strong communication skills, and anxious to provide leadership. Please send resume to: Susan Hall, RKMS Search Committee, 1118 Forest Ave., Wilmette, IL 60091. Call 708/251-1435, or fax 708/853-0937.

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## LOUISIANA

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If you "look to the child" come join us in Southwest Louisiana. We are an innovative Montessori school looking for pre-school and elementary AMI or AMS teachers. We are

currently receiving applications for the 1995-96 school year. Send resume to Education Matters, 73 Center Circle, Sulphur, LA 70663 c/o Edith Nevils.

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## MARYLAND

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### SEEKING MONTESSORI TEACHERS

Wheaton, MD: 3-6 year old class, established 1972, position available in September, 1995.

Fairfax, VA: 3-6 year old class, established 1971, position available in March, 1995.

Very stable environments and pleasant working conditions. Montessori certification required.

Contact: Lance Gilbert, Montessori School of Cedar Lane, 3035 Cedar Lane, Fairfax, VA 22031, 703/560-4379.

Henson Valley Montessori School, est. 1965 serving 205 children between 2-1/2 and 12 years, is currently accepting applications for 9-12 Montessori Elementary teachers (and experienced 6-9 teachers are also encouraged to apply). A school owned facility, built as a Montessori School on 4 acres offers a premier environment for adults and children. Located within the Washington D.C. metro area, HVMS offers professional growth opportunities unique to the nation. Excellent salary and benefits, AMI tradition. Please send resume to: Gordon Maas, 7007 Allentown Road, Temple Hills, MD 20748, or call 301/449-4442.

DIRECTOR—Henson Valley Montessori School announces an opening for a leader with a strong teaching and administrative background in the Montessori tradition to direct the school's primary and elementary programs beginning July 1, 1995.

HVMS, established in 1965, currently affords 205 children between the ages of 3-12 an innovative learning environment replete with a committed staff, foreign language instruction, physical education, music lessons and a library.

The school seeks candidates with vision and creativity to assist in managing the anticipated growth of its elementary program. A primary and elementary Montessori diploma is desirable. It is essential that candidates have experience in planning, developing and implementing educational policy and programs, recruiting, developing a rapport with students and parents, and managing school business affairs.

Located 15 minutes from Washington in Temple Hills, Maryland, the school offers unique personal and professional opportunities and the cultural offerings of the nation's capital.

Salary and benefits are competitive and commensurate with qualifications. A letter of application that addresses the candidate's experience, accompanied by a resume and two





March 1995

letters of recommendation, should be sent to the address below by March 20, 1995. LaSalle Petty, Jr., HVMS Search Committee, 7007 Allentown Road, Temple Hills, MD 20748.

## MASSACHUSETTS

AMI Elementary Teacher needed to begin new class in fall of '95. Supportive AMI administrator and board, competitive salary, excellent benefits. Amherst is situated in the heart of the New England countryside, close to the Berkshires, where opportunities for seasonal recreation abound. The Five College Consortium (Mount Holyoke, Smith College, Hampshire College, Amherst College, the University of Massachusetts) provide a rich cultural, intellectual and artistic base for the area. Come join us! Please send resume to Carol Fisher, 22 Autumn Lane, Amherst, MA 01002.

The Eliot Montessori School seeks an enthusiastic and experienced teacher with a strong background in math and science for the Middle School (30 students in grades 6-8) beginning Fall 1995. Montessori training is preferred but not imperative. This teacher will be part of a three-person team in a school which is noted for its highly trained teachers, low faculty turnover, high salaries, fully equipped classrooms and programs which fully prepare students for noteworthy secondary schools. This 24 year old school which enrolls 130 students in grades 1-8 is located in the western suburbs of Boston. Candidates should send a resume and cover letter to: Darcey Hall, Head of School, 5 Auburn Street, South Natick, MA 01760-6010.

Montessori Educare School, established in 1972, is accepting applications for Primary & Elementary teachers for the 1995-1996 academic year. Located in a Boston suburb, Montessori Educare serves 125 children from infancy through 12 years old. Salary commensurate with education and experience. Please contact Pheroza N. Madon at 617/332-0581.

Primary Teacher: Small Montessori School just outside of Boston. We have one extended day class and flexible before and after care options for working parents. Montessori teacher responsible only for the Montessori Extended Day Program. School will be expanding in 96/97. Please send resume: Mon-

tessori School for Early Learning, 180 Blue Hill Avenue, Milton, MA 02186.

Exceptional Montessorians Needed! Pincushion Hill Montessori School (*established 1962*), situated in lovely country setting in central Massachusetts, is accepting applications for certified AMI or AMS teachers to fill positions in Children's House and Junior School. Qualified teachers, interns, sponsors needed for academic year 1995-1996.

Candidates need at least B.A. degree and preferably Montessori experience.

Classrooms superbly equipped (*ratio 1-10*). Competitive salaries for Boston area. Please send: letter of application, resume, transcripts, and three employment references: Christine Kovago, Pincushion Hill Montessori School, 30 Green St., Ashland, MA 01721, phone #508/881-2123 or 508/756-9413.

Boston Area \_\_\_\_\_ Fall 1995.

Primary Teachers: Potential openings available in well established (1971) Montessori school six miles south of Boston. Lovely building designed for Montessori. Large beautiful classrooms, library, multipurpose room, Montessori designed playground. The school has an enrollment of 185 students, is a non-profit corporation, has AMI and AMS directress trained administrators. We have over 20% minority students and a broad socio-economic mix.

Competitive salary dependent upon experience. Excellent benefits.

Please call Maureen Coughlan or Patricia Thompson 617/361-2522 or send resume to Thacher Montessori School, 1425 Blue Hill Avenue, Milton, Massachusetts 02186.

Vineyard Montessori School has an A.M.I. primary position for Fall '95. We are a small A.M.I. recognized school celebrating our 20th year, located on the resort island of Martha's Vineyard, MA. (4 miles off the coast of Cape Cod). Please send resume and salary history to: Debra Polucci, Vineyard Montessori School, P.O. Box 994, Vineyard Haven, MA 02568. Phone: 508/693-4090.

## MINNESOTA

STEP BY STEP MONTESSORI SCHOOLS in Minneapolis, Minnesota will be hiring certified, experienced Montessori teachers for the 1995-96 school year. Full time, permanent positions in established schools. Send resume to 6519 Barrie Road, Edina, MN 55435 or call 612/920-5457.

J.J. HILL MONTESSORI PROGRAM RESOURCE TEACHER. Applications from qualified individuals are being accepted for the position of Montessori Program Resource Teacher at J.J. Hill School, a public Montessori Elementary School (P-6) in St. Paul, Minnesota. A letter of application and resume stating training, experience and other qualifications should be sent to Dr. Phillip Penn, Director of Human Resources, 360 Colborne, St. Paul, MN 55102 so as to be received no later than April 21, 1995. Position open Fall, 1995.

## NEW YORK

31 year established growing school seeking a trained 0-3 teacher to start a new class. In addition, we are looking for an AMI certified primary and/or junior teacher and a qualified administrator/teacher to take over our 12-14 program. Immediate visa available. Fully equipped Nienhuis and hand made materials. Attractive salary, fringe benefits. Located on Long Island, less than one hour from Times Square, New York City. Contact Carolyn Larcy, Maria Montessori School, Box 276, Massapequa, NY 11758, 516-520-0301.

## NORTH CAROLINA

ADMINISTRATOR/TEACHER

Established independent, non-profit Montessori School in desirable SE city seeks Administrator/Teacher to begin Fall '95. Administrative duties—plan, direct and manage school. Midsize school with toddler preprimary extended day and future elementary program. Montessori teaching certification and experience required; administrative experience preferred. Salary and benefits competitive. Send letters, resume and list of references to: Montessori School, Inc., P.O. Box 113, Raleigh, NC 27615.

## OREGON

Montessori Learning Center in Corvallis, Oregon is accepting applications from AMI elementary guides. MLC offers both lower (ages 6-9) and upper (ages 9-12) elementary programs. Experienced preferred. Competitive salary and good benefits. Corvallis is located in the scenic Willamette Valley, 80 mi. S. of Portland, 60 mi. from the ocean and 70 mi. from the Cascade mountains with wonderful recreational and cultural opportunities in a college town of 45,000. Send resume, cover letter to: Alan Petersen-MLC/BOD, 2790 NW Royal Oaks Place, Corvallis, OR 97330, 503/754-9147.

Elementary Montessori teacher for growing school in Portland. Very strong Montessori community in Portland. School has supportive parents and draws from several strong AMI primary programs. Sun Garden Montessori, 7688 Capital Hwy., Portland, OR 97219. Ph. 503/768-3847. Direct inquiries to Linda Davis.

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## **SOUTH CAROLINA**

Montessori School of Greenville, seeks experienced, Montessori 6-9 teacher beginning August, 1995. School established in 1970, serves 135 students. Facility designed for Montessori, fully equipped classrooms, supportive parents and staff. Located in growing community in foothills of Blue Ridge Mtns. Easy drive to ocean, Atlanta, Charlotte, mountains. Competitive salary, benefits. Send resume to: Norma Bylenga, 305 Pelham Road, Greenville, SC 29615. Call collect 803/235-5700 after 7:00 pm.

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## **TENNESSEE**

Parkview Elementary Montessori Magnet School is presently interviewing to fill the position of kindergarten teacher and elementary nine to twelve. A degree and Montessori certification are required. Competitive salary, health benefits and retirement plans are offered. Please contact: Mr. Glenn Vaulx, Asst. Supt. Personnel Services, Jackson-Madison County Public Schools, 310 North Parkway, Jackson, TN 38305, 901/664-2500.

