



The Cincinnati Montessori Society

Newsletter

School Happenings

Great Programs Combine for Success for All Youngsters

By Dee Butler

The Rev. Henry Waldhaus founded St. Rita School for the Deaf to provide for the deaf residents of the Archdiocese of Cincinnati. With eleven students and a staff of three Sisters of Charity, the school opened its doors in 1915. It has been a leader in the education of the deaf and hard of hearing ever since. Today, St. Rita serves more than 125 students and is the only private school in the country with both day and residential programs for children from infancy through high school.

The most critical time for a child's language development is from six weeks through age five. With this in mind, St. Rita School for the Deaf has created language-rich educational programs that teach both deaf and hearing children how to communicate in a variety of ways. Sign N Say is the name of this language-rich educational total-communication program. It is a program where children with verbal apraxia can use both sign language and their voices to communicate. Verbal apraxia is an impairment in the ability to execute complex coordinated movements. In other words, there is nothing wrong with the muscles but they are not able to respond properly to the brain's messages.

Most children with gross motor apraxia also have verbal apraxia. The process of retrieving information to use it successfully involves motor, social skills and language and can be enhanced with sign language.

Ellen Brigger, the teacher responsible for developing Sign n' Say, used lessons learned from over six years of teaching apraxic children. With twenty years of teaching experience including work with children with disabilities, as well as a Masters in Montessori, she created an environment where children with apraxia can learn.

The LOFT (Language Opportunities for Tots) program is another program designed to meet the developmental needs of young children with apraxia, both hearing and deaf, from birth through age five. This program strives to provide experiences that enrich and enhance each child's language, cognitive, social, emotional, physical and creative development. The staff provides care that is warm, supportive, nurturing and responsive to each child's needs.

Within LOFT's daily schedule, each child will be exposed to opportunities to create, explore and influence their environment, with an emphasis on developing communication and problem solving skills. A balance of child-centered and adult-modeled activities promote interpersonal interaction and proved the opportunity to develop a positive self-concept.

We have all known about St. Rita School and its wonderful programs for children with hearing impairments, but



not all know about the Montessori program within the school. Since the Montessori philosophy, introduced to St. Rita in 2002, is clearly a sensorial program, what better method to include in a school where one sense is missing or impaired?

The LOFT's preschool program is build upon the Montessori philosophy and led by Montessori-trained and certified teachers. The three Montessori classrooms with small class sizes and low teacher-child ratios create an environment that is conducive to every child's growth and development. Within these programs of Sign n' Say, LOFT and Montessori, is a place of success for all children at St. Rita School. The wonderful connection is sign language.



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**CINCINNATI
MONTESSORI
SOCIETY**

SPRING
2007

Teacher's Section

Transplanting the Tree With Its Roots

Lakshmi A. Kripalani

What a miracle it would be if we could cut trees from their roots, transplant them and see them thrive—irrespective of variations in climate or soil.

As we celebrate the hundredth anniversary of Dr. Montessori's Casa dei Bambini I wonder if we are not celebrating transplanting a tree to a new climate, without its roots.

Remember well: it is not the Montessori method that is of primary importance; it is her comprehension of the child's potential.

That potential functions at its maximum during the first six years of life no matter where the child is brought up. Montessori's essential contribution was the creation of an environment where that inherent potential unfolds without barriers created by adults.

She believed that this could lead to world peace and tranquillity. She believed that children acquire the knowledge by age six that humanity has acquired from the cave man age to this age. The most striking example is the acquisition of language. Children of every generation are more advanced than the previous generation, no matter where they are born.

The potential of the child continues to nourish our hopes, but the limitations of the adult mind continue to set up obstacles.

We have kept Montessori's name alive, but have we succeeded in implementing her discovery? Are we, as Montessorians, so divided among ourselves that we are transplanting a tree without the roots?

That may explain why too many public schools and charter schools open but fall apart.

We need to do more than quickly train the teachers. Whatever process we follow, we cannot quickly transform adult minds.

Montessori adults often put enormous effort and time into the work of unlearning and relearning the potential of the child. But they confront a business-led culture that has almost conquered the human mind with its bombardment of advertising.

I admire the efforts of those who carry the Montessori approach in public or charter schools. Our culture presents them with tremendous challenges, the most serious of which may be impatience.

Even trained teachers need time to adjust to Montessori classrooms. Too many school leaders expect teachers with brief training or knowledge to produce wonders—and that can't help but turn promising teachers away from the potential of Montessori teaching.

We can change the culture in the name of our children.

We should awaken politicians, educators and parents. We should awaken the world.

We should unite and fund efforts to save the children from the tyranny of miseducation. Mechanical, meaningless and worthless testing restricts education and hinders the natural progress of the child. Even advanced children are short-changed. Do we really believe that children who score high on these tests are therefore prepared to meet the needs of the future?

