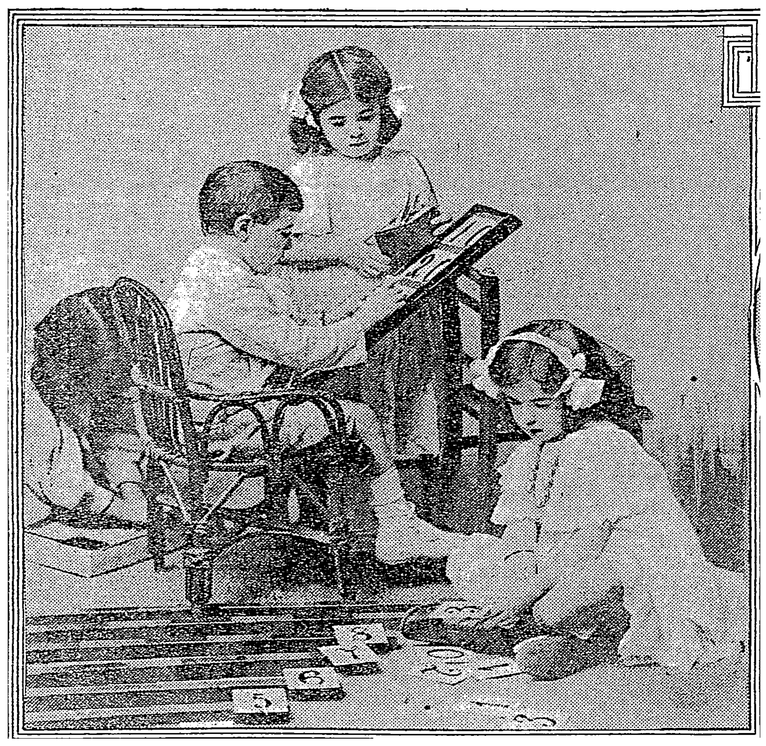
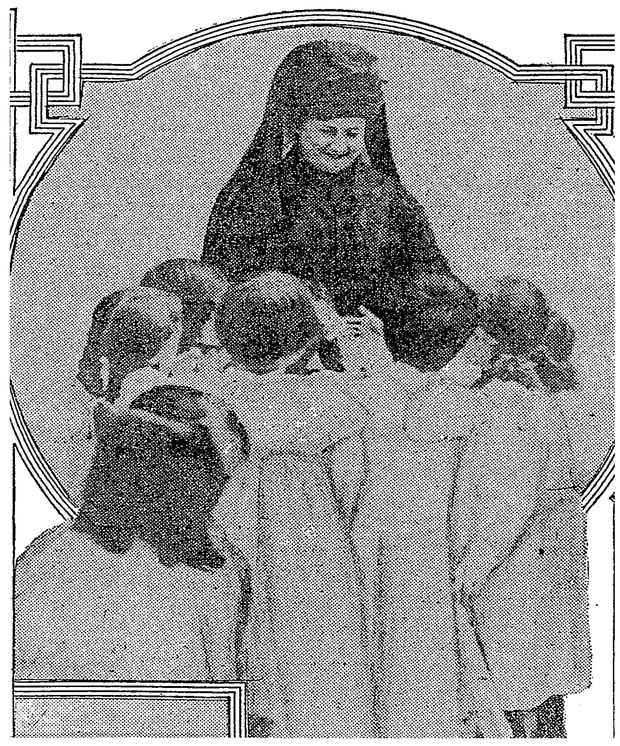
A SCHOOL WITHOUT DESKS, OR CLASSES, OR RECITATIONS

And the Pupils May Talk All They Please, Move Around As They Choose, and Go Home When They Wish---It's a Great Success Too, and Has Aroused Interest All Over the World.



Playing Number Games.



Learning to Read and Write.

IN a big sunny room whose windows look down over trees and meadows to the Hudson as it flows through Tarrytown, twelve little boys and girls are going to school—to the strangest school that ever healthy little boys and girls attended in America.

All the old bug-bears of schooltime have been banished from the classroom here. The children don't have to raise two fingers and ask permission if they want to talk to each other in this school; so long as they don't disturb some one else, they talk all they want to. They don't have to sit still through "periods" of study or recitation or even play; they move about all they wish, if they avoid getting in any one else's way.

There are no benches or desks in the big schoolroom, but, instead, little armchairs that the children may drag about to any part of the room where they wish, at any time, to sit. And if some little boy prefers—as some little boy always does—to sit on the floor, he plumps himself down without the need of even a glance in the teacher's direction to see if he may. He may even lie flat on his stomach and no one cares.

The children all know that if they get tired of the "lesson" of the moment they may turn to something else; that if they get tired of staying in one place they may move; that if they get tired of sitting still they may run around. The children come to school at 9 o'clock, but nobody scolds them, and there are no bad marks if they are late. The sessions last until 3 in the afternoon, but if any child gets tired and wants to go home he may go.

From the moment that they enter the classroom until school is dismissed in the afternoon no little boy or girl is required to do one thing that he or she doesn't really want of a free will to do. This is a school where liberty is a rule in itself. There are no "recitations" in this school; there are no "periods," there are no "classes." Instead of tiresome tasks there are delightful fanciful games. Here is a revolution in school management, indeed.

Yet this is by no means a school for defective children or tubercular children or children who are anaemic. The little pupils in the big sunny classroom at Tarrytown are normal, happy, healthy American children, little sons and daughters of well-to-do suburban residents.

Miss Anne E. George and Some of Her Montessori Pupils.

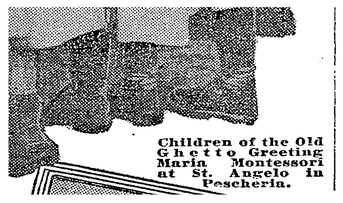
Nor is this a school where discipline is set at naught, and "a good time" made the important feature of the day. On the contrary, the moral development of the child stands even higher than his mental education among the aims of the school.

Moreover, this is not a kindergarten. In spite of the fact that the oldest child is but 9 years of age, the youngest only 3, the pupils who at 8 or 9 years have finished the couse will be ready for admission to the fifth grade of the ordinary public school.

The strange school at Tarrytown-on-the-Hudson is Miss Anne E. George's House of Childhood—the only Montessori school in America.

The object is not only to allow children to play, but to teach them to read and write and master elementary arithmetic solely through their play instinct not only to allow them liberty, but to discipline and develop them through liberty, activity, and the training of their power of choice.

It turns our old ideas in the education of normal children upside down—even to the detail of teaching writing before reading. And its founders claim that it crystallizes for the first time into practical form the desire of educators to utilize—in the mastery of reading and writing and arithmetic—a child's love of play.



Children of the Old Ghetto Greeting Maria Montessori at St. Angelo in Pescheria.

Miss George was a teacher in the Chicago Latin School two years ago when friends from Italy asked her if she knew anything about Maria Montessori. She didn't. But when something of Mme. Montessori's educational methods were explained to her she determined to know more.

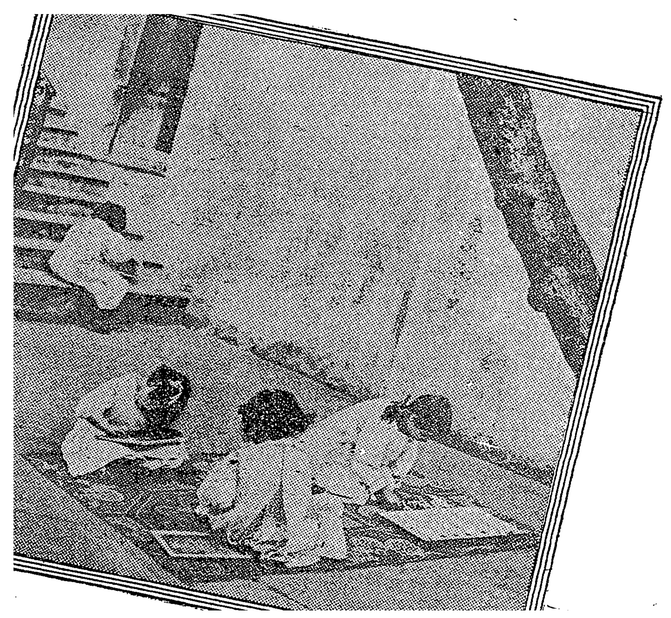
Miss George herself had been trying for years to find a theory of education that built in practicable fashion upon a child's liberty and a child's love of play. She had had ideas of her own about education that should be active instead of passive, positive instead of negative, that should foster in a child not obedience and quiescence, but interest and choice. She was soon convinced that Mme. Montessori's original method of education was what she herself had been looking for. So she went to Italy, enrolled as a teacher pupil in the Montessori schools at Rome, and studied under Mme. Montessori for a year. This Fall she opened, in the residence of Edward W. Harden in Tarrytown, America's first Montessori school.

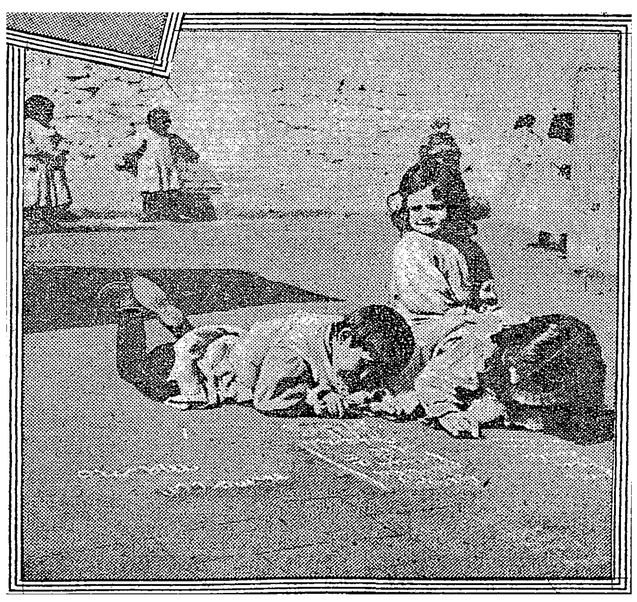
Since Miss George went to Italy to study this new method of education, the Montessori system of child training has been officially adopted by the Boards of Education of Italy and of Switzerland, two model schools have been established in Paris, preparations have been made to introduce the method into England, and the demand from English and American teachers for instruction from Mme. Montessori has been so great that the Italian "dottoressa" has announced the opening, during the present Winter, of a training class in Rome for English-speaking educators, to study under her personal guidance the system that she has originated.

Miss George is at present the only teacher in America who has studied under Mme. Montessori, and her school at Tarrytown is the first experiment in using the Italian system here. She has in her school, however, as assistants both to help her and to learn the Montessori method, two other teachers, Miss Friend of Milwaukee and Miss Waring of New York.

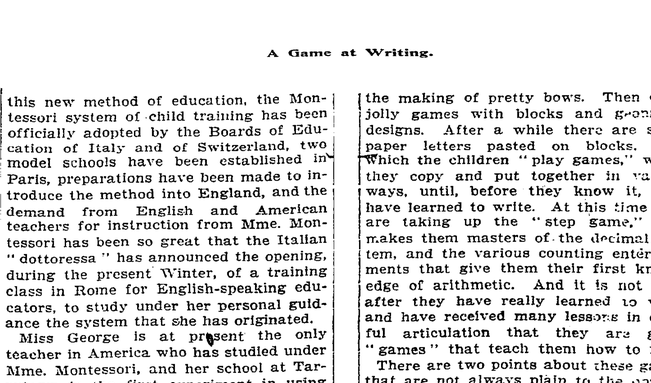
The Boards of Education of Des Moines, Iowa, and Omaha, Neb., are considering the definite adoption of the Montessori method in their schools. More than 400 City and County Superintendents of Public Education in various parts of the country have requested complete information as to the Montessori methods. J. Stanley Hall of Clark University, Ella Flagg Young, Superintendent of the public schools of Chicago, and Jane Addams have written in the past few weeks inquiring as to the practicability of introducing the new system in public and private schools and settlements in this country.

A school in Boston, under the management of Mrs. Copley Green, is to be opened during the Winter, and plans have been formulated for the establishment of a Montessori class for the children of the social colony at Newport. At the Roger Ascham School at Hartsdale the Principal, Mrs. Joseph Allen, has introduced it in the primary classes. Educators at Harvard have shown particular interest in the method. And to meet the popular demand for information about this strange new system of child training, Miss George herself is translating Mme. Montessori's own explanation of her theories and their working out into English, and the book, "The Method of Scientific Teaching," is to be published by the Frederick Stokes Company. The publication is under the auspices of the "division of education" at Harvard, and Prof. Henry W. Holmes will write the introduction to the book.





A Group of Children in the Courtyard of St. Angelo in Pescheria, So Concentrated in Their Attention on Their Work, That They Do Not Notice the Photographer. A Remarkable Thing for Italian Children.



A Game at Writing.

Miss George's little pupils, in the first place, do nothing all day long but play games. They do not know that the pieces of sandpaper and cardboard with which they amuse themselves for half-hours at a time are letters that teach them how to read and spell and write. They do/not know that the fascinating "step game" that they find such good fun is really an unforgettable lesson in elementary arithmetic. They do not even know that when they play at arranging their dress, when a part of the game is to replace in their boxes the toys with which they have been amusing themselves, they are learning to keep things in order and to use their little hands in the quickest and deftest way.

The youngest little tots in Miss George's school begin play with pieces of cardboard, satin, and sandpaper, with which the object of the game is to distinguish between rough and smooth. The teacher tells the child which is which, showing him how to pass his fingers over the latter. And then she asks the youngster which is smooth and which is rough. It is not a hard game to play, and the answer is usually right. But if it is not Miss George does not correct her little pupil. She leaves him alone to think it out by himself and goes to some one else with another "game" to play.

After they have mastered the differences between rough and smooth the children have color games to play with, little puzzles in the tying of knots and the making of pretty bows. Then come jolly games with blocks and geometric designs. After a while there are sandpaper letters pasted on blocks, with which the children "play games," which they copy and put together in various ways, until, before they know it, they have learned to write. At this time they are taking up the "step game," that makes them masters of the decimal system, and the various counting entertainments that give them their first knowledge of arithmetic. And it is not until after they have really learned to write and have received many lessons in careful articulation that they are given "games" that teach them how to read.

There are two points about these games that are not always plain to the observer, but that are among the most important features of the Montessori method. One is that every game has a definite object in education. The tying of knots in colored ribbon is not merely to keep a child's fingers busy and himself happy and well behaved. It is to train both his sense of touch—through which, in the manipulation of letters and numbers he receives his first unconscious lesson in reading and writing and arithmetic—and his sense of color. Observation is a prime factor in the Montessori system; and it is a part of the "dotteressa's" training of observation that her little pupils are taught to distinguish sixty-four color shades.

The other important point is that Miss George never corrects a child who gives the wrong answer, never shows a pupil how to begin or carry out any of the games.

Back of the training of the sense of touch and of sight, back of the programme that places writing before reading in the list of scholastic accomplishments, back of the discipline that allows movement, conversation, and undoubted "loungling" in the schoolroom, is the firm conviction that Mme. Montessori has inculcated and that Miss George is carrying out at Tarrytown that "auto-education" is the only education that is worth while.

The twelve little boys and girls at Tarrytown play their games and fulfill their unconscious tasks themselves. The teacher does not suggest "lessons" that have to be explained, in which the child has to be helped or "showed how." If he can't somehow think a thing out himself he is not yet ready to do the thing at all. The object of the Montessori system is not proficiency in some one thing, but mastery of one's own mind; not mere knowledge, but thought as well.

The children in the Tarrytown school choose themselves what they will do. The teacher makes suggestions; she never enforces commands. She answers questions, and asks them. But if a child tires of what he is doing, if his interest flags, she does not try to hold him to what has become a task; she lets him choose something else. It is her work to interest him in the games and puzzles, to direct his latent power of choice. But she never issues directions, and the child does not know that he is being "trained." Many a time during the day a little pupil tires of what he has been doing, and sits for minutes at a time absolutely idle, until, not having been inspired with any idea of employment that seemed to him altogether satisfying, he toddles over to the teacher and asks for something to do.

The Montessori theory of "auto-education" demands not only freedom of choice and independence of achievement in mind training, but liberty in behavior as well. There are no punishments in Miss George's school; there are no rewards; there are no corrections; there are no rules that demand quiet. There is, instead, a careful watch kept by the teacher on each child's individual character, his individual development. There is the one general rule that the little boys and girls shall not do anything that annoys or disturbs any one else. There is the strong influence of affection, patience, sympathy on the part of the teacher.

Mme. Montessori herself has a dread of conventional "discipline." She says that it annihilates a child's personality, his individual power for goodness and strength; she considers a room full of silent, obedient, indolently acquiescent children—children who sit up straight in chairs and ask permission to speak or move—a dreadful thing. A teacher, she points out, must first of all observe her pupils, first of all understand them. And a child that is interested is immeasurably better than a child that is simply obedient.

While Miss George has in her school only a few children, who come from careful homes, she knows that the success of "discipline through liberty" is not confined to little boys and girls who are in the first place "well bred." For she has seen Mme. Montessori work out her ideas of liberty and education among the little waifs of the Ghetto tenements in Rome.

Miss George's "lessons" are conducted with the special apparatus invented by Mme. Montessori to make education practicable through play. Although the games are played and the lessons taught with mechanical toys and blocks, bits of wood and pieces of cardboard and silk and leather cords, the children do not follow out any ideas of manual training in "making things." They do not make anything. They simply play with the apparatus the games that teach the day's lessons. But they do all the work of the room themselves, putting the blocks away, setting things to rights, and even moving the big kindergarten tables that have been especially constructed of wood so light that almost the smallest children can move them about.

The Montessori method of education is for little children. It takes its pupils only through the fourth grade of the public school, and the average child finishes his course by the time he is 8 years old.

Mme. Montessori, who is a physician as well as an educator, began her work with defective children in what she called her "mind-straightening school" in Rome. In 1906 she was given entire charge of schools for normal children in one of Rome's tenement districts, and it was there that she began to work out her theories of normal education and founded the first "House of Childhood." But the movement has in the past few years ceased to confine itself to the children of the tenements. Private schools for the little titled boys and girls of the Roman aristocracy are conducted according to the Montessori methods and under Mme. Montessori's management, and the "dotteressa" has demonstrated the practicability of her system with children of all classes. She is now at work on an extension of her method to the education of older children.

The Italian educator has been aided in the establishment of her schools by two American women in Rome, the Baroness Franchetti and the Marchesa Ranieri di Sorbello.

The New York Times
Published: December 24, 1911

WILSON expressed his present emotions as he reviewed his recent relations with Col. WATTERSON. The way the Governor put it was: "I am only sorry that I have to regret a friendship which, while it lasted, I found interesting and enjoyable."

More has rarely been said in as few words, and the only fault that can be found with them is that on first reading or hearing they do not convey all of their meaning and seem to be somehow wrong, at least to the extent of conveying a pleonasm. As a matter of fact, however, the Governor was not pleonastic, for to regret is one thing, and to be sorry to have to regret is a different as well as another thing, though the distinction is, of course, a fine one, and not instantly appreciable.

Presumably the Governor didn't want the distinction to be instantly seen by anybody, and was content that it shouldn't ever be seen by some. Both suppositions are justified by his quiet refusal to have his statement so amended as to express regret, not for the friendship, but for the loss of the friendship. Had that been done it would no longer have meant what it really does now, which is that the Governor's present sorrow is due to having been on terms of friendship with a man who could and did turn upon him for reasons which the Governor thinks inadequate and in ways he considers improper. Having learned caution by painful experience, the Governor said suavely what he might have said bluntly and harshly.

Such caution may or may not be a mistake, may or may not be necessary. Whatever one's opinion on that question, one must still be a little envious of the ability to put words together with such delicate understanding of all their meanings and implications. That's what it is to be "a schoolmaster"—of the kind Gov. WILSON is.

We Wouldn't Like It Ourselves.

Viewing Cuba from this distance, it is, of course, perfectly easy to see that the veterans who fought against Spain are more regardful of their own interests than of the interests of their island when they demand that all public offices be given to them and insist that everybody without a record as a revolutionist who now has an office be summarily extruded therefrom. For it is easily conceivable that a brave and active rebel may be an incompetent official, and that preference for Spanish to native Cuban rule does not necessarily prove lack of either intelligence or ability.