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## **TEXAS**

**ELEMENTARY TEACHING POSITION.** Montessori Elementary trained teacher sought for first grade through third grade position. Summer session!!! Resumes accepted by Casa de Ninos Montessori, 310 Rim Rd., El Paso, TX 79902, 915/544-4823.

**THE JUDSON MONTESSORI SCHOOL** is seeking applications for PRIMARY AND LOWER ELEMENTARY guides for the 1995-96 school year. Established in 1974, JMS is a creative, dynamic school with a student population of 210 extending from ages 2 1/2 to 14. Positions at JMS offer: a supportive Montessori community, high retention rate of strong

students, active parent support, excellent salary, faculty tuition benefit, availability of health insurance and retirement plan, professional development support. JMS facilities include: ample classrooms, playgrounds, game fields, gymnasium, outdoor motor ed. lab, library, student exhibit gallery, and arts/crafts room. Fine support faculty in PE, Spanish, Art and Orff/Kodaly Music. Located in historic and culturally diverse San Antonio, a city of favorable climate and tranquil atmosphere, JMS is a nonprofit corporation with an active and supportive parent organization. The school has a strong financial aid program and is dedicated to serving a diverse student population. JMS is a place for eager, creative, and dedicated Montessori guides.

All qualified applicants will receive consideration for this position without discrimination for any reason such as race, religion, color, sex, age, national origin, political beliefs, marital status, physical handicap which does not interfere with accomplishment of job, or membership or non-membership in an employee organization.

Send resume or contact Gloria Hinojosa or Jim Judson: The Judson Montessori School, 705 Trafalgar, San Antonio, TX 78216, 210/344-3117.

Lakemont Academy needs Montessori teachers who desire to teach from a Christian perspective. We currently have openings for:  
Lead Teacher for Preprimary (3-6 years). Require Montessori certification. Degree desired. Program operates year-round.

Lead Teacher for Toddlers (18 months-3 years). Require Toddler Montessori experience. Certification and Degree helpful. Program operates year-round.

Principal/Administrator with Science and Math Instruction Responsibilities: (Levels 7-12). Work with small group of students growing/developing division. Need individual who will creatively build on existing successes.

Loving, family work environment, committed and involved parent base. We offer a competitive salary and excellent benefits. For consideration, please send resume to Mrs. Barbara Fidellow, Director, 3993 W. Northwest Hwy., Dallas, TX 75220.

Newly built school in small east Texas community has opening for 3-6 classroom teacher. We also need an individual who would like the challenge of starting a 4th-6th grade class for our elementary program. Established for 5 years and continually growing. Send resume or call 903/572-3241. Mt. Pleasant Montessori School, 1408 N. Edwards, Mt. Pleasant, TX 75455.

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## **VIRGINIA**

Primary teacher AMS/AMI-trained; interviewing for primary teacher with love for the arts; school emphasizes music, art and drama; located minutes outside Washington, D.C. with 5 secluded acres; we stress positive verbal communication with families and staff; opening Sept. 1995; experience preferred; Brookfield School, 1830 Kirby Road, McLean, VA 22101; 703/356-5437.

Ghent Montessori School is accepting applications for the position of Elementary Directress/Director for the school year 1995-96.

The School is privately owned and housed in a beautiful building specifically for Montessori classrooms in downtown Norfolk. Museums, Libraries, the Opera House, Chrysler Hall, and the many resources in the downtown area are within walking distance.

Norfolk is part of a seven-city complex known as Hampton-Roads. Virginia Beach is nearby and the mountains are only two hours away. Historic areas abound, including Williamsburg, only a 30 minute drive. Close proximity to the ocean, Chesapeake Bay, the Outer Banks, and other resort areas offers many recreational opportunities.

We are looking for the right person to complement a dynamic, experienced staff. We maintain a waiting list at all levels and offer a secure, long-term commitment to the right person. Competitive salary and benefits. AMI trained Administrator. Send resume or contact: Suzanne Pugin, Ghent Montessori School, 610 Mowbray Arch, Norfolk, VA 23507, 804/622-8174.

Montessori Center for Children - Seeking primary teacher for fall 1995. Begun in 1992, the school is located in a university town in the beautiful Virginia mountains. Ten-month contract with option of summer employment. Please send resume and references: P.O. Box 108, Lexington, VA 24450.

The Montessori School of Northern Virginia is seeking a 6-9 or 6-12 AMI or AMS trained elementary teacher for a full time position in the fall of 1995. A summer program elementary position is also available. Contact Betsy Mitchell, MSNV, 6820 Pacific Lane, Annandale, Virginia 22003, 703/256-9577.

Richmond Montessori School, 499 Parham Rd., Richmond, VA 23229  
Nelda Nutter 804/741-0040  
Educational Director, Salary negotiable, 12 mos.  
Featured in national media for having "one of the ten best pre-schools in America," this

AMS accredited school, founded in 1965, serves 210 students ages 2 1/2-14 with school day, extended care and summer programs in a growing but stable environment.

Responsibilities: oversight & collaborative development of curriculum and implementation for school year, summer & auxiliary programs & for parent and public education; professional development oversight & evaluation for teaching staff; assistance with admissions.

Requirements: AMS or AMI 3-6 & 6-9/12 credentials & experience (preferred); AMS or AMI credential at either 3-6 or 6-9/12 with experience at the non-credentialed level (acceptable).

Attractions: supportive, seasoned colleagues; connection with AMS teacher training center; professional administration; specially designed facility; 5 acre wooded campus; supportive parents; favorable retention of staff & students; nearby cultural & historic centers, mountains & beaches.

Benefits: 100% medical and life insurance; tuition discounts; free childcare; paid leave; professional development; pension; dental & pre-tax deduction options.

**6-9 Teacher.** Join an energetic staff in an expanding program at lovely thriving, respected, accredited school. AMS/AMI 6-9/12 certificate & experience required. Year-round employment possible. Benefits: insurance, tuition disc., leave, workshops, pension, & more. Salary range \$18-32,000. Inquire: Nelda Nutter, RMS, 499 Parham Rd., Rich., VA 23229.

#### Head of School

##### Richmond Montessori School

RMS is seeking a new head to begin in the '95-'96 school year. RMS is a solid, growing, AMS accredited school, chosen as "one of ten best preschools in America." Serving 210 students aged 2 1/2 to 14, RMS functions as a collaborative effort among students, Montessori educators, and parents. Our focus is child-centered, family responsive, and community oriented.

The school is looking for a new head with experience in pre-primary through middle-school education who will build upon the strong foundations here. Past experience must include a significant leadership role that moti-

vated an educational institute to strengthen multiple areas of school life. Functional areas of responsibility will include personnel, financial oversight, internal relations, enrollment, program planning, and development. Facilities expansion is scheduled in the near future.

Please send applications to: Mary Moore, Search Committee, RMS, 499 Parham Road, Richmond, Virginia 23229. RMS is an equal opportunity employer.

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## WASHINGTON

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Harbor Montessori school located in beautiful Gig Harbor, Washington since 1980, is accepting applications for Curriculum Director/Teacher. This could be just the exciting & challenging position you've been looking for! We offer a competitive wage & benefit package and are an equal opportunity employer. Responsibilities include:

Preparation of overall curriculum guide for the school

Overseeing lesson planning & equipment/supply purchases

Parent information-newsletters, handbooks, etc.

Teaching class-choice of preschool or elementary

Prefer: Washington State Elementary Certification, Montessori Certification-elementary and preschool, 5+ years teaching experience in a Montessori school.

Send resume & letter of reference to: Cathy Soleri, Admin., Harbor Montessori, 5414 68th St. Ct. NW, Gig Harbor, WA 98335.

Northwest Montessori School has a lower elementary position available, beginning 8-'95. NWM a nonprofit corp. was est. in 1965, the first Montessori school in Seattle. The Ele Prog (2 lower, 1 upper) located near Zoo, Rose Garden, Greenlake Park and University District.

Salaries determined by exp. and training-med/dent-annuity-flex acct-sick leave and professional opport. Send resume and letters of rec. to NWM 7400 25th Seattle, WA 98115-206/524-4244.

PACIFIC CREST SCHOOL, Seattle, Washington seeks two AMI elementary trained teachers, one for a six-nine elementary class and one for our adolescent program. Our school recently re-located to a newly remodeled facility with current enrollment of 145 preschool through middle school. Send resume to: Jacquie Maughan, Director, Pacific Crest School, 600 NW Bright Street, Seattle, WA 98107.

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## WISCONSIN

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HEAD TEACHER/PROGRAM DIRECTOR, Children's House of Manitowoc, WI. Starting August 1995.

Established 1985, our small, beautifully equipped non-profit, independent Montessori preschool overlooks Lake Michigan. Our quality program seeks certified AMS or AMI individual (experience preferred). Located 90 miles north of Milwaukee our area offers a friendly community and affordable cost of living. There is a multitude of summer and winter recreational activities as well as a variety of cultural opportunities. Contact: Children's House, P.O. Box 506, Manitowoc, WI 54221-0506, 414/793-2629 or call Ann Salutz 414/682-3323.

ELEMENTARY COORDINATOR-Growing program needs Directress, AMS or AMI certified age level 6-12. August 1995/Salary negotiable. Letter of interest and resume with 3 current references to: KENOSHA MONTESSORI SCHOOL, INC./Attn: Jo Miller-Cole, Admin/2401-69th St/Kenosha, WI 53143/Tel: 414/654-6950.

