

THE RIGHT OF THE CHILD TO BE TREATED AS AN INDIVIDUAL

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INTRODUCTION

Barbara Finkelstein, an education professor at the University of Maryland and former president of the History of Education in America, saw Montessori as a pivotal person in both education and psychology.

In education she said Montessori understood and articulated the fact that each individual child develops at its own rate, and, therefore, each should be offered instruction as an individual rather than as a member of a group. This was in contrast to the common method of education in which all children in a class were offered the same instruction at the same time and were expected to progress at the same rate.

Dr. Finkelstein also saw that Montessori was instrumental in changing thinking from the idea that children were naturally bad to the idea that children were naturally good. Montessori saw that the natural condition of childhood was to want to grow and develop in a positive manner. Montessori understood the importance of environment in childhood experience.

With this in mind, let us think of children in different phases of development.

FIRST PLANE - BIRTH TO APPROXIMATELY AGE 6

It is common knowledge in society today that there is a great variety in age during which children first begin to walk. Some begin as early as nine months, others at 12 months, others later. All are considered within normal range. One would not even think to try to force all babies to begin to walk at the same chronological age. Nor would one try to force all the babies of different ages, who happened to be in the same room, to begin to walk at the same time.

It has also become clear that each child in the Infant Community (for ages 18 months to about three years of age) is ready to move to the Children's House class (for ages three to six) at a different time. The window of time for the transition between the Infant Community and the Children's House is very small. When a child begins to show signs that the Infant Community environment no longer serves his or her needs, there can be as little as two weeks time to move the child from one environment to another. If the move to the environment for older children is not made in time, the child may begin to exhibit "deviant" behavior, which is the natural consequence of being bored. This may establish a behavior pattern that can then carry over into the Children's House class when the transition is finally made.

Sometimes the Children's House directress interprets this behavior as an indication that the child is not ready for the older environment, when, in fact, the child was previously ready and the transition was not done at the appropriate time.

Having everyone move at the beginning of a new term or new school year is not treating children as individuals and it ensures that everyone, children and adults alike, will have a more difficult time. Why is this so difficult?

Information that can help us understand this comes from The Cleveland Center for Research in Child Development in Cleveland, Ohio. The child analysts there belong to the same

psychoanalytic association to which Mario Montessori, Ju belonged as a practicing psychoanalyst. The child analysts in Cleveland use the term, 'Separation anxiety'. They said that any time a transition is made, there are three feelings that are normal. In this particular case they are speaking about the transition from home to a nursery school environment. The three feelings are:

- fear of the new situation
- sadness at missing the old and the familiar - this includes the child's major caretaker and the environment
- anger at being put into the uncomfortable position of having these unpleasant feelings

It does not matter how sudden or how gradual a transition is made, the feelings will be there. However, the child's ability to manage those feelings will relate to the manner in which the transition is handled. Is it suddenly forced or is it allowed to be gradual so it is not overwhelming? Repeated experiences of successful management help children build up the ability to face and withstand the stress of coping with a new environment and situation.

Here is a quote regarding this from the book, *The Power of Full Engagement*, by Jim Loehr and Tony Schwartz. "The philosopher and mythologist Joseph Campbell described the search for meaning and purpose as "The Hero's Journey." The basic elements of the path, he argued, recur across cultures and throughout history. Self-transformation, Campbell said, is our greatest challenge as human beings. The hero's journey begins when something awakens us to the need for change - illumination, discomfort, pain. Campbell described this as the "Call to Adventure." Once we accept the call, he said, we push forward into the unknown. Along the way we face doubt, uncertainty, fear and hardship." Pg 131, 132

The transition from the Infant Community environment to the Casa begins when the toddler has outgrown the Infant Community environment. The child experiences discomfort because he or she feels boredom and boredom is a very painful emotion. The pain of the boredom pushes the child to accept the "Call to Adventure" and off the child goes on its "Hero's Journey" to the Casa environment.