We should be outraged that the testing industry produces misleading results as mil-

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The Cincinnati Montessori Society is a non-profit organization whose mission is to bring together parents, teachers and schools in order to promote and support the Montessori philosophy. It is governed by a volunteer board of trustees comprised of Montessori parents, teachers, students, administrators and others interested in supporting this method of education.

Questions about CMS? Contact us!

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Kathy Farfsing, *Articles*

The contributors listed above volunteer to provide a quarterly newsletter to the Cincinnati Montessori Society readership. Any questions, concerns, or assistance are always appreciated. Please give us your feedback!



CMS Honors Beth Bronsil

The Cincinnati Montessori Society Board of Directors extends our warmest congratulations upon Beth's retirement. She has enjoyed a long and productive career of which she can be justly proud. Beth's many contributions as Director of Xavier University's Montessori Teacher Education Program have been widely appreciated within and beyond the Greater Cincinnati area.

Beth, you have demonstrated vision and initiative.
Congratulations and good luck in your next venture!



**Spring Conference Success at Clark Montessori
with Jonathan Wolff!**

**2007 Conference in Review
By Diane Fee**

Cincinnati Montessori Society's Annual Conference was held on May 17th at Clark Montessori Junior and Senior High School. We were fortunate enough to book Jonathan Wolff to come to Cincinnati and do his first-ever keynote for our organization. What an inspiring and thought provoking message he had!!! He spoke to our record breaking group of Montessori teachers and interns about the "Best Practice Culture" in an authentic Montessori Program. He encouraged us all to think of the ways that we can promote a clear and effective Montessori program built from the needs of children first. Jonathan also presented a workshop on the "Four Planes of Development of the Montessori Guide", an inspiring workshop that encourages teachers to reflect on their growth and development as teachers.

Along with Jonathan's breakout sessions we offered three "hands-on" science workshops which were well reviewed. There were also sessions on handwriting, music, Sensory Integration Processing and the enhancement of learning through movement with a Brain Gym instructor. Some sessions had over 60 people attend showing us exactly where teachers are seeking added information and ideas for the classroom.

To add to the day, we had a terrific variety of vendors lining the hallways of the school selling all sorts of teacher supplies and materials. With over 250 registrants we were excited to increase out membership numbers with our offer of a FREE membership to CMS this year. We hope that next years conference will draw the same excitement about Montessori! Remember if you have a great workshop idea or any suggestions for the conference, please email CMS@cincinnati Montessorisociety.org and tell us your thoughts! Thank you for your support!

**A Review of Jonathan Wolff's Keynote
By Kathy Farfising**

"How does a school maintain the quality, consistency, and growth of its education program, in a manner that is collaborative, supported by current research, and consistent with Dr. Montessori's philosophy?"

-Jonathan Wolff

Montessori teachers, and the schools where they teach, want to exercise best practices. The question, then, is what inhibits them from successfully implementing those practices for which they aspire? Fully trained Montessori teachers and administrators, a commitment to parent education, an equipped classroom with the full array of Montessori materials, and a strong mission statement are some of the more obvious elements of a successful Montessori school. In the book Creating a Collaborative Montessori "Best Practice" Culture, Mr. Wolff outlines best practices and their inhibitors. Creating a grid, he examines each area of a school, lists the best practices associated with that area, and briefly states the elements that impede them. The following are some examples:

Area	Best Practice	Inhibitors
Children	Develop concentration	Over-emphasis on just the academics
Adult	Physically models lessons/presentations	Talks during presentations
Schedule	Complete Work Cycle	Shorter and/or frequently interrupted sessions.
Curriculum	Practical life emphasized at all levels.	Practical life is minimal and offered only at the 3-6 level.
Assessment	Adults conduct daily observations.	Minimal observations
Approach	Minimal large group lessons.	Dependence on large group lessons.
	Variations in use of the material encouraged.	Only one proper use for every material.

"The real preparation for education is the study of one's self." (Maria Montessori)
As we examine those practices that lead us from fully serving the whole child, we can hopefully correct ourselves.

Creating a Collaborative Montessori "Best Practice" Culture
By Jonathan Wolff
www.JonathanWolff.org

Five Reasons to Stop Saying "Good Job!"

By Alfie Kohn

NOTE: Originally published in *Young Children*, September 2001. An abridged version of this article was published in *Parents* magazine in May 2000 with the title "Hooked on Praise." For a more detailed look at the issues discussed here, please see the books *Punished by Rewards* and *Unconditional Parenting*.