INTERNSHIP AVAILABLE-For person in process of obtaining AMS or AMI certification for age level 6-12. August 1995/Salary negotiable. Letters of interest and resume with 3 current references to: KENOSHA MONTESSORI SCHOOL, INC./Attn: Jo Miller-Cole, Admin/2401-68th St/Kenosha, WI 53143/Tel: 414/654-6950.

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## CANADA

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Phoenix Montessori is accepting applications for an elementary trained 6-9 director/directress. Phoenix is a small non-profit Montessori school located 30 minutes south from Vancouver. We currently offer an elementary program consisting of one 6-9 class and one 9-12 class.

As well as having a preschool on site, Phoenix has a commitment toward the development of an Erdkinder program.

We are a steadily growing Montessori environment. We have excellent staff and a cooperative Board of Directors. Excellent salary and benefits package. Send a letter of application and resume to Christopher Churney, Phoenix Montessori School, 19740-32nd Avenue, Langley, B.C., V3A 4T1. For more information call 1-604-533-6646.

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## CHINA

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Montessori goes to China! Become part of a new age in BEIJING CHINA. The New School of Collaborative Learning is a pioneer school in China. We are becoming a model for the Educational Reform Commission and interest is high. Our goal is to set up QUALITY Montessori programs for the pre-primary and elementary levels. In addition to a certified Montessori teacher, each classroom will have a native Chinese speaking educator to support the bilingual environment. Specialists on staff for each level: Chinese Art classes, Computer, Music, Science Lab, Physical Education, organized field trips and community services. Please join our culturally rich community; students from around the world and a staff that recognizes a higher purpose with goals that meet the Montessori standard.

The school is located in the university district of China's capital city. The sports university, where people specialize in the ancient martial arts is a short bike ride away. It is easy to live with no car in Beijing. People are friendly and very helpful. Information about visas, housing, and relocation will be sent to interested applicants. Please send your resume quickly in order to begin early September 1995.

Please send resume to the following TWO addresses: 1) Stephanie Tansey, Att Catherine Varkas Evans, 4-2-122 Ta Yuan Wai Jiao Gong Yu, 1 Xin Dong Lu, Chaoyang District, Beijing 100600, People's Republic of China; 2) Catherine Varkas Evans, 3377-E Crystal Court W, Palm Harbor, Florida 34685.

### BE PART OF MONTESSORI IN CHINA!

We are looking for an experienced primary teacher and a toddler teacher for our Children's House. We have been in Beijing for 5 years and are completely supported by The China World Trade Center. We are a holistic community and want only applicants who understand functional communication. We are an international group with teachers and students from 6 continents. If you would like to be considered for this unique teaching opportunity please send your resume to: Sarah A. Eary, Principal, L1 South Lodge, No. 1 Jian Guo Men Wai Ave., Beijing 100004, P.R.C.,

Tel: 86-1-505-2288 ext. 1299, Fax: 86-1-5051066, Tlx: 210087-CWTC CN.

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## ENGLAND

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MEADOWBROOK MONTESSORI FARM SCHOOL, Berkshire, England. Require a 9-12 Elementary Director/ess with experience, commencing September 1995, must be AMI certified.

We are a purpose built fully equipped school 30 miles from London set in the Berkshire countryside.

Please write in the first instance enclosing a copy of your CV to: Lynn Peters, MEADOWBROOK Montessori Farm School, Malt Hill, Warfield, Bracknell, Berkshire, RG12 6JQ.

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## NETHERLANDS

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ST. MAARTEN MONTESSORI SCHOOL, P.O. Box 484, St. Maarten, Netherlands Antilles, Attn: Huguette Erato, phone: 011-5995-44270, fax: 44276.

SEEKING: AMS or AMI Administrator, Primary 3-6 and Elementary 6-9/9-12 teachers to be part of or faculty on the beautiful island of St. Maarten in the Caribbean.

This two year old school is situated on waterfront property and consists of 8 classrooms, 2 offices, cafeteria, teacher's preparation room, computer lab, nursing station, library, gymnasium, outdoor botany and play areas.

All positions are full time. Please forward resumes to above address or fax. Classes begin August of 1995.

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## NORWAY

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EXPERIENCED MONTESSORI TEACHER - NORWAY. Drobak Montessori School plans to start elementary class (6-9) in August 95. We plan for 15 children in the first year, growing by 6 children per year till we reach 45 pupils. We seek experienced Montessori teacher to set up and run the program for at least 2 years, while Norwegian teachers take the Montessori training.

The school runs a primary program for 24 children in a beautifully restored 250 year old estate.

Drobak is a small, picturesque town situated by the coast, 35 minutes south of Oslo.

Kindly send resume to: Ingrid Stange, Drobak Montessori School, Ringgarden, 1440 Drobak, NORWAY, +47 22 92 17 13 weekdays/+47 64 93 00 44 weekends.

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## SCHOOLS FOR SALE

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Little Learners Montessori Pre-School, 73 Center Circle, Sulphur, Louisiana 70663, 318-625-9357. Montessori pre-school for sale in excellent location in residential community. Seventeen years in business with great reputation in growing community. Complete AMI approved materials for one class. Developmentally appropriate playground. Many extras. 4800 square feet of inside space. Inquiries to: Edith Nevils:

FOR SALE: Valley Montessori Pre-School in Helena, Montana. Fully equipped, established in 1986. All day program. Steady growth with excellent further potential. Supportive Montessori community with Montessori elementary in the public school. \$43,000.00 Call Michele Webster at 406/449-8957, evenings or weekends.

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## UPCOMING NAMTA CONFERENCES

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THE CHILD AND THE  
NATURAL ENVIRONMENT:  
MONTESSORI CONNECTIONS

March 30-April 2, 1995

Skamania Lodge  
Portland, OR

featuring:

Maria Fernanda Espinosa  
Roger A. Hart, PhD

LEARNING AND ATTENTION:  
REMOVING THE OBSTACLES

April 20-22, 1995

The Toll House Hotel  
San Jose, CA

featuring:

Jane M. Healy, PhD  
Mary Maher Boehnlein, PhD

SOWING THE SEEDS OF THE SCIENCES

April 27-29, 1995

Day's Inn Toronto Downtown  
Toronto, Ontario

featuring:

Olga Dantus, Roger Downs, PhD, Peter  
Gebhardt-Seele, PhD, Nicolina Gleasure,  
Renilde Montessori, Kathy Moore



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## Montessori Teacher Education Collaborative

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**Washington DC**  
Three Consecutive Summers  
Primary Course  
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July 1-August 9, 1996  
Exams, June, 1997  
Tuition: \$5000

**Academic Year Primary Course**  
Commencing September 1995  
**Cleveland, OH**  
One Academic Year  
September 25, 1995-June 1996  
Tuition: \$5000

**Academic Year Primary Course**  
Commencing September 1995  
**Washington DC**  
One Academic Year  
September 6, 1995-early June 1996  
Tuition: \$5000

**Academic Year Elementary Course**  
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Elementary Course  
September 26, 1995-mid-June 1996  
Tuition:  
Elementary Course \$5100  
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**Convert your AMI Training into a  
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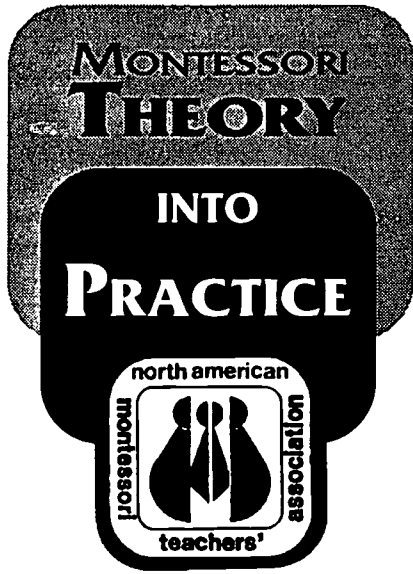
in affiliation with Association Montessori Internationale, Amsterdam, Netherlands



Washington Montessori Institute: (202) 387-8020 • Ohio Montessori Training Institute: (216) 421-1905  
For more information, contact: Montessori Teacher Education Collaborative, 11424 Bellflower Rd. N.E., Cleveland, OH 44106. (216) 421-1905



May 1995



## The Freedom of Responsibility

by Christopher Ackerman

**A**n essential aspect of our work as Montessorians is to promote the development of responsibility in children. How we do this is an ongoing challenge, one that has not gotten easier over time in an American culture that often fails to encourage such growth in individuals.

Family life today is more harried, fast-paced, separate, and disjointed than lifestyles of the past. As a result of this instability, we see more children lacking consistent parental guidance and attention. We see more children raised by the electronic media childcare system. We see children without the prerequisite kinds of experience and exploratory learning necessary to healthy, confident, well-rounded development.

In short, in greater and greater numbers of children, we see a lingering state of immaturity and lack of ability to assume responsibility. Often this is accompanied by a crippling perfectionism, an overblown fear of failure, and an assumed inadequacy that keeps young children from trying. These are some effects that our society has had upon children, as I have observed in nearly twenty-five years as an educator.

There are few concepts more misunderstood and abused by the "Me Generation" of parents than the issue of freedom. In the name of freedom, many parents have copped out on their own responsibility to instill in their children fundamental values like discipline and responsibility. It's hard work being there consistently with children, guiding, correcting, setting limits, and following through. It requires more than a token effort or an occasional attempt.

It amazes me how often I hear young children speak to their parents with utterly inappropriate rudeness, and the parent either ignores or sheepishly tolerates the incident. Ignoring dis-

respectful behavior does not prepare the child for successful relationships anywhere. Freedom of self-expression is important; equally so are limits based upon mutual respect. A by-product of our lifestyles is a cloud of guilt too often hovering over relationships with our children. Working, separated, or divorced parents are particularly prone to this type of stress. Also, many parents are truly ambivalent about how to go about imposing limits when their goal is to experience "quality time" with their children.

