



Montessori Training Center of Minnesota  
1611 Ames Avenue  
St. Paul MN 55106

*Winter 2010*

***“Montessori – Different Because It Works”***

This was the headline in the St. Paul paper announcing the opening of Highland Park Montessori School in September, 1963. One could not ask for a better tagline. Companies pay millions of dollars to have creative agencies come up with a single line that represents who they are:

- \* Just do it (Nike)
- \* Don't leave home without it (American Express)
- \* Think different (Apple)
- \* Melts in your mouth, not in your hands (M&M's)
- \* We try harder (Avis)
- \* Takes a licking and keeps on ticking (Timex)
- \* Montessori—Different because it works ( Montessori Method)

That headline was published over 45 years ago and Montessori is *still* working and it is *still* different. There have been many educational models that have come in and out of fashion over the last 100 years. But Montessori is “Made to Stick” as described in the book of the same title by Chip and Dan Heath. The premise of the book is exploring why some ideas survive and others die. By stick, they explain that “your ideas are understood and remembered, and have a lasting impact – they change your audience’s opinions or behavior.”

Why does Montessori stick all over the world? Why does it continue to be the fastest growing alternative method of education? Because it is as innovative, creative and as effective today as it was 100 years ago.

*It was made to stick.*

In 1913 when Dr. Montessori first came to the United States, people from all sectors of society “were eager to hear Dr. Montessori explain how she was able to make children advance rapidly in learning, make them polite, self-reliant and charming by giving them complete liberty and without rewards and punishments.” This was outrageously radical in 1913.

In 2009 many still wonder if and how this is possible. Visitors to Montessori schools are still surprised and amazed that toddlers set the table with glass dishes and wash and put them away after the meal, that three year olds offer them tea and snacks and proceed to prepare it themselves, that four-year olds write long creative stories with movable alphabets, that five year olds can do all four mathematical operations using stamps or beads, and that most six-year-olds are accomplished readers.

*That is innovation. That is different. That is possible for all children.*

How is this possible?

Advance rapidly in learning: Children teach themselves using multi-sensory tools with the freedom to repeat until mastery is achieved.

Polite: Children live and work together in a mixed-age community and are taught the language and emotion of respect.

Self-reliant: The environment is child-sized in every respect allowing for independent functioning. They have the freedom and responsibility to make choices and develop the capacity to make wise choices.

Self-disciplined: When children are engaged and concentrated on an interesting piece of work freely chosen, they become calm and do not disturb others. The expectations are clear, fair and consistently adhered to every day.

Innovation is not limited to something new.

"Innovation— any new idea—by definition will not be accepted at first. It takes repeated attempts, endless demonstrations and monotonous rehearsals before innovation can be accepted and internalized.

This requires *courageous patience*." Warren Bennis

Montessori – Different Because It Works!

Molly O’Shaughnessy  
Executive Director  
Director of Training



# *The Four Cornerstones of the MTCM*

Our new facility has enabled us to expand our mission to provide and facilitate greater access to the time-tested, quality programs developed by Dr. Maria Montessori.

## *Montessori Teacher Training*

Accredited by the Association Montessori Internationale (AMI), we provide quality and rigorous teacher training for professionals in early childhood and elementary education in the Montessori Method. An expanded teacher training center allows us to offer the following courses.

### *Assistant Training:*

A 60-hour intensive course to ensure that all adults in contact with children are philosophically and technically aligned with the natural development of the human being.

### *Assistants to Infancy Training:*

The nine month course covers Montessori pedagogy along with current medical and psychological approaches to child development in the first three years of life.

### *Primary Teacher Training:*

This nine month course is for working with children ages three to six years. The training includes an intensive study of the theories of Dr. Montessori, as well as hands on practice with the Montessori materials and observations and practice teaching in AMI Montessori environments. Class offered each September.