But while it is easy for us to see these things, it is not easy—it is, indeed, extremely difficult—to find an instant answer with which instantly to silence the Cuban veteran who asked yesterday what would have happened here had our own offices, just after our own independence was established, been filled with men who either fled the country when war was declared or remained in it to fight against the patriot armies. As argument, that does not rank high, it being little if any better than "You're another," but when one cannot deny that one really is another, the abstract logic of a situation loses a good deal of its force and glamour.

And the Cubans of our revolutionary days might have said, and probably did, when they cast their eyes in this direction, that the Tories were a fine, respectable, property-owning class, while their antagonists were—well, different, and not quite the people from whom with confidence to expect wise and successful self-government. Anyhow, we treated the Tories with a sternness which they and not a few disinterested observers called cruelty and injustice, and it was many a day before one of them would have dared to run for office or would have been allowed to hold office if appointed to it.

As it happened, however, no outsiders were very much interested in what we did. Cuba is not in that fortunate obscurity, and will have to mind many a P and Q that we forgot or ignored. Her mistakes are so bothersome to other people that she will not be allowed to make many of them or big ones.

TOPICS OF THE TIMES.

Her Results at Least Are Original.

R. R. REEDER, Superintendent of the New York Orphanage, discusses in The Survey the methods of teaching young children introduced in Rome by Dr. MARIA MONTESSORI with results which have recently been described with much enthusiasm in McClure's Magazine by JOSEPHINE TOZIER. Mr. REEDER does not question the accuracy of these descriptions, does not deny the excellence of Dr. MONTESSORI's work, and cordially admits its superiority, on the whole, to that which is done in the great majority of our own schools. He does think, however, that more credit for originality has been given to the Italian woman than she deserves, and declares that any well-informed student of pedagogy can easily point to what was—or might have been—the source of all her ideas.

In other words, Mr. REEDER cannot see that Dr. MONTESSORI does anything that is not included or implied in the educational doctrine of FROEBEL. In his opinion, if she leads in any respect, it is in the emphasis she places on the child's need of freedom in school—on the harm that is done when children are bound fast on a rigid system, when the whole of their minutely subdivided time is taken up with tasks imposed upon them without any regard to their individual inclinations and abilities, and when practically every manifestation of initiative or spontaneity is treated as an infraction of "discipline"—as a school crime or misdemeanor. For this, Mr. REEDER says, Dr. MONTESSORI deserves high praise, but he cannot find anything in it not preached long ago by ROUSSEAU and applied by FROEBEL and PESTALOZZI.

Perhaps not, but the fact that the Montessori schools are so different, both in atmosphere and achievement, even from those where the ideas of those whom he regards as originators are known and to same extent practiced, does seem to indicate that she has discovered something in application, if not in theory, and something, too, that is of large importance. When one comes across some right teaching, in the midst of so much teaching that is utterly and desperately wrong—of teaching that involves a frightful waste of time, health and brains—it hardly seems necessary to deny originality to the woman who is doing it.

And, by the way, we do not understand that she has made any claim to originality; she has merely been doing well, in weeks, what other teachers do ill, in years. There is little of imitation in that.

Pleonasm Only Apparent.

Gov. WILSON laments—or at least has once lamented—that his mind is what he calls "a single-track road," but to have such a mind has its advantages as well as its disadvantages. Its possession enables the owner now and then to have some quiet fun with those who think what he has written does not quite or accurately express his thought.

A case in point is provided by the carefully arranged phrases in which Gov.

The New York Times
Published: February 1, 1912

QUEEN INTERESTED IN MONTESSORI PLAN

Founder of New Teaching System Summoned to Palace by Margherita of Italy.

GREAT GROWTH IN AMERICA

Project to Establish an International Institute in Rome Warmly Approved by Her Majesty.

Special Cable to THE NEW YORK TIMES.

ROME, July 20.—Queen Margherita takes special interest in the development in the United States of the Montessori system of teaching children, which has been described on other occasions to the readers of THE NEW YORK TIMES.

On learning that Montessori societies had been started abroad and were offering endowments toward founding an international institute in Rome as the centre of the diffusion of this extraordinarily successful training, the Queen Mother expressed her earnest desire to learn the scope of such an institute, and asked Dr. Maria Montessori to come to see her, accompanied by any friend she desired to bring with her to help her in explanations.

She went, accompanied by Mrs. Anna Reno Margulies, head of a school for the deaf in New York, and the Queen Mother, instead of receiving them in the ordinary audience chamber, saw them in her large private room, where a table was provided for the exhibition of the materials necessary to give an adequate idea of the unusual interest taken in the new method.

These objects included large packages of clippings, containing several from THE NEW YORK TIMES. After the visitors had explained to the Queen Mother the importance of having the centre in Rome, where teachers could be trained and where Dr. Montessori would be able to continue to develop her work for both elementary and advanced classes, her Majesty suggested that Mrs. Margulies, being an American, should read a short article which she had written on the enthusiasm in America, as seen by Americans.

During the reading the Queen Mother expressed surprise at the widespread interest in America and at the number of teachers who were clamoring for training from Dr. Montessori, and, when Mrs. Margulies concluded, she questioned her on educational conditions in America.

After bidding the guests farewell, the Queen Mother's last words to Dr. Montessori were:

"Remember to invite me to your elementary classes in the Autumn."

The New York Times
Published: July 21, 1912

GREAT INTEREST IN MONTESSORI METHOD

Mrs. Margulies, Who Has Been in Rome Studying It, Tells of Inquiries from All Over World.

ITS WONDERFUL RESULTS

They Show That with the Child Self-Discipline Is Real Discipline and Superior to Forced Submission.

Mrs. A. Reno Margulies, principal of the Reno Margulies School for the Deaf, has recently returned to New York after a four months' stay in Rome, where she investigated and studied the Montessori method of teaching children.

Mrs. Margulies is full of enthusiasm over what she has seen and feels confident that after the method has had a fair trial in America—that is, under trained teachers—it will not only modify the present methods of elementary instruction but will to a certain extent revolutionize them.

"Although I had as a foundation my experience with deaf and defective children," says Mrs. Margulies, "much of which is on the line of Dr. Montessori's work, and had also made a thorough study of the book, 'The Montessori Method,' in both English and Italian, I decided that the only way to judge this method was to leave all preconceived ideas on the threshold of the Convent of the Franciscan Sisters, where a Case dei Bambini, under Dr. Montessori's direction, was conducted.

"Any one who has approached Dr. Montessori's ideas in the spirit necessary to understand them must have been impressed with the results obtained in her schools.

"Well-poised, well-developed, happy little beings, from three to six years of age, work in an atmosphere of freedom, without restraint; respectful of the rights of others. Perfect harmony exists; difficulties are conquered without asking or desiring aid, and joy and triumph shine on the little faces as they call the attention of the directress (teacher) to their self-set tasks.

"I have seen the children under most trying circumstances control themselves without suggestion from the directress, proving beyond a doubt that self-discipline is real discipline and what we have hitherto called by that name has been forced submission, ready at any moment to turn into anarchy.

"Much has been written and said about the control exhibited by the children in carrying heavy chinaware while setting their little tables. I spent from two to three hours daily at the Case dei Bambini for several months and in that time it did not happen more than two or three times that anything was dropped or spilt. This, marvelous to the general visitor, was not new to me, as I have had little ones of five, with imperfect muscular control, teach themselves in three weeks to use the didactic material I have given them—use knives, forks and spoons, and laugh with joy at this wonderful new accomplishment.

"The question has been asked as to the adaptability of the Montessori method to the American child. I have not found any fundamental differences between the Italian child and the American child—just as general human nature differs but little, no matter what the nationality. I cannot, within the limits of an interview, go into the merits of the question which was asked in Rome over and over again. 'Can Montessori's system of teaching reading and writing be applied to the English language, which is not phonetic, like the Italian?' Perhaps my statement that for years our deaf children have been taught by a phonetic method, and far surpass normal children in their ability to read and write difficult words and sentences, will indicate my answer. As an experiment, I used this phonetic method with some hearing boys (normal children) who were not promoted in the public schools on account of their inability to read and write properly. In six months they were able to rank with boys of their own age.

"I believe no one who has not been in Rome can form an idea of the world interest that has been aroused in the Montessori method. There is scarcely a country on the face of the globe that has not sent its emissary to visit Dr. Montessori and her schools. I wonder how many know that she has devoted a large part of each day in receiving those who have professed interest in her work. A great many of these visitors have been Americans, most of whom could speak neither Italian nor French. With unbounded patience Mme. Montessori has answered question after question through the medium of an interpreter.

"I hear that a statement has been made that a syndicate had been formed to 'canvas funds' here and in England for an institute in Rome. I feel that, in justice to Dr. Montessori, as well as the English Montessori Society, I, who know the facts, should make them public. A Montessori society was formed in England in March, 1912, the prime movers being the well-known educators, Edwin Holmes and Bertram Hawker. The object of the society is to devote itself 'to the propagation of the principle at the heart of the Montessori system.'

"The society has not waited until the plans for the founding of an institute in Rome have crystallized, but has generously tendered Dr. Montessori a pecuniary endowment for the furtherance and development of her work.

"That an institute in Rome is contemplated is true. Enthusiasts over the work in the Case dei Bambini have urged Dr. Montessori to interest herself in the idea of an international institute in Rome, where teachers can be trained and the plans for elementary and advanced classes can be worked out."

The New York Times
Published: September 1, 1912

STUDY MONTESSORI SYSTEM.

Many English and American Teachers Will Attend the Coming Course.

Special Correspondence THE NEW YORK TIMES.

ROME, Oct. 19.—Signora Montessori of Rome, whose wonderful system of reformed education for young children gains for her tributes of ever-growing interest and approval from all parts of the world, and especially from America, where, as she says, all classes seem to have a specially open mind and a gift for appreciating and assimilating new ideas, is about to start her Winter's work in the little school which she carries on in her own house, and also in the twenty schools in Rome where her system is being taught, and which are more or less under her superintendence.

As is known, Signora Montessori was trained to be a doctor, and devoted herself specially to the study of nervous diseases in children, and it was in trying to evolve a form of training that would draw out the capabilities of these diseased and abnormal temperaments that she developed the system that has had still more wonderful results in teaching and disciplining children of ordinary or superior intelligence. The essence of Signora Montessori's idea is to help the child to develop its senses and personality spontaneously and in perfect liberty.

Although both in America and England schools have been set up on the lines of her teaching, there are no qualified teachers trained by her in either country, and this Winter Signora Montessori proposes to give a training course, beginning Jan. 15, and lasting four months, attendance on which will give the right to a diploma certifying that the holder has studied the Montessori system thoroughly in theory and practice.

Signora Montessori will give three lectures weekly at her own house on the theoretical part of the subject, and at least one morning a week will be spent in studying its practical application either in the municipal or other schools in Rome where it is taught.

Many teachers from well-known schools in England and America where they are interested in this departure in education have already inscribed themselves for this Winter's course.

The New York Times
Published: November 10, 1912

HOW TO TEACH MOTHERS THE MONTESSORI OF CHILD CONTROL

BY MRS. A. RENO MARGULIES,

Principal of the Reno Margulies School for the Deaf.

FOR all mothers of young children there is a message of supreme importance in Mme. Montessori's methods.

It is unfortunate that those who are trying to spread an understanding of her method have put all the emphasis upon its use in school. For the truth is that the animating spirit of her work means just as much for mothers in their homes as it does for teachers in their schools. Moreover, it seems to me that we are inclined to lose sight of that animating spirit and to put too much dependence upon the material aids for the working-out of her ideas.

We are forgetting that behind the blocks and the towers and the color spools there is something vastly bigger and more important—the spirit of the whole system.

I spent last Summer a goodly part of every day for four months in the Casa del Bambini in Rome, and during my stay in that city I was a guest of Dr. Montessori in her own home. This close companionship with her and the opportunity it gave for discussing her ideas and the splendid practical results I constantly observed in her schools impressed me very deeply with the importance of her message to the mothers of little children.

The underlying principle of her work is self-development of the child. Everything that a child tries to do from the moment of his birth is a part of the innate necessity of growth. All his squealing and gurgling and squirming, all the kicking of his little legs and, later, his efforts to grasp objects are but the outworking of the imperative principle of development. As the child grows older the parents begin to interfere with this natural growth by curbing his desire for activity. He wants and needs to touch objects, to feel and handle them, to tie and untie things, to play on the floor, to climb over chairs. But he is told he must not touch this and must keep his hands off that; that he must sit still and be good. He is dressed and undressed, fed and waited on; his toys are brought out and put away, he is helped to play his games, until these well-meaning but utterly mistaken efforts to care for him so interfere with the natural processes of growth as to make him a helpless dependent upon those around him, and, very often, a tyrant also when he can not have the instant attention of those to whose service he is accustomed.

Contrast this with the child that has grown in accordance with Montessori ideas. He has been allowed to hold and handle objects devised for this special purpose, and has become wonderfully deft. He has trained his little fingers and hands in lacing and tying and buttoning and putting things together and taking them apart—all the small activities in which he has shown a desire to indulge.

With the greatest satisfaction he will apply his training to his own needs, and gain by doing this what is of more value than the act itself. The child who has manfully struggled with the buttoning of his little waist, and has finally succeeded, has done a great deal more than merely button a waist. He has strengthened the muscles of his fingers, hands, and arms and has trained them to work less clumsily; he has done something toward developing the faculties of attention and concentration and the power of overcoming difficulties, and, finally, he has filled his little soul with the joy of accomplishing what he had undertaken to do.

It is evident that this principle of self-development, of allowing the child to train himself, as he will do gladly and happily if he is not interfered with and helped, is just as applicable in the home as it is in the school, and that the mother could make use of it from the very beginning of the child's growth. The little one is normally a harmonious part of the life of the home, and if he is treated upon that assumption and given opportunity for self-development and for growth along normal lines he will be in entire harmony with that life.

ITALIAN CHILDREN SINGING THEIR LITTLE PRAYER BEFORE EATING. AT THE SERVING TABLE ARE TWO WAITRESSES AGED FOUR AND FIVE

MRS. A. RENE MARGULIES

AMERICAN CHILD ENGROSSED IN MAKING HIS FIRST WORDS WITH THE MONTESSORI MOVABLE LETTERS

MADAME MONTESSORI WHEN SHE BEGAN HER WORK

The first essential in carrying out this idea practically is liberty—the sort of liberty that allows the child to follow his own inclinations as long as they do not interfere with the rights of others, do not injure him, and do not conflict with the general good. In the children's houses the little ones move about freely, talk together, choose their own occupations and work at them as long as they like.

If a child does not wish to join in some little exercise of marching or singing he does not do so. Perhaps he is very much interested in composing a word or a sentence with the movable alphabet, or feels he must finish the long stair he is building. So he keeps right on, perhaps joining in the singing while he works, until his little self-imposed task is finished, when, if he likes, he falls into the marching column.

The principle works out with perfect success. The children are busy and happy and respect one another's rights because their own are respected. In the Casa del Bambini there are no "naughty" children. I saw one little fellow who, when he first entered the school, was mischievous. He was merely indulging a habit he had acquired at home, where the innate childish need of activity had had no outlet in the right kind of occupation.

Now he wanted to tease the others and interfere with their work, and he declined to do any of the things with which they were occupied. Apparently but little attention was paid to him. If he knocked over another child's tower or mussed up the words he was making the teacher reproved him gently, saying, "I wouldn't do that," while the injured one looked sorry a moment and then went happily to work to repair the damage.

If the boy repeated the offense he was presently sent to sit in a little chair by himself. But no compulsion was put upon him, and after sitting there for a while he would again mingle with the others. But gradually he began to show more interest in the work of the other children and to think less about making mischief. After three or four days he asked to be allowed to help set the tables. And by the time a few days more had passed he was a part of the little community, as busy, as happy, and as well behaved as any of them.

Behind this apparent and real liberty is the watchful eye of the teacher, seeing without seeming to see, and without giving to the children direction of which they are conscious or upon which they can rely. But she is ready with an unobtrusive word of suggestion whenever it is necessary.

In this atmosphere of liberty, with occupations designed to bring him into conscious touch with the world in which he lives, the child develops a remarkable degree of self-reliance. If he encounters difficulty in his work, can not make his little wooden insets fit properly, or forgets just how the lacings go, he prefers to work it out for himself. And his joy and pride in his achievement when he fully succeeds show what an important thing it was for him not to have help.

As it is so likely to do with children of a larger growth, self-control follows in the steps of liberty. They gain a self-discipline that is of a thousand times more worth in the formation of character than the results of enforced demands.

I have seen them, without a word of direction from their teacher and under circumstances that might have produced disorder among adults, submit to temporary disturbances of their work, and after a few minutes, during which perfect order had reigned, go back to their occupations as if nothing had happened. And it must be remembered that some of them were not more than 3, and all were less than 6, years old.

It was really a wonderful exhibition of self-control and, like everything else I saw in the Montessori schools, proved how surely self-discipline will result from the self-dependence in which the children are trained, or rather, are allowed to train themselves.

The periods of "silence" which they have every now and then are a valuable factor in developing self-control, as well as in training the attention. All the children sit in their seats while the teacher stands, either facing or behind them, and for a few minutes they are still. You could hear a pin drop. The little ones listen intently, and when presently the teacher speaks a name, in the faintest whisper, that child hears it, rises softly, and, on tiptoe, making the least noise possible, crosses the room to her side.

It is all a game, and they enjoy it greatly, but besides the rest which it gives them after the morning's activity, they are at the same time learning to concentrate the attention and getting most valuable training in self-control. Indeed, without one's seeing, day after day, these tiny things, busy and contented, developing naturally and harmoniously, it is impossible to realize their extraordinary and quite unconscious attainment in self-discipline.

The self-governing bodies of students in our high schools and colleges have already proved that the very best means of keeping order among them is to make them individually responsible both for themselves and their group, while the success of the George Junior Republics has shown that freedom and responsibility together can straighten into good citizens even those who have been perverted by bad surroundings. Mme. Montessori has merely applied the same principle to children, and she has proved that human nature is the same at three years that it is at fifteen or twenty and just as willing to live in harmony with a wholesome environment.

If the occupations we find in the Children's Houses were not so perfectly suited to the needs of the children this self-development through work would be impossible. One of the secrets of Mme. Montessori's wonderful success is the way in which she has linked together provision for both muscular and mental growth and has matched this with such accuracy to the needs of the little bodies and brains.

The occupations generally given to a little boy or girl aim at nothing but temporary amusement. The one thing desired is that the child shall be so entertained that he will not come bothering around his elders for the next hour or two. Toys do not afford either mental or bodily development. On the contrary, they tend more and more to the things that hamper and starve rather than feed the growing brain.

There is nothing in mechanical contrivances to lead the little, venturing thoughts on to effort and achievement. They not only hinder the child's mental growth, but by giving him entertainment with so little expenditure of his own effort educate him out of self-reliance instead of into it.

As Dr. Montessori has worked out her method, she provides for each child, according to the stage of his mental development, occupation that relates him to the life of his environment, makes him a part of what is going on around him, and leads him on gradually to more and more complex things. His work is at the same time his play, and affords food for mental, moral, and physical growth.

The children in the Casa del Bambini show the greatest joy in their achievements as they surmount, unaided, the little obstacles so mountain high for them, and are stimulated by their successes to go on to other triumphs. Working together in this way, they develop the most delightful comradeship, eagerly watch one another's efforts when something comes along unusually difficult, and they unreservedly admire and take pride in one another's success.

Some mothers have an idea that babies 2 and 3 years old are too young to be benefited by such training, and even fear that the little brains might be injured. But it seems to me that, when a system of training shows such uniformly excellent results, the earlier the child can be put under it the better. There is no danger whatever to the little brain. The unfolding intellect is bound to grow anyway through these baby years, and the Montessori method simply helps it to grow right.

It is most unfortunate that mothers as well as teachers are not having instruction in these principles, so that they could begin to apply them earlier and could bring the home treatment of the child into harmony with that in the school. American parents are beginning to realize the importance of this training, for I learned before leaving Rome that a number of American families had tried to engage places for their children in Dr. Montessori's Children's Houses and also instruction for the mothers under her direction.

Mme. Montessori has not yet said the last word in the formulation of her system. She is engaged now upon experiments for the carrying out of her principles with children above the age of six, so that they can be employed in the elementary school grades. She is also perfecting her method in its application to music and rhythmic exercises to be used in the Children's Houses.

But mothers need not wait for further developments. The system has already a message for them that ought to arrest the attention of every one who has young children.