Children who are given the majority of power in the family are not happy campers. Their behavior cries out for someone else to take control and relieve them of the burden of being in charge. As Montessorians, this is often the greatest service we can render the child in our classrooms.

It is how we go about this work of helping the child learn to assume responsibility, that is our most important task. We often have to alter behavior patterns adopted at home. Also, a child may be tremendously ambivalent about following our direction toward growth in a more normalized direction. Children may actively resist what is good for them.

As the adult, our job is to have faith in what we do, as well as in the inner resources of the child. We have to believe that every child needs and wants to attain responsibility and self-discipline, simply because there can be no true and lasting happiness in life without it. We must believe that we are not over-burdening small children when we lead them in this direction. We must know that in our work as Montessorians we offer a great service to another human being. We try to guide her or him to what is the truth.

This is often an internal struggle for the adult in the classroom. Like parents, we too can

*continued on the following page*

PS 023963

**A  
Practical  
Newsletter  
for  
NAMTA Members**

**Job Bulletin ..... page 6**



## ... Freedom of Responsibility *continued*

more easily let things slide, ignore inappropriate behavior, and hand over an inordinate degree of power to the child. But it is the adult who must take charge in the Montessori classroom. We must continually expand our degree of sensitivity to the child, be always encouraging, and be firm when necessary. Of utmost importance, we must tailor our expectations realistically to fit each particular child in each particular set of circumstances.

Observing in a Children's House classroom recently, I witnessed a scene that wonderfully illustrates some of these principles. At the end of their lesson together, the directress asked a young boy, Jack, to roll up his rug.

Jack refused, whining that he couldn't do it. This directress, knowing otherwise, in an encouraging tone, reminded Jack that he'd done it before. He became tearfully obstinate and continued to say "No." The teacher gently explained why it was necessary and offered to help Jack get started. (This process started to consume a lot of time and energy and there were numerous other children the directress hoped to get to in the not-too-distant future. Still, she never lost patience throughout.)

With help, Jack began to roll up the rug in a half-hearted manner. Continuing on his own, this project fell apart half-way; the rug collapsed into a twisted blob. Jack escalated his protestations that he couldn't do it. The directress remained calm, gave him some pointers, and told him to try again. After an inner struggle during which it seemed as if he concluded that she really meant business, Jack decided to make another attempt at rug-rolling. With the directress right there, offering advice and continued encouragement, at last the rug was rolled. She praised his efforts.

Then the directress asked Jack to carry it over to the rug rack. More resistance and protestations. The teacher respectfully insisted.

Finally, Jack shouldered the rug and, with tiny steps, made his way across the room to the rack where rugs resided in vertical formation. Jack maneuvered his load toward the waiting

slot, but couldn't quite connect the end of the rug with the opening in the rack. He appeared near tears again, but his teacher, from her position nearby, offered encouragement to keep trying. A heartfelt effort from Jack and the rug slid safely home.

As if he'd just grown two sizes, Jack turned and sauntered back across the classroom. A smile of confident satisfaction transformed his features. The directress sincerely praised him once again for a job well done.

A while later, Jack was at a table creating a picture. Finished, he got up to return a basket of colored markers and spilled them out across the floor. "This!" I thought, "should be interesting." Without a word, Jack picked up each one, then returned the basket to the shelf. He went off calmly in search of other work. He was smiling.

**T**his directress rendered a great service to this child. It would have been far easier, and easily justifiable, had she simply "helped" Jack roll up and return the rug.

Although he was evidently removed from it, this directress had faith in the power within the child to assume responsibility for himself. He was clearly ambivalent throughout the entire process. But the clarity of the teacher's belief allowed her to remain confident in the role she had chosen in this interaction, which some might deem a power struggle. Her faith in the child became a catalyst in the transformation of the consciousness of the child. At the end, Jack walked away empowered by a healthier degree of self-confidence. This is how the adult in Montessori gives fundamental aid to life.

This type of encounter is what we should see in a Montessori classroom. Chances are good that it would not have happened in most other settings. It was a case of helping the child to help himself. It embodied the principles of consistency, gentle firmness, and encouragement to assist the child in opening up to his own inner resources, his own power for devel-

*continued on the following page*

**As the adult, our job is to have faith in what we do, as well as in the inner resources of the child. We have to believe that every child needs and wants to attain responsibility and self-discipline, simply because there can be no true and lasting happiness in life without it.**



## ... Freedom of Responsibility *continued*

At what age do we begin? According to Dr. Montessori, by 2½ to 3 years of age, just about every child is not only capable, but desirous of being responsible.

opment of a responsible self. Here was an example of a trained Montessorian practicing the philosophy in the spirit of selflessly giving to the child what was truly in his best interests. She invested great energy in helping Jack experience the effects of assuming, rather than avoiding, responsibility. Her actions were an expression of love.

An untrained eye, perhaps a parent or nursery-school-teacher observer, might have witnessed this scene and judged the directress as too strict or overbearing about such a minor issue as rolling up a rug. The observer might feel that such a young child needed more direct help, that little Jack was almost being persecuted by this powerful adult; he should have been free to leave the rug as it was instead of the big deal made over it.

The directress could have "babied" the child, taken the popular view that little children don't really need to be so responsible. They have plenty of time for that later in life; for now we should let them enjoy the freedoms of childhood as long as possible. Simply let them have fun doing as they please! This view sounds tempting. In practice, though, it generally leads to unhappy children—the kind who used to be referred to as "spoiled brats." When we treat children this way, we allow them to build and strengthen behavioral patterns and attitudes that can only make their lives more difficult the older they become. The adage about old dogs and new tricks is applicable here. Look how hard it is for many of us so-called grown-ups to change our less responsible behaviors. Being taught responsibility in no way lessens the child's experience of joy. In fact, it increases it!

Isn't this so much of what our work as Montessorians is about? And since all children are not the same, we go about this work one individual at a time, altering our approach as well as our expectations, as we strive to meet the particular needs of each child. We don't expect all children to be capable of the same things at the same time.

But all children are capable of growing in independence, responsibility, and self-disci-

pline. In combination with an increasing ability to concentrate, these are the ingredients in the alchemical process that results in real freedom and happiness. We assist every one, at her own unique pace, along this path. How we do this effectively is part of the ongoing learning process of the dedicated Montessorian.

At what age do we begin? According to Dr. Montessori, by 2½ to 3 years of age, just about every child is not only capable, but desirous of being responsible. Obviously, this is within certain parameters, which expand as the child develops. We don't expect four-year-olds to cross a busy street on their own, for example. But by age seven, the average child is capable.

In many ways it's a lot easier to practice these ideals consistently in the Montessori classroom than in the home. Parents are often faced with more truly compromising situations than are teachers in the prepared world of the classroom. Teachers can assist parents by learning how to communicate these principles, suspending some of our own judgments, and realizing the tremendous differences that come into play when our relationship to a child is one of parent, rather than teacher.

**E**ffective support of these ideas can be difficult to come by today. Montessori educators can also help parents recognize the child's need for certain kinds of experience as well as guidance and limits. We can offer them Montessori views regarding particular situations and circumstances. Above all, we can assist parents in understanding that one of the greatest services we can render our children is to help them to become responsible human beings. ■

*Christopher Ackerman is currently Academic Head at Old Colony Montessori School in Hingham, Massachusetts. He holds a B.A. in early childhood education and AMI diplomas from the Washington Montessori Institute (primary) and the Centro Internazionale Studi Montessoriani (elementary) in Bergamo, Italy.*



## The Transition from Home to Classroom

by Priscilla Winning

Just consider all the new aspects to which the child needs to adapt: a new physical environment, new adults, a new peer group, separation from parents, and a brand new routine—all occurring simultaneously!

**T**he beginning of the school year is a very exciting time in the Children's House classrooms. It is so wonderful to welcome the returning students and observe all the amazing changes that have occurred over the course of the summer. The students always seem to return with great enthusiasm and eagerness. They are delighted to become reacquainted with their classmates and show renewed interest in the classroom materials and exercises.

It is very interesting to observe the new students entering a Montessori classroom for the very first time. They enter the new environment full of curiosity and wonder. They're drawn to all the fascinating objects on the shelves, and they are sometimes overwhelmed by all of the new faces. Often new students will enter their new classroom very cautiously. The younger children in particular are sometimes a bit apprehensive when first transitioning from home into the classroom. What may seem to the adult as a simple procedure can be a very major step in a young child's life. Just consider all the new aspects to which the child needs to adapt: a new physical environment, new adults, a new peer group, separation from parents, and a brand new routine—all occurring simultaneously!

Montessori guides are very familiar with the behavior that sometimes accompanies the child's adjustment to all these transitions and changes: regression, fear, fatigue, irritability. I would like to share some ideas and suggestions that may help to ease each child's transition into the new classroom environment. Many of these ideas apply to younger children, but many could apply to any child, regardless of age.

