July 2022

Box 17, Folder 19 - "Plan which will Best Produce a Montessori Class" (uncredited)

Edwin Mortimer Standing

PLAN WHICH WILL BEST PRODUCE A MONTESSORI CLASS

The Montessori class should begin with from 12 to 15 children, of 2½ to 4, or 3 to 4½. The length of the session for them should gradually extend from about two hours to begin with to an eventual uninterrupted period of around three hours.

The class should be built up gradually, over a two-year period, to a group of 25 children at the end of the first year, adding in only the youngest children; that is, 2½'s or 3's; and 35 at the end of the second year. This class of 35 children should be run by one teacher and a non-teaching aide.

There should be no arbitrary cutting out of the children from the Primary Class at six. Montessori's age-grouping was from 3 to 6 plus; from 6 plus to 9 plus; from 9 plus to 12 plus, etc. Some children are ready to move into the Junior Class at 6; that is to say, they have finished all the Primary work, in all subjects, by then. Others are not ready until 6½; others not until 6½; some children not until 7. Again, some children of 6 may have finished all the Primary language materials, but may not have completed all the mathematics work. Others may have done a lot of history and geography, but very little biology and mathematics. For this reason, where it is possible, ideally a Montessori class should be planned and built in such a way that the classrooms for the 3-6, 6-9, 9-12 groups should have arches with sliding doors leading from one room to the next, or preferably, one open space, with low shelving between the groups. In this way, the six-year-old, who has got to the end of the primary apparatus in one subject but not in all, can go in and out to whatever classroom holds the work he is needing.

There is then a kind of transition period made possible for this 6-7 year-old group, indirect preparation, again, as through all Montessori's system, for a later stage, that of the next class, the Juniors. Or later again, for the 9-12 class, where the same principle of indirect preparation for the class should hold good. In this way, too, the younger children can profit from the indirect preparation of being able to walk through their class and on into the next and on into the next if they wish, and sit and watch or listen to a lesson being given to individuals or groups in either the 6-9 class or the 9-12 class. And just as freely, they can get up and go back to their own room when they have had enough or the lesson is over. In the same way, too, the older children are free to go down to the primary class to borrow some piece of the sensorial or other apparatus that may be alluded to in their own more advanced work. There is then, a unity within the school, a real atmosphere of community work, a chance of real social life, where exchange can help and benefit from the others.

With this necessary atmosphere of gradually increasing more advanced work in mind, instead of running two baby classes, one in the morning and one in the afternoon, there should be one class, eventually ranging in age from 2½ or 3 to around 7. This should consist of a half-day session for the younger children with an afternoon session also for the older children. It would seem advisable that the children under 5 should go home at mid-day, after a session of approximately three hours, including religion, if this is given in the school. The 5's and over 5's, whose numbers will gradually increase, should have lunch, a period of recess, and an afternoon session of about 2 or 2½ hours.

The lunch need not be a hot meal. It is perfectly possible to teach the children to lay their tables with placemats, knives, and spoons, table napkins folded in different ways, plates, cups, and saucers or glasses or paper cups, even if the meal is only to consist of sandwiches and milk or orange juice. The meal can be a special occasion, whether hot or cold, and offer opportunity for serving one another, even if it is only with milk.

The recess period can also serve as an occasion for teaching organized games. There are many games that can be taught to 5's and 6's so that the recess period need not just be a free-for-all, noisy, aimless activity, just taken so that the children can have fresh air.

If this plan is followed, the aide can be taught how to carry on the luncheon period and the recess period, so that the teacher may have an opportunity of some free time and rest before the afternoon period. The teacher should initiate these periods with the aide observing, and show the children and the aide the proper procedure she wishes followed, until the aide is able to carry on alone.

In this way, with the older children there for the afternoon, the teacher will get a chance of teaching the more advanced work to them, and of giving group lessons in history, geography, etc., which these children can then get along with in the mornings, while the teacher is freer to teach the younger childfen then. This begins to extend the scope of the work for the younger children to absorb from, and it is this possibility, rather than the actual lessons given by the teacher to them, that enables the younger children to learn so much more.

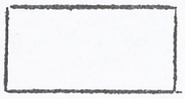
Margaret E. Stephenson

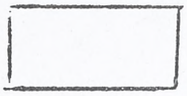
Association Montessori Internationale.