The New York Times
Published: November 24, 1912

A Montessori School.

To the Editor of The New York Times:

In a recent issue THE TIMES announced that a settlement uptown was about to introduce the Montessori method in its work, and that this would be the first time that it had been used in any settlement in New York. A Montessori School was conducted in the Hamilton House Settlement last Winter, from February until some time in May. The teacher was Mrs. S. H. Friend, who had had the advantage of working with Miss George. We hope to resume the school later on, when we are settled in our new home at 72 Market Street.

LOUISE WORTHINGTON,
Head Worker.

New York, Dec. 17, 1912.

The New York Times
Published: December 19, 1912

LEARN MONTESSORI METHOD.

Sixty-seven of the 87 Enrolled at Italian School Are Americans.

By Marconi Transatlantic Wireless Telegraph to The New York Times.

ROME, March 15.—The Montessori system of teaching is attracting so much attention in the United States that the American committee has enrolled forty-two new students to come to Rome for direct instruction under Dr. Maria Montessori herself, making altogether a class of eighty-seven, of whom sixty-seven are Americans.

The organization of the class so far as America is concerned is due to Mrs. A. Reno Margulies, Principal of a school for the deaf in New York.

Among other educators here are Miss Elizabeth Harrison of the Chicago Kindergarten College, Mrs. Marion Lingzettel, head of the Froebel League of New York; Miss Elsie Anderson, Principal of the Smead School of Toledo; Miss Bertha Chapman, Principal of the Roland Park School of Baltimore; Miss Katharine Bryarly of the School for the Deaf of Virginia, Miss Clara Craig of the State Board of Education of Rhode Island, Miss Elizabeth Cushman, Principal of the Chestnut Hill School of Massachusetts; Miss A. Archer Hunt of Springfield, Mass.; Miss Janet Townsend of Brooklyn Heights Seminary, Mrs. Helen Tracey, Supervisor of English in the public schools of Washington; Miss Grace Barnard of the Kindergarten Training School of California, and Miss Helen Ivers of the State Normal School, Framingham, Mass.

The Queen Mother has always taken great interest in the new method and has several times invited Dr. Montessori to her palace to talk about it. On one of these occasions she was accompanied by Mrs. Margulies, who received her Majesty the other day when she went to visit the class and gave ocular demonstration of how the system worked.

The New York Times
Published: March 16, 1913

CHILD KISSED QUEEN'S PALM.

Little American Girl in Rome Delighted the Heart of Margherita.

By Marconi Transatlantic Wireless Telegraph to The New York Times.

ROME, March 29.—The incident that impressed Queen Margherita most during her recent visit to the Montessori School was connected with a little American child. Mrs. Sandor Landeau, (née Whitney of New York,) who lives in Paris with her artist-husband, came last Autumn to Rome in order that her 4-year-old daughter might have Mme. Montessori's personal teaching.

The other day the little girl was chosen to receive the Queen Mother with her preceptress. When she took the Queen's hand and made curtsey she turned it gently over and kissed the palm. The Queen, noticing the pretty action, kissed her.

Afterward at home the tot explained:

"As I kiss the back of the hand of ordinary people, I thought I should kiss the palm of the Queen's."

When this was related to Queen Margherita she was highly delighted and said that she had never heard anything so delicious in her life.

Mr. and Mrs. Landeau will leave Rome soon for Paris.

The daughter and widow of the late Gen. Draper are enjoying social Rome in the full. They are ever welcome here. The General was the American Ambassador here in the time of King Humbert. They were rather democratic in manner, and Mrs. Draper on one occasion, tired of standing, sat down during an audience with the Queen and invited her Majesty to sit beside her. This so astonished the royal lady that she did so.

Miss Draper is remembered as a beautiful young girl, and the later years have fulfilled the promise of her youth. She is much fêted in Rome among the younger set, while her riding is the admiration of the members of the Hunt.

The other day, as Mrs. Draper was passing the Palazzo Margherita where the Queen Mother now lives and which was her own residence when her husband was Ambassador, she remarked:

"I never see that palace without a vision of my dear husband and our happy life. Some of those were the best days in our lives."

The New York Times
Published: March 30, 1913

Films Show Montessori Method.

Special Cable to THE NEW YORK TIMES.

ROME, July 12.—American Ambassador O'Brien and Post Wheeler, Secretary of Embassy, with Mrs. Post Wheeler and others interested in the system of education evolved by Dr. Maria Montessori were present this week at a special exhibition of magnificent cinematograph films taken to illustrate all the different phases of the method. The films are about to be sent out over the civilized world. The Marchesa di Viti di Marco, formerly Miss Etta Dunham of New York, who is well known here for her interest in every new development, intellectual or educational, was also present, and explained from personal experience the wonderful results obtained by the simple but scientific mode of training the minds of children through their senses.

The New York Times
Published: July 13, 1913

TRAINING OF CHILDREN.

Montessori Method Tries to Teach Self-Reliance.

To the Editor of The New York Times:

A word more about egomania. Psychanalysts and other thinking people agree that the main cause of egomania is excess of parental love. We acquire delusions of grandeur at so early an age that it is difficult in our after lives to apply the cold logic machine. We can never understand (considering who we are) that the world treats us cruelly. Our infantilism, from which we never recover, unfits us for the facts of life and the consequences of our actions.

Now, if the Montessori method did nothing more than remove us, for several hours a day, from the explosions of love and anger inherent in mothers, it would prevent the development of certain complexes so fatal in adult life. But it does more. It teaches the logical use of hands, eyes, legs, trunk, and brains. It teaches self-reliance and not self-indulgence, and gives full sway to the child's bent, always with a life-size picture of old George B. Consequence in the background.

The rich child's only chance on earth is that she is away from her mother most of the time. The mother who sacrifices herself is far more dangerous than the society dame who leaves her children to expert help—and thanks to modern methods of probing the subconscious we can get expert help.

We cannot rule our children's lives—some of us have even stopped trying to, but what we can do is to give them a normal start so that they may apply the cold logic machine instead of floundering in emotional debauches. This I believe to be the groundwork of the Montessori method, which is destined to become one of the most democratic institutions in the world.

JANE BURR.

New York, July 29, 1913.

The New York Times
Published: August 1, 1913

THE MONTESSORI METHOD

Originator of Famous Educational System Outlines Principles Upon Which Her School Is Founded

PEDAGOGICAL ANTHROPOLOGY. By Maria Montessori. Translated from the Italian by Frederic Taber Cooper. New York: Frederick A. Stokes & Co. $3.50.

IT was by a surplus of popularity that Cesare Lombroso's most valuable contributions to criminology were very nearly swamped. In the same way the methods of Maria Montessori have been threatened with complete suffocation at the hands of the dilettante enthusiasts, whose destructive power is as that of the tribes from the North and who are responsible for the word "fad" being in the dictionaries at all.

Maria Montessori and her system of auto-education became known to the world through a series of "popular" magazine articles. Following these articles, which spread the news of the kindergarten at Rome like wildfire, appeared her book, "The Montessori Method." This proved tremendously popular because not only was it intelligible but amazingly interesting to the average reader, for it did not bother him with formulae and laws, but described with a deceptive simplicity and directness the results obtained with the three- and four-year-old children of the Casa dei Bambini, "The Children's Houses." It is this very simplicity, this lack of pompousness and scientific technicality, which made it seem that the cardinal virtue of the Montessori system was spontaneous and untrained simplicity, the mere following of a few fundamental and instinctive principles. Accordingly, half-baked pedagogues innumerable have skimmed the book and adopted what they choose to call, to the detriment of educational progress, "the Montessori method."

It is this dilettante tendency which, it is to be hoped, will find an antidote in Dr. Montessori's latest publication, "Pedagogical Anthropology." In point of actual fact this work was written before "The Montessori Method" was published, and presents for practical use the solid bulwark on which the Montessori system rests. It condenses a series of lectures given by Dr. Montessori in her four years' course in anthropology at the University of Rome, prior to the founding of the Casa dei Bambini, and although it is by no means a definitive work, as Dr. Montessori herself points out, it is the invaluable guide not only for those who would make practical application of the Montessori method in any educational system, but for those who would understand it in its essential features.

The anthropological movement has been gathering ground. The Lombrosian theories shook penal law to its very foundations, and to-day we are coming to regard the criminal as an individual to be cured rather than punished. Our interest in the physiological inferiority of the criminal and its immediate results in crime has very nearly banished the contempt and repulsion with which they have been regarded. Dr. Montessori, working for many years with the problem of the defective child, which is the future criminal, has been all too keenly aware of the futility of improving the material condition without improving the efficiency of the individual. As she tells us:

> If it is not yet in our power to achieve a social reform based on the eradication of degenerative causes—since society can be perfected only gradually—it is nevertheless within our power to prepare the conscience for acceptance of a civil new morality and by educational means to help along the progress which science has revealed to us. Even though we fail to prepare the material environment, we shall have prepared efficient men.
>
> We perceive our plain duty to trace out a path that will lead to a regeneration of humanity. If some practical line of action is to result, it will undoubtedly have to be exerted upon humanity in the course of development; in other words, at that period of life when the organism, being still in the course of formation, may be effectively directed, and consequently corrected

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in its mode of growth. Accordingly, the possible solutions of the most momentous social problems, such as those of criminality, predisposition to disease, and degeneration, may be hoped for only within the limits of that space which society sets aside for guiding the new generations in their development.

There is nothing new in this idea of nipping crime and disease in the bud while the tendency is still potential, but until the advent of Giuseppe Sergi, under whom Maria Montessori studied, there was never a definitely articulated science which could be used in the classroom for the benefit of the normal child. Attention up to the present day has been focused on the abnormal child. It was a surprise when educators learned that nearsightedness or adenoids, instead of general depravity, was the cause of delinquency in the supposedly normal child, normal in everything except his devilishness. Gradually the idea infiltrated that the stupid or the obstinate child, the child with uncontrollable fits of temper, was a sick child, and needed not punishment but treatment to eradicate a tendency that in some future year might devolop into criminal action.

Educators have come to see the impossibility of what Maria Montessori calls "the Child; a non-existent philosophical abstraction," and with the need for individual observation of the child comes the need for a well-defined science by which to judge him, by which to interpret his actions, and by which to be guided in his instruction. This science, which is still in the growing, is pedagogical anthropology. Dr. Montessori thus defines it:

> In contrast to general anthropology, which, starting from a basis of positive data founded on observation, mounts toward philosophic problems regarding the origin of man, pedagogic anthropology, starting from an analogous basis of observation and research, must rise to philosophic conceptions regarding the future destiny of man from the biological point of view.

The study of congenital anomalies necessarily forms a large part of the subject, but, as we are told—

> an even greater importance is assumed by the study of the defects of growth in the normal man; because the battle against these evidently constitutes the practical avenue for a wide regeneration of mankind.

The hall mark of the educational system which is anthropologically inclined will be found in the biographical chart. Dr. Montessori does not overestimate its importance when she speaks of it as the most vital and effective educational document that exists. The biographical chart takes the place of the old school record which gave the brilliant boy a gold star for correct problems and the underfed, handicapped youngster who made smudges of his additions, zeros and reprimands. The biographical chart, worked out on the Italian methods of Siguin, Sergi, and Montessori, now being followed, though at some distance, by our own educators, reveals first of all the physical status of the child. It is here that "pedagogical anthropology" will prove an excellent handbook to the earnest teacher. Understanding the child means recognition of his physical type, the individual variations from it, and the knowledge of normal development. The long series of Dr. Montessori's lectures, which fill the body of the book, amply illustrated by charts and diagrams, discuss not only the principles of general biology, but the forms and types of stature, the weight at various periods of development for differing types and under differing environments, and the development of the significant parts of the body—head, thorax, limbs, pelvis, skin, and the various organs. Directions for the taking and recording of measurements are minutely given.

Supplementing the present physical condition of the child under consideration, the biographical chart shows in detail the child's antecedents, and records his physical and mental development from day to day. This is the way by which the teacher can be warned of the future tendency which may wreck a future life, which places the child under the proper stimulus and indicates the lines along which his physical development should be conducted.

Scientific knowledge of cause and effect will eradicate stupidity and bad temper, delinquency, and all the obstreperousness of youth, according to Dr. Montessori:

> A luminous example is furnished by the education of new-born infants. Of all human beings, they used to be the most troublesome because of the impossibility of educating them by the old-fashioned methods. They cried at all hours of the day or night, making a slave of the mother or whoever took her place. To-day babies are quiet. It is marvelous to go through the infant ward in the Obstetrical Clinic of Rome; absolute silence reigns there, and yet if we lift up the white curtains of the cribs we see the little ones lying with their eyes wide open. A deeper knowledge than was formerly had of the hygiene of the child has enabled us to interpret his needs, and when these are satisfied the child is tranquil.

Dr. Montessori pleads, and with reason, for a greater impersonality in the acquisition and application of this scientific knowledge, and looks forward to the day when pedagogic anthropolgy shall be based on methods not subject to individual estimates on the part of more or less untrained teachers. Even in the schools of this country, where the biographical chart is used to any extent, such items as the attention, memory, sense of space and time, moral judgment, and so on, are no longer left to the individual estimate of the examining physician, but definite psychological tests are substituted. It will be a far cry, however, to the time when we shall hold international pedagogical congresses for the purpose of establishing a single model form of biographical chart for each of the various grades in school or in determining the exact biometrical methods to be followed.

Yet Dr. Montessori has done much to clarify a science which is as yet disorganized, inchoate in character. Rather than define its content, however, she has pointed out the efficacy of its method with a clear-sightedness and a practical comprehension which justify her often overbuoyant idealism.

Between the lines of "Pedagogical Anthropology," the reader will detect the framework of the great educational reform which Dr. Montessori, working the while on the material immediately at hand, dreams of inaugurating, a reform for and of better men:

> If in the future a scientific pedagogy is destined to rise, it will devote itself to the education of men already rendered physically better through the agency of the allied positive sciences, among which pedagogic anthropology holds first place. The present day importance assumed by all the sciences calculated to regenerate education and its environment, the school, has profound social roots, and is forced upon us as the necessary path toward further progress; in fact, the transformation of the outer environment through the mighty development of experimental sciences during the past century must result in a correspondingly transformed man, or else civilization must come to a halt before the obstacle offered by a human race lacking in organic strength and character.

There is a vigorous sort of optimism about Dr. Montessori's theorizing—vigorous, for it has its roots in the earth. Any plan for the regeneration of the weak, of the diseased, of all the army of the handicapped and pitiful is not a matter for the sentimental dreamer and the philanthropist; it could be in few firmer hands than those of Maria Montessori.

FOR MIDSUMMER READING

A MIDSUMMER WOOING. By Mary E. Stone Bassett. Lothrop, Lee & Shepard Company. $1.25 net.

Books about gardens are cheerful and healthful. If they of necessity lack originality they are wont to be, nevertheless, pleasing companions. None better for a Summer's day could be selected than "A Midsummer's Wooing," wherein a pretty romance mingles with the sowing and planting and blossoming of Judith Elliot's garden. All goes well between the covers of this handsome book. The illustrations are satisfying, the format excellent. The story holds a happy wedded pair, two ideal lovers, and even a perfect cook, and a hardly less perfect gardener, along with a circle of sympathetic friends, and a glory of flowers to greet each glad day. All is so blithely told that the wayfaring woman, though a fool in the matter of gardens, will not err if she makes the pleasant and tender tale one of her own midsummer friends.

AMONG THE TERRORISTS

THE HIPPODROME. By Rachel Hayward. George H. Doran Company. $1.25.

The heroine of Rachel Hayward's vivid story is Arethelli of the Hippodrome in Barcelona. Half Irish and half Austrian by birth, she is by nature a many-sided creature whose unusual and contradictory character is well conceived and portrayed in clear, rapid, convincing strokes. On one side she is boy-like, with as much poise and self-confidence as a street gamin; but when, in the course of the story, the finger of love touches her she becomes, for her lover only, soft and gentle and womanly. It chances that she falls among the Terrorists on her arrival in Barcelona, and one of their leaders, seeing in her the material they want, gradually enmeshes her in the cause and she becomes one of a band of conspirators who sing of liberty and deal in death. There is a good picture of these people, their meetings and plans, and the whole work is strong and forceful.

The New York Times
Published: August 10, 1913

MONTESSORI SCHOOLS.

Mme. Montessori Tells of the Spread of Her Teachings.

To the Editor of The New York Times:

Referring to THE TIMES'S inquiry about the students enrolled in my training course and the spread of the method in the various parts of the world, I give the facts herewith, in view of the encouraging interest shown in America, where the first translation of my book appeared, and from which country come the large majority of my present training course. Almost all States in the Union are represented by the students in the class, New York heading the list and California coming second. One American student comes from the Philippine Islands, where she is the Government Supervisor of Manual Training and Kindergarten work, another comes from Panama, where she hopes to spread the method among the Latin Americans, still another from Canada, and so on.

Among the other students are representatives from England, Ireland, Switzerland, Germany, India, and Australia.

Interest has been manifested in almost all parts of the world as shown by press articles, by lectures, and by the heads of educational establishments who have come to Rome to visit the schools, even from the most remote corners of the earth, among whom may be mentioned the Minister of Education from New Zealand, and the Supervisor of Education sent by the Government of New South Wales.

Schools to carry out the teachings of the method have been established by the Governments of Switzerland and of Australia and by the municipalities of London, Rome, Stockholm, and Johannesburg. Schools have also been founded in America in the Argentine Republic, where a magazine is undertaking a special mission of propaganda and is obtaining contributions for the foundation of schools. In England, in Paris, in India schools have also been founded, and through the work of the Franciscan missionaries in Syria also, and in Japan.

Translations of my book are to-day in existence in English, French, and Russian, and translations into German, Spanish, Rumanian, and Polish are in course of production.

The English translation published in New York was exhausted in four days, a first edition of 5,000 copies, and at the end of five months a sixth edition was in circulation.

The interest shown in the British Isles and British colonies has been an encouraging feature. A Montessori Society has been formed in England for the spread of the method by the founding of schools, lectures, scholarships, &c., and as a result of the society's representations to the British Government the method is being adopted in penal establishments for minor delinquents. A scholarship has also been founded at Trinity College, Dublin, to enable an Irish student to enter the training course at Rome.

Letters requesting information on the method and training of teachers are received daily from all parts of the world, and one secretary is kept busy interviewing visitors to our schools and those in search of further information on the method or in regard to the foundation of schools in various parts of the world.

In view of this widespread interest I feel that the public should be able to obtain accurate information about those teachers who have been specially trained by me. Owing to the short period of the training course it has been possible to give, and also to the fact that the method has not yet attained to its full development, I feel it would be premature to establish training schools which were not under my direct supervision, so that for the present no training courses for the preparation of teachers except those held here in Rome, will be authorized by me.

MARIA MONTESSORI.

Rome, July 20, 1913.

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NEWS OF TI IE ACADEMIES

Tome School O_ens This Week—New Director for De La Salle—Montessori Children's House.

Small classes with personal attention is the aim of the Draper School, 243-247 West 125th Street, and its sessions are held all the year round and in the evening only. The courses of study embrace Regents' professional certificates, college entrances, collegiate and technical institutions, and civil service preparations, Federal, State, and municipal examinations No rigid curriculum has been made. Courses are arranged to suit the requirements of each student. Ample laboratory provision has been made for students taking physics, chemistry, and biology, and the equipment permits each student to perform his own experiments. The school has two Principals, S. Gerschanek, A. M., Columbia, and L. M. Bernfeld, C. E., Columbia. All the teachers in the Faculty are college graduates and experienced instructors.

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The Tome School at Port Deposit, Md., opens for the school year on Wednesday evening, when the first chapel will be held. Regular school work will commence on Thursday morning at 8:30 o'clock. In speaking of the prospects of the coming year, Dr. Thomas S. Baker, the headmaster of the school, says:

"We are looking forward to the most successful year in the history of Tome. The enrollment is going to be very large and boys are coming to us from an even larger area than ever before. In recent years our main efforts have been in the direction of improving the standards of scholarship. The result is that our boys are making good records at college.

"In the coming year we shall have the largest and best faculty that we have ever had. One or two important additions have been made. The most important change is the creation of a separate department of public speaking, to be placed in charge of Herbert D. Bard of Marietta College. Mr. Bard is a graduate of Phillips Andover Academy and the University of Vermont. He was a graduate student of the University of Leipsic and a graduate of the Emerson College of Oratory.