- Point out simple procedures during this first visit that may otherwise be overwhelming on the first day of school: how to hang up a jacket, where lunchboxes are kept, where the restroom is located, etc.
- Encourage parents to help prepare their child for the new routine by speaking positively and confidently about the new setting ahead of time. Children are like a barometer of their parents' feelings. They will sense their parents' confidence and therefore will tend to feel the same way.
- Establishing a consistent morning routine is crucial in helping the child to feel secure in the new surroundings. Regular routine and rituals help to strengthen confidence and give children a sense of stability in their world.
- Adequate amounts of sleep and rest play a key role in getting the morning off in a positive manner. This simple point is very often neglected. An appropriate bedtime must be established in order for the child to feel well rested enough in the morning to truly become self-paced. Giving the child this freedom will hopefully avoid the pressure and stress of hurrying and rushing to school each day. Young children are especially sensitive to the benefits of arriving to their class on time, feeling fresh and calm.
- Encourage parents to convey information regarding changes in routine. Children need to be informed of changes that may occur on a particular day. Even a very young child can gauge his or her day by certain daily activities that take place. For example, inform children if they will need after-school care on a given day, and reassure them with some particulars: "Mom will pick you up at 4:00. That's just after snack time."
- Meet with every new student and parent prior to the first day of school. This will allow each child to become familiar with the guide on a one-to-one basis; it will also allow the child to become a bit familiar with the environment in a relaxed atmosphere.
- Families can prepare in the evening for the following day. In doing so, children can become involved in the planning and decision-making. Allowing children the

*continued on the following page*



## ... Home to Classroom *continued*

freedom to make choices regarding their clothing, breakfast and lunch preparation, and other such matters (within limits), helps to build independence and instills a sense of responsibility.

- A short and cheerful departure made by the parent at the classroom door assists the child to enter the classroom confidently and comfortably. Lengthy farewells only add confusion and stress to a child's transition. It is important to reassure new parents that they are welcome to schedule a time to visit the class, or to join the class for lunch one day. Remember, new parents are often experiencing some difficulty adjusting to the milestone of their child being in school.
- Help parents to feel more comfortable with their child's new school by offering opportunities for them to become involved in classroom-related activities.

**I**t is very important to recognize the parent's role as the child's prime role-model in life. It is the responsibility of each guide to work hand-in-hand with the parents in making the young child's first experience away from home a happy and positive one. The young child's first experience in the Montessori Children's House is the first step in living and working harmoniously in a community.

*Priscilla Winning is the Children's House Head Guide at Franciscan Montessori Earth School, Portland, Oregon.*

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NAMTA presents

## The Montessori Academy

**July 17-August 4, 1995**

*Three weeks of In-depth Montessori study on the campus of Loyola College in Maryland (located in Baltimore). Participants may attend for one, two, or three weeks, taking up to one course per week.*

### **Week One: July 17-21**

#### **The Keepers of Alexandria: A Multicultural Curriculum**

Kathleen Allen, David Kahn,  
Sandra Westcott, Dr. John Wyatt

#### **Reading and Writing: The Basis of Self-Expression** Carol Alver

#### **At Home with Montessori** Patricia Oriti

#### **All-Day Montessori: The Caring Community** Nancy Ahlstrand

### **Week Two: July 24-28**

#### **Montessori Administration** Dr. Sharon L. Dubble (Kendall), David Kahn

#### **Reflections on Self-Development for the Primary Directress** Carol Alver

#### **The Self-Managing Primary Classroom** Patricia Oriti

#### **Montessori Music: It's Music Everywhere!** Marcia Perez

### **Week Three: July 31-August 4**

#### **Montessori Applied to Children at Risk for Learning Differences** Casey Barnett, Joyce Pickering

**Plus:**  
in Cleveland, Ohio  
**July 10-28, 1995**

**Study Intensive on the  
Montessori Adolescent**  
(This course lasts three weeks.)  
John Long, Pat Ludick,  
Dr. Larry Schaefer





May 1995

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## ARIZONA

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AMI PRIMARY TEACHER 2 yrs exper preferred. Good salary, benefits & future. Must be caring, depen & flex. Small growing school in beautiful Arizona. Send resume to: N. Corea, Marina Montessori School, PO Box 10881, Scottsdale, AZ 85271 or call 602/840-4440.

Experienced School Director, Primary, Elementary, and Secondary Teachers.

Montessori Day Schools, the largest multi-site Montessori school in Phoenix, providing services for over three hundred children, ages 15 months through 15 years of age, is accepting applications for an experienced Site Director, as well as Primary, Elementary and Secondary teachers for the 1995-96 school year.

Send resume to MDS, 9215 North 14th Street, Phoenix, AZ 85020.

AMI Elementary and Primary teaching positions available. Please send resume and credentials to: Montessori International School, Inc., 1230 N. Gilbert Rd., Mesa, AZ 85203.

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## ARKANSAS

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Elementary Teacher's position at the Montessori School of Fayetteville, Arkansas: As part of the Elementary team, we invite a dedicated, energetic, and committed person, certified in the 6-12 Montessori curriculum, beginning summer of 1995, to join this established school of 20 years, with an experienced, cohesive staff, and 140 children from infant to 6th grade. We are located in the Ozarks, in the northwest area of Arkansas, home to the University of Arkansas, and just 2

hours east of Tulsa. For information and job description contact Victoria Butler or Sherry Meyers, Administrators, at 501/443-7812.

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## CALIFORNIA

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BRIGHT STAR MONTESSORI SCHOOL may be seeking one primary, one elementary and one middle school guide with experience for the 1995-1996 school year. We have one toddler class, two primary classes, one 6-9 class, one 9-12 class and are interested in reforming a middle school class. Please send resume to Bright Star Montessori School, 7140 Gladys Avenue, El Cerrito, CA 94530, or call Swarna Matz, Director 510/233-5330.

California Opportunity-Head teacher/co-administrator for Fall 95. 6-12 Montessori credential. Casa di Mir Montessori Elementary, Wanda Whitehead, PO Box 4804, San Jose, CA 95150, 408/866-7758.

AMI Primary and Elementary Teacher Positions. Well established and expanding school in Southern California seeking Primary Directress for 2½-5 class and Elementary Directress for 5-7 class (soon to be 6-9). Ratios 1-12.

Beautiful facility, designed for Montessori. Ages toddler through 12 years. Enthusiastic, committed staff and supportive parent association. Recognized by the Association Montessori Internationale.

Candidates must have AMI Credentials. Prefer three years teaching experience with creative ideas and solid academic background.

Excellent salary, commensurate with qualifications and experience.

Send letter of intent and resume to:

Gail Burch, Director  
Manhattan Academy  
1740 Manhattan Beach Boulevard  
Manhattan Beach, California 90266  
310/374-1804

Marin Montessori School is seeking an experienced AMI-trained Lower Elementary Directress/Director for its expanding Elementary Program. Established in 1963, MMS has 195 students from age 2 through 12. Our beautiful campus is located on San Francisco Bay, just north of the Golden Gate Bridge. The Lower Elementary program is housed in two interconnected geodesic domes overlooking the water. We are looking for someone who is committed to closely following the principles of Dr. Montessori. If you are interested in joining a team of professionals and being

actively involved in the functioning of the school, then this may be the community for you. Must be confident in communicating with strong supportive parent body and Board of Directors. Excellent salary and benefits. Send hand-written letter and resume to: Jules Layman, P.O. Box 736, Corte Madera, CA 94976, 415/924-5388; or fax 415/924-5305.

MONTESSORI CHILDREN'S HOUSE OF WOODLAND and MONTESSORI COUNTRY DAY OF SACRAMENTO, both owned and administered by the same Montessori trained teacher for 21 years, are seeking 1 primary teacher and 1 elementary teacher for 1995-1996 school year. We have classes ranging from infant through 9-12. Our campuses have beautiful buildings which all feature indoor garden atriums. We are located equidistant between San Francisco and the nearby Sierra Nevada Mountain/Lake Tahoe region. We offer excellent salaries and benefits. Call 916/662-1900 or 916/427-1900. You may send your resumé to Woodland Montessori, 1738 Cottonwood Street, Woodland, CA 95695.

Montessori Learning Center is accepting applications for a teaching position in our expanding elementary program. Our school has provided a quality Montessori program in the Salinas Valley for over twenty years and has consistently maintained a standard of excellence. Opportunity for summer employment is also available. Our school is located in the heart of Steinbeck country near the beautiful Monterey Peninsula and the quaint town of Carmel. Send resumes to P.O. Box 2051, Salinas, CA 93902. Phone #408/455-1546.

Montessori in Redlands is expanding and needs AMI directors/directresses for Infant-Toddler, Primary and Elementary classes for fall 1995. The school is located in a citrus grove and is central to the mountains, desert, and ocean. The enrollment is 260 presently with classes for children through middle school. We are adding classrooms as well as developing the outdoor environment including a natural arroyo, gardens and large play field. Send resumes to: Montessori in Redlands, 1890 Orange Avenue, Redlands, CA 92373. Phone 909/793-6989 or Fax 909/335-2749, attention, Margie Armantrout.

The San Francisco School, an established Montessori preschool and elementary school, is seeking applicants for the position of Co-Teacher of a primary class. The School is a non-profit corporation where teachers participate in the operation of the school. The School offers an environment

that encourages and supports professional growth, strives for ethnic diversity, and provides a sense of community among teachers and parents. Training and experience required. Excellent salary and benefits. Send resume to The San Francisco School, 300 Gaven St., San Francisco, CA 94134, or call 415/239-5065 for job announcement.

Sparrow Creek Montessori School is looking for a Montessori directress for the 2½-6 year old program. Please send resume to: Bonnie Bittel, Sparrow Creek School, 304 Caledonia Street, Sausalito, CA 94965 or call 415/332-9595.

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## COLORADO

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The Boulder Valley Public School District invites inquiries from qualified, Montessori certified early childhood and lower elementary teachers.

Boulder, located in the foothills of the Rocky Mountains, is the home of University of Colorado and just 40 miles north of Denver.