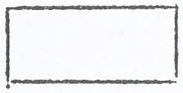
FURNITURE FOR AN EVENTUAL MONTESSORI CLASS OF 35 CHILDREN,
FROM 3 to 6 PLUS

1  38" diameter = 5-year-old height

1  38" 6-year-old height

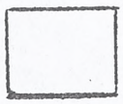
1  40" x 20" 3-year-old height

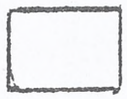
1  40" x 20" 4-year-old height

1  40" x 20" 5-year-old height

5  20" x 20" 3-year-old height

5  20" x 20" 4-year-old height

5  20" x 30" 5-year-old height

8  20" x 30" 6-year-old height

Trapezoidal tables may be used in place of some of the rectangular ones, if desired. Two can be fitted together to make a larger hexagonal table. The heights of the chairs should fit the heights of the tables. The chairs should have long backs to support the child's back. Tables and chairs should be painted in pretty pastel shades, not Formica-covered, as this is not so satisfactory for scrubbing exercise; and the chairs should match the tables they are to go with. Tables on the right of the plan are for individuals. Rectangular tables on the left are for two children, if desired. Circular and elliptical tables are for four if necessary, or if the children wish to sit in a group. Both tables and chairs should be of a very light weight wood, so that one child can carry an individual table, two children the others. The legs should not be rubber-or plastic-capped.

SET OF MONTESSORI MATERIAL FOR AN EVENTUAL CLASS OF THIRTY-FIVE CHILDREN FROM TWO AND A HALF TO SIX PLUS

OBTAINABLE FROM: Mr. A. Nienhuis
Montessori Leermiddelenhuis
P.O. Box 8602
The Hague, Holland

Cat. No.	Item	Price
1-11	Complete set of dressing frames	$ 25.25
19-22	Complete set of solid cylinders	22.80
24	Pink Tower	4.50
25	Broad Stair	6.50
26	Long Stair	5.50
51-53	Complete set of color boxes	11.75
16	Sound boxes	8.00
63-64	Complete set of bell material; bells, music boards, charts, boxes and cabinet	146.40
12,13	Touch Boards	2.00
14,14a	Touch Tablets and box	3.15
15	Set of Smelling boxes	9.85
18,18a	Set of thermic bottles and tablets	15.60
17	Set of Baric tablets	3.60
37,38,38a	Geometrical cabinet, demonstration tray and its contents.	24.75
39	Set of geometrical form cards	2.75
40,40a	Cabinets with three and six compartments for the form cards	4.50
41	Biology cabinet	14.50
43,44	Set of biology cards and box	3.90
23	Set of knobless cylinders	11.15
49,49a	Set of constructive triangles with boxes	17.40
131	Binomial cube	5.00
132	Trinomial cube	6.80
48,48a	Set of geometrical solids with bases and box	8.80
176,176a	Complete set of puzzle maps with stand	
177,236	to hold them	103.50
230,231	Set of globes, sandpaper and painted	6.90
233	Set of flags and flagstands	13.50
179,238	Complete set of maps with small	
239	flags to insert	40.65
46,47	Set of metal insets with stands	11.75
114,115	Set of small metal insets, divided	
116	circles, squares and triangles	34.05
113	Set of divided skittles for fractions	5.50
111,112	Two boxes with grammar symbols	10.00
108	Set of analysis material, arrows, circles, triangles and charts	10.80
249,249b	Complete farm and farm table	41.00
27	Set of number rods	6.75
28,28a,29	Two sets of print sandpaper numbers with boxes	5.00
33	Two sets of number cards, boxed	3.90

SET OF MONTESSORI MATERIAL FOR AN EVENTUAL CLASS OF THIRTY-FIVE CHILDREN FROM TWO AND A HALF TO SIX PLUS

OBTAINABLE FROM: Mr. A. Nienhuis
Montessori Leermiddelenhuis
P.O. Box 8602
The Hague, Holland