"The modern language department has also been strengthened by the addition of George S. Barnum. Mr. Barnum is a graduate of Cornell University in the class of 1911. During the year 1911-1912 he was a Fellow in romance languages and in 1912-1913 an instructor in Cornell University. He has just returned to this country after having spent the Summer in Paris.

"G. Francis Stratton, a graduate of Harvard, has been appointed assistant master in mathematics and science. Roy S. Claycomb, a graduate of the Pennsylvania State Normal School, and Edwin S. Dorcus, who graduated from Tome in 1909 and from Dickinson College in 1912, will assist in the work of the lower forms.

"We are specially encouraged at the records of the recent graduates among our day students. A number of them have scholarships at the Johns Hopkins University and at Lehigh, and one of our graduates who came to the school as a day student has won the Frank Thomson scholarship, which is worth $600 a year for four years. In a competitive examination set by the College Board two of our graduates stood first and second. From last year's graduating class most of our students have entered Yale University. The class of 1914 will show a larger percentage of boys who will go to Princeton and the Johns Hopkins University. The new technical school at the Johns Hopkins is attracting some of our students.

"This year we have sent boys to the University of Illinois and the Georgia School of Technology from our junior class. In addition to these boys, others from the junior class have been able to enter Dartmouth and Lafayette.

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A Montessori Children's House, modeled on the lines of that in Rome, which, in a few years, has become world renowned, will be opened on Oct. 1 at 532 West 187th Street.

Mrs. A. Reno Margulies, who for twelve years has conducted a school for the deaf and who spent the last year in Rome, studying under Dr. Marie Montessori, and assisting her in the organization of a training class for American teachers will be Director of the class. Assisting Mrs. Margulies will be Miss Georgina Jeannerett, a graduate of the Ethical Culture Kindergarten Normal School and of the Montessori Training School, in Rome.

Rhythm work and music will be in charge of a special teacher and an opportunity for outdoor exercise will be afforded by an open air playground. The Children's House will not be in any way connected with the school for the deaf, the latter having its own building, teacners and Montessori class.

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De La Salle Institute, Central Park South, which celebrates this year the sixty-fifth anniversary of its foundation, begins its Fall work with a new director, Brother Calixtus. During the last five years he was head of St. Augustine's School, Brooklyn.

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Gustavus S. Kimball, President of the Isaac Pitman Shorthand Writers' Association, has recently accepted the Presidency of the Thompson Business School, 116 West Fourteenth Street. Mr. Kimball was born in Yale, Mich., and was educated in the public schools of that State, Valparaiso (Ind.) Normal College, Ohio Wesleyan University, Delaware, Ohio; Spencerian Business College, Cleveland, Ohio, and has completed a regular course in the Chicago School of Law. He has received the degree of M Accts and LL. B. He has taught in the public schools of Michigan, Ohio Wesleyan University, Detroit Business University, Albion College, Albion, Mich.; Rider-Moore and Stewart School of Business, Trenton, N. J., and the Yale Business College, New Haven, Conn.

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Columbia University, through its extension teaching, is offering courses for practice in hearing and speaking modern languages. The tongues covered are English, French, German, Italian, Modern Hebrew, Spanish and Greek. These courses are intended for students who are pursuing elementary collegiate work in language or have a previous knowledge of the elements of grammar equivalent to at least one year's study. Only such students will be admitted to any of the courses except Modern Hebrew and French. None of this work will carry any academic credits.

It is the aim of the courses in spoken language to supplement the instruction in reading and the elements of grammar by giving more ample opportunity for individual drill in pronunciation and speaking than is possible in ordinary classes. Grammatical instruction will be incidental to the oral exercise, through the application of principles to which the student has been introduced. Only in this way can time be found for that practice in hearing and speaking which is necessary to the acquisition of even a limited colloquial command of a foreign language The value of such practice is not restricted to the student who looks forward to using the foreign language in oral communication, either in this country or abroad; it is hardly less important for the student who aims to master the language for the sake of its literature or as a key to sources of knowledge in any domain, of the past or the present. Recognizing the educational as well as the "practical" value of this supplementary training, Columbia University undertakes to put it within the reach of properly qualified students.

It is intended to offer at the beginning English, first and second year (elementary and intermediate) courses in French and German, and first-year courses in Spanish, Italian, modern Hebrew, and Greek. Advanced courses will be added in 1914-15, if warranted by the demand.

Prof. John Dyneley Prince will be in charge of the work, and the instructors will be Harold A. Calohan, G. L. Malecot, Elias Margolis, P. J. Marigne, Paul De Monthule, Alfred Remy, Joseph L. Russo, and C. S. Kalodikes. The first half year opens on Oct. 20 and ends Jan. 23. The second half year begins Feb. 16 and closes May 8

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The New York University School of Commerce, Acounts and Finance has extended its courses for the Consular service. The expansion has been prepared with a view of interesting and benefiting not only those who are actually preparing themselves for positions as consuls, but also those whose business interests, present and prospective, will bring them in contact with business conditions and methods of foreign countries. The courses cover three years and have been arranged in accordance with the regulations of examiners of 1906, with the view both of training young men and of benefiting present employes. In the first year consular service and methods, bookkeeping, practice, political economy contracts, agency functions of the various courts; commercial French, German and Spanish and commercial geography are taken up. The second year work embraces the political and constitutional history of the United States industrial history of the United States and England, sales and mortgages, bankruptcy, elements of statistical methods, French, Spanish and German and in the third year the studies include markets and marketing values, trade and transportation, international law, admiralty, practical calculations and statistical methods, foreign exchange and the money market, European history in the nineteenth century and European, Southern American and Far Eastern trade and industry.

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The opening of the academic year at Oberlin finds several notable material gains in the equipment of the institution. Among these is a new women's dormitory, Keep Cottage, made possible by the gift of Mr. and Mrs. George M. Clark of Evanston, Ill. The new Administration Building, a memorial to Gen. Jacob D. Cox, is well under way, in charge of Cass Gilbert, the New York architect. The building has been placed next to Finney Memorial Chapel, and ultimately will be connected with it by a cloister.

The largest single gift of the year was that of $40,000 by an anonymous donor toward a new art building. This gift brought out further contributions, and it is now proposed to erect a building at a cost of $100,000. Of this sum, 70,000 is already in hand or pledged. It is intended that the Art Building should accommodate Oberlin's permanent collections and the work of the art department. It will also give exhibition space for loan collections. With this will come the endowment of the special chair in "The History and Appreciation of Art."

Through the generosity of Charles M. Hall of Niagara Falls, a special work of beautifying the campus has been undertaken. During the Summer a large force of men, under the direction of Olmsted Brothers, the landscape architects of Boston, has been at work on the middle campus. The plans call for setting out a great many new trees, trenching, terracing of lawns, drainage, the laying of crosswalks and the placing of a broad border walk around the entire campus. As this ground is practically in the centre of the village, the improvements will add very largely to the general beautifying of the residence section of Oberlin.

During the last year the enrollment of students in all departments amounted to 1809, classed as follows: College of Arts and Sciences, 1,017; Theological Seminary, 61; Conservatory of Music, 393; Academy, 286; Summer Session, 152. The enrollment in the College of Arts and Sciences was the largest in Oberlin's history. The number of freshmen registered was 302, having been exceeded only once in previous years.

The trustees have voted the budget for the year 1913-14, amounting to $356,991. Of this sum it is estimated that $195,000 will be received from the term bills of students, $95,000 from the income from endowments, while the balance will be met from miscellaneous sources.

The L. L. S. Fellowship has been awarded to Miss Clara May, '94, who will spend the year 1914 in study in Italy and Germany. While in Rome Miss May will study in the Montessori schools.

The trustees have approved the recommendations from the Faculty for the establishment of a new degree—that of Master of Divinity—to be open to holders of the degree of Bachelor of Divinity upon the completion of a fourth year of theological study.

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The University of Vermont, Burlington, Vt., began its 123d year on Wednesday. The opening exercises will be held in the gymnasium, when President Guy Potter will deliver his third annual opening address to students and Faculty.

For the first time in the history of the college the total enrollment will exceed the 600 mark.

In the college of medicine the first-year class will probably number twenty. Last year the number entering this department was twelve, the small number this year and last being explained by the high standard required for admission, which the college demands in accordance with the rules of the American Medical Association. In the new academic class three additional Chinese students have registered, and also a Porto Rican Government student, Frank Cintrion of Ponce, a young man of athletic fame in the track on the island.

The New York Times
Published: September 28, 1913

MME. MONTESSORI STARTS.

Famous Educator Leaves Rome to Give Course of Lectures in America.

By Marconi Transatlantic Wireless Telegraph to The New York Times.

ROME, Nov. 20.—Mme. Montessori, the inventor of the Montessori system of the education of children, who has finally been induced by S. S. McClure to go to America, left here today with him and will sail on the liner Cincinnati, arriving at New York on Dec. 3.

Mme. Montessori has been congratulated by many friends here on her decision, including Queen Margherita, who has always followed with interest the development of her work. The Queen wished her great success in the lectures she is about to give in the principal American towns.

The New York Times
Published: November 21, 1913

MME. MONTESSORI PLANS 'LABORATORY'

The Famous Italian Teacher Would Study Children Ten Years or More.

HERE TO SEE OUR SCHOOLS

Her Method Would Leave No Place for Colleges as We Know Them, She Says.

Mme. Maria Montessori of Rome, founder of the Montessori system of education, arrived in New York yesterday on the steamship Cincinnati and received a warm welcome from her compatriots in this country and many educators. Later in the day she talked to a score or more of reporters.

The Italian educator is here to study our systems of education, to see the work done by her own students, who have now more than seventy classes in different parts of the country, and especially to give the people here who have expressed an interest in her system a broader view of the work.

One of the things of which she will speak while she is here is of a school which she hopes to start in Rome in which she may take young children and carry them through a term of ten years of more. It will be a laboratory school where the children may be studied carefully and where they will live constantly under the supervision of the instructor. In this school Mme. Montessori hopes to have children of different nationalities. Her method of instruction is so fundamental. she said, that it applies to the children of any nationality.

The children under her supervision now are from 2½ to 5 years old. "Auto-education" is the basis of her system. She places a child in an environment of which it is the master. The furniture of the room is small. The child is not confined to a desk, and follows its own inclination as to position. To insure its physicial well-being and for plenty of fresh air there are gardens connected with the school.

"Even babies are perfectly good if they are treated properly," said Mme. Montessori. "In a hospital in Rome there are in one ward sixty babies, and there is not a sound. If they desire anything they ask for it. They are separated from meir mothers, who are poor and ignorant women and would not understand that they must be left tranquil. They are fed every two hours, and when that time comes they make a slight noise with their lips, but they do not cry."

A child. she said, will recognize a ray of light when it is seven days old, and then its psychological life begins.

Asked if the children in her school did not lose the self-control and development of the individuality they had acquired with her in returning to their homes, Mme. Montessori replied that the work had a broad reach, and that the mothers and the families were educated through their children. The mothers and teachers should co-operate, she said. Asked if mothers should take up professional work of any kind, Mme. Montessori replied:

"In the continual social progress of the world women are more and more taking up different lines of work, and anything that tends to broaden the mother is of advantage to the child."

She did not think that the child at any age should be left without instructors, though she said that the system of education in which she believed tended to give independence to the child.

"But as the child advances in age," she said, "life naturally becomes more complex, and there is even more need of supervision."

Mme. Montessori could not speak of the preparation of young people for college.

"That is a difficult question for me," she replied, "because with the education carried on as I believe it should be, there would be no colleges as they are now understood."

The Roman educator's answer as to whether she was a suffragist or not was a familiar one.

"I am not a militant," she said, and then went on to say she believed that women should do everything that broadened them in any way.

Mme. Montessori is a woman of attractive personality. She is dark, with a clear complexion and bright color. She has wavy dark hair and a pleasing voice. She speaks French besides her native tongue. She is a woman of early middle age, inclined to plumpness, and has a general air of healthfulness and normality. The money she receives for her lectures in this country will be used for the fund to start the "human laboratory" in Rome.

Rhode Island is the only State in this country which has taken up officially the Montessori system of education, and there it is to be introduced into the State Normal School. Miss Clara Craig, Supervisor of Observation and Training Schools in Rhode Island, who was with Mme. Montessori yesterday, was sent by her State to take a four months' course at the Montessori school, and upon her return, she said yesterday, the State had officially accepted her report advising the adoption of the method of instruction. The only other countries represented at the school with her, she said, were India and England.

The New York Times
Published: December 4, 1913

"HOUSES OF CHILDHOOD."

The arrival in this port yesterday of Dr. MARIA MONTESSORI, who in her "houses of childhood" in Rome has built up a system of teaching that is being copied in the kindergartens of many lands, gives occasion for the inquiry whether the method she teaches is adaptable to the prevailing systems of educating children. It seems revolutionary enough. Not to tell a child how to do something he has not already tried to do; not to aid him when he is in difficulties, and not to correct his mistakes when he has made them, would appear contrary to the usual impulses of the teacher. But parents have long ceased to invent new questions which do not come spontaneously to the minds of their curious and inquisitory offspring. They are confessedly "stumped" by the pertinacity of the youngsters in their attempts to satisfy a thirst for knowledge that far outruns experience, and would drink from fountains whose depths are those of the universe itself.

A passive, not an active guidance of such eagerness of young mentality is Dr. MONTESSORI'S principle. From 3 years old up the child is irrepressibly anxious to learn. It need never be driven, the streams of its ever-active intelligence require only channels to lead it from the things it already touches, sees, and hears, to an association with things, names, and ideas that make up the stock of knowledge of mankind. Rough and smooth detected in the different surfaces of cards played with; hot and cold in the child's ablutions, high and low, thick and thin, round, oval—all abstract ideas gained directly from concrete experiences in games with blocks, cylinders, discs, stones, colors, and the familiar furniture of the home, lead the expanding mind to the knowledge that may be gained from books. Games of identifying words with their objects lead to reading; counting games to arithmetic. It is a problem wholly of making the child's experience keep pace with the subjects of its questioning.

There is nothing new in this. Dr. MONTESSORI'S chief claim to distinction, in fact, is that she has rediscovered the master principle embodied in the kindergarten of the German FROEBEL. It is the only system that would work with her classes of idiots in the asylums in the Scuola Ortofrenica, of which she was directress in Rome. Her success with it, bringing the feeble-minded children to a grasp of the rudiments quite comparable with that of normal children in the public schools, made her wonder whether the same methods might not result even more successfully if used with the better mentalities.

Mr. E. G. A. HOLMES, who in October, 1912, issued a special report on the Montessori classes for the Board of Education in England, believes that while the system has as yet been applied chiefly to children of kindergarten age, "the principle is "applicable to children of all ages "and will bear its best fruits in the "higher classes." In fact, Dr. MONTESSORI has already extended the system to a group of older children—with what success, she may now be enabled to testify. The obstacle to the extension of her classes is the same as that met under any established system, namely, the lack of able directors. Besides, more space is required for a method of instruction by means of games, and the number of pupils who make up the classes is necessarily restricted. Despite these obstacles the "new" method is showing a vitality that proclaims it to be something better than an educational fad.

The New York Times
Published: December 4, 1913

ENTERTAIN DR. MONTESSORI

Mr. and Mrs. Alexander Graham Bell's Reception Attended by 400.

Special to The New York Times.

WASHINGTON, Dec. 6.—Mr. and Mrs. Alexander Graham Bell entertained at a reception this evening complimentary to Dr. Maria Montessori, when 400 members of Washington society met the noted Italian educator. The reception at the Bell residence in Connecticut Avenue followed the illustrated lecture by Mme. Montessori at Masonic Temple.

The hosts were assisted in receiving by S. S. McClure, President of the Montessori system in America; Mrs. Franklin Lane, wife of the Secretary of the Interior; Miss Margaret Wilson, daughter of the President, and Dr. Claxton, Commissioner of Education, and two daughters; Mrs. Gilbert Grosvenor, and Mrs. David Fairchild. A buffet supper was served throughout the reception.

Prominent guests present included French Ambassador and Mme. Jusserand, the members of the Italian Embassy, German Ambassador and Countess von Bernstorff, Norwegian Minister and Mme. Bryn, Minister from Uruguay and Mme. de Pena, Secretary of the Navy and Mrs. Daniels, Count and Countess De San Esteban of the Spanish Embassy, Viscount D'Azy and Mme. De Laboulaye of the French Embassy, Secretary of Agriculture and Mrs. Houston, Gen. and Mrs. John A. Johnson, Mrs. John W. Foster, Mme. Hague, Mr. and Mrs. Corcoran Thom, Mrs. Samuel Spencer, Dr. Charles Walcott and Miss Helen Walcott, Mr. and Mrs. Clarence Wilson, Miss Boardman, Dr. and Mrs. James F. Mitchell, the Rev. Dr. Roland Cotton Smith, Dr. and Mrs. Radcliffe, Mr. and Mrs. Mitchell Carroll, Mr. and Mrs. Nathan Wyeth, and Mr. and Mrs. Melville Ingalls.

Mrs. Thomas F. Walsh entertained a dinner company this evening complimentary to Secretary of War and Mrs. Garrison and members of the party which recently accompanied them to Panama. Following the dinner, at which was used a full gold service, the company was surprised by a private view of Panama in moving pictures, a special screen and picture apparatus having been installed in the large drawing room during the serving of the dinner.

The guests, in addition to Secretary and Mrs. Garrison, were Gen. and Mrs. Weaver, Gen. and Mrs. Crozier, Col. and Mrs. Chamberlain, Gen. and Mrs. George M. Sternberg, Col. and Mrs. Thomas W. Symons, Major Blakely, Mr. and Mrs. George Leary of New York, Mrs. Robert McCormick, Mr. and Mrs. C. C., Glover, Miss Boardman, Mr. Le Fevre, Secretary of the Legation of Panama.

The New York Times
Published: December 7, 1913

DR. MONTESSORI TALKS OF HER MODE OF "AUTO EDUCATION"

Her Personality Reflects Strongly the Fundamental Principle of Her System, Meditation and Serene Poise—"Meditation Means Something Growing," She Says.

CRITICS of the Montessori method of education have said that its chief defect was its absolute dependence upon personality. Dr. Maria Montessori herself, who arrived in New York last Wednesday, firmly denies this is a defect. But half an hour spent with the world-famous educator establishes the fact that the method is Montessori and Montessori is the method, and one may well have grave doubts about how it will go with "auto-education" when Maria Montessori's personality is removed.

For personality she has, and of a type to which Americans are not familiar, and which one does not associate with the Latin temperament. An entire afternoon spent in the company of Dr. Montessori at the Holland House, where she encountered the first onslaught of American publicity, gave ample opportunity for noting and analyzing this personality.

She stood for picture after picture, patient, and perhaps a little amused. The little knot of people who had received her when she stepped from the steamship Cincinnati Wednesday noon bustled about the cluttered hotel rooms distractedly. The photographer capered about, inventing a score of poses. Although the Doctress understands no English, she responded promptly to his every suggestion.

She is a heavy woman, squarely built. Her black hair is sprinkled with gray, but her face is ruddy and without a wrinkle, showing clear and bright above the black of her traveling dress. Her eyes are the expressive part of her face; they seem always to be working out formulae about you. She has not the quick, flashing smile that is characteristic of her race; she smiles slowly—her face changes expression almost imperceptibly. There is no rapid alteration of mood.

But she gives, above all, the impression of poise and sureness. It is perhaps that contrasted with our own nervousness, perhaps the mere fact that she is in a strange country and does not understand English—whatever the cause, she seems curiously detached. She is not aloof, she is interested in this odd and noisy place, but she is always apart, serene and *untouched* by it.

Those who know the fundamentals of the Montessori method will realize that it is but an expression of this serene poise. Children of three and four under the Montessori method have their "silencio," the period of meditation. That does not mean, Dr. Montessori will tell you, a passive, enforced, paralyzed silence. It is a voluntary, active thing.

"Meditation means something growing. The Jesuits succeeded in winning souls merely by encouraging the people to meditate. Meditation opened up an unsuspected inner world, which fascinated the type of person accustomed to flit over a multitude of things.

"Take the difference between reading and meditating. We may read a voluminous novel in a single night. We may meditate upon a verse of Scripture for an entire hour. When we read a novel in a night, it is like a wind that passes over arid ground. There is a squandering of the physical powers. But the one who meditates assimilates in a manner that surprises himself, because he feels something unforeseen coming to life within him. It is as though a seed had been planted in fertile soil, and suddenly, while it had been perfectly motionless, began to germinate."