Applicants must hold or be eligible for a Colorado certificate/license, must hold an AMS or AMI Montessori teaching certificate. Minimum of three years experience teaching this age group. Call 303/447-5031 for an application. EOE

### COME TO THE ROCKY MOUNTAINS

Help us build a quality Montessori program. Contact Mitchell Montessori School at 303/296-8412, c/o Dr. Martha M. Urioste, for information on existing Montessori teaching positions. Positions available are: Montessori Primary, Montessori Elementary, and Montessori Middle School.

Contact Denver Schools Human Resources Department for applications at 303/764-3267, c/o Joyce Fell or write Denver Public Schools, Department of Human Resources, 900 Grant Street; send to Room 501, Denver, Colorado 80203. AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY EMPLOYER. Annual basic salary of \$22,451 plus the appropriate increments for advanced preparation and approved experience.

Mountain Shadows Montessori School in Boulder, CO is seeking to sponsor a skilled and caring person to take a 3 summer AMI elementary training course beginning the summer of '95. This person would then work in an established 9-12 class with an experienced AMI teacher beginning in the fall of '95 and while completing the training. A newly trained AMI elementary teacher would also be considered for the position. Contact Debby/Alan Temple or Marlene Skovsted at Mountain Shadows Montessori School, 4154 63rd St., Boulder, CO 80301 or call 303/530-5353 or 303/530-1080.

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## CONNECTICUT

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We are looking for an A.M.I. Montessori teacher with at least 5 years experience to take up the challenge of running an enrichment program in our A.M.I. accredited school. 12 month employment-Daily hours 10:00 a.m. to 5:30 p.m. Our school celebrates its 30th anniversary this year. We have four well established primary classrooms, 1 lower elementary and a comprehensive before and after school enrichment program. Our faculty comes from diverse backgrounds and we strive to maintain a diverse student population. Send resumé to Montessori School of Greater Hartford, Inc., 141 North Main Street, West Hartford, CT 06107.

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## DISTRICT OF COLUMBIA

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AIDAN MONTESSORI SCHOOL (AMI) invites applications for September 1995 for position in a growing Elementary (6-12) program. AMI training required. We are a 125 family non-profit parent corporation and will relocate to our own facility in Fall 1995. We offer a Toddler program, four Primary classes, an exciting and expanding Elementary program, Before/AfterSchool care, and a summer Art program, in northwest Washington, D.C. Competitive salaries/benefits, cultural/ethnic diversity, and an involved parent body.

Send resumé and references to Marsha Donnelly, Administrator, 3100 Military Road, N.W., Washington, D.C. 20015.

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## FLORIDA

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Palm Harbor Montessori Academy, 2313 Nebraska Ave., Palm Harbor, FL 34683, 813/786-1854, fax 813/786-5160. Palm Harbor Montessori is seeking experienced, enthusiastic teachers to join our exceptional staff. Our school serves 180 students, ages 2-12, on a 5 acre site near beautiful Gulf of Mexico beaches.

Applicants with a strong Montessori background will enjoy working with our energetic, highly qualified team in large, fully equipped classrooms. 2-3, 3-6, 6-9, 9-12 full day 1995/96 school year 1995 summer positions. Contact: Judi Charlap.

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## GEORGIA

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First Montessori School of Atlanta is seeking an experienced AMI Primary teacher with a bachelor's degree. Fall 1995. Please send resumes to: Joe Seidel, Headmaster, First Montessori School, 5750 Long Island Drive, NW, Atlanta, GA 30327.

Montessori School of Rome, GA., 50 miles NW of Atlanta, presently interviewing for lower elementary teacher 6-9 years. Degree and Montessori El. certification with some experience required. Competitive salary. Call 706/232-7744.

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## ILLINOIS

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Children's House, located in northwest suburb of Chicago, seeks a trained toddler teacher for a class of 2-3 year olds, and 2-5 year olds, to start this summer or fall. Hours are 8 a.m. to 1 p.m., longer hours negotiable. Send resume to 1220 S. Lake Street, Mundelein, IL or call 708/949-6340.

Elementary & primary directors sought for growing AMI school of 110 children. Excellent reputation. Professional Montessori administration. Diverse, professional Chicago suburb. Please telephone for more information. Lawrence P. Lewis, Flossmoor Montessori School, Flossmoor, IL 60422. Day: 704/798-4600. Eve.: 312/819-1018.

FOREST BLUFF SCHOOL: Paula Polk Lillard, Director. Location one block from Village Green, four blocks from Lake Michigan on Chicago's North Shore. 150 children, 8 classrooms from Parent/Infant to Secondary Level in award winning architect's new facility. Directors at all levels call 708/295-8338 or fax 708/295-2457. 8 West Scranton Avenue, Lake Bluff, Illinois 60044.

AMI Primary Directress needed for Fall 1995 for a second 3-6 classroom with extended session. We are the satellite campus of the Montessori School in Granite City, IL. Our satellite school feeds into the main campus Elementary Program. Established 1971. Self-perpetuating five member board—not for profit. Supportive, experienced AMI staff, Head



May 1995

Directress, Mary Beth McGivern. Call or write Margaret Anderson, Montessori School-St. Clair, 2360 Country Road, Belleville, IL 62221, (Belleville is located to the East of downtown St. Louis, MO approximately 15 miles into Illinois) 618/235-4289.

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## MAINE

Seeking head Montessori teacher for pre-school for fall. Located in a park preserve, minutes from the ocean, just north of Portland, Maine. Send resume to: Pine Grove Center, 32 Foreside Rd., Falmouth, Maine 14105. 207/781-3441.

TODDLER HEAD TEACHER (and possible PRESCHOOL HEAD TEACHER) SEPTEMBER 1995 OPENING.

THE WINFIELD CHILDREN'S HOUSE, a Montessori preschool, is seeking a professional with a four-year degree, Montessori Toddler Certification, Early Childhood education experience for toddlers ages 2-3 years.

THE WINFIELD CHILDREN'S HOUSE is located in a lovely country setting only minutes from Portland and the ocean.

This is an opportunity to work with a supportive administration, experienced and enthusiastic staff, and an active parent group.

PART-TIME POSITION (FALL), & SUMMER POSITION AVAILABLE AS WELL. SALARY NEGOTIABLE AND COMPETITIVE. Send resume to: LIZ STANDEN, Director, THE WINFIELD CHILDREN'S HOUSE, 161 FIELD ROAD, FALMOUTH, ME 04105, 207/797-8101.

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## MARYLAND

### SEEKING MONTESSORI TEACHERS

Wheaton, MD: 3-6 year old class, established 1972, position available in September, 1995.

Fairfax, VA: 3-6 year old class, established 1971, position available in March, 1995.

Very stable environments and pleasant working conditions. Montessori certification required.

Contact: Lance Gilbert, Montessori School of Cedar Lane, 3035 Cedar Lane, Fairfax, VA 22031, 703/560-4379.

Henson Valley Montessori School, est. 1965 serving 205 children between 2-1/2 and 12 years, is currently accepting applications for 9-12 Montessori Elementary teachers (and experienced 6-9 teachers are also encouraged to apply). A school owned facility, built as a Montessori School on 4 acres offers a premier environment for adults and children. Located within the Washington D.C. metro area, HVMS offers professional growth opportunities unique in the nation. Excellent salary and benefits, AMI tradition. Please send resume to: Gordon Maas, 7007 Allentown Road, Temple Hills, MD 20748, or call 301/449-4442.

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## MASSACHUSETTS

AMI Elementary Teacher needed to begin new class in fall of '95. Supportive AMI administrator and board, competitive salary, excellent benefits. Amherst is situated in the heart of the New England countryside, close to the Berkshires, where opportunities for seasonal recreation abound. The Five College Consortium (Mount Holyoke, Smith College, Hampshire College, Amherst College, the University of Massachusetts) provide a rich cultural, intellectual and artistic base for the area. Come join us! Please send resume to Carol Fisher, 22 Autumn Lane, Amherst, MA 01002.

Primary Teacher: Small Montessori School just outside of Boston. We have one extended day class and flexible before and after care options for working parents. Montessori teacher responsible only for the Montessori Extended Day Program. School will be expanding in 96/97. Please send resume: Montessori School for Early Learning, 180 Blue Hill Avenue, Milton, MA 02186.

A teaching position is available to team with the Head Teacher in an elementary classroom. This class is in its third year of operation and has expectations of approximately 20-24 children. We are looking for someone who is either in training or has some experience in a 6-9 classroom. The Montessori School of Northampton is located in the western part of Massachusetts, in a small city minutes away from the country. We are two hours from Boston and two and half hours from New York City. We have great salary & benefit package and a strong mutually supportive staff. Please send resume and a cover letter to the attention of: Susan Swift, The Montessori School of Northampton, 51 Bates Street, Northampton, MA 01060.

SCHOOL ADMINISTRATOR. The Old Colony Montessori School is currently seeking appli-

cations for a full time administrator. The school is located approximately 17 miles south of Boston, MA. OCMS, established in 1963, is a parent-run school with staff of 15 and 90+ students. Applicants must be OFC Director II qualified and have excellent managerial and communication skills. Please send resumes to Old Colony Montessori School, 20 Derby Street, Hingham, MA 02043. Attention: Annette L'Heureux.

**Children's House Teacher.** Position available for Children's House Teacher (ages 2.9 to 6 years) at Old Colony Montessori School in Hingham, MA. Full time school year starting in September. Must have AMI certification. Resumes only to: Old Colony Montessori School, 20 Derby St., Hingham, MA 02043.

Exceptional Montessorians Needed! Pincushion Hill Montessori School (*established 1962*), situated in lovely country setting in central Massachusetts, is accepting applications for certified AMI or AMS teachers to fill positions in Children's House and Junior School. Qualified teachers, interns, sponsorees needed for academic year 1995-1996.