So how can transitions be handled in a more appropriate fashion? Let us consider this first from an architectural standpoint. Ideally, the Infant Community environment would be adjacent to a Children's House environment in such a way that the toddlers could see into the neighboring environment. A small passage would allow the toddlers the freedom to come and go. A toddler who has begun to outgrow its environment could go into the Casa for a few moments and return. As the toddler matured, excursions into the older environment could become longer and longer until, one day, there is no longer a need to return to the environment of the Infant Community.

With this kind of set-up, the known, comfortable environment is not suddenly denied the child and the new, more interesting environment is available for the child's choice. The child's growing abilities will naturally urge the child to venture into the Children's House environment where the materials and activities stand ready to serve the child's new sensitive periods. Once the child experiences the call, the child pushes forward into the unknown. Life is a series of these transition experiences. If a child can establish good coping mechanisms early on in life, later transitions can utilize those coping mechanisms.

One of the major goals in Montessori is to help children stay in tune with their own inner desire to grow and develop. Ideal transitions help children grow in their ability to try new things without being excessively fearful. They become more confident of their ability to cope with new situations. This can help allow them to stay in tune with their own natural desire to grow and develop in a positive manner.

So now let us think about the child from the ages of 3 to 6 in the Children's House. Characteristics include a conscious absorbent mind and sensitive periods. This age child is a sensorial explorer of the environment who learns through his or her own individual activity and at his or her own rate.

The Children's House director or directress gives lessons almost entirely to individuals. Only the oldest children in the 3 to 6 class receive some group lessons that are academic in nature - such as the decimal system work with the golden beads or the function-of-word exercises. The adult links a child to material by offering material when it is appropriate for the child's sensitive period and by presenting the material to the individual child. The child, then, absorbs/learns the concept inherent in the material through his or her own individual effort while using the material.

Let us think for a moment how practical life, sensorial or math lessons are demonstrated to an individual when the individual has shown a readiness for the demonstration. Most lessons in these three areas are given with little or no talking because the child must watch the demonstration in order to build a picture in his or her mind. Watch, now, as the pieces of the yellow knobless cylinder are placed in order from largest to smallest.

[Place the cylinders in order.] Now I am putting the last piece in place. I just ruined the feeling, didn't I, by talking. Something else happened, too. What happened to your eyes when I talked? They probably went to my face. This takes the child's attention away from observing the movement of the material and away from building a picture in his or her mind.

But for those of you in the back of the room - what happened to your eyes. Could you follow the movement of my hands with the materials? It is for this reason that we NEVER demonstrate materials to the whole class at once. Think of the pink tower. We would never demonstrate it to the entire class of three to six year olds at once for two reasons:

- first, many children in the class are already finished with this piece of material and many children are not ready for it
- second, this is not how a child learns at this age.

The child needs to see the demonstration closely at hand and the director or directress needs to adjust the demonstration according to the needs of the child.

Let us not deceive ourselves into thinking that the child learns the concepts as we show how to use the material. What the child learns from us is how to use the material. It is while the child is using the material that the concept reveals itself to the child. Sometimes this is a slowly dawning experience as the child absorbs the information at an unconscious level and sometimes this is a eureka moment. However it comes, it is through the child's work, the child's own efforts.

We do not teach, we offer children the means of developing themselves through their own efforts. We do this with the materials and activities that children have shown us in Montessori classes through the last one hundred years. We have built up a body of knowledge based on observation of children.

We often say that we must follow the child. We do that by observing so we know what the child has mastered and what the child is ready for. We must then direct the child to that next material or that next activity and, through our lesson, help the child make an attachment to it. When we give that lesson, we offer it to the periphery of the child. It is the child's work to take the concept into his or her very centre.

So, we offer on the periphery, the child does the work and it all comes together in the child's centre. We have observed that when the child does the work in this manner, it is more likely to go into long term memory than if we just teach it directly.