This is the fundamental principle underlying the entire Montessori system, the development of growth within one's self, which is the reason for the summing up of the method as "auto-education." It is this power of assimilation, of meditation, which gives Dr. Montessori the air of detachment and difference from her surroundings.

She was very ready to talk—between photographs. She spoke through her first American pupil-teacher, Miss Anne George, who is now Director of the Montessori Educational Association and the head of the Tarrytown school.

She watched faces calmly and closely, but not at all eagerly.

America's Interest.

"My object in coming to America!" and the Doctress drew a soft black scarf about her shoulders with just a glance at the windows, as if to imply that she did not come here to freeze to death.

"America more than any country outside of my own has been interested in the method as I have worked it out in the Casa dei Bambini. I have come largely to understand the spirit of this great interest with which I have been in touch, though somewhat remotely, in the teachers I have trained for their work in America.

"Here I seem to have many friends, many who are eager for the help that a system of child development can give. I have been in receipt of, I may say, thousands of letters from American men and women during the past year. * * * A 'flashlight,' how is that?"

For the photographer stood before her and the interpreter by way of long circumlocution in Italian was explaining.

"Si, si," the Doctress nodded, neither annoyed nor curious, turning her face toward the camera again. She had never before encountered that disconcerting flash, and yet, as far as the observer could see, there was no instinctive start at the blinding light, and she resumed the conversation as calmly as though nothing unusual had occurred.

"I wish now," she explained in Italian that was rapid but absolutely unhurried, "I wish to develop and implant more deeply my educational ideas. By that I mean the underlying ideas, which are always obscured at the first by the petty and the trivial, often to their detriment. I come first to America because the work is progressing here more rapidly and I would be sure that the development is right and unhampered."

As a matter of fact, there are now in America very nearly one hundred Montessori schools and the State of Rhode Island has officially indorsed the method and is taking steps to introduce the Montessori system into the public schools of the State. Out of a class of eighty-odd pupil-teachers who took Dr. Montessori's four months' course at Rome last year, sixty-odd were Americans.

"I would not imply that the Montessori school is confined to Rome and the United States, however," the Doctress explains. "It was a peculiar gratification to me to know that my book, 'The Montessori Method,' was being prepared in the Japanese tongue. There are already in Japan tentative schools where the method will be adopted. Under the influence of some of the leading Protestant missionaries two schools have been established in China.

"Then, too, the Sisters of Mary, at whose convent the first model school in Rome was established, have founded several schools in Syria."

How She Greeted Them.

The photographer had left, but the conversation was again interrupted by the entrance of some of Dr. Montessori's former pupil-teachers, who, like Miss George, had studied with her in Rome. It was curious to note how she greeted these women whom she had come to know very intimately in her work with them. There was no sudden look of recognition, no expectancy, no surprise. There was no word of greeting—only that serene smile and the Continental kiss upon the cheek.

Then she turned to explain her plans for the future development of the system. At present it is confined in Rome largely to children between the ages of three and seven. Dr. Montessori has been conducting at her own home an experimental class made up of a few children between the ages of seven and ten. It is this continuance of the system in its practical application which educators have been clamoring for, and which will be an important contribution when Dr. Montessori's research makes it possible of formulation.

"To that end,—" she explains, her tone becoming very earnest, "to that end I am coming to secure the co-operation of America in the establishing of a laboratory school, a model school for every branch of psychological research in child development. I do not mean the actual, material co-operation. I wish to interest American educators in my idea of this international laboratory, to prepare their minds for it, for I hope to have a branch laboratory in every country.

"The school constitutes an immense field for research. It is in reality a 'pedagogical clinic.' In view of its importance, it can be compared to no other gathering of subjects for study. We have our system of compulsory education to thank for that. There are gathered together living human beings of every social caste, of every degree of normality and abnormality. It is the field in which the culture of the human race can really and practically be undertaken, the field where seeds of perfection are sown.

Mme. Maria Montessori.

"It is in this laboratory school that I shall have not only children who are older than those of the Casa dei Bambini but children of differing nationalities, so that the adaptation to temperament can be definitely worked out. The experience of my American teachers has proved to me that nationality is no difficulty in the application of method."

This criticism has often been made, that the Montessori method is meant for the Italian child, but teachers like Miss George and Miss Craig, appointed director of the system in Rhode Island, assure you that the fundamental of the system is something underlying racial difference, and that American children respond to the training in very much the same way that the Italian children respond to it.

"I hope through such a laboratory," continued Dr. Montessori, "to establish an experimental science in pedagogy, a science at which I have made but a mere beginning. * * * I hope to bring out more clearly, too, the close relation between physiological and mental growth. That is what my method has tried to do—to develop not only psychic personality but physiological personality, pace by pace with each other.

"I have had a most eloquent experience of this in the Casa dei Bambini, where I have worked out this method of what you call auto-education. The Casa dei Bambini is in the poorest quarter of Rome. The parents of these children are poor, often out of work, illiterate. The children were between the ages of three and seven.

Explains the Principle.

"The pedagogic methods in their concrete application you know. The idea was to give a gradual series of psychic stimuli perfectly adapted to the needs of the child. The environment stimulated each pupil to his natural development. The children are free in all their manifestations and are treated with cordial affection. There was a sowing of a seed in the consciousness of the child, then a perfect freedom of opportunity for a spontaneous expansion of personality in an environment calm, warm with a sentiment of affection and peace.

"Results? They were breath-taking. The intellectual activity of these little children was like a spring of water gushing out after a pile of rocks had been removed. We did not train nor teach, we merely allowed the child to discover itself. We saw them despising playthings which gave them no chance to exercise their powers of reason. That is why children break their toys; because they are moved by an intellectual curiosity to know what is inside them.

"Intellectual exercise is the most pleasant thing a child knows, if he is in good health. The children of the Casa dei Bambini would save little objects that they had acquired by themselves. They would preserve unharmed even the most trivial scrap of paper, although free to tear it up, so long as that scrap of paper helped them to exercise their thoughts.

"But the most marvelous discovery was the physical improvement of these little children. Now, we never served food in the school. The little ones, all of whom live in their own homes, have half an hour's recess for luncheon, which they take at home. Not a single child in the school was given medicine; there was no change of diet, but in almost every case a new vigor and health was shown by blood supply, weight and stature. They looked like the children of wealthy parents living in the country and presented a strong contrast to their brothers and sisters at home.

"This renewed vigor was due solely to a complete satisfaction of psychic life. These children were in school from nine to five eleven months in the year. All this time they were continually busy.

"This amazing discovery might have been foreseen had we stopped to think how our own physical health depends far more on happiness and a peaceful conscience than upon anything material as bread! * * * Reporters?" and the Doctress framed the word in English, looking around the circle of those who had been vainly trying to quiet the racket in the corridor and to find a place in the discussion to slip in a plea for the clamoring press.

"Si, si," replied the Doctress and walked over to a desk, where she sat down to write some cablegrams. The door was opened, and the "representatives of the press" entered like the tribes from the North.

The Doctress semed to enjoy it. For every question she had a calm, ready answer. Five reporters at once put the question of woman suffrage and the little girl with the bright eyes translated.

"Yes," said the Doctress, "but not a militant. Anything which broadens the race and broadens the individuals must be approved. Co-operation broadens, always."

"Why are children bad?" queried a listener. And Dr. Montessori went on to explain that they were not. She described, as she has described in her books, the Obstetrical Clinic in Rome, where absolute silence reigns. A knowledge of child hygiene has made it possible to silence the new-born child. There is no reason but ignorance why babies should cry, and a study of rational feeding has done away with it. The baby, lying tranquilly in his crib, exercises his senses from about the seventh day when his attention is first attracted by a ray of light. It is then that his psychological development has begun, and it is from that time that he can be kept busy adjusting himself to the external world.

"When will the children trained by your method be able to go to college?" was another query.

"College?" the Doctress lifted her eyebrows. "That embarrasses me just a little to say. The college as it stands now is not at all compatible with such a system as we are teaching. It is totally different. When the system is established for the complete education of an individual there will be no need for colleges as they exist now. We shall be able to do away with them entirely."

She was asked by another enterprising questioner with a mind bent on local issues, if mothers should take up professions, such as teaching. The group waited with lifted pencil and bated breath for the answer.

"In this continual social progress of the world women are more and more taking up different lines of work. Anything that tends to broaden the mother tends to broaden the child."

Then Dr. Montessori outlined the system by which teacher and mother are brought into co-operation, a method by which the child does not lose the benefits obtained by his years at school, but continues developing normally. At no age, she declared, should the child be left witnout instructors, though she admitted that the system of auto-education naturally tended to give greater and greater independence to the child.

Some reporter discovered Miss Stevens, who, it was found, knew a great deal about the workings of the method, and the drift was immediately in her direction. Dr. Montessori, left alone for the moment, leaned back in her chair and smiled to herself. During her chat with the reporters she had gradually become vivacious and quick-speaking.

"Fatigue?" she was asked.

"No," she smiled, in spite of the fact that since she walked down the gangplank several hours before she had been in the midst of a continual hubbub.

Has Watched Developments.

"They do not ask," she confided, "what it is I think of America, what I think of education here. That is sensible. But I should like to say that, while I have been too absorbed to keep in intimate touch with the educational influences at work here in the United States, I have been watching the larger, general tendencies with great interest. And in its larger aspects I think that you will find that Italian educators, myself among them, heartily indorse the larger methods of education which the United States has been working out."

Dr. Montessori is rather indefinite about her visits to the American schools, however, although it is expected that she will inspect our public schools as well as the numerous Montessori schools as far West as Chicago.

"Yes, I open my next class for the training of teachers at the end of February," added the Doctress. "It will welcome Americans as well as those from all the other nations. Another picture!"

Without irritation she rose and followed the photographer into the next room, arriving there without falling over the five separate pieces of furniture which tripped up the photographer as he led the way.

The last glimpse of this splendidly poised woman showed her smiling out of the window that looked against an ugly gray wall, still as if she seemed to be seeing something invisible to the rest of us.

The New York Times
Published: December 7, 1913

DR. MONTESSORI'S AIM.

She Tells Great Audience That She Seeks Perfection of the Race.

Dr. Maria Montessori lectured on her method of education last night to an audience that filled Carnegie Hall. More than 1,000 persons were turned away. Dr. Montessori spoke under the auspices of the Montessori Educational Association. Dr. John Dewey, President of the National Kindergarten Association, presided. The lecture last night, it was supposed, would be Dr. Montessori's only public appearance in this city, but so much interest has been manifested that she will deliver a second lecture in Carnegie Hall on Monday, Dec. 15. Dr. Montessori spoke last night in Italian.

S. S. McClure, one of the Vice Presidents of the Montessori Educational Association, was the first speaker. He said that he and his wife went to Italy to investigate the Montessori method. Mr. McClure has done much to introduce this method in the United States, and is making a further study in Dr. Montessori's own school in Rome.

Many of those in last night's audience were Italians. For the benefit of those who could not understand Italian, Anne E. George, a Montessori teacher, acted as interpreter. She translated sentence by sentence.

After the lecture there were moving pictures taken in Dr. Montessori's school at Rome and shown last night in public for the first time. These pictures showed the teacher assisting children at their work. Dr. Montessori explained that her pupils always learned through their own initiative, never through the initiative of the teacher.

"The development at which I aim," said Dr. Montessori, "includes the whole child—bodily strength, knowledge of practical necessities of life, keenness of all senses, and accurate muscular control. My pupils learn their three R's earlier than other children. A broad basis is laid for the child's future development. My larger aim is the eventual perfection of the human race."

CANDIDATES FOR THE BAR.

To Appear Before Association's Character Committee Next Week.

The Committee on Character of the Bar Association made public yesterday a list of candidates for admission to the bar, who are to appear before the committee at the court house of the Appellate Division on Dec. 17 and 18. Information is requested by the committee as to the moral character of the candidates and their qualifications to be admitted to practice, and may be sent to any member of the committee, which is composed of David Leventritt, Wallace MacFarlane, Charles C. Burlingham, Howard Townsend, and Paul Fuller. Candidates who are teaching school will be permitted to appear before the committee at 4 o'clock in the afternoon instead of 10 o'clock in the morning, the hour fixed by the formal announcement. The candidates to appear on Dec. 17 are:

A

Louis Abramowitz, 1,422 Washington Ave.; Alexander Ackerson, 899 East 169th St.; Perry Miller Armstrong, 14 Morningside Ave.; Jacob Jay Alterman, 135 8th Ave.; Arthur Douglas Alexander, 14 St. Nicholas Place.

B

Ephraim Berliner, 66 West 118th St.; Richard C. Backus, 622 West 147th St.; William Writ Blair, 386 Manhattan Av.; Norman Max Eehr, 1,120 Amsterdam Ave.; James Dodgson Brown, 5 West 125th St.; Joseph R. Brodsky, 207 East 10th St.; Felix C. Benvenga, 419 East 118th St.; Samuel Berger, 63 East 117th St.; Dennis J. Brennan, 133 West 90th St.; Gilbert G. Brockway, 43 West 9th St.

C

Samuel Cherkos, 169 East 101st St.; Edward Carey Cohen, 317 West 100th St.; Frank Hearn Cooper, 55 Vandam St.; Worthington C. Campbell, 265 West 81st St.; Lorenzo C. Carlino, 246 East 72d St.; Joseph F. Crater, 1,120 Amsterdam Av.

D

Joseph A. Down, 312 West 51st St.; Thomas Splint Doughty, 129 East 17th St.; Nathan Danziger, 4 East 112th St.

E

David J. Ely, 52 East 55th St.; Abraham E. Ellenbogen, 125 East 90th St.

F

Frederick Freeman, 2,394 Grand Ave.; John V. Flood, 254 East 60th St. John Ferguson, Jr., 36 Washington Square; Leon Fraser, 9 East 10th St.; Sidonia Fried, 863 Kelly St.

G

Max Greenberg, 32 West 112th St.; Nathaniel L. Gladstone, 318 West 117th St.

H

David Bernard Hoar, 130 Waverly Place, E. Knight Harris, 12 West 70th St.; William R. Hellganz, 16 East 9th St.; John Hovorka, 430 East 77th St.

I and J

Joseph S. Israel, 203 East 174th St.; John E. Joyce, 213 East 101st St.; George J. Johnstone, 14 West 8th St.

K

Joseph S. Kulkin, 1,524 Seabury Place; Fred S. Knight, 211 West 127th St.

L

Irving Lachenbruch, 202 Mount Hope Place; Walter Seth Logan, 603 West 111th St.; Herman H. Levy, 405 Wendover Ave.; Max Lowenthal, 260 Henry St.; Henry Lipfield, 37 West 114th St.; George M. Levinson, 221 East Broadway.

M

Pompeo M. Maresi, 611 West 110th St.; Justin H. Moore, 11 East 130th St.; John George Metz, 4,286 Park Ave.; Thomas A. Maher, 1,037 Trinity Ave.; George Whitney Martin, 178 East 64th St.; Louis Arthur Moskowitz, 1,125 Tinton Ave.; Joseph T. McMahon, 3,875 Broadway; Joseph A. McLaughlin, 583 Amsterdam Ave.

O

Morgan J. O'Brien, Jr., 720 Park Ave.; Henry L. Ogden, 80 Washington Square; Allen Seymour Olmsted, 2d, 189 Claremont Ave.

Candidates to appear Dec. 18.

B

Samuel L. Baker, 604 West 112th St.; Howard J. Bloomer, 620 West 122d St.; Thomas Herbert Brown, 231 3d Ave.

M

Clark McKercher, 17 Battery Place.

P

Carmine A. Panaro, 70 West 106th St.; Julius L. Pinnes, 50 Stuyvesant St.; Courtland Palmer, 28 West 8th St.; Thomas A. Pentony, 64 Riverside Drive; Harriet E. Pelikan, 13 East 108th St.

R

John Power Ryan, 1,120 Amsterdam Ave.; A. Murray Rosenthal, 502 West 177th St.; Elmer L. Reizenstein, 210 West 119th St.; Charles Homer Ramsdell, 342 Convent Ave.; Max Rettig, 752 East 6th St.; Joseph Ralmo, 298 Mulberry St.; J. Walter Robertson, 64 West 126th St.

S

Bertram Francis Shipman, 371 West 117th St.; Maxwell Steinhardt, 140 West 70th St.; Israel Siegel, 427 East 6th St.; Joseph S. Siegel, 273 Madison St.; Israel B. Scheiber, 257 Henry St.; Louis Howard Solomon, 763 Jennings St.; Nathan Shulman, 126 Ludlow St.; Charles P. Sullivan, 610 West 139th St.; Mordechai Pinchus Springer, 935 Kelly St.; Abram Silverman, 80 St. Nicholas Ave.; Louis Solomon, 166 Avenue C; Samuel Scheindlinger, 27 Cannon St.

T

Isidor Tow, 12 East 127th St.

U

Henry Uttal, 1,326 Chisholm St.

V

Hans Adam Von Wedell, 544 West 157th St.; W. Thomas Van Alstyne, 30 West 44th St.

W

Bertram Winthrop, 152 Madison Ave.; Ruthven Adriance Wodell, 30 East 39th St.; James J. Wilson, 509 West 135th St.

Z

Jacob Charles Zimmerman, 345 East 94th St.; Irving Zion, 783 Beck St.; Leon Zolotkopf, 401 West 118th St.

The New York Times
Published: December 9, 1913

DR. MONTESSORI RETURNS.

Saw Helen Keller in Philadelphia—Brooklyn Lecture To-night.

Mme. Marie Montessori, with Miss Anna George, who is acting as her secretary while she is in the United States, arrived in the city from Philadelphia yesterday noon and went to the Holland House. Dr. Montessori later in the day was the guest at luncheon of Mr. and Mrs. P. Stuyvesant Pillot in their home at 116 East Fifty-sixth Street. There were twenty-five present, among whom were Miss George, Dr. and Mrs. Nicholas Murray Butler, Dr. John H. Finley, and S. S. McClure.

Dr. Montessori will lecture to-night in the Brooklyn Academy of Music under the auspices of the Brooklyn Institute of Arts and Sciences, and to-morrow she will go to Boston. She will stop for two hours in Providence and meet the Rhode Island Board of Education, which has adopted her method. In Boston she will give two lectures on Saturday, a morning and an evening one, and will return to New York on Sunday. Next Monday night she will again appear in Carnegie Hall here. On Tuesday Dr. Montessori will go to Pittsburgh, where she will remain holding conferences and giving lectures until Wednesday night, when she will leave there for Chicago. On Friday and Saturday of next week she will lecture there. It is thought that she will sail for Italy soon afterward.

Dr. Montessori said yesterday that she had been well pleased with conditions in the schools started in this country by her pupils. She has found, she said, that the method bearing her name is being followed faithfully with good results.

When not lecturing Dr. Montessori's time is taken up with conferences and meetings. She spent several hours in Philadelphia with Helen Keller, and will meet Thomas A. Edison here soon.

The New York Times
Published: December 11, 1913

WORKMEN'S INJURIES.

A Kindergartener's Plea.

To the Editor of The New York Times:

What to me seems the one great beneficiary feature of the kindergarten as in contrast to the Montessori spirit is that, never having been put upon a commercial basis, it is the boon to humanity which everything educational should be. The Froebel material is free to all, to be procured as the need demands. Montessori says, in spirit: "Buy my sequence. If you do not feel equal to my table d'hote there is the alternative, prayer and fasting." To me it does not seem common sense to apply one fixed sequence to all children. I have in mind a lad who is gradually gaining the mastery over the six prismatic colors in their sharp contrast. Dr. Montessori's color scheme would drive him to nervous exhaustion if he were inclined to be overconscientious or to take it too seriously.

My earnest plea is that the open-minded kindergarteners may be permitted to procure such features of the Montessori material as she feels capable of using to the ultimate good of the minds in her charge. M. T.

New York, Dec. 10, 1918.

The New York Times
Published: December 12, 1913

GIVE CHILD LIBERTY, SAYS DR. MONTESSORI

Young Must Have Complete Freedom for Natural Development, Asserts Educator.

EXPLAINS HER METHODS

Stimuli Offered to Awaken and Nourish the Inner Self— Her Last Lecture.

Dr. Maria Montessori made her second and last appearance in New York last night at Carnegie Hall before a large audience, in which there were hundreds of fathers and mothers, and all listened attentively to her exposition of her famous method for educating children between the ages of 3 and 6. The lecture was delivered under the auspices of the Montessori Educational Association, of which S. S. McClure, the presiding officer, is a Vice President Dr. Montessori spoke in Italian and Miss Anne E. George acted as interpreter.