### *Elementary Teacher Training:*

This course is given over three summers and is for working with children ages six to twelve years. The training will teach how to create the Montessori prepared environment, which enables the child's natural development. Offered every three years. Begins again June 2010.

Credits earned in the Assistants to Infancy, Primary or Elementary courses at the MTCM can apply towards a Masters of Education (M.Ed.) from Loyola University of Maryland.

## *Community Outreach*

In order to extend the "best of Montessori" to a much larger community the MTCM actively partners with local groups to share best practices in the field of early childhood education.

Outreach includes extensive technical assistance for schools and social service organizations, Parent-Infant sessions and scholarships for students from communities of color entering our Teacher Training programs and Cornerstone Montessori School. The MTCM has successfully developed partnerships with Latino communities, Native American reservations, and organization reaching homeless families.

## *Montessori Museum*

*A Montessori Journey 1907-2007* uses historical and contemporary photos as well as artwork, Montessori furniture and artifacts to dramatically depict the development of Montessori education over a century.

As a result of an international effort, the exhibit shows historically how several cultures first encountered Dr. Montessori's child-centered principles and prepared environments. A contemporary view shows a wide array of countries with culminating Montessori themes touching on the spiritual convictions of Montessori's deepening vision of the universal child and peace through educational practice.

If you have not had the opportunity to experience this unique treasure, contact the MTCM to schedule a visit.

## *Cornerstone Montessori School*

Cornerstone Montessori School seeks to create a broad community of multicultural and economically diverse families who share the mission to nurture the child's natural desire to learn and grow through quality environments, leading to a harmonious and peaceful world. We are proud of our staff and their commitment to the fulfillment of our mission.



**Head of School**  
**Liza Davis**

Liza holds an undergraduate degree in American Racial Multicultural Studies and Art History with a concentration

in Africa and the African Diaspora from St. Olaf in Minnesota.

Liza was a Montessori child and returned to Montessori as an adult in 1999 when she started working as an assistant in a Children's House.

In 2001, she earned her AMI Primary diploma from the MTCM and then joined the staff at Sunny Hollow Montessori in St. Paul. Liza started a new Children's House there and also served on marketing, development and long-range planning committees as a staff person and later as a member of the Board.

In 2007, Liza helped found a new Montessori school in Germany and guided the vision of the school as head of pedagogy. She also gained experience working in a

diverse, bilingual environment. Throughout her career Liza has enjoyed collaborating with parents to provide the best environment for their children.

Liza is now enjoying the process of watching her daughter thrive as a member of Cornerstone's Toddler Community.



**Administrative Assistant**  
**Xong Her**

Xong received a B.S. in Business Administration; Accountancy at California State University of Fresno.

She is the second child of nine, and the first to graduate with a bachelors degree. Prior to working for Cornerstone, she was a para-educator for Fresno County, Education Migrant Department.

She taught children ages three to five for five years. Currently, she resides in St. Paul with her husband, Chang.

Cornerstone Montessori School is now offering Parent-Infant sessions for children ages eight weeks to 15 months. A series of eight meetings in each session are informal, relaxed and welcoming to all caregivers. Each session is for families from the surrounding community to come ask questions or express concerns about their children.

Caregivers, together with their young children, will come into the prepared environment. It is a safe place to share stories and have the opportunity to observe children experiencing the environment. Caregivers will be further educated on the Montessori Method and techniques that they can then use in the home to assist a child in learning and becoming an independent social person.



**Parent-Infant Guide**  
**Emily Shubitz**

Emily holds a B.S. in Sociology with an emphasis on Human Relations and Cultural Anthropology from Portland

State University, Portland, Oregon along with a M.Ed. from Loyola College, Baltimore, Maryland.

She lives in St. Paul with her husband, Tim, and daughter, Olive. They welcomed their second daughter, Evie, in January.

Emily possesses an AMI Primary and Assistant to Infancy Diploma. She has taught and assisted in many Montessori schools in Minnesota in addition to Prague, Czech Republic.