Hang out at a playground, visit a school, or show up at a child's birthday party, and there's one phrase you can count on hearing repeatedly: "Good job!" Even tiny infants are praised for smacking their hands together ("Good clapping!"). Many of us blurt out these judgments of our children to the point that it has become almost a verbal tic.

Plenty of books and articles advise us against relying on punishment, from spanking to forcible isolation ("time out"). Occasionally someone will even ask us to rethink the practice of bribing children with stickers or food. But you'll have to look awfully hard to find a discouraging word about what is euphemistically called positive reinforcement.

Lest there be any misunderstanding, the point here is not to call into question the importance of supporting and encouraging children, the need to love them and hug them and help them feel good about themselves. Praise, however, is a different story entirely. Here's why.

1. Manipulating children. Suppose you offer a verbal reward to reinforce the

behavior of a two-year-old who eats without spilling, or a five-year-old who cleans up her art supplies. Who benefits from this? Is it possible that telling kids they've done a good job may have less to do with their emotional needs than with our convenience?

Rheta DeVries, a professor of education at the University of Northern Iowa, refers to this as "sugar-coated control." Very much like tangible rewards – or, for that matter, punishments – it's a way of doing something *to* children to get them to comply with our wishes. It may be effective at producing this result (at least for a while), but it's very different from working *with* kids – for example, by engaging them in conversation about what makes a classroom (or family) function smoothly, or how other people are affected by what we have done -- or failed to do. The latter approach is not only more respectful but more likely to help kids become thoughtful people.

The reason praise can work in the short run is that young children are hungry for our approval. But we have a responsibility not to exploit that dependence for our own convenience. A "Good job!" to reinforce something that makes our lives a little easier can be an example of taking advantage of children's dependence. Kids may also come to feel manipulated by this, even if they can't quite explain why.

2. Creating praise junkies. To be sure, not every use of praise is a calculated tactic to control children's behavior. Sometimes we compliment kids just because we're genuinely pleased by what they've done. Even then, however, it's worth looking more closely. Rather than bolstering a child's self-esteem, praise may increase kids' dependence on us. The more we say, "I like the way you..." or "Good _____ing," the more kids come to rely on *our* evaluations, *our* decisions about what's good and bad, rather than learning to form their own judgments. It leads them to measure their worth in terms of what will lead *us* to smile and dole out some more approval.

Mary Budd Rowe, a researcher at the University of Florida, discovered that students who were praised lavishly by their teachers were more tentative in their responses, more apt to answer in a questioning tone of voice ("Um, seven?"). They tended to back off from an idea they had proposed as soon as an adult disagreed with them. And they were less likely to persist with difficult tasks or share their ideas with other students.

In short, "Good job!" doesn't reassure children; ultimately, it makes them feel less secure. It may even create a vicious circle such that the more we slather on the praise, the more kids seem to need it, so we praise them some more. Sadly, some of these kids will grow into adults

Attention All Montessorians:

In celebration of the 100th Anniversary of La Casa de Bambini, We would like to give everyone a gift of a year membership to the Cincinnati Montessori Society. If you are already a member, your expiration date will be automatically be changed. If you are not a member and would like to join, now is the time—it's free! Just fill out the form on the back and mail it in with no payment!

Celebrate 100 years and support Montessori in our community!

who continue to need someone else to pat them on the head and tell them whether what they did was OK. Surely this is not what we want for our daughters and sons.

3. Stealing a child's pleasure.

Apart from the issue of dependence, a child deserves to take delight in her accomplishments, to feel pride in what she's learned how to do. She also deserves to decide when to feel that way. Every time we say, "Good job!", though, we're telling a child how to feel.

To be sure, there are times when our evaluations are appropriate and our guidance is necessary -- especially with toddlers and preschoolers. But a constant stream of value judgments is neither necessary nor useful for children's development. Unfortunately, we may not have realized that "Good job!" is just as much an evaluation as "Bad job!" The most notable feature of a positive judgment isn't that it's positive, but that it's a judgment. And people, including kids, don't like being judged.

I cherish the occasions when my daughter manages to do something for the first time, or does something better than she's ever done it before. But I try to resist the knee-jerk tendency to say, "Good job!" because I don't want to dilute her joy. I want her to share her pleasure with me, not look to me for a verdict. I want her to exclaim, "I did it!" (which she often does) instead of asking me uncertainly, "Was that good?"

4. Losing interest. "Good painting!" may get children to keep painting for as long as we keep watching and praising. But, warns Lilian Katz, one of the country's leading authorities on early childhood education, "once attention is withdrawn, many kids won't touch the activity again." Indeed, an impressive body of scientific research has shown that the more we reward people for doing something, the more they tend to lose interest in whatever they had to do to get the reward. Now the point isn't to draw, to read, to think, to create -- the point is to get the goody, whether it