"The child must grow in liberty if he is to grow well," said Dr. Montessori, "and there is no other way in which his natural development can take place. The primal impulse of the child is to become a man, and he must have liberty to find those conditions, and that help which will enable him to become in his fullest possibilities, the man he was destined to be."

She next criticised the practice of many parents of not allowing their children to touch things on a table or desk, not realizing that the child at this age gains many of his perceptions from the sense of touch, whereas adults have outgrown this stage of development.

Dr. Montessori said that the stimuli she gave the children corresponded to their needs and were just sufficient to awaken, develop, and nourish their inner self. She said that the joyous child was the one which grew strong and sturdy in body.

"Contrary to the statements of psychologists, that between the ages of 3 and 6 a child's attention is very hard to hold," continued the lecturer, "I was first struck with their constancy in the first week of my school at San Lorenzo. There was a child playing with large and small cylinders designed to be fitted one into the other. I tried many ways to distract his interest in the cylinders, even going so far as to have the other children sing and play, but I counted forty-two times after the singing began that the child continued to manipulate the cylinders. Surely, this shows with what intensity a child rivets its attention on something in which it is interested."

Dr. Montessori said that this constancy was the essence of children's spontaneous development and that they should be allowed to do over and over again the work which interested them. As the child's activities increased, Dr. Montessori found, those of the teacher diminished. It often happened, she said, that visitors to the school commented on the fact that the teachers had nothing to do but to give the child what he wanted, and then "take it easy." Once when this comment was made the teacher smilingly replied, "No, I don't even have to do that. The children come in and get their own work themselves."

The New York Times
Published: December 16, 1913

DR. MONTESSORI

Mrs. Fisher's Manual of Her Educational Method

THE MONTESSORI MANUAL. By Dorothy Canfield Fisher. Chicago: W. E. Richardson Company. $1.25.

EDUCATIONAL methods which are fundamental and apply to the children of any nationality are bound to command interest, no matter how iconoclastic they prove to every notion held hitherto. Of this nature are the methods of Maria Montessori, the Italian doctor, who, almost unknown a few years ago, is to-day the primary figure among trainers of the very young thought; that is, children between 2½ and 5 years of age.

"The Montessori Manual," written in English by Dorothy Canfield Fisher, is the outcome of a demand made for a book on the demonstrable side of the new system, rather than a discussion of the theory and spirit of the work, for the author's first book, "The Montessori Mother," proved too deeply philosophical for general application. This volume is also the outcome of a mother's individual experience both in Mme. Montessori's Casa dei Bambini in Rome, and in the application of the ideas in her own home and in her Montessori school, the first founded in New York. Clearly written and not lengthy it is a volume which appeals to any one in conflict with the child problem, whether such a one be mother or teacher.

There is instinctive disagreement in any reasonable mind with such phrased statements as "the prison of babyhood." One is not apt to consider the bud a prison for the fullblown rose. Those who tensely follow experimental education are apt to lose many of the beauties of childhood in the pursuit. In short, the dilettante in psychology is a calamity in a household. Very welcome, on the other hand, are such suggestions as that one which urges against the use of "fairy tale wording" in teaching nature study, and reasons for this objection are made duly plain.

The indoor apparatus or didactic material is in the foreground of this auto-education, and many pages of the book are given exclusively to its explanation, and an outline for its use. It is promised that a child, if it can be "caught young," will, with the use of this apparatus, learn to read, and will "explode into writing" in six weeks' time, though much depends on the individuality of the child.

Just at this season, when Christmas shopping is widely designated as a necessity, certain mothers may profit by these words quoted from Mrs. Fisher's present volume:

> The mother should make the most careful distinction between the conscious, willful action of a child and the "naughty" actions, but which is the result itself of nervous fatigue, due to injudicious treatment. • • • Nine times out of ten the "naughty" child is, in all sober reality, a sick child, or at least a very tired child. It is hard for adults to realize what a nervous strain it is, for instance, for a child of three to see strange faces for a few hours.
>
> I have known several cases of children, even as old as four and five, who were reduced to what was practically nervous hysteria by a trip downtown with an adult, going in the street cars, and being taken to several shops. The mothers of these children were in despair over their naughty and turbulent dispositions, as no amount of disciplining did the least good. Of course, it did not.
>
> The child's sensitive nerves were, for the time being, in such a tense, unnatural state of strain that the child for all practical purposes was insane. When another régime was adopted, of unvarying quiet for the child, of a tranquil, peaceful routine, never changed, with few persons in it, and plenty of sleep, regularly taken, the "naughty" disposition vanished like magic, and sweet-tempered, loving, tractable little children proved that the trouble had been purely physical and nervous.

All must acknowledge that the child of to-day is an overwrought specimen, and any system which recommends rest compels attention.

Japan's Floral Art

American floriculturists will find a great many pleasing suggestions in a book by Mary Averill entitled "Japanese Flower Arrangement Applied to Western Needs." The author believes we of the West may learn a great deal from the Japanese with respect to the growing of flowers and the prolongation of floral life. Her book carries eighty-eight attractive and useful illustrations. (John Lane Company. $1.50.)

The New York Times
Published: December 21, 1913

MME. MONTESSORI TO REST.

Educator, Exhausted by Tour, at Battle Creek Sanitarium.

Special to The New York Times.

BATTLE CREEK, Mich., Dec. 20.—Mme. Montessori, the Italian educator, arrived here this evening somewhat exhausted from her tour, and went into temporary seclusion at the Battle Creek Sanitarium.

Mme. Montessori will be the guest of Dr. J. H. Kellogg, here, for the next few days and will not be seen in public, as she needs rest and treatment. It is denied, however, that Mme. Montessori is ill.

The New York Times
Published: December 21, 1913

Mme. Montessori at Exposition.

Alvin E. Pope, Chief of the Department of Education and Acting Commissioner General in New York City for the Panama-Pacific International Exposition, announced yesterday that Mme. Montessori of Rome, the exponent of children's education, would personally supervise for four months a model Montessori school at the exposition. Much of the credit for bringing the kindergarten tutor to this country is due to the National Educational Association, which will hold its sessions at the exposition, and to one of Mme. Montessori's pupils, Miss Catherine Moore of Los Angeles, Cal.

The New York Times
Published: August 3, 1914

A Mi-Carême ball is to take place on March 11 at the Plaza for the benefit of the free Montessori tenement schools of New York. One of these schools is on the south side of the John Jay dwellings, at Seventh Street, near the East River. There is a school room, playroom, office, and kitchen. Three and four-year-old children are the pupils. The playroom has a round table, at which they eat, a canary to sing, a frog to play with, and two couches on which they rest when tired. The luncheon is cooked in the kitchen and the small folk compete eagerly for the precious privilege of serving it or of washing the dishes. Mrs. Ernest Thompson Seton, 512 Fifth Avenue, is Chairman of the Finance Committee.

Palestine Pageant at Church Hall.

A Palestine Pageant and Oriental Exposition will take place in the hall of St. Luke's Church, Convent Avenue and 141st Street, from Feb. 19 to March 5 every evening and on six afternoons, Feb. 20, 22, 25 and 27, and March 2 and 4, with a diversified programme for each session. Fourteen neighboring churches of various denominations are co-operating with St. Luke's to make the affair a valuable educational object lesson. Dr. Allen Moore, F. R. G. S., will lecture on the Biblical scenes.

$7,000 for Hebrew Fuel Society.

More than $7,000 was realized from the twenty-seventh annual entertainment and dance given for the benefit of the Ladies' Hebrew Fuel and Aid Society last night in the Astor Gallery of the Waldorf-Astoria. Among those who appeared on the programme were Phyllis Neilson-Terry, Olga Petrova, Clifford Brooke and the Musical Cuttys.

Metropolitan Opera Concert.

The special soloist at the Metropolitan Opera House concert last night was Paolo Martucci, an Italian pianist, who played Schumann's Concerto in A minor and compositions of Chopin and Giuseppe Martucci. Elisabeth Schumann sang the Bird Song from "Pagliacci" and three songs of Brahms, and Jacques Urlus sang an aria from "L'Africaine" and another from Mendelssohn's "Elijah." Under the direction of Richard Hageman, the orchestra played the overture to "William Tell," the ballet suite from Massenet's "Le Cid," and the Bacchanale from "Samson et Dalila." Anton Hoff assisted at the piano.

Denies Buying Morgan Porcelains.

A report that the magnificent collection of Chinese porcelains which is part of the art treasures inherited by J. P. Morgan from his father, and is now on display in the Metropolitan Museum, had been sold to Duveen Brothers, was emphatically denied last night by Joseph Duveen, who characterized supposed details of such a sale as ridiculous.

The New York Times
Published: February 8, 1915

FACTS FROM MANY LANDS

THERE are in the United States approximately 4,000,000 children between the ages of 4 and 6, which is ordinarily considered the kindergarten age, says a report of the Federal Commissioner of Education. Only about 300,000 of these children are enrolled in public and private kindergartens, and probably not more than 3,000 in Montessori schools.

Some of the largest Canadian steamers in the great lakes trade are, according to a recent announcement, to be turned into ocean carriers this Summer, and will ply between Montreal and England with cargoes of grain and flour.

Two lycées—organized along the exact lines of the ordinary French lycée—have been established in London, one for boys, the other for girls. They will provide secondary education for children of French and Belgian refugees who cannot attend English schools because of ignorance of the language. At Eton a house has been set apart for Belgian boys under the direction of a Belgian tutor.

In the United States there are 6,361,502 farms, with a total acreage of 878,798,325.

When General Joffre is traveling from point to point on the hundreds of miles of battle line under his direction he does most of his sleeping in his motor car, so the English newspapers state. While he travels at night—seldom making less than forty miles an hour—he sleeps, and sleeps well, it being stated that he finds the motor, even at high speed, more comfortable than a camp bed.

The population of the regency of Tunis is now about 2,000,000, of whom 200,000 are foreigners, chiefly Italians, French, and Maltese.

About 60,000,000 salmon are caught yearly in the waters of Alaska. Approxiately 100 canneries are in operation annually. The fish are caught by seines, traps, and gill nets.

French military estimates show that about 25,000,000 horse power is developed in the explosion of a charge from one of the biggest cannon now in use.

Philippine cigars are now regularly exported to forty countries, the bulk of the shipments, outside the exports to the United States, going to near-by Oriental lands. The total exports last year were 155,000,000 cigars.

The land at the head of Wall Street upon which Trinity Church and Cemetery stand comprises a plot 391 feet long by 227 feet broad, valued at $17,000,000.

The total length of the railways in Spain is now 9,377 miles, of which more than three-quarters is of standard gauge. The receipts of the railways decreased $3,000,000 in 1914 from receipts of 1913.

The New York Times
Published: April 4, 1915

HOW TO MAKE GENIUSES OF CHILDREN

H. Addington Bruce Gives the Results of "Intensive Child Culture" as Shown in Such Cases as the Son of Dr. Boris Sidis—New Theories of Education

PSYCHOLOGY AND PARENTHOOD. By H. Addington Bruce. New York: Dodd, Mead & Co. $1.25.

IF children do not turn out well it is the parents, not the offspring, who are most to blame, is the note which runs through Mr. Bruce's illuminating and very readable book. He particularly emphasizes the responsibility of parents in the matter of the intellectual capabilities of their children—a matter which heretofore has lain lightly upon the shoulders of even the most conscientious fathers and mothers. But it is Mr. Bruce's belief that the abilities of later life spring more from the mental training of very early years than from gifts transmitted by heredity—that, in fact, geniuses are made oftener than they are born.

"I venture to affirm," he says, "that genius is to an appreciable extent susceptible of cultivation, so as to become a far more frequent phenomenon than it is today." He thinks that in the man of genius there is no departure from normality, and that he differs from others merely in being able to utilize more freely and easily than others faculties common to all. The basis of his theory is, in brief, that the subconscious region of the mind serves as a great storehouse, preserving memory-images of whatever has impressed the sense organs, and also as a kind of workshop for the facile manipulation of ideas. If this storehouse is early enriched with vast quantities of images and ideas and the intellect from the beginning is trained in the workshop of mental effort, the individual will be able to accomplish far more than will one whose subconscious stores are meagre and whose mental machinery lacks the facility gained by earlier and longer training. In these things, he feels sure, "we have the clue to the true explanation of the brilliant achievements of the man of genius."

A lengthy chapter on "Intensive Child Culture" tells the stories of many successful instances of this early training of children. Among these he mentions, of course, the son of Dr. Boris Sidis, whose admittance to Harvard University and his brilliant work there while still a lad in knickerbockers attracted attention a few years ago. Two others are included in this reference. Of the three, one gained the Ph. D. degree at eighteen and continued his studies abroad as the holder of a Harvard traveling fellowship. Another was graduated at sixteen and at once took up post-graduate studies. The third completed his college course with distinction in three years and then began the study of law. Mr. Bruce draws attention to the fact that the fathers of these three youths all declared that their seeming precocity was the result, not of any unusual mental endowment, but solely of their early home training. The intellectual regimen to which James Stuart Mill was subjected by his father during his childhood is described at length to show that this intensive mental culture of the child increases his powers of achievement without in any way injuring his physical welfare or making him different, except in his greater intellectual ability, from the average man.

The early training of Lord Kelvin, England's famous scientist, and of his brother, James Thomson, also famous as an engineer and man of science, makes a very charming story because of the evident enjoyment of the two boys of their childhood years. They entered Glasgow University when one was twelve and the other ten years of age, and the course of each through the institution was brilliant with unusual achievements. Both lived to a hale old age, the elder dying at the age of seventy and the other at eighty-three.

The most remarkable of these white blackbirds trained out of the ordinary sober color of their kind is Karl Witte, born in Germany in 1800, the son of a country clergyman. At the outset the child was, apparently, of less than average mentality, but his father began in his infancy to train his mind and to store it with knowledge. The results were so wonderful that at nine and a half he entered the University of Leipsic, and there and at other universities had a brilliant career, receiving the degree of Doctor of Philosophy before he had reached his fourteenth birthday. A few years later he became famous as a Dante scholar, making his study of the Italian poet an avocation, while his lifework was that of Professor of Jurisprudence. He lived until 1883.

Other chapters in Mr. Bruce's fascinating book deal with the importance of environment in the training of children, of the influence of physical defects upon mind and morals, and related subjects. The purpose of the book as a whole is to show parents how great are their responsibilities and to make them see how many unusued opportunities are before them for influencing the lives and characters of their children.

THE MODERN IDEA OF PLAY

PLAY IN EDUCATION. By Joseph Lee. New York: The Macmillan Company. $1.50.

EDUCATION THROUGH PLAY. By Henry S. Curtis. Illustrated. New York: The Macmillan Company.

MR. LEE gives a severe jolt to that long-standing idea of play that sees in it for the adult only something to be tolerated once in a while, and for children merely something to keep them occupied during their useless years. As he sets it forth, play is a lifelong function of the human being, creating, exercising, developing, and fulfilling his finest and most important faculties from his cradle to his grave. The play of the child is its sole means of growth, development, expression. The play of the man is the wholesome, enjoyable exercise of those faculties by which he expresses his mind and soul. The author much deplores the fact that we have no adequate word to express this blossoming of the human instinct for activity. The word "play," he says, "has a significance almost diametrically opposed to the nature of the thing itself and helps continually to mislead us upon the subject." To the child, play "is the letting loose of what is in him, the active projection of the force he is, the becoming of what he is to be."

In furtherance of this view of what play means in the early years of life he explains how the action which it prescribes induces growth, how its instincts govern life, and how work becomes the fulfillment of the play instincts. The four ages of childhood and youth are taken up separately, and in each one is shown how play makes manifest the budding faculties, promotes their growth and development, and renders possible the evolution of the child into the mature being.

The book is deeply significant of the revolution that is going on in the attitude of the foremost educators toward childhood and the problems of education, a revolution that is likely, before long, greatly to modify if it does not thoroughly transform the entire system of accepted methods in all stages of education, from the kindergarten to the college. The entire volume is one that no one can afford to miss who has practical or theoretical interest in the training of the young, but it contains a number of chapters on the uses and values of the play instinct in man and its function in his evolution and in the progress of civilization, full of suggestive and fascinating theory and argument, in which any reader will find stimulus and interest. Every page invites quotation, but here is an excerpt from a chapter on "Play the Restorer" which is particularly worth thinking about:

> Society, like the individual, has an invisible body toward which it tends. When any person so places himself as to fill out that form he is received into it. * * * But this invisible body varies in its form. It exists in the minds of the people and changes with their thought. And it is only the places that the public conception calls for that exist, and in filling which a man partakes of the common life. There is a spiritual as well as a material demand, and the supply must correspond. Athens produced philosophers and artists because every citizen's conception of the body politic—the real Athens of which the Parthenon and the Long Walls were but the material reflection—included philosophy and art. So Sparta produced soldiers, Rome administrators, Yale football players. These were called up from the mass by the voice of the corporate ideal. A great tradition can raise up spiritual children out of the very stones. Individuals will arise to fill out the unseen body that the city has projected in its heart.

Whoever is interested in this subject, with its varied and widely spreading implications, will find Mr. Curtis's volume a very "meaty" book. It has simple and lucid statements of theory, accounts of practical experiments, suggestions of what might be done under given circumstances, instances of results—in short, comprehensive setting forth of the principles, practice and consequences of the system which is trying to make play a formative and inspiring agent in the education of children. He has studied the theory in this country and in Europe, done much investigation abroad, served as Secretary of the Playground Association of America, and as supervisor of the playgrounds of the District of Columbia, organized playground work in fifteen cities and lectured upon it at many universities and normal schools. One finds in his book a wonderful amount of knowledge concerning the details of playground work and of systems of experiments here, there and everywhere in this country and in Europe, but all in regular correlated order. Each instance that is cited, each fact that is set forth, comes in its proper place to illuminate a theory, show what results can be expected, how plans have worked out under different conditions.

Chapters on the nature of play and the part it can have in the development of the body, the training of the intellect and the formation of character are followed by accounts of methods in English and in German schools and by very practical sections on school playgrounds in American cities and in rural districts. The keen interest in the schools at Gary which is felt by educators everywhere in this country is recognized in the pages dealing with their play system, which he thinks, notwithstanding one or two criticisms he makes, has produced maximum efficiency at minimum cost. Comparing this system with Chicago, he finds that one of the Gary playgrounds has a daily attendance equal to four of the South Park Playgrounds of Chicago thrown together, while it furnishes equal recreation facilities at less than one-tenth the cost. Other chapters contain discussions, each with the same interesting mixture of the philosophy involved with illustrative anecdotes, concrete examples, and practical suggestions of the place play should have in the school curriculum, what purposes athletics can be made to subserve secondary schools and colleges, what are the possibilities of recreation at Summer schools, and of the school as a social centre, how to get the best results out of a school camp and how to organize a Summer playground. Another chapter deals with the training of play teachers and a final one states the rules for a score or more of games. Each chapter has a bibliography of its particular subject. The book is copiously illustrated from photographs.

Mr. Curtis has made in this book a contribution of value and interest to a subject whose importance is only beginning to be appreciated. A companion work on "The Practical Conduct of Play" is to follow before long and the author expects later on to prepare a volume that will be devoted entirely to the subject of public recreation.

CHILD TRAINING

CHILD TRAINING. A System of Education for the Child Under School Age. By V. M. Hillyer. New York: The Century Company. $1.60.

MONTESSORI CHILDREN. By Carolyn Sherwin Bailey. Illustrated from specially posed photographs. New York: Henry Holt & Co. $1.35.

DEALING with the complicated subject of child education and primarily that of home training, these two books by Mr. Hillyer and Miss Bailey should prove very suggestive not only to professional educators but to mothers looking for guidance in the matter of the early training of children. Both of these books argue toward a readjustment in present systems which will extend a fuller justice to the child. To quote from "Child Training," both methods aim "to produce children who will be more observant and attentive, with more originality, more initiative and sharper wits, who will think and act more quickly, be better informed and more accomplished, more skillful with their hands, more courteous and considerate of others, and, above all, healthier animals."