Emily adores children and enjoys working with and supporting families. Her belief is in each child and recognizes that as a parent or caregiver we do the best we can with what we know and with good intentions. She honors individual families for what knowledge, experience, and life lessons they have to support and share with children.

# Toddler Community

The Cornerstone Toddler community is in its second year. We are very pleased that we are able to provide this environment with excellent staff to the children and families we serve. Currently there are 12 children ages 15 to 22 months enrolled. Of those three are in their second year.

We are most appreciative of the children and developments that continue to take place. The outdoor environments have added raised garden beds to the property. The consistency of year round attendance, bilingual environments, and the quality food offerings, are ingrained into the daily Montessori community life of the adults and the children they guide.

A highlight: The toddlers dining al fresco on a sunny day, under the shade of our ash tree, serenaded by the songbirds while enjoying freshly picked tomatoes, green beans and zucchini from the gardens that the children planted and cared for - life is good!



**Toddler Community Guide**  
**Mary Santelman**

Mary graduated with a B.S. in Elementary Education/Special

Education and began her teaching career as a public school Special Education teacher. She attended graduate school at the U of M for certification to work with deaf and hearing-impaired children.

Mary also worked as a sign language interpreter for the City of Minneapolis. After receiving her AMI Primary diploma from the MTCM, she worked at White Bear Montessori School and Lake Country School.

Mary earned her AMI Assistants to Infancy diploma from the Montessori Institute of Denver and a M.Ed. from Loyola College in Maryland. She founded Oak Hill Montessori's Infant and Toddler Communities.

Mary enjoys traveling, volunteering, walking and reading. She treasures times with friends and family, her husband, two teenage daughters and her Cavalier King Charles dog.



**Toddler Community Guide**  
**Laurie Pittman**

Laurie received her AMI Primary diploma from the MTCM in

1995 and began her teaching career as a Children's House assistant at White Bear Montessori School. She moved to the Toddler Community and then obtained her Assistants to Infancy diploma from the Montessori Institute in Denver. She continues to work as an a.m. toddler guide at White Bear Montessori School.

Now in her second year as the afternoon toddler guide at Cornerstone Montessori School, Laurie finds the work in both of these AMI communities and the support of the MTCM very rewarding.

Laurie is a certified birth doula through Doulas of North America International. She is a volunteer birth doula for Woodwinds Health Campus in Woodbury. She is also currently a district chair of Lions Club International Youth Exchange. She enjoys spending time with family and friends, as well as reading, dancing, and playing tennis.



**Toddler Community Assistant**  
**Patricia Scofield**

Patty moved to the United States from Mexico two years ago.

Before joining Cornerstone, she worked as an accountant. Patty took the Assistants Course at the MTCM in June 2009. She loves working with the toddlers and speaking Spanish with them. She lives in St. Paul with her husband.



Our second Children's House opened its doors in September 2009. Total children enrolled in our two Casa's is 40. Of those, 14 are in their second year. The returning children presented the environment to the new children while new parents were partnered with seasoned "buddies" to help them feel part of the community.



**Children's House 1 Guide**  
**Dagmar Hoebertz**

Dagmar is in her second year at Cornerstone.

Originally from a small town in the western part of Germany, Dagmar earned her Master in Elementary Education at the University of Cologne and taught as an Elementary teacher in Germany. Due to her husband's work the family moved to Minnesota in 2003 and enrolled their three boys in a local, AMI accredited Montessori school.

Dagmar found Montessori education through a parent perspective; her growing enthusiasm for this educational method not only influenced the family's decision to stay in the United States but also led her to take the Primary Training at the MTCM in 2006/07.

Dagmar and her husband, Manfred, live in Lino Lakes, with their three sons, 13 years and 9 year old twins.