When we teach directly to the child's centre, we are in danger of violating the child's process and short-circuiting the process. This is what happens when parents show their child a short cut in math. They think they are helping the child. In reality, they are short-circuiting the process. This deprives the child from making his or her own discovery and it is then more likely that the child proceeds using a rote process rather than by proceeding with an understanding of the process.

For more information about the centre and the periphery see the book, *Maria Montessori: Her Life and Work* by E.M. Standing.

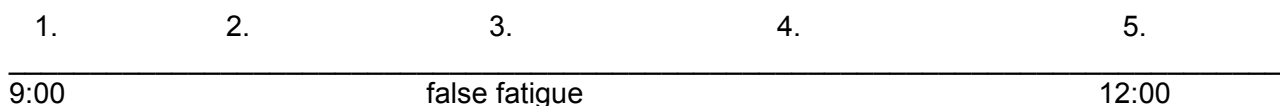
Since we are not directly teaching the children, they need time to make their discoveries. Through her observations, Montessori discovered the importance of the three-hour work cycle. This means three uninterrupted hours of work at self-chosen activities. It does not mean group time, it does not mean having a specialty teacher come and interrupt everyone for a music lesson, and it does not mean everyone having morning tea or snack at the same time. All of these kinds of things ruin the work cycle.

Let us consider for a moment a simplified diagram of a work cycle.

THE TIME ENVIRONMENT -- THE WORK CYCLE

One of the interesting aspects of Montessori education is that Montessori set up an environment for children in which they revealed characteristics that did not appear under other circumstances. One of these characteristics is the ability to work for long periods of time in concentrated activity. For this to occur, it is necessary that there be a minimum of three hours of unbroken time. The following illustration of a work cycle shows a "primitive curve of ordered work" during a class session that lasts three hours.

Great Work Period



The straight line, which represents the three hours, is a base line of no activity. The line above illustrates the length and depth of involvement in constructive activity. The numbered comments below correspond to the numbers in the illustration.

1. Many children will enter the class and choose something relatively simple and stay with it a short time, almost as if they are re-establishing feelings of competence.
2. Their next activity is generally more difficult and they stay with it longer.
3. This is followed by "false fatigue," a time when many children have put their work away and have not as yet selected another activity. (This is the time when adults often take a coffee break.)
4. If the teacher allows the children to take the time they need to experience the restlessness of the false fatigue, they will soon settle into their most difficult work choice of the cycle and stay with it the longest period of time. During this time their concentration is the deepest and they make the greatest strides in the development of skills and in the acquisition of knowledge. It is

also the time in which children make the most progress towards normalization. Montessori called this the great work period.

5. As the cycle nears its completion, the children put away their work and they appear to be refreshed and relaxed as they talk with one another.

When the time available is less than three hours, the great work period does not occur and the work cycle does not complete itself. To protect themselves from the frustration of having their great work period interrupted, the children either do not choose any work after the false fatigue or they choose something that involves only superficial involvement.

Teachers who are faced with a time frame that does not allow for a full work cycle in the preschool, generally respond by shortening the children's work time to the approximate length of time that occurs before false fatigue. This is achieved by having the children begin and end the class session with long group times. Montessori believed that children of this age learn best through individual work that involves the sensorial manipulation of objects; therefore, these large group times do not follow Montessori principles. In addition, children who have difficulty sitting still may begin to feel like failures because they cannot manage those long group times. Under this kind of schedule, some children get to feel like a failure every day.

In the elementary class, children unable to finish their work cycle may exhibit their frustration by showing unwillingness or disappointment in having to put their work away.

For additional information on the Work Cycle, see *Spontaneous Activity in Education* by Maria Montessori. A later publication of this book has been renamed *The Advanced Montessori Method, Volume One*. The information is in chapter three: *My Contribution to Experimental Science*.