Mr. Hillyer, whose school in Baltimore has become an established success, asserts that upon these qualities depends the individual's success in life, and that their development should be the foundation purpose of elementary education. He states positively that the training in the desired habits and the instilling of sound moral characteristics may not be delayed until the age when the child is ready for school. It should begin systematically at three or four years and must be closely correlated with the routine of the child's day. Such a systematic training Mr. Hillyer outlines; in fact, his book is a didactic manual of exercises and plays, always emphasizing "drill and the formation of habits, the cultivation of qualities and development of powers by drill." His point of view is more or less the stereotyped one of the adult toward the plastic material, the child. From this angle of vision the author has admittedly plotted out an able and well graduated program, which should be of great help to many untrained mothers.

The companion book by Miss Bailey, disciple of Maria Montessori, while describing a case study of a system of child-training having for its aim exactly that which was expressed in the paragraph quoted from Mr. Hillyer's volume, sets forth a very diverse method. The divergence rests in the fact that the teacher whom Miss Bailey upholds regards the child as a small being who must grow by self-direction and free activity along the lines of its spontaneous interest:

> Not only do we hurt child bodies by the confinement of the school desk, but we wound their souls by ever offering rewards or punishments, by insisting on such long periods of absolute silence as are demanded in our schools, and by imposing upon children a program of instruction that is built, often by law, to be followed by large groups of children. The normal child is he who finds it impossible to follow a program of school work or to obey unquestioningly the arbitrary commands of his parents. He must follow his own bent, providing he does not interfere with the freedom of others, if he is to dig out his own life path. The abnormal child is the one who never resists; he is the child who, without dissent, obeys all adult commands.

Miss Bailey has made a close and sympathetic study of Maria Montessori's system; she is not merely acquainted with the theory; she has observed carefully its actual working out in the school in Rome, and it is the picture itself and not the general theory which she presents in her "Montessori Children." She writes vividly and in a telling style, and by her description of some of the individual children who are being wakened into responsiveness and alertness by the Italian method she offers not only an interesting account but a program sufficiently definite to be followed by the mother who takes more than a conventional interest in the training of her child.

PARENT, CHILD, CHURCH

PARENT, CHILD, AND CHURCH. By Charles Clark Smith. New York: The Methodist Book Concern. 75 cents.

Earnest and practical, Mr. Smith's slender volume will bring enlightenment and guidance to many parents whom this transition age has left puzzled and doubtful as to the best means by which to give their children moral nurture and religious training. The aim of the book is to show parents what their responsibilities are in these matters and in what way they can best meet their obligations to their offspring. The author protests earnestly against that accustomed method of attempted religious training which endeavor "to get children to experience adult theology," and advises instead that the child be so trained from the dawning of its moral consciousness that its intelligent choice will be to continue in the paths of righteousness.

SELLING LATIN AMERICA

SELLING LATIN AMERICA. A Problem in International Salesmanship. What to Sell and How to Sell It. By Dr. W. E. Aughinbaugh. Small, Maynard & Co. Boston: $2.

MR. AUGHINBAUGH'S book is one to be recommended to all North Americans seeking to run to earth that elusive being, the Latin American buyer of foreign goods. "Give the Latin Americans what they want, not what you think they ought to want," is the gist of it. That has been said many times before in many books, but rarely as forcefully and entertainingly as by Dr. Aughinbaugh.

He speaks from a wide experience, having traveled all over South America on business trips, and he has the knack of putting into words what he learned on those journeys. His book consists of a chapter apiece for each of the South and Central American republics and the West Indies, with useful statistics for those desiring to do business with the natives, and of a number of additional chapters taking up the question of trade with our southern neighbors in its general aspect. It is this second part of Dr. Aughinbaugh's book which is especially illuminating.

The author pays his respects to the remarkable organization which has enabled the Germans to win their commanding commercial position in Latin America. Unless we go at the export trade with the same unswerving system, or at least something similar to it, the author thinks our prospects of getting Latin American trade hopeless. Study of the native idiosyncrasies and of the requirements of each market, are absolutely essential, according to Dr. Aughinbaugh; and lest it be felt that he is over-severe in accusing our merchants of negligence in this respect he tells readers that there is a story in South America about a salesman from the United States who persisted in trying to sell snowplows in Brazil, where nobody has ever seen a single snowflake. This, of course, is an extreme case, but he adduces it as typical of the American merchants and their representatives, who insist on trying to sell Latin Americans what they don't want and then wonder why Germans, who go to any length to provide what the natives do want, get the lion's share of the coveted orders.

Dr. Aughinbaugh's advice to American salesmen is varied, shows keen study, and should be read carefully by both merchants and salesmen desirous of venturing into the Latin American field. Here is an interesting sample:

> After an initial visit to a possible client it is advisable to develop his social side. Ascertain to what clubs he belongs and get put up at them, so that an opportunity may arise to see him after the cares that infest the day are gone. You will find the Latin American a gentleman, a past master of the art of etiquette, a Chesterfield in matters of decorum, and an agreeable companion.
>
> He, like ourselves, has his weaknesses. Find what they are and cater to them. He will be responsive after he gets to know you. The amount of flattery that he will stand for and assimilate is beyond belief. The Spanish language is specially equipped for the purpose and provides means for raising to its nth power the superlative degree.
>
> Do not for a moment get the idea that you are dealing with a child, for, though like the Chinaman, he presents a bland exterior, he is uncannily wise. He knows his line and prices and market conditions. Existing in a world of little excitement, few amusements and one foreign mail per week, his mind is not diverted and he unconsciously concentrates and becomes a specialist in his business. Having always lived thousands of miles from markets he has learned to prognosticate trade developments years ahead.

Dr. Aughinbaugh also advises salesmen to become proficient in the language of the natives of Latin America and is prodigal of good counsel regarding other matters—what to eat and drink in the tropics, how to deal with Latin American Custom House officials, what methods to pursue in giving credits, how to have goods packed for shipment, &c. All in all, his book is a careful and conscientious attempt to guide business men of this country along the best roads to the markets of Latin America.

Public Utilities

Financiers, investors, accountants, and consulting engineers will find a useful handbook and reference book in Hammond V. Hays's "Public Utilities; Their Fair Present Value and Return." This volume supplements a previous study by the same author of methods available in the valuation of the properties of public utilities. (D. Van Nostrand Company, $2.)

The New York Times
Published: July 25, 1915

THINGS WOMEN DO BEST

And Other Things They Might Have Done but for Lack of Leisure.

To the Editor of The New York Times:

In the Topics of the Times of July 20 there appeared an editorial entitled "Questions for the Women." The first of the queries presented was: "Will women not say why it is that women are not among the proposers of the plans for the improvement of the common schools of this city?" We women reply that the leading experiments in education in this country have been due more to the initiative of women than of men, and that if the editor who put this question to us had read the facts about women's educational experiments assembled by Mary Beard in her recent study of "Woman's Work in Municipalities" he would not have made such sweeping assertions as he did. One of these assertions was to the effect that "the women are asking to vote because they are wives and mothers, but *without manifesting* peculiar fitness for the solution of the problems affecting the public life into which they seek to enter."

The book to which I refer shows that that is just what women have done—manifested peculiar fitness for the solution of the problems affecting the public life they seek to enter. In education, or the development of the common school, to which special reference is made by THE TIMES writer, women have contributed the kindergarten, valuable additions to the curricula, special schools for crippled, feeble-minded, and anaemic children, and have been largely instrumental in securing medical and dental inspection, visiting teachers, teacher counselors for vocational and other guidance, and extension and recreation work among foreigners.

We are told by the writer that "it would be easy to prolong the list of womanly things done better by men, but the women would be puzzled to offset the list by enumeration of the manly duties whose performance has been made easier and better by them." One or two instances that I will enumerate in this connection will suggest others: Through their development of libraries women have enabled men to perform their so-called manly duties with greater expedition and efficiency; women's contribution to vocational education and guidance has started men in considerable numbers along the road to big achievements and performance of manly duties. Alice Barrows Fernandez is almost as prominent in the educational world of New York City as is William Wirt and she has done much to win interest and support for his school proposals. Furthermore, she is making definite contributions to that very proposal itself in the matter of education for girls. Rhode Island has officially indorsed the methods of Mme. Montessori. Private associations are generally known also to have initiated and financed experiments for the improvement of the common schools throughout their history, and women have played a conspicuous part in founding and maintaining these associations.

The editor thinks also that women have not shown conspicuous fitness for the solution of their private problems. This should, I think, be taken as the man's point of view, and only that. From the woman's point of view the development of the kindergarten, of nursing, of playgrounds, of control of the social evil and similar work have done infinitely more to solve woman's private family work and problems than all the sewing machines and cold-storage bread-preservers that ever were or ever can be invented. She has, however, invented mechanical contrivances as well—incinerators, for instance. The fireless cooker was but an adaptation of a principle of cooking long used and doubtless applied herself by the simple Dutch housewife. We do not know that farmers have invented their own agricultural devices, for invention enters as marked accomplishment into human history only when it becomes a commercial enterprise. Inventors become a class for the most part whose business it is to invent. The scarcity of labor is a big stimulus to invention, and there has been no lack of women to perform the hand work at home, especially since men were inclined to begrudge any leisure women stole for thought or study.

HELEN ROGERS REID.

Purchase, N. Y., July 22, 1915.

The New York Times
Published: July 29, 1915

Music in Stories and Cardboard Characters

Mrs. Carre Louise Dunning Leads Child Pupils Through Make-Believe Land and Lets Them Handle Symbols Showing the Alphabet of Sharps and Flats

THAT "there is no royal road to learning" has been disproved by Mme. Montessori's discovery of an easy method presenting the difficulties of mathematics to children. And the aphorism has received another blow in the perfecting of a practical system of musical pedagogy by Mrs. Carre Louise Dunning.

"We make the disagreeable technical work so easy for the children that they do it unconsciously," she said to a visitor. "By appealing to their love of beauty and nature and to their instinct to play games we get them to do work which has until now been regarded, and rightly, as drudgery. The time is coming when our young people will not have to give twenty-five years of their life studying and working to learn enough music to enable them to earn a living a few years longer. Children are my hobby, children and music, and I have studied both all my life.

"I'm a Massachusetts woman," Mrs. Dunning went on, "and have studied music for years here and abroad, always proving a disagreeable, rebellious pupil because I wanted to know 'why' and never could reconcile myself, much as I loved music, to sitting by the hour and striving, through the dreary repetition of pages of monotonous exercises, for a sufficient technique. So, when my twin boys showed a musical bent, I set my wits to work to think up something which would make their study easier and at the same time satisfy their ever-recurring 'why.'"

From those first efforts the system has evolved by which a child learns easily, quickly, and almost unconsciously. First comes the theory. The piano is not taken up until later. The children are told that they are going to take a trip to music-land. And in music-land there is a language which they must read, write, and understand, else they won't enjoy their stay in the new country. This sounds like a game, and as every normal child revels in make-believe, it nails their attention at once.

Then they are provided with boxes of black cardboard characters showing the alphabet of music-land's language, its sharps, flats, different notes, clef signs, and so on, and told what they signify. The grand staff is drawn on a blackboard, only it is different from the ordinary staff in that there are eleven lines instead of ten, and the middle one being erased, the two distinct staves left are bracketed. This shows that in reality they are one staff. Then the demonstrator places the clef signs, telling the children why, and at the same time allowing the little beginners to place their black cardboard symbols on the pasteboard staves, similar to any gameboards, which have been provided. In this way the scales are built up and the children visualize the notes, have the individual black characters in their hands, know where they belong, and never forget. Paradoxically, the children, while being led through a land of make-believe, handle the actual symbols and learn through realities.

The lines and spaces are taught by jingles and songs which they sing, placing lettered, round tags in their proper places meantime. A puzzler for children the world over has always been the order in which the lines and spaces are named. The spaces, F A C E in the treble clef, are, of course, easily memorized. But the lines, E G B D F are troublesome until it is pointed out on the big cardboard grand staff, that after Go..n the first line of the bass clef, the notes run A B C D E F G A and so on straight through the treble clef. After that one demonstration they always remember.

Major C is impressed on their minds by legends. They are told that he is so well known that he needs no doorplate on his house to show people where he lives so there is no sign on the clef. But when one calls on Major G, one recognizes the

The New York Times
Published: January 2, 1916

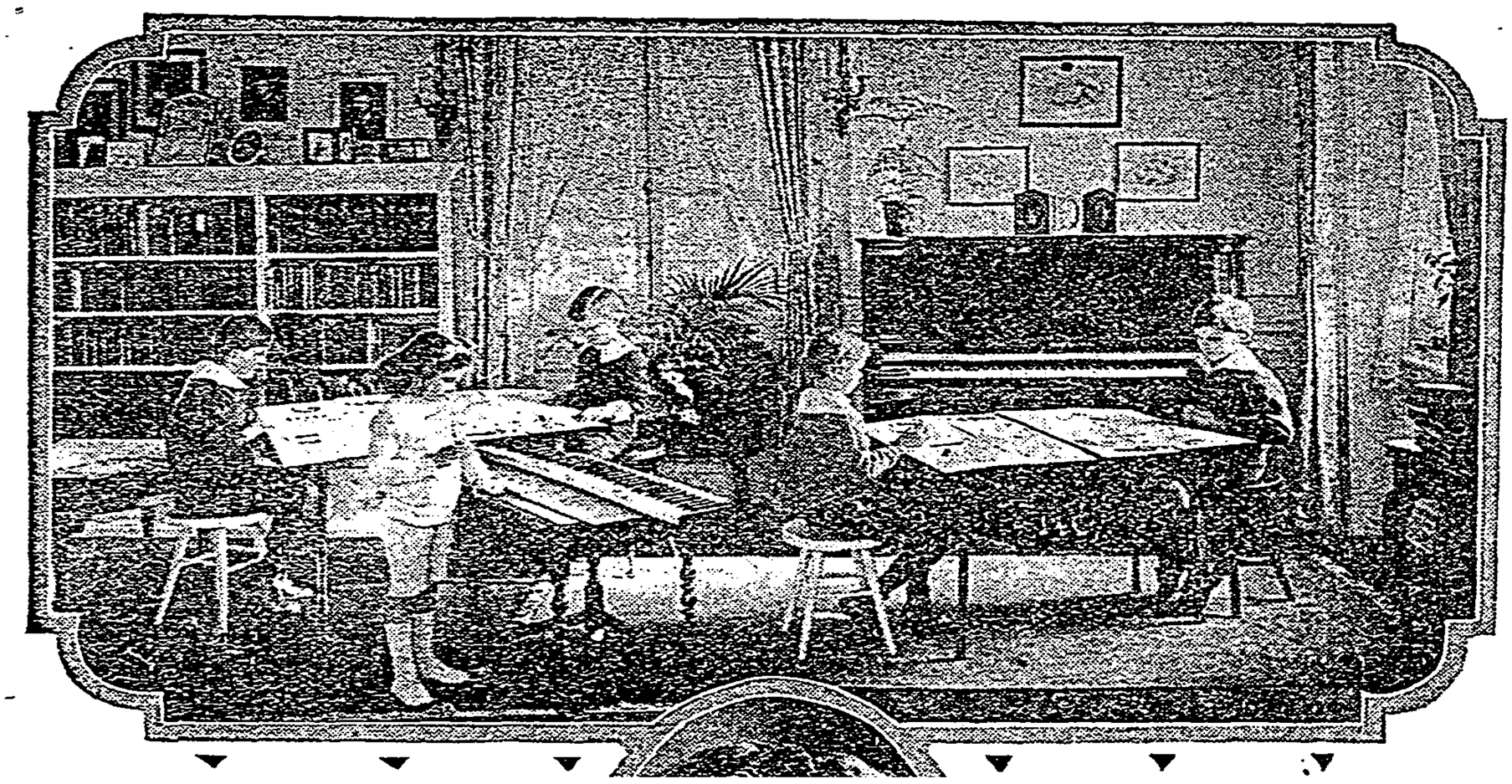
house instantly by the doorplate, one sharp on the fourth line, which belongs to Major G alone. Then the false keyboard comes into the game, and with the picture keyboard laid under it and parallel to it, Major C's home is discovered on the piano and the C lifted out bodily. So the relation of the printed staff to the keyboard becomes evident, all without conscious effort or striving on the child's part.

After the major scales are managed, the minor ones are attacked with no terror whatever. The pupils are told that Major C came from a far country to live in this little house on the keyboard. He liked his new home so well that he sent for his brother Pure Minor, and he was soon established two doors below Major C. His daily walk consisted of seven steps upward, passing Major C on the way. After a time Pure Minor sent for his father, King Harmony, to come to this new country to live, and he took up his residence with Pure Minor. In walking out one day, a storm having blown down a tree so that it fell across the path, King Harmony had to move up a half step after his sixth step, to reach his destination. This made the harmonic scale. King Harmony soon sent for Queen Melody to come to him, and she started out for a walk soon after she arrived. This time there were two trees in the path and she was obliged to take two half steps up, but when she turned to come home her attendants had removed the obstructions, and she had a clear path—this teaching the melodic scale.

The value of notes is taught with a box of blocks, or rhythm sticks, as Mrs. Dunning has called them. A whole note is the longest red stick, about twelve inches. When asked what would result if the stick were broken in two, the response is always "two half notes," and in this way the duration or value of each note is determined, while one child draws the picture of the notes under discussion on the blackboard and another selects the type from the box of pasteboard treasures. In the collection of rhythm sticks there are yellow sticks representing rests, each one with the correct character mark on its shiny surface.

"The half rest and the whole rest being exactly alike, always puzzled me," said Mrs. Dunning, "for I couldn't recollect where each one went. So I taught my boys to remember by telling them that the boy 'whole rest' is a strong youngster and always hangs from the fourth line, while his brother 'half rest' while apparently as large is not as strong, and so he sits on the third line. This yarn is just an illustration of the means taken of impressing the essentials on the plastic child mind. In connection with the rhythm sticks the measure signs are taught, 8-4 4-4, and so on. A sprightly march is played after instructing the children to do exactly as the piano tells them to do. They get up and march around the room in obedience to the music—no, not in answer to mental suggestion, but in response to the music. They learn at the same time not to be self-conscious. Then after they have marched or waltzed—nearly every child dances these days—because the music tells them to, I give them their first instruction in the measure signs.

"I tell them that in very early days the monks were the most musical people in a community, and about the only ones who ever wrote and read music. Their commonest time was waltz time and in order to denote that rhythm they place a circle at the beginning of the staff. The circle signified eternity and so was a religious as well as a musical sign.



Making the Music Lesson a Pleasure to Children.

Mrs. Carre Louise Dunning.

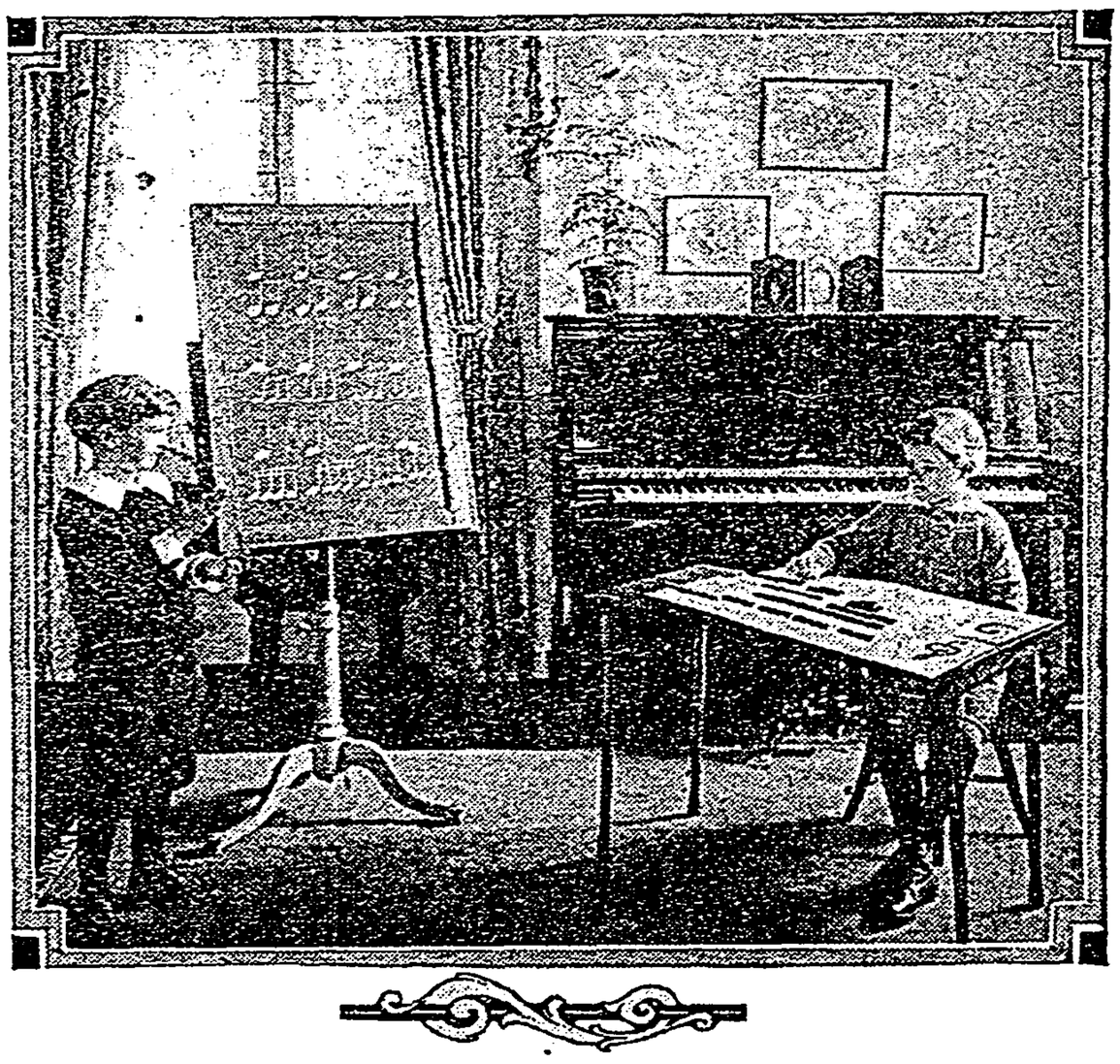
Later, to distinguish between waltz time and march time they broke the circle and lifted out a segment, leaving the sign which looks like a C, and which is used today to denote four-four (4-4) time.