**Children's House 1 Assistant**  
**Sara Papacek**

Sara grew up in a small rural farming community in north-central

North Dakota. She attended college at North Dakota State University and majored in psychology and early childhood development. While attending NDSU, Sara started working at a Montessori school, where she worked in a Toddler Community and Children's House environment.

After relocating to St. Paul, Sara worked for several years at Lake Country School at the Children's House level. She completed her AMI Primary training at the MTCM in May of 2009.

Sara and her husband Jay live in Minneapolis with their cat. She enjoys traveling and learning about new cultures as well as going home and spending time in her father's fields photographing wildlife.



**Children's House 1 Aide**  
**Monica Loughrey**

Monica is from Bogota, Colombia. She

has a B.A. degree in law with specialization in family law. While in Bogota, she worked as a child protector for several years. As a result of that experience, she had the opportunity to be around children and know their world much better.

Monica also worked as a private English Teacher for children and adults for five years. When she arrived in the United States, two years ago, she volunteered at the Adams Spanish Immersion School and at a Head Start Preschool. Those experienced showed her the importance of early childhood education. She intends to start a master's degree in early childhood education.



**Children's House 2 Guide**  
**Liv Christensen**

Liv grew up on the St. Croix river in Scandia, MN. She spent some

time out of state in Portland, Oregon where she received her B.A. in studio arts from Lewis and Clark College. The moment of realization that she wanted to teach occurred while attending a TEFL course in Thailand. (Certification to teach English abroad.)

Upon her return from southeast Asia, she immediately enrolled at the MTCM and the M.Ed. program through Loyola College. She completed her training three years ago and has spent the last few years guiding and learning.

Liv now lives in Minneapolis with her husband, dog, and cat. Together (minus the cat) they love returning to the St. Croix and spending long days kayaking and laying in the sun.

Traveling has been an important part of Liv's life, from an early age her parents

took her to many different parts of the United States and countries. Liv continues to explore the world and hopes to instill that same love and appreciation for other cultures in her students!



**Children's House 2 Assistant**  
**Meriel Kosokar**

Meriel has a B.A. from the U of M, with a major in English and

minors in Finnish and classical Greek. She has a certificate for teaching English as a Foreign Language from Hamline University.

Meriel has spend almost ten years teaching in Japan, first as an assistant English teacher on the Japan Exchange and Teaching Program, and then as a kindergarten and lower elementary teacher in a small, private international school. Meriel received her AMI Diploma from the MTCM in June 2009.

She is honored to be working with children and staff at Cornerstone and the MTCM and is looking forward to a fruitful and transforming year.



**Children's House 2 Aide**  
**Solanye Samaniego**

Soly was born in Ecuador and moved to

Italy as a child. She completed her education in Italy studying travel and tourism. She then moved to the United States to be closer to family and relocated to Minnesota where she met her husband.

Soly completed the ESL program at the U of M. While attending the university, she worked as an instructor, teaching Italian to children as well as tutoring students in Spanish.

She enjoys working with children and finds Cornerstone to be a perfect fit. In her free time, she likes to travel and spend time with family and friends.

# ANNOUNCEMENTS

The MTCM is in the process of creating and updating our data base. Please provide the following information. You may send the information by email; [Development@mtcm.org](mailto:Development@mtcm.org) or postal service: MTCM Attn: Development 1611 Ames Ave St Paul MN 55106.

Last Name:	If you are Montessori trained, please provide the following information:	
First Name:	Location:	
Home Mailing Address:	Affiliation:	
City:	Date of Diploma:	
State:	Level of Course:	
Postal Code:		
Country:	Current Montessori Status:.	
Phone:	<input type="checkbox"/> Administrator	<input type="checkbox"/> Montessori Parent
E-Mail:	<input type="checkbox"/> Guide (Teacher)	<input type="checkbox"/> Program Coordinator
	<input type="checkbox"/> Assistant	<input type="checkbox"/> Trainee
	<input type="checkbox"/> Aide	<input type="checkbox"/> Other _____

Provide any additional information or comments. We rely on your help to keep your information up to date.