One Friday in the late 1980s, Margaret Stephenson gave a workshop for the two Montessori Public Schools that were a part of the Milwaukee Public School System. She talked about the importance of the work cycle and its protection from group time or circle time in the three to six class. It was the practice of some of the directresses to begin each morning with a circle time. This meant that some children, who had difficulty sitting still and listening to the teacher, were made to feel like failures at the beginning of every school day. Michele Butz, the Montessori coordinator at MacDowell Montessori School was in the hallway the next Monday morning observing the children as they arrived. She noticed that two boys were very deliberately taking a long time getting ready to go into their three to six classroom. Then one of the boys tiptoed over to the doorway and peeked in. He turned to his friend and said with excitement, "They are not doing group time. We can go right in and get to work." They went quickly and happily into the classroom.

So what are the times when it is appropriate to have 3 to 6 year olds come together as a group. Birthday celebrations. Holiday celebrations. You do not have to interrupt everyone and have them come together for singing. You can ring the bell and invite children to come together to sing, but it should not be compulsory. The children who wish to continue the work they are engaged in should be allowed to continue. While walking on the line is an activity that should be offered every day, it also is not supposed to be compulsory. This quote is from my doctoral dissertation on Montessori Music.

The question always arises, "How long should this exercise continue and who should participate?" Montessori's answer is very clear:

"It is necessary that one musical phrase should be repeated many times, and when this phrase is being repeated some of the children will get tired of it and go away, whereas others will continue; and we can judge from this how long we should continue to play the same phrase. As long as the

larger number of children is interested in it, we keep on. Another day when someone begins to play this same phrase on the piano some children will immediately respond, while others will keep on with their work. If you compelled all the children to respond you would have no means of judging of the response so it must not be the teacher's voice which calls the children to the exercise but the music. Those who are attracted by the music will come, those who are not attracted will continue their work. The children should continue the exercise as long as they wish."

Let us now turn our attention to the transition from the three to six class to the six to nine class. Did you notice that six is mentioned twice. Three to six and six to nine. That is because all children are not ready to make that transition at the same time. Some children are ready when they have just turned six and some are not ready until they are almost seven.

The change from the first plane to the second plane is a more gradual change than that from the toddler to the Casa. However, like the previous change, it does not happen conveniently at the beginning of a new school year or at the beginning of a new school term. It happens when it happens. Children generally know inside themselves when they are ready, especially when they have the opportunity to visit the six to nine class on a regular basis.

Here is an example from Watkins School, a public Montessori school in Washington, D.C.

Two girls who had been in the Children's House class for three years had their sixth birthday during the month before the new school year began. The directress of their Children's House class did not think they were quite ready to go to the six to nine class so they remained in the Children's House class. They soon began to visit the older class. The visits got longer and longer and more frequent. One day the Children's House directress saw them come in in the morning. As they were about to hang up their jackets and put their lunch boxes in their cubbies, they looked at each other and said, "Na." They took all their things and went to the six to nine class. And that was it! They made the transition in their own time, in their own way. It was normal and natural. There was no frustration. They were not forced into an environment for which they were not ready, not were they kept in an environment they had outgrown. They knew when they were ready and the two adults involved as well as the girls' parents were wise enough to allow it to happen.

Another girl in that same Children's House class illustrated the importance of another of Montessori's conditions for a classroom, and that is the importance of the three-year age range in the classroom. This three-year span allows children to experience three different roles.

When children enter at the age of three they are in the position of being the youngest. They observe and learn from the older children and they receive direct help from the older children.

The oldest children in the class serve as models for the younger children and they give help to the children who need it. One of the reasons there is a limitation on the number of adults in the classroom is so that these children have an opportunity to give help to others. When they show a small child how to change the water in a flower vase, they come to a higher level of understanding the process themselves because they must think through the steps in the presentation.

The children in middle are, obviously, in that middle position. They sometimes give help to the younger ones and sometimes receive help from the older ones.