"After the note values and measure signs have become part of their regular mental processes, an exercise is written on the blackboard, one child is allowed to put in the measures or bars, another claps the rhythm, another sings, a fourth plays the line on the piano and then they all build it with rhythm sticks. As a result of this training, the most difficult passages in Haydn or Wagner are easily scanned, correctly accented, and well executed with comparatively little drilling."

It is generally supposed that perfect pitch is a God-given gift which enables those who possess it to recognize any note, any time, anywhere they hear it. In the average sight-reading class of fifty there is generally not more than one pupil who has it, and that one is regarded as most talented. So efficient is the ear-training in Mrs. Dunning's method that perfect or absolute pitch is frequently acquired in a year.

"This training is part of the regular schooling," Mrs. Dunning explained. "Every time an exercise is written on the blackboard, whether it is for sight reading, for rhythm, or whether some child is composing its own melody, the class is asked, 'Now what little boy or girl can sing that first note without touching the piano?' There is always one who is willing to try, and generally the effort calls forth several protests that the sound is too high or too low. When all have expressed an opinion and given their own ideas about the pitch, the correct note is given them and they proceed. This is one of the cast-iron rules: Make the child find out everything for itself, make an effort to construct.

"You know education is not what you pour into a child's mind, but what you draw out and help it acquire. It should be taught to think and to act quickly, and it is, as the following will show. Ask any average musician the name of the first line on the treble clef. Undoubtedly the answer will come back confidently 'E.' Yes. Ask the first space on the bass clef, 'A.' Very well, now then, the third space above the treble clef? Silence and deep thought. The third space below the bass clef? Prolonged reflection, but that should be part of the training of every person who reads music, and it is in this little system of mine. The children can answer any little joker about the third or the tenth line or space above or below either staff without hesitation, and they recognize it when they are reading music because they learn it by means of the lettered pasteboard disks which they handle every day in constructing their lessons.



A Happy Rhythm Lesson. One Boy Claps the Rhythm While the Other Builds It with Rhythm Sticks.

"So much for theory, now about the actual technical difficulties. They are approached in much the same way. The hardest thing to acquire in playing a scale is utter smoothness in passing the thumb under the fingers. It comes only through practice and this they get by being told to pretend that their eight fingers form caves, rounded up nicely so that little fishes, the thumbs, can swim in and out gracefully and easily, and then they sing while I accompany them:

See the tiny fishes dart, to and fro, to and fro,
Like a gleaming ray of light, swift they go, swift they go;
In the babbling brook they play, darting here and then away, to and fro, to and fro.

Let me hold you in my hand, little fish in the brook;
At your shining silver scales let me look, let me look;
I will very careful be, you need have no fear of me, little fish in the brook, in the brook.

To your hands we cannot come, little friend, kind and dear;
Here we're happy, safe and free, leave us here, leave us here;
We must in the water stay, cannot with the children play, little friend, kind and dear, kind and dear.

"Each small thumb flies back and forth to the rhythm of a catchy melody and by the time the entire song has been repeated the digit is quite limber. Then again, a staccato passage is always a menace. There seems to be a stick in every child's arm, which prevents the "loose wrist" execution which is essential. So, holding the forearms up and abruptly dropping and raising the hands in time to the music, they sing:

Quick! Touch the key! The wrist must limber be. A little dot above each note have we.
Yes, staccato is the name of this pretty little game, and legato is the opposite, you see.

"These are two illustrations of the means taken to eliminate the hated practicing and at the same time properly train the little digits. Before any actual practicing on the piano is undertaken the pupils are taught:

The piano is a living thing, not dead, as many say;
It tells our inmost thoughts, 'tis said, as on the keys we play;
To many moods it does respond, though we be sad or gay,
And with this living friend of ours we're happy all the day.

"Each selection played becomes a story, and when a child sits down to perform before an audience, she is concentrating every faculty on making the instrument tell that story to her hearers. For instance, Lege's 'Schmetterlinge' is a great favorite. I tell each pupil who studies it that this is the story of a butterfly who lived happily with his father and mother, until suddenly one day he became filled with the wanderlust and started off by himself to see the world. He flew gayly about until he found a wonderful garden and settled on a superb lily. We can feel his content as he slowly moves his wings and basks in the sunshine and the lily's perfume. He sings a song as the result of his satisfied state of mind—there is a little song you know in the middle of 'Schmetterlinge'—and then all at once it dawns upon him that he is selfish in staying here in the wondrous garden all by himself, and away he flies to fetch his family to enjoy the flowers with him.

"In talking music with children I always avoid the words 'strike' and 'beat.' Every idea is based on beauty and harmony. I 'mark' the time or 'sound' a note, but never say 'strike' if I can help it."

Besides the theoretical and technical musical knowledge gained, Mrs. Dunning believes that her system inculcates self-reliance, concentration, quick and correct reasoning and neatness—for it is no small thing to keep in absolute readiness the boxes of characters used so extensively in the development of the fundamentals.

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Published: January 2, 1916

WOMAN EDUCATOR PRAISES GARY PLAN

Mrs. Margulies Credits Mayor Mitchel with Kindling Blaze of Inspiration.

CONDEMNS FOGY TEACHERS

Advises Parents to Study the New System and Learn Its Merits for Themselves.

Mrs. A. Rene-Margulies, Director of a number of private schools in the city, who conducts a Montessori school for children at her home, 675 West End Avenue, through the Committee on Education of the Mitchel campaign, has given a strong indorsement of the Gary School system.

"For fifteen years," she said, "I have been interested in educational movements. Much of this time was spent in directing schools for deaf mutes and for backward children. Later I was attracted to Dr. Montessori's methods for teaching normal children and at once became an enthusiastic advocate. When the so-called Gary system was introduced here I naturally investigated. I found that in its essential elements it is in line with the best educational thought of the day. It recognizes, for one thing, that a child's school life is not a thing apart, not a mere educational treadmill which must be operated as a sort of necessary evil in the life of the child.

"The school life should not be considered as an experience standing by itself, a matter of a few hours' daily grinding in this study and that. The life at school should be so modeled that it forms a part of the growth and development of the human unit. It should be a part of the whole. To turn a large number of children into a sort of educational hopper and expect to produce a uniformly satisfactory product by simply turning a crank according to rules, is not an educational process. True education likewise does not mean the mere cramming of knowledge into the head of the child. It means developing, as well, the character and body of the child. It means that the school life of the child is simply part of a great process, the process of life. It is a cycle in the development of the man and woman.

"For this reason the old-fashioned drillmaster style of teaching will no longer do. The teacher must be something more than an educational mechanic. The Gary idea broke through the old, befogged windows of tradition. It brought a ray of light which now, thanks to a heroic Mayor, is becoming a blaze of inspiration to those who know the potential power of the public school. There is opposition naturally. There always has been and always will be with every great advance of the human race. Some teachers oppose the new idea because they think they must discard much of what they have learned. It is the old Bourbon spirit that never forgets anything and never learns anything. They are enemies to progress, and they are selfish. Many of them, unfortunately, will not even take the trouble to investigate the new method. They meet reason with stubborn prejudice. They are not thinking of the children, of their country, of the race; only of themselves and their own petty comfort.

"I know that the Gary system here is but an adaptation, only a start. I know that it has been hampered in its test by many forces that should be most wholeheartedly for it. Many teachers, I have been told, have been little less than disloyal in their treatment of it. They determined, it is said, that it should not succeed and have covertly done what they could to bring about its downfall. These teachers and their sponsors in administrative circles, if this be true, should be ashamed of themselves. They have been false to their profession. Can it be wondered that many parents of children have in their ignorance opposed the new system, if the paid servants of the city, of the people, have been secretly moving to foster this very antagonism? The people do not always know. They have not the means nor the opportunities of knowing. They should have faith in those who do know, whose business it is to know. And when those who should know turn traitor, they not only betray those who depend on them, but they betray the precious little children, the innocent, the hope of the land.

"This is an educational matter. The more discussion there is about it, the better the people will understand. They, too, are going to school now. They will learn to know the good from what is old and useless. They will cast out the old. They will enthrone the new. Always it has been thus. You cannot turn back the hands of the clock. The world does move. The Gary idea must win."

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WOMAN ON SCHOOL BOARD TELLS WHAT SHOULD BE DONE

WHEN the new Board of Education, seven strong, held its organization meeting on the day after it had been appointed by Mayor Hylan, one of its first official acts was to refer an elementary school question to Mrs. Isaac Franklin Russell and Anning S. Prall. Elementary schools are Mrs. Russell's specialty. She has been working with elementary school problems in one of the local boards fifteen years. For twenty-eight years she has been studying the practical administrative questions of city kindergartens. She is known as a woman of experience and determination, to say nothing of executive ability.

But when an interviewer sought to elicit from Mrs. Russell, as one of the board's two women members, an expression of her ideas, plans, and special interests in the work of the small central Board of Education, the task proved surprisingly difficult. It was difficult because Mrs. Russell's husband, formerly Chief Justice of the Court of Special Sessions, was present and was so tremendously proud of her. He was so proud of her that he could scarcely avoid talking about her every minute. He was so full of what she had done, and what she believed, that he would scarcely give her a chance to express any of it. When she did get an opportunity to talk, however, she showed unmistakable signs of having studied the school situation seriously and intelligently.

"Well, Mrs. Russell," the visitor began, after reaching her apartment in Brooklyn, "what do you think about your new work?"

Mrs. Russell smiled and opened her mouth to speak. But she got no further.

"She doesn't want to say anything about it," said ex-Justice Russell, pleasantly but firmly. "It has not really begun yet, and the Mayor has said that he would be seriously embarrassed by premature expressions of plans from members of the board. Everything of that sort must come from Mayor Hylan or Mr. Somers. The Mayor," he repeated, "would be seriously embarrassed."

"But I don't want to know anything that would embarrass the Mayor. What do you think, Mrs. Russell, about the place of women on the new board?"

"There is nothing new about that," Mrs. Russell said. Then her husband interrupted her.

"There were women on the old board," he said, "and as for Mrs. Russell, she has been working on the local school board here, and with the Free Kindergarten Society, for years. There is nothing new in her taking up this educational work." He pulled a batch of papers from his pocket and looked through them until he found some closely written sheets. "Here is what you want. This tells you all about her." He beamed happily. No mother whose child had won the highest prize of scholarship could be more glowingly proud than is Mr. Russell of the honor that has come to his capable wife.

"Why, you know," he broke in suddenly, "if Mayor Hylan had made her head of the Street Cleaning Department, or Tenement House Commissioner, she would have been able to do that work, too, just as well. She is most enthusiastic about street cleaning. She never goes out to walk without trying to clean the streets as she goes! She—you were asking what she felt about her new work—well, you can quote her as saying that she quite agrees with Mr. Willcox that this management of the public schools is the most arduous task that ever confronted any seven people since the beginning of history. But she is ready for it. She thinks that Mayor Hylan is absolutely right when he says city employes should work from 9 to 5. She is connected with about a dozen other organizations, but she is entirely ready to give up her whole time, from 9 to 5, to this school work. She calls that reasonable. Even then she thinks there would still be work to do. But, whatever it is, she is ready for it.

"Now about women on the Board of Education," he went on, "it does seem sensible to have a larger proportion of women on the board, when three-fourths

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Mrs. Charles Murray and Mrs. Isaac Franklin Russell, Women Members of New Board of Education.

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WOMAN MEMBER OF SCHOOL BOARD TELLS WHAT SHOULD BE DONE

(Continued from Page 1.)

of the school employes are women, doesn't it?"

Mrs. Russell was apparently used to her husband's exuberance. Now and then, as in the mention of street cleaning, she interrupted with a laughing, "Oh, Frank, you make me feel foolish!" or with a gay disclaimer when she was credited with membership in "a dozen organizations." But for the most part she amiably let her husband talk.

The reference to women teachers gave the caller an opportunity.

"Do you expect the new board to have more of direct personal relation with the teaching staff than the old board had?"

"How could it?" Mr. Russell replied promptly. "There are only seven members in the new board, and the old one had forty-six. No; Mayor Hylan has said definitely that the new Board of Education is not expected to have anything to do with pedagogic problems, discipline, the encouragement of teachers, and things like that. Its work is to be external—work with bricks and mortar and the like."

Mrs. Russell got in a remark here.

"I don't know that one should put it just that way," she said. "What seems to be expected in the new plans is that the Board of Superintendents shall do more actual work in connection with the schools and shall have less clerical work to do. The clerical work, according to the new plans, is to be done by clerks, and the Superintendents will have more time for direct relations with the schools.

"Of course, you understand that it is impossible for me to outline any plans of my own or to talk about my new work, because it hasn't begun, really. We have had only one meeting, you see. They referred an elementary school report to me," she added, casually.

Mr. Russell seized the reins of conversation once more.

"If she can be said to have one special enthusiasm," he averred, "it is for the Froebel system, and kindergartens. She believes that the kindergarten system should be carried straight through every grade of the school and college until a man has got his doctor's degree. She is an expert on elementary grades and kindergarten work. She has always lived the life of a student. But though she is especially interested in elementary school work and in the kindergarten system, she feels a keen interest in the high schools, too, because all of our four boys went through the high school here. You see she has always been very much a mother. That is the kind of woman she is. And then another of her enthusiasms is playgrounds. She has done a great deal of work in Brooklyn toward the establishment of playgrounds. And, you know, she just loves detail!"

Mrs. Russell had gone out for a few moments answering the telephone. Indeed, she had done this several times to answer congratulatory calls. A visitor arrived. The visitor was a man. He engaged at least a part of Mr. Russell's attention.

The new member of the Board of Education, a brisk, quick-spoken little woman who combines an air of thorough-going efficiency with the utmost modesty and patience, at last spoke for herself of her ideas and her work. Her enthusiastic husband was quite correct in his references to her previous achievements, and he had quoted her opinions with the accuracy of devoted absorption.

"I don't know that I could be called an expert in elementary school matters," she said, "but I am certainly especially interested in the elementary grades and in the kindergartens. I think that if you start the children right in the elementary schools the high schools will take care of themselves. Our best and our best paid teachers should be in the elementary grades. That is something I firmly believe. I am quite willing to go on public record right now as saying it. Of course the high school teachers must know more. They must be college graduates. But in the elementary schools there is an especial need for the finest and most sympathetic kind of woman. In the high schools that need for personal sympathy is not so great."

"An adolescent boy doesn't want to be mothered," Mr. Russell put in. "He wants a teacher that can play football."

"I want to give special attention myself to the elementary grades, because my work for years has been along those lines," Mrs. Russell said. "As for what Judge Russell was saying about my believing that the idea of the kindergarten in its individual development and expression should be carried on into the grades of the schools, I certainly do believe that with all my heart. I was talking the other day to one of the school authorities in Monmouth County, New Jersey, and he was telling me that all their teachers in the first grade were obliged to be trained kindergarten teachers. Now, I think that is fine. I think one of the things for which we should work in our schools here is better co-ordination and articulation between the kindergarten and the grades."

"What do you think of the Montessori system?"

"I have studied it pretty carefully, and I heard Dr. Montessori when she was here, but I have never been able to find anything in the Montessori system that could not be developed out of the Froebel kindergarten ideas. Of course there is more of it in the Montessori system, but the germ, so far as I have been able to discover, is all in Froebel."

The telephone rang just then and Mr. Russell took up the conversation.

"Mrs. Russell has been consistently opposed to the Gary school plan here," he began, "although she has admired the way it worked in Gary. The trouble is that the problem here is absolutely different. In Gary they can have the shops and playgrounds; they have plenty of room. But she has sympathized with those who doubt the expediency of trying to introduce the plan in our schools here." Then he added: "She has no revolutionary ideas."

Mrs. Russell has been for twenty-eight years a member of the Free Kindergarten Society of Brooklyn. It was due in part to her efforts that the kindergarten system was introduced into the public schools. She has herself organized and kept under personal inspection scores of kindergartens. She has also furthered kindergarten methods in the Sunday Schools of Brooklyn, and has been for years one of the two women directors of the Brooklyn Sunday School Union, which is in charge of the Sunday Schools of between four and five hundred Protestant Churches. For twelve years she was Director of Kindergartens in the Sunday Schools. In 1902, when Brooklyn became a borough, Mrs. Russell was appointed to membership on Local School Board No. 20, a position which she held until her resignation on New Year's Day. If, as her husband says, she "has no revolutionary ideas," she has certainly put through some progressive work. She was largely responsible, among other things, for the establishment of the "School Street; Go Slow" signs for automobile drivers.

"And do you know what else she did?" her husband ejaculated. "It was a hard one, too. She enforced the regular quarantine laws in the Sunday Schools. She has always been especially interested in matters of health, sanitation, and public safety."

"You say you believe the kindergarten system of expression and development should be carried through the elementary grades. Wouldn't that necessitate smaller classes?" Mrs. Russell was asked.

"Certainly it would!" she replied, in good, round terms of emphasis. "And smaller classes are one of the things I am going to work for. We need smaller classes for two reasons—for the personal contact between pupil and teacher and for the better and freer development of the pupil's mind.

"About those questions of loyalty in the schools, of which there has been so much talk lately, I think that when it comes to a matter of loyalty of teachers to Principals the Principal has a good deal to do with it. I think teachers are loyal to a sensible and good Principal, as a rule.

"About this talk of 'sedition in the schools'—well, I have been about in the public schools of New York City enough to feel quite safe in saying that I believe there is practically none. Certainly I consider it negligible. But where such lack of loyalty to the country is found to exist of course there is only one thing to do—put the disloyal teacher out. What else could you do? There should be no question of the loyalty of every public school teacher to our flag and all that it stands for."

The papers which Mr. Russell found in his pocket included a little sketch of his wife's life and achievements. Her father, Walter M. Ferriss of Brooklyn, was on the editorial staff of the American Encyclopedia and several similar publications, and her husband was at the time of their mariage a professor in New York University. Three of their four sons were educated at the university; the fourth was the first Rhodes scholar to represent New York City at Oxford. Mrs. Russell was for ten years Secretary of School Board 20, and has been Director of the Woman's Legal Education Society, Chairman of the Board of Trustees of the Froebel Society, and Chairman of the Committee on Education of the Brooklyn Woman's Club. She is a member of the Board of Managers of the Brooklyn Orphan Asylum.

Mrs. Charles Murray, the other woman on the new Board of Education, is younger than Mrs. Russell. She, too, has had executive experience. She has never been officially connected with the school boards, but she has been active in the educational work of the Catholic Summer School at Cliff Haven. She is President of the Social Service League of St. Vincent's Hospital, and has been a worker in the Catholic Ladies' Auxiliary.

"I have interested myself in educational problems and done a good deal of work along those lines as an individual," she said.

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