The MTCM newsletter has been published since 1990. Our aim is to keep you informed and offer an educational supplement to our workshop offerings. We thank you for your past submissions and welcome your announcements or school accomplishments. If you have suggestions for articles or would like specific information on a topic, please let us know.

In an effort to help lower costs, we will gladly send your issue of the newsletter via email. If you would like to receive your next newsletter as an email attachment—please send us an email from the address you would like to receive your issue.

[newsletter@mtcm.org](mailto:newsletter@mtcm.org) Subject: Electronic Newsletter

Did you know? In Maria Montessori's birthplace in Chiaravalle (Ancona) Italy her home was made into a museum dedicated to her life. The Centro Studi Casa Natale Maria Montessori has archives from her life and work. There is a library with writings by Montessori about her thoughts and methodology. Also, there are collections of writings from different authors dealing with the various aspects of Montessori's thoughts.

## Community Collaborative Rain, Hail & Snow Network "Because every drop counts."

CoCoRaHS is a grassroots volunteer network of backyard weather observers of all ages and backgrounds working together to measure and map precipitation (rain, hail and snow) in their local communities.

With the recent addition of Minnesota to the network, CoCoRaHS is now in all fifty states. In this effort to measure precipitation from the Atlantic to the Pacific they are striving to have 20,000 active observers by the end of 2010. It is a fun way to learn about the wonderful natural resource that falls from the sky.

By using low-cost measurement tools, training and education and utilizing interactive Web-sites, the aim is to provide the highest quality data for natural resource, education and research applications. The only requirements to join are an enthusiasm for watching and reporting weather conditions and a desire to learn more about how weather can effect and impact our lives.

It is easy to sign-up to become an observer. Once you do, your precipitation observations will start showing up daily on county maps. You will also provide a great service to your community by allowing your friends, neighbors, scientists and others to see how daily precipitation has covered the state.

If you are interested in participation in this national program go to their website for more information:  
[www.cocorahs.org](http://www.cocorahs.org)

**The MTCM would like to thank all who so generously have donated to our capital campaign.  
Raising funds for our expansion will continue through November 2010.**

**We are still in need of one million dollars to meet our goal.  
Our mission to serve children and adults is well underway.**

**Thank you for your continued support!  
Donations can be made at [www.mtcm.org](http://www.mtcm.org)**

*Help children develop in harmony with life...*

**Become a Montessori Teacher**

**Earn the Internationally Recognized Association Montessori Internationale Diploma**

The Montessori Training Center of Minnesota offers:



- \* Training to work with children ages three to twelve
- \* Intensive study of the theories of Dr. Montessori
- \* Hands on practice with the Montessori materials
- \* Nine month academic year Primary Course or  
Three summer Elementary Course
- \* Observation and Practice Teaching in AMI  
Montessori environments



**Upcoming Courses:** Primary Course (ages 3-6) Academic Year 2010-2011  
Elementary Course (ages 6-12) Three Summer Course 2010, 2011, 2012  
Cooperative B.A. and M.Ed. degree programs available.



**Contact Information:** MTCM 1611 Ames Ave St. Paul MN 55106 (651) 298-1120 mtcmm@mtcmm.org

**We are currently accepting applications for our Primary and Elementary Courses. The quality of our programs and the reputation of our Directors of Trainings draw people from around the globe to come to the MTCM. We are proud to offer our third Elementary Course. This is a very special course as we welcome Alison Awes as Director of Training. Alison has been associated with the MTCM for several years working with Phyllis Pottish-Lewis, Marin Montessori School in CA and Allyn Travis, Montessori Institute of Milwaukee, WI. We are honored to have Alison join our quality staff.**

***Primary Course (ages 3-6)  
Academic Year 2010—2011***



**Primary Trainer - Molly O'Shaughnessy**

Molly is a trainer, lecturer, consultant and internationally recognized speaker. She earned the AMI Primary diploma from the MTCM in 1976 and has nearly 30 years experience in AMI Montessori Education.