In a family a child usually experiences only one or two roles. The oldest is always the oldest. The next child may be the youngest for a while, until a third child is born. The beauty of the Montessori class is that a child gets to experience all three roles. If the child remains in Montessori from age three to 12, the child can experience all three roles three times over. This gives the child a larger repertoire of behaviors to draw upon in their lifetime.

But now, back to the other child in the Children's House class at Watkins School. She was about the same age as the first two. The directress asked her if she would like to begin visiting the six to nine class too. She said, "No. I want to be the oldest child in the class for a while." She was allowed to remain until she had satisfied her need to be the oldest, the most competent one in the class who could give help to others.

When children are moved on to the 6 to 9 class too early, before they have become second plane children, they miss that important time when they both serve as models for others and grow in responsibility by looking out for and giving help to others.

How can this transition be facilitated? Once again, architecture can help. Adjacent classes with a doorway can facilitate visiting. However, when classes are not adjacent, ways of visiting can be found.

In this whole transition business, children teach us about themselves when we listen and allow them to guide us. We do not need to force children to make a transition before they are ready. Nor do we have to hold them back when they are ready to go.

THE SECOND PLANE OF DEVELOPMENT

So now we have advanced to the six to nine class. The second plane child still has the same needs and tendencies as first plane children but those needs and tendencies now manifest themselves in a different way because the psychological characteristics of the children have changed.

See lecture on the Four Planes of Development.

Let us listen to the words of Dr. Montessori in *To Educate the Human Potential* The following quotes are taken from Chapter 1: *The Six Year Old Presented With The Cosmic Plan*.

"Psychologically, there is a decided change in personality, and we recognise that nature has made this a period for the acquisition of culture, just as the former was for the absorption of environment. We are confronted with a considerable development of consciousness that has already taken place, but now that consciousness is thrown outwards with a special direction, intelligence being extroverted, and there is an unusual demand on the part of the child to know the reasons of things. Knowledge can best be given when there is eagerness to learn, so this is the period when the seed of everything can be sown, the child's mind being like a fertile field, ready to receive what will germinate into culture. But if neglected during this period, or frustrated in its vital needs, the mind of the child becomes artificially dulled, henceforth to resist imparted knowledge. Interest will no longer be there if the seed be sown too late, but at six years of age all items of culture are received enthusiastically, and later these seeds will expand and grow."

A second side of education at this age concerns the child's exploration of the moral field, discrimination between good and evil. He is no longer receptive, absorbing impressions with ease. But wants to understand for himself, not content with accepting facts. As moral activity develops, he wants to use his own judgment, which often will be quite different from that of his teachers. There is nothing more difficult than to teach moral values to a child of this age; he gives an immediate retort to everything we say,, having become a rebel. Mothers often feel hurt because their children, formerly all love and affection, have become impertinent and rudely domineering. An inner change has taken place, but nature is quite logical in arousing in the child not only a hunger for knowledge and understanding, but a claim to mental independence, a desire to distinguish good from evil by his own powers, and to resent limitation by arbitrary authority. In the field of morality, the child now stands in need of his own inner light.

Yet a third interesting fact to be observed in the child of six is his need to associate himself with others, not merely for the sake of company, but in some sort of organized activity. He likes to mix with others in a group wherein each has a different status. A leader is chosen, and is obeyed, and a strong group is formed. This is a natural tendency, through which mankind becomes organized.

One of the characteristics of second plane children is that they are gregarious, social beings. They like to be together with others and to work together. This does not, however, mean that they should all be taught the same thing at the same time.

They are still growing and developing at different rates so giving everyone the same lesson at the same time is still not appropriate.

It also does not serve the needs of the children to develop the ability to help and to teach each other. For example, once some children have been introduced to the parts of a plant - root, stem, leaves - one group of those children may receive a lesson on leaves, another on roots and still another on stems. They can then teach each other. As the teacher you can facilitate this by directing a child who wants a lesson on leaves to the children who have already had that lesson.