Candidates need at least B.A. degree and preferably Montessori experience.

Classrooms superbly equipped (*ratio 1-10*). Competitive salaries for Boston area. Please send: letter of application, resume, transcripts, and three employment references: Christine Kovago, Pincushion Hill Montessori School, 30 Green St., Ashland, MA 01721, phone #508/881-2123 or 508/756-9413.

Boston Area \_\_\_\_\_ Fall 1995.

Primary Teachers: Potential openings available in well established (1971) Montessori school six miles south of Boston. Lovely building designed for Montessori. Large Beautiful classrooms, library, multipurpose room, Montessori designed playground. The school has an enrollment of 185 students, is a non-profit corporation, has AMI and AMS directress trained administrators. We have over 20% minority students and a broad socio-economic mix.

Competitive salary dependent upon experience. Excellent benefits.

Please call Maureen Coughlan or Patricia Thompson 617/361-2522 or send resume to Thacher Montessori School, 1425 Blue Hill Avenue, Milton, Massachusetts 02186.

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## MICHIGAN

AMI primary directress who is enthusiastic, nature oriented, open to the endless possibilities inherent in all day Montessori needed to

help create a new "all day Montessori" with an established class. We offer a newly remodeled classroom (fully equipped), including an enclosed garden courtyard and an additional two acres of "opportunities" for the children under your guidance! Located just outside beautiful Petoskey, a year-round recreation destination on Lake Michigan where quality of life is paramount. This 20 year old Montessori school is AMI recognized, offering benefits & professional education as a commitment to our staff. Position begins June or September 1995! Please contact Terri Allen, Administrator, (616) 347-5331, 1560 E. Mitchell St., Petoskey, MI 49770.

**SUTTONS BAY AREA MONTESSORI SCHOOL, INC.** - accepting applications for new, Traverse City, Michigan 6-9 classroom for fall '95. Strong parent interest/support; AMI (primary/elementary trained) administrator; well-equipped classroom; beautiful N. Michigan resort area close to N. Western Michigan College, Interlochen Center for the Arts, Dennon Museum, Civic Center, miles of Lake Michigan beaches, plenty of year round outdoor recreation. Salary commensurate with experience & negotiable. Send resume to: Gail Robinson, Montessori Elementary School, P.O. Box 616, Suttons Bay, MI 49682; 616/271-4454 after 3:15 p.m.

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## MINNESOTA

**STEP BY STEP MONTESSORI SCHOOLS** in Minneapolis, Minnesota will be hiring certified, experienced Montessori teachers for the 1995-96 school year. Full time, permanent positions in established schools. Send resume to 6519 Barrie Road, Edina, MN 55435 or call 612/920-5457.

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## NEW JERSEY

**We have:** A class of wonderful Toddlers. A recently renovated, fully equipped room designed specifically for Toddlers. A lovely outdoor environment with farm animals and gardens. A dedicated supportive staff. A location that is convenient to shore points, mountains and Philadelphia. **We need:** A Toddler Directress. Montessori Academy of NJ, 28 Conrow Road, Delran, NJ 08075, 609/461-2121.

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## NEW YORK

31 year established growing school seeking a trained 0-3 teacher to start a new class. In addition, we are looking for an AMI certified primary and/or junior teacher and a qualified administrator/teacher to take over our 12-14 program. Immediate visa available. Fully equipped Nienhuis and hand made materials. Attractive salary, fringe benefits. Located on Long Island, less than one hour from Times Square; New York City. Contact Carolyn Larcy, Maria Montessori School, Box 276, Massapequa, NY 11758, 516-520-0301.

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## NORTH CAROLINA

### ADMINISTRATOR/TEACHER

Established independent, non-profit Montessori School in desirable SE city seeks Administrator/Teacher to begin Fall '95. Administrative duties—plan, direct and manage school. Midsize school with toddler preprimary extended day and future elementary program. Montessori teaching certification and experience required; administrative experience preferred. Salary and benefits competitive. Send letters, resume and list of references to: Montessori School, Inc., P.O. Box 113, Raleigh, NC 27615.

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## OHIO

Canton Montessori School, located at 125 15th Street N.W. in Canton, Ohio, is in need of a full day Pre-Primary directress and a half day Pre-Primary directress for the 1995-1996 school year. Both positions are 9.5 months. AMS or AMI certification required. Benefits and tax annuity plan offered. Salary commensurate with experience. Please contact Shawn Crawford at 216-452-0148.

AMI trained elementary guide to help facilitate the development of the adolescent program by working in partnership with existing upper elementary faculty for one year prior to taking full responsibility for that class. Contact Michael Bagiackas at **HERSHEY MONTESSORI SCHOOL**, 10229 Prouty Road, Concord Twp., Ohio, 44077; 216/357-0918 to state interest and to initiate the exchange of information and ideas about the potential of this position.

Head Directress 3-6 at small private school 20 miles northwest of downtown Columbus, Ohio. Salary negotiable. Send resume to: Shamrock Montessori Academy, P.O. Box 605, Shawnee Hills, Ohio 43065-0605, Attn: Karen Lightfoot.

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## OREGON

**ELEMENTARY** guide with AMI or AMS 6-12 certification for new 6-9 class September '95. **MAGICAL CHILD MONTESSORI SCHOOL** is the new elementary division of Montessori Children's House, an AMI-recognized school in SW OR.

Excellent professional growth opportunity offering the challenge and satisfaction of starting a new school. Ideal candidate has a pioneering spirit; feels a close connection to the Earth; is able to work closely in a peer relationship with our primary-trained AMI administrator.

We are located in a mountain valley 30 miles north of the California border, 4½ hours south of Portland. With five National Forests, numerous rivers and the Pacific Ocean nearby, opportunities abound to experience nature closely for recreation or spiritual refreshment.

Salary is negotiable. Submit CV and salary history, along with a letter describing your personal philosophy and your path in life, to Montessori Society of Southern Oregon, 27 Rose Avenue, Medford, OR 97501.

Montessori Learning Center in Corvallis, Oregon is accepting applications from AMI elementary guides. MLC offers both lower (ages 6-9) and upper (ages 9-12) elementary programs. Experienced preferred. Competitive salary and good benefits. Corvallis is located in the scenic Willamette Valley, 80 mi. S. of Portland, 60 mi. from the ocean and 70 mi. from the Cascade mountains with wonderful recreational and cultural opportunities in a college town of 45,000. Send resume, cover letter to: Alan Petersen-MLC/BOD, 2790 NW Royal Oaks Place, Corvallis, OR 97330, 503/754-9147.

Positive, AMI-trained elementary person sought to work part-time with an experienced AMI teacher in a thriving upper elementary classroom in the beautiful Pacific Northwest. We need someone committed to Montessori principles to help implement our "going out" and outdoor extensions. Call or write Peter Davidson, Montessori School of Beaverton, P.O. Box 25021, Portland, OR 97225, 503/645-5247.

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## PENNSYLVANIA

Pittsburgh, PA. **MONTESSORI CENTRE ACADEMY, INC.**, established in 1967, is located in a country setting near the cultural center of Pittsburgh. Classes: One toddler, three primary, three elementary 6-9 years, and one elementary 9-12 years. Latin, Music, Algebra, Art, Computers, and Physical Education are



components of the elementary curriculum. Seeking Montessori teachers for Elementary 6 to 9, for September, 1995. Send resume to Yolanda N. Sweenie, 1014 William Flynn Hwy., Glenshaw, PA 15116, 412/486-6239.

MT. LEBANON MONTESSORI SCHOOL/ACADEMY accepting applications from certified teachers (3-6/6-9 AMS/AMI). Positions for Fall 1995 in 3-6 and Elementary. Growing school in Suburban Pittsburgh. Competitive wages. Outstanding staff. Beautiful facility. Resumes: Mt. Lebanon Montessori School/Academy, 550 Sleepy Hollow Road, Mt. Lebanon, PA 15228, 412/563-2858.

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## TENNESSEE

Parkview Elementary Montessori Magnet School is presently interviewing to fill the position of kindergarten teacher and elementary nine to twelve. A degree and Montessori certification are required. Competitive salary, health benefits and retirement plans are offered. Please contact: Mr. Glenn Vaulx, Asst. Supt. Personnel Services, Jackson-Madison County Public Schools, 310 North Parkway, Jackson, TN 38305, 901/664-2500.

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## TEXAS

Established AMI school in Dallas, Texas is accepting applications for school administrator. We provide quality education for 3 primary classrooms and before and after school care. The school is run by a board of directors. Day to day management and pedagogy are the responsibility of the administrator. Salary commensurate with experience and training. Send your letter of application and resume to Board of Directors, 7335 Abrams Rd., Dallas, TX 75231.

ELEMENTARY TEACHING POSITION. Montessori Elementary trained teacher sought for first grade through third grade position. Summer session!!! Resumes accepted by Casa de Ninos Montessori, 310 Rim Rd., El Paso, TX 79902, 915/544-4823.

THE POST OAK SCHOOL in Houston, TX is pleased to name John K. Long as the next Head of School. John has been national direc-

tor of the NAMTA Montessori Adolescent Project, in addition to being principal of Ruffing Montessori School in Cleveland Heights, Ohio. John's career has also included teaching lower elementary, upper elementary and middle school classes, publishing articles on Montessori education, and leading and presenting at workshops. We look forward to a rewarding future with John Long.

THE POST OAK SCHOOL in Houston, Texas is earnestly seeking AMI teachers at the Infant Community and Elementary levels for the 1995-1996 school year.