Cat. No.	Item	Price
1-11	Complete set of dressing frames	$ 25.25
19-22	Complete set of solid cylinders	22.80
24	Pink Tower	4.50
25	Broad Stair	6.50
26	Long Stair	5.50
51-53	Complete set of color boxes	11.75
16	Sound boxes	8.00
63-64	Complete set of bell material; bells, music boards, charts, boxes and cabinet	146.40
12,13	Touch Boards	2.00
14,14a	Touch Tablets and box	3.15
15	Set of Smelling boxes	9.85
18,18a	Set of thermic bottles and tablets	15.60
17	Set of Baric tablets	3.60
37,38,38a	Geometrical cabinet, demonstration tray and its contents.	24.75
39	Set of geometrical form cards	2.75
40,40a	Cabinets with three and six compartments for the form cards	4.50
41	Biology cabinet	14.50
43,44	Set of biology cards and box	3.90
23	Set of knobless cylinders	11.15
49,49a	Set of constructive triangles with boxes	17.40
131	Binomial cube	5.00
132	Trinomial cube	6.80
48,48a	Set of geometrical solids with bases and box	8.80
176,176a 177,236	Complete set of puzzle maps with stand to hold them	103.50
230,231	Set of globes, sandpaper and painted	6.90
233	Set of flags and flagstands	13.50
179,238 239	Complete set of maps with small flags to insert	40.65
46,47	Set of metal insets with stands	11.75
114,115 116	Set of small metal insets, divided circles, squares and triangles	34.05
113	Set of divided skittles for fractions	5.50
111,112	Two boxes with grammar symbols	10.00
108	Set of analysis material, arrows, circles, triangles and charts	10.80
249,249b	Complete farm and farm table	41.00
27	Set of number rods	6.75
28,28a,29	Two sets of print sandpaper numbers with boxes	5.00
33	Two sets of number cards, boxed	3.90

* Essential

BOOKS BY MARIA MONTESSORI

THE ABSORBENT MIND * Dr. Montessori's last book about infant and early childhood development..... $6.75
THE DISCOVERY OF THE CHILD * A 1948 revision of "The Montessori Method".... 4.75
THE SECRET OF CHILDHOOD* An interpretation of the child to the adult who misinterpret his actions and motives..... 2.95
THE MONTESSORI METHOD By Dr. Maria Montessori..... 6.50
EDUCATION FOR A NEW WORLD Preparing the small child for the needs of tomorrow's world..... 2.50
THE FORMATION OF MAN Resume of Dr. Montessori's work of her more important concepts, and of her approach to "world literacy"..... 1.25
TO EDUCATE THE HUMAN POTENTIAL To help teachers interpret the need of children beyond age six for acquisition of culture..... 2.75
RECONSTRUCTION IN EDUCATION To understand the child's absorptive powers and utilize them for good..... .25
PEACE AND EDUCATION The need for a scientific study of peace to prepare civilized man for a new world..... .35
DR. MARIA MONTESSORI - FOUR ADDRESSES Delivered by Dr. Montessori at the meeting of the National Education Association held at San Francisco, 1915.. 1.00
DE L'ENFANT A L'ADOLESCENT (from childhood to adolescence) in French 2.50
THE ADVANCED MONTESSORI METHOD By Maria Montessori, published in a historical edition by Kalakshetra (adyar-Madra 20- India) In one or two volumes, illustrated with pictures taken in modern schools. The introduction is written by Mr. Mario Montessori, General Director of the Association Montessori Internationale... 10.00
THE ERDKINDER AND THE FUNCTION OF THE UNIVERSITY 1.00
L'EDUCATION RELIGIEUSE (Religious education: The Child in the Church, and other essays) in French..... 4.50
LA MESSE VECUE POUR LES ENFANTS (Mass explained to children) in French 2.75
LA SANT MESSA SPIEGATA AI BAMBINI (Mass explained to children) in Italian.. 2.75
THE CHILD IN THE CHURCH Maria Montessori and others -- edited by E.M. Standing for the Catechetical Guild Educational Society..... 4.95

BOOKS ABOUT DR. MARIA MONTESSORI AND HER METHOD

OTHER MONTESSORI ORIENTED TITLES

MARIA MONTESSORI: HER LIFE AND WORK A very comprehensive (if rather exuberant) study, by E.M. Standing..... 5.95
THE MONTESSORI METHOD: A REVOLUTION IN EDUCATION A brief look at Montessori schools, by E.M. Standing..... 4.50
TEACHING DOCTRINE AND LITURGY - THE MONTESSORI APPROACH (Cavaletti and Gobbi) Preface by Ade Bethune..... 2.95
MONTESSORI AS RELIGIOUS TEACHER . Ade Bethune ..... .20
OUR LADY'S CATECHISTS Original edition by Mother Isabel Eugenie, for teaching religion to children 3 to 6 (6 pamph.)..... 1.75
FIRST COMUNION)
FIRST CONFESSION) Mother Isabel Eugenie..... .75
CONFIRMATION) 1.00

Saint Leo League
Box 577
Newport, Rhode Island 02841

Please send me the items checked.
NAME _____

ADDRESS _____

I am enclosing $_____ plus 10% for postage and handling. _____

Please bill me instead. _____