This kind of interaction aids the development of self-confidence. The child does not always have to be on the receiving end of instruction.

Question, then, is how do we treat children as individuals at the second plane of development.

It is important, first of all, to recognize that there are problems with treating children as a member of a group and teaching everyone the same thing at the same time.

In any classroom, a lesson delivered to everyone at the same time means that some of the children are bored because it is too easy; some are interested because it is at the right level for them. Still others are frustrated because it is too hard. This happens when children are called to lessons in the following manner:

- all the 6 year olds or
- all the first year children or
- all the first level children or
- all the first graders

Whatever label is used, the children are not being treated as individuals.

We already know that it is inappropriate to expect that all babies will learn to walk at the same age. We also know that it is inappropriate to expect a range of babies from 9 months to 14 months who are in the same day care to now all learn to walk on the same day. Why, then, would we expect all six year olds to learn the same math concept on the same day? But this is what our expectations are if we treat children as if they are a member of a group who are always called to lessons together.

In the late 1970s when I was pursuing graduate work in education at Case Western Reserve University in Cleveland, Ohio, I was fortunate to have Joel Spring for a history of education class. He was part of the group that met with Ivan Illiach in Cornavaca. He said that the traditional education method in which everyone in the room was taught the same thing at the same time was modeled after prison practices aimed at indoctrinating prisoners on how to become good citizens in society.

That is certainly an idea that gives one pause.

We can, of course, use these Montessori materials and exercises in a very traditional manner. These are, in fact, superior teaching devices. But Montessori is not just about developing the

intellect. Montessori is about developing the whole child - physically, intellectually, socially, psychologically, spiritually.

But we still have not answered the question of how to treat children as individuals at the 6 to 12 age level. Once again, we must observe and keep careful records. These are records for each child as an individual. The records include: - the lessons given
- your observations of the child in the classroom
- your individual conferences with the child

The child also keeps records. This includes a record of lessons received and work done. This is kept in a work diary that has a page for each day. On the page the child notes the time an activity begins and ends, the name of the activity, and, maybe, some information about the work. An entry might say:
9:15 - 9:50 large bead frame, multiplication with a two-digit multiplier. Six problems.

The teacher conducts individual conferences with the children on a regular basis. Some children who have not yet developed the ability to manage their own time might need a mini conference every day. Others may need one only once every other week. In my classroom, a typical conference went like this:

I came with my records, the child brought his or her work record and papers that have been organized so like things are together. We look through the papers and the work record together. I would say something like, "I see you have been doing multiplication on the large bead frame with a two digit multiplier. Do you need more practice with that or are you ready for a lesson with a three digit multiplier?" By the third conference of the school year every child in the 6 to 10 year old class could answer that question correctly. If they had not answered it correctly, they got a lesson before they were ready for it.

With this process they became co-evaluators of their work. They learned to judge their own readiness in a more conscious fashion and they no longer had to depend on someone else's evaluation of their work. This aided both their independence and their assumption of responsibility for their own educational progress.

My last question was always, "Is there a lesson you would like to have that we have not talked about?" If there were a lesson the child wanted for which the child was ready, I included it in my plans. If the child were not ready, then I would spell out the progression of lessons that would be necessary in order to get to the desired lesson. Then I would ask if the child wished to start on that progression.

This last question helps children see that, in Montessori, education is not just something that is done to them. They can take ownership of their own educational process because they feel they have some choice and some say in the matter. This realization on the part of the children also helps them assume responsibility for their educational process. When this occurs, the job of teaching is considerably easier.

With all the information collected from the regular biweekly conferences, I would plan lessons for the following two weeks.

An example from my six to ten-year-old class. Erica - a young 6 year old, went to all the math and language lessons with the 9 and 10 year olds. At all other lessons she was about where you would expect a young 6 year old to be. If I had treated her as a 6 year old and had her go to all the lessons with just 6 year olds, I would have stunted her growth in math and geometry. She would have been unhappy because she would have been bored. Her behavior could have begun to

disintegrate, and, because I would not have been viewing her as an individual but rather as a 6 year old, I may have had no clue as to why her behavior was taking a turn for the worse.

Kinds of lessons to give. In the Montessori six to 12 age, there are two basic kinds of lessons to give. In one kind, there is a sequence where there are definite prerequisites for success. For example, one needs to have an understanding of addition, subtraction and multiplication before division is introduced. In the grammar box work, one needs to know what a verb is before adverbs are introduced. For these kinds of lessons, children are grouped according to achievement level. Erica was grouped with 9 and 10 year olds for math and geometry because that was her achievement level.

For the other kind of lesson, sequence is not crucial. After an introduction to parts of a plant in botany, it really does not matter if roots or stems or leaves are introduced next. You can actually give those lessons each to a different group and then have the children teach each other.

For these kinds of lessons, you can group children of different ages, with different levels or kinds of ability. If the small group decides to make a poster about roots, a child who has difficulty writing could do the drawings. A child who reads well can look up information. Another child can write the captions for the drawings. One child can take responsibility for managing the project.

It is good for the class to have the children associating with as many different children as possible. Part of one's education is learning how to get along with many different types of people.

This is circumvented when the same children are always called to lessons together.

Calling the same children to lessons may seem to be easier but that is deceptive. In the end you spend more of your time and energy in "discipline" rather than in giving lessons. And all this happens simply because the children are not being treated as individuals. Much of the difficulties in a class evaporate when children are treated as individuals. They also spend more of their time in gainful pursuit. They achieve more than when they are given assignments as a member of a group.

Many parts of the curriculum do not need to be given as a formal lesson to every child every year. The important thing is to get it all into the room.

Result: - everyone is happier (Montessori is supposed to be about joy)
- everyone is less fatigued
- more energy is available for growth and development so more positive growth and development occurs

Do yourself a favor. Implement Montessori in its fullest degree. Treat children as individuals. The children will be happier. You will be happier and more satisfied with your job.

By both following the child (offering what they are ready for) and directing the child (based on a century of observing how children develop - what appeals to them at what age) we support children as they stay in tune with their own natural desire to learn, grow and develop in positive ways.

The easiest thing to do it to treat children as individuals. Everyone is happier. Growth and development is a joy. And, as a side effect, the children learn more and retain it better than when they are forced to march to a different drummer than their own.

It is all about the human spirit. When we treat children as individuals, we nourish their human spirit. This, in turn, helps to increase their achievements, their competence, and their joy.

And that is what Montessori is supposed to be about.

WAYS TO DESTROY THE BENEFITS OF MONTESSORI

Montessori has a body of materials and activities that provides a vehicle for delivering the philosophy. However, the materials and activities may also be used in a traditional way by those who have not understood. They will get some of the benefits that the materials provide but they will not serve the development of the whole child.

Growth and development in Montessori should be a joyful process.

Ways to kill the joy and the human spirit:

- have the adult always be the judge of the quality of their work
- do not allow children to make their own choices
- teach the concept so the children do not have the joy or the eureka moment of making their own discovery
- give assignments such as , "Do at least 5 problems." You will not get any more than 5 problems and the children will not be likely to explode into GREAT WORK. BIG WORK.
- keep interrupting their work cycle so they never experience the joy of working to the point where they are satisfied with their work and where they discover the concept

Quote from Camillo Grazzini

"It is important that we give children time to solve their own problems. Arriving at their own discoveries far surpasses the experience of being passive recipients of the information we pass on to them. In giving children the opportunity to do this, we are allowing them to develop their maximum potential."

Quote from Camillo Grazzini in his introduction to geometry lecture:

"We are giving the opportunity to the child to be worthy of one Nobel Prize after another for every single personal discovery he makes."