The Post Oak School, celebrating its 31st year, has long been considered one of the premier Montessori communities in the Southwest. The school is located in a quiet residential area close to Rice University, the Museum district, the world-renowned Texas Medical Center, and a thriving, vibrant cultural arts community.

The growing enrollment is 284 children from 14 months to 14 years. Our faculty/staff community is experienced, dedicated, and multi-talented. We offer highly competitive salaries, generous benefits, opportunities for continuing education and a sabbatical fund. Please mail or fax a letter of application and resume to: Dr. Virginia Penn Benson, The Post Oak School, 4600 Bissonnet, Bellaire, Texas 77401-3099, 713/661-6688 (phone), 713/661-4959 (fax).

ENTHUSIASTIC ELEMENTARY TEACHER wanted to start new class in our small but growing school. AMI trained Director and supportive parents excited about expanding. Privately owned school with 1 primary classroom, located in an 80-year old house downtown, close to square and Southwest Texas State University. Please send resume to Stephanie Sultermeyer, San Marcos Montessori School, 406 Harvey St., San Marcos, TX 78666 or call 512/353-8340 for more information.

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## VIRGINIA

The Montessori School of Northern Virginia is seeking a 6-9 or 6-12 AMI or AMS trained elementary teacher for a full time position in the fall of 1995. A summer program elementary position is also available. Contact Betsy Mitchell, MSNV, 6820 Pacific Lane, Annandale, Virginia 22003, 703/256-9577.

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## WASHINGTON

One Primary/Pre-Primary teaching position available in a well established suburban Seattle Montessori School with an enrollment of 100+.

Position begins August 15, 1995. 4 year degree preferred. AMS or AMI certification required with a minimum of three years lead teaching experience. Competitive salary & liberal benefits.

A beautiful environment located within 15 minutes of the Pike Street Market or Island Ferries—Experienced administration with a supportive parent organization. Please send inquiries to: Hugh Wallenfels, c/o Normandy Park Academy-Montessori, 15801 Ambaum Blvd. SW, Seattle, WA 98166 or call 206/248-3768.

Northwest Montessori School has a lower elementary position available, beginning 8-'95. NWM a nonprofit corp, was est. in 1965, the first Montessori school in Seattle. The Ele Prog (2 lower, 1 upper) located near Zoo, Rose Garden, Greenlake Park and University District.

Salaries determined by exp. and training-med/dent-annuity-flex acct-sick leave and professional oppport. Send resume and letters of rec. to NWM 7400 25th Seattle, WA 98115-206/524-4244.

Saint Elizabeth Ann Seton is a Catholic parish Montessori school which has need of a primary directress/director for the 1995-96 school year. AMI certification is required. The school is in its sixth year and is administrated by an experienced Montessorian. Benefits are excellent. Contact: Mary Klein, Saint Elizabeth Ann Seton School, P.O. Box 12429, Mill Creek, WA 98012, 206/481-9358.

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## WISCONSIN

HEAD TEACHER/PROGRAM DIRECTOR, Children's House of Manitowoc, WI. Starting August 1995.

Established 1985, our small, beautifully equipped non-profit, independent Montessori preschool overlooks Lake Michigan. Our quality program seeks certified AMS or AMI individual (experience preferred). Located 90 miles north of Milwaukee our area offers a friendly community and affordable cost of living. There is a multitude of summer and winter recreational activities as well as a variety of cultural opportunities. Contact: Children's House, P.O. Box 506, Manitowoc, WI 54221-0506, 414/793-2629 or call Ann Salutz 414/682-3323.

MILWAUKEE PUBLIC SCHOOLS—Primary and Elementary Montessori Teachers Needed. Applications are being accepted for the 1995-96 school year. Milwaukee's Magnet Program created in 1975 has grown to 14 children's house classrooms and 19 elementary classes



at two sites. The population includes children from all racial and socio-economic groups within the greater Milwaukee area.

Minimum teacher salary is \$24,413. Qualified individuals may obtain additional information by calling either Phil Dosmann at MacDowell Elementary School 414/933-0088 or Joan Peifer at Greenfield Elementary School 414/647-2767. Applications can be received by contacting: Department of Human Resources, School Administration Building, Room 124, P.O. Box 2181, Milwaukee, WI 53208-2181 or call 414/475-8224. An Equal Opportunity Employer.

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## CANADA

Kanata-March Montessori School welcomes resumes from AMI trained teachers for Toddler and 3-6 levels for possible positions for Fall 95. Kanata is located 20 minutes west of Canada's capital. We are an AMI accredited school in existence since 1974. The school has 4 Casa classes and 1 Toddler class. Please send to: Anna Filia, Principal, Kanata-March Montessori School, 355 Michael Cowpland Dr., Kanata, Ontario K2M 2C5 Canada, 613/592-2189.

Elementary Director/Directress required (for 6-9), Sept/95 for The Montessori Country School, Nobleton, Ontario, Canada. Our school is just 30 minutes north of Toronto in a gorgeous country setting.

Please address enquiries to: Marianne Perks, The Montessori Country School, P.O. Box 455, Nobleton, Ontario, Canada L0G 1N0, or by phone: 905/859-4739 or fax 905/859-5696.

Montessori Elementary of Calgary is accepting applications for an AMI elementary directress for September '95. The successful applicant will be team teaching in a lower elementary class. This is a small but growing Montessori program (established in 1988). The school is centrally located, five minutes from the downtown core. We occupy a building, which is a historical site, with adjoining natural escarpment, and minutes from the Elbow River. Administrator is AMI elementary trained. Salary commensurable. First-year directress welcome. Send further inquiries/

resume to 2105 Cliff Street S.W., Calgary, Alberta T2S 2G4. Attention: N. Patterson.

AMI Montessori 6-9 elementary directress required for a group of approximately 22 children in a school of 10 classrooms; six—3-6, three—6-9 and one—9-12 established in 1972. We have recently moved to a lovely new premises. Please respond with resume, including birthdate, experience and recent picture to Vancouver Montessori School, 8650 Barnard Street, Vancouver, B.C. V6P 5G5.

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## CHINA

Montessori goes to China! Become part of a new age in BEIJING CHINA. The New School of Collaborative Learning is a pioneer school in China. We are becoming a model for the Educational Reform Commission and interest is high. Our goal is to set up QUALITY Montessori programs for the pre-primary and elementary levels. In addition to a certified Montessori teacher, each classroom will have a native Chinese speaking educator to support the bilingual environment. Specialists on staff for each level: Chinese Art classes, Computer, Music, Science Lab, Physical Education, organized field trips and community services. Please join our culturally rich community; students from around the world and a staff that recognizes a higher purpose with goals that meet the Montessori standard.

The school is located in the university district of China's capital city. The sports university, where people specialize in the ancient martial arts is a short bike ride away. It is easy to live with no car in Beijing. People are friendly and very helpful. Information about visas, housing, and relocation will be sent to interested applicants. Please send your resume quickly in order to begin early September 1995.

Please send resume to the following TWO addresses: 1) Stephanie Tansey, Att Catherine Varkas Evans, 4-2-122 Ta Yuan Wai Jiao Gong Yu, 1 Xin Dong Lu, Chaoyang District, Beijing 100600, People's Republic of China; 2) Catherine Varkas Evans, 3377-E Crystal Court W, Palm Harbor, Florida 34685.

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## ENGLAND

JOB VACANCY IN LONDON. Montessori elementary directress required to teach a small class of 6-9 year olds at the Holly Park Montessori School from September 4th 1995. The Holly Park Montessori School is a small, friendly school in the Crouch End Area of North London with both nursery and elementary classes.

Each class is well equipped with materials. If you are interested in the post, please send your C.V. to Amanda Lake, 33 Oakfield Road, London N4 4NP. Tel: 0171 272 1969. Salary negotiable.

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## NEW ZEALAND

Lifestyle change? A position is available for a 6-9 trained Montessori teacher starting 15 May, 1995 in Wellington, New Zealand. Wa Ora Montessori School is an integrated Montessori school and part of the New Zealand state system. Applicants must have Montessori training, AMS/AMI preferred. State training or degree required. Send or fax applications to: The Principal, Wa Ora Montessori School, 278 Waddington Drive, Nae Nae, Lower Hutt, New Zealand, Fax: 4/577-2707.

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## TAIWAN

NEW Montessori kindergarten/preschool in TAIWAN seeks EXPERIENCED teacher with AMI or equivalent certification. English as teacher's 1st language. B.A. or B.S. degree required. Send resume to 22297 Davenrich St., Salinas, CA 93908, U.S.A.

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## POSITIONS WANTED

HELLO! My name is Mara Johnson. I am a 23-year-old Montessori Teacher's Assistant, college graduate, and former Montessori student applying to the Elementary training program in Bergamo, Italy for the 1995-96 school year. I am seeking sponsorship from an established school with strong sense of community and open-mindedness. I would love to be sponsored by a school in the Pacific Northwest or the Bay Area, but I am flexible. Please write or call Mara Johnson, 2963 Leyland Tr., Woodbury, MN 55125. 612/738-2106.

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## SCHOOLS FOR SALE

WELL-ESTABLISHED MONTESSORI TODDLER PROGRAM FOR SALE \$75,000.00. Located in Historic District of Santa Fe, NM. Excellent reputation. Feeder program into Mature Primary and Elementary Programs. Unique Indoor/Outdoor environments with enclosed playground. Assumable lease. State licensed for 20 children ages 2 year and older. Please address serious inquiries with your qualifications to: Desert Montessori School, 527 Don Gaspar, Santa Fe, NM 87501.

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