She holds a B.A. from St. Scholastica and a M.Ed. from Loyola College in Maryland. She was a founding board member of the Minnesota Children's Museum and serves on a number of other school and community boards. Most recently, she joined the Minnesota Governor's Early Childhood Advisory Council.

***Elementary Course (ages 6-12)  
Three Summer Course 2010, 2011, 2012***



**Elementary Trainer - Alison Stern Awes**

Alison holds AMI diplomas for Primary and Elementary levels, a B.A. in Art History from Smith College, a M.A. in Latin American Studies from Tulane University, and a M.Ed. in Montessori Education from Loyola College

in Maryland. She was a Montessori child and has taught for seven years in six-to-nine and nine-to-twelve classrooms. She has served on the board of Montessori schools and other organizations including the AMI Elementary Alumni Association.

***Montessori Music—Making the Most of the Bells and Beyond!***

Have you been wanting to do more with music in your environment? If so, this workshop is for you! Patty Shade, trained at both primary and elementary levels, will share her experience in the fields of music and drama to re-inspire you to bring back the bells as a central feature of music in your environment. You will have the opportunity to overcome any fears you may have through hands-on participation in this all-day workshop.



**Saturday, April 17, 2010 9a.m.—3p.m. Social 8:30 a.m.**

**Cost: \$70 lunch included.**

*Patty Shade received her undergraduate degree, M.S. in Education from Loyola College, AMI Primary Diploma from the MTCM and AMI Elementary Diploma from the Montessori Training Center of Milwaukee, WI. Patty also has extensive music and theatre/dance experience (both community and professional). Before becoming an Elementary Guide, Patty was a CH Guide at White Bear Montessori School for four years and was also a Guide at Highland Park Montessori in St. Paul.*

***Workshop for Montessori Guides at the Children's House and Elementary levels.***

# COSMIC EDUCATION *By Pat Schaefer*

Originally presented at a workshop for Montessori teachers in Gotenberg, Sweden, we continue Pat Schaefer's presentation "Cosmic Education through the Lens of Different Context". Her presentation has been highlighted in the Spring 2006, Summer 2007 and Autumn 2008 issues of the MTCM Newsletter.

## Cosmic Education through the Lens of Science

It is fascinating to note that children will frequently latch on to a particular view of Cosmic Education and declare it their passion. The fact is that it is a process entered through activity and through focused work - the magnet that draws focus is interest. Thus poetry, or the story of zero or the algebraic trinomial cube or the study of Monarch butterflies can draw a child into awe, excitement and down the path of inter-relationships and interdependencies.

There is no easier way to that path than through the lens of science. It is literally a lens—a microscope or a magnifying glass analyzing an agate or a cocoon—that will start the child on a cosmic journey.

Scientific method is built into the approach of so many ventures begun in the child's life, if allowed to develop naturally. Observation is a way of life we adults can foster in our children by fostering in ourselves. The child notices a worm. Even our two year old granddaughter will frequently get on all fours and squint at the discovery of a worm. But it is from the older child that the questions come: "I wonder why it moves like that?" "Where does it come from?" "Where does it live?" Invariably, they want to carry it home and in that process, small hypotheses are born. "I bet it will like leaves." An experimenting with setting up its home—"Does it need dirt? Water?"—are all part of the countless aspects of experimentation. After a time the child comes to conclusions. "That worm likes dirt the best." This pattern is repeated in some way over and over again in all "subjects."

A science teacher from a prestigious local school, serving on the Independent Schools of the Central States

(ISACS) evaluation team for Lake Country School in Minneapolis, Minnesota, commented that he was amazed at the prevailing scientific method used throughout the Montessori school.

Experience is the key, but the path of the experience soon leads to questions and further quests. For these the child is equipped with a powerful tool—the imagination. Maria Montessori used this tool in ways that probably utilized this power more brilliantly than any other. For this power is the quintessential one for the probing of not only science, but history, geography, mathematics and geometry. Her primary "material" for the imagination was impressionistic charts, and these are numerous. These charts must be used contextually, with the story—always sowing seeds in the imagination.

Of the many charts created by Dr. Montessori, we select a few in earth science (also called geography) and in biology. These charts can be simple but convey important points. (For example: A series used for understanding the role of water and several botany charts illustrating how plants need water.) A story is told of the "Invasion of Plants" - a key lesson in understanding life on earth. The adults imagination ignites the children's in understanding this dramatic story.

While taking the elementary training, in Bergamo, Italy, we were given animal classification and plant classification charts to explain to the children in relationship to the Time Line of Life. The charts brilliantly illustrate the evolution from invertebrates in the seas of the Paleozoic Era giving way to vertebrates in slowly moving stories over time. We see that amphibians

could be on land as well as in water and that plants need to prepare the way for them. The interdependence of these animals and plants is poignant from the beginning of the story.

Besides experiments, charts and stories, Maria Montessori, from her classical training as a doctor, understood the Aristotelian notion of classification as being well within the reach of the powerful minds of the child from 6 to 12. This power to abstract leads the child to be fascinated with the system that Carl Linnaeus, created as a gift to the scientific world. (Carl Linnaeus was a Swedish botanist, physician and zoologist who laid the foundation for the modern scheme of finding, describing and categorizing organisms.)

Each child becomes aware, albeit unconsciously, that every being has a purpose and serves the whole. This, of course, ultimately includes them. To highlight this chain of events, I ask the children to chronicle their own "Cosmic Autobiographies." This represents a review for 12 year olds to follow all the time slots from the Big Bang to the Present. (An example outline is provided on the next page.)

Montessori writes pages in To Educate the Human Potential about this interdependence, and the unconscious tasks accomplished by each which served the others. Most notable were all the animals that clarified the water of noxious calcium by ingesting it to create their own selves as the trilobites, corals and shellfish.

Over and over she chronicles this process of cosmic tasks.  
*This is Cosmic Education...*

Let us each reflect on this concept for a moment in the quote from To Educate the Human Potential

**“One side of evolution deals with the satisfaction of vital needs, defense, survival of the species and growth by modifications towards perfection. Another—and stronger—factor in evolutionary processes is concerned with the cosmic function of each living being, and even of inanimate natural objects, working in collaboration for the fulfillment of the Purpose of Life. All creatures work consciously for themselves, but the real purpose of their existence remains unconscious, yet claiming obedience.”**

It is stunning to note what Montessori terms the basic principles of nature’s plan.

For inherent in this plan is a universal process—almost another metaphor.

- \* Freedom and independence of organs in development.
- \* Development through specialization of cells.
- \* Unification of organs by circulation system of the blood.
- \* Directive communication established by the nervous system.

We can revisit the Great River Story and its three levels of interpretation to see the richness of a heritage of metaphor seated in reality in lessons for the future of humankind. The human body itself so beautifully illustrates the plan of the universal process: freedom,

independence, specialization, unification, and communication. The world of science opens up the realm of all that is possible beginning with simple and constant observation.



**Pat Schaefer, MTCM Board of Trustees. She is an international speaker and co-founder of Lake Country School in Minneapolis.**

### Cosmic Autobiography

Your story begins with the Big Bang. Without it, you wouldn’t be here. You owe your existence to it, and to all that is animate and inanimate in this universe, through billions of years preserved the evolutionary chain that has resulted in you - unique in space and time.

The parts of your story come in chapters. Here are suggested topics for chapters which require you to fill in your version. Also included are suggested materials that can give you the background information needed to which you must add your imagination.

#### I. Beginnings

Resources: Articles, Clock of Eras, Time Line of Life, Time Line of Humans

- A. Big Bang
- B. Geological eras ( Formative and Archeozoic)
- C. Plants or Animals
- D. Early humans

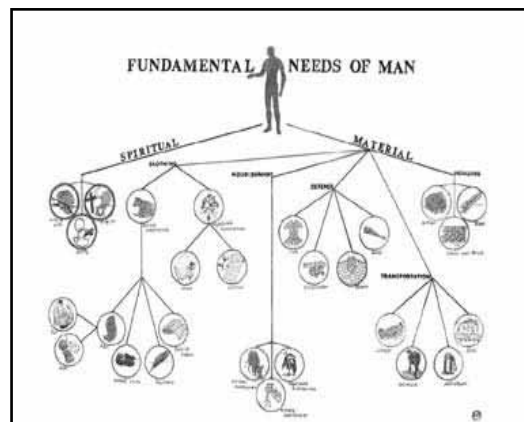
#### II. Middle Periods

Resources: Fundamental Needs of Humans, Time Lines

- A. Early civilizations: Sumeria, Egypt, Greece, Rome and China
- B. Middle civilization: Early Christian/Byzantine, Middle Ages, Renaissance
- C. Recent: 17th, 18th, 19th, 20th, and 21st Century.

#### III. Modern—your story

- A. Great Grandparents
  1. Place - from?
  2. A historic event
  3. Names / story?
- B. Grandparents
  1. Places/ homes
  2. Story
- C. Parents
  1. Places/homes
  2. Story
- D. You
  1. Places/homes
  2. Story



Reference:

**To Educate the Human Potential -**

Maria Montessori, ABC-Cllo, Santa Barbara CA

Dr. Montessori designed a circle graph that correlated the passage of million of years to a 12-hour clock. The Clock of the Eras brings us from the Azoic Era, or formative time, to the present in a matter of “hours” and, at a glance, the child can recognize by color coding the Proterozoic, the Paleozoic, the Mesozoic, the Cenozoic and Neozoic Eras, both on the circle graph and in time-line or linear formation.

The same color-coding is then used in the great work of the Time Line of Life. Here the Eras are subdivided into geological period epochs, marked by dramatic illustrations of all forms of life that show the ever increasing variety and complexity of evolution. The Time Line of Life consist of a mural of 2’ x 12’ depicting in full color the most important prehistoric plants and animals in each of the geological periods of the Earth’s history; the Mute Chart is the same size but has no pictures. It is used by the students as a working guide where the single cut-out pictures and labels may be positioned to reconstruct the original chart.

The Fundamental Needs of Humans is a chart designed to study how people satisfied their basic needs. The chart constitutes a foundation for further study of how people throughout history satisfy the same basic needs in different cultures and different times. For example, housing can be traced through eleven different time periods.



Montessori Training Center of Minnesota  
 1611 Ames Avenue St Paul MN 55106

T: 651-298-1120 F: 651-298-0039  
 E: mtcm@mtcm.org W: www.mtcm.org



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ADDRESS SERVICES REQUESTED

*Calendar 2010*



**Saturday, March 6**  
 8:30 a.m. Registration 9—12 p.m. Workshop

**Mini-Workshop at MTCM** Parent Series  
 Independent Living—for your Child!  
 Facilitator: Rachel Morris

**Wednesday, March 10**  
 6—8 p.m.

**Alumni Mentorship Meeting at MTCM**  
 Refresher Course discussion

**Thursday, April 1**  
 6:30—8 p.m.

**Information Night at MTCM** hear more about our  
 Primary and Elementary training courses.

**Saturday, April 17**  
 8:30 a.m. Registration 9 a.m.—3 p.m. Workshop

**All-Day Workshop at MTCM**  
 Montessori Music—Making the Most of the Bells and Beyond!  
 Facilitator: Patty Shade

*For more information contact the MTCM.*