

“The secret of good teaching is to regard the child's intelligence as a fertile field in which seeds may be sown, to grow under the beat of growing imagination.”

Our aim is not only to make the child understand, and still less to force him to memorize, but so to touch his imagination as to enthrone him to his innermost core.

We do not want complacent pupils, but eager ones. We seek to sow life in the child, rather than theories, to help him in his growth — mental and

emotional, as well as physical — and for that we must offer grand and lofty ideas to the human mind.”

— Dr. Maria Montessori

If the idea of the universe is presented to the child in the right way, it will do more for him than just arouse his interest; it will create in him admiration and wonder, a feeling loftier than any interest and more satisfying.

Elementary Montessori is different in many ways from the experience of the early childhood program. It is designed to meet the changing intellect and personality of children of ages six to twelve. While different, elementary

Montessori is built upon the foundation of the earlier years. This is the time when we see Montessori children begin to blossom into ‘joyful scholars.’



The beauty of the elementary years in a Montessori school is that the curriculum is geared to the sensitivities of the children, rather than to the demands of the adults.



For more information about Montessori, visit www.montessori.org, read *The Montessori Way* or *How to Raise an Amazing Child*, talk to the school admissions director or head of school, or read the other brochures in this series.

Compliments of ...

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*Joyful Scholars:
Montessori for the
Elementary Years*

The

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To do well, it is necessary to aim at giving the elementary age child an idea of all fields of study, not in precise detail, but as an impression. The idea is to sow the seeds of knowledge at this age, when a sort of sensitive period for the imagination exists."

— Dr. Maria Montessori

Justice & Morality - Children are extremely concerned about right, wrong and fairness. They love being involved in problem solving and discussions that revolve around rules and fairness in the classroom community. "Class Meetings" provide an important forum for these discussions.

Social Relationships - During the elementary years, children make much deeper friendships and explore relationships. They work and learn, together, to run the class, master new skills, and complete team projects in which they discover each other's ways of contributing to the group.

Money & Economic Value - Elementary students begin to study economics and create their own small businesses. They learn how to set goals, earn money, and spend wisely.

The elementary child has reached a new level of development. Before he was interested in things: working with his hands, learning their names. Now he is interested mainly in the how and why... the problem of cause and effect."

— Dr. Maria Montessori

Abstract Use of the Imagination - Elementary Montessori students expand their learning through the use of their imaginations. They often stage re-enactments of events they have studied, or create imaginary places with climate, plants, animals, shelter; and clothing that would be present there.

Use of Tools & Machines - They may create tools to accomplish necessary tasks, just as people did long ago. The laws of physics are put into practice as children work with pulleys, levers and other types of machines.

History & Time - During the elementary years, children become much better able to understand time. Using their imagination, they are able to explore and understand events.

Human Culture & Membership in the Human Family - Elementary children study other cultures from the perspective of the common needs of humans. They investigate the ways that different people meet their needs for shelter, food, clothing, spiritual development, beauty, and protection.

A Sense of How the World Works - Elementary children are intensely interested in scientific principles. They experiment, using these principles, to find out how the world works, and begin to discover the natural order of things.

In addition, elementary Montessori programs take students into the community for research, service, and exploration.



"When the child goes out, it is the world itself that offers itself to him. Let us take the child out to show him real things, instead of making objects that represent ideas, and closing them up in cupboards."

It is self-evident that the possession of and contact with real things brings, above all, a real quantity of knowledge. Instruction becomes a living thing. Instead of being illustrated, it is brought to life. Experience is a key for the intensification of instruction given inside the school."

There is no description, no image in any book that is capable of replacing the sight of real trees, and all of the life to be found around them in a real forest."

— Dr. Maria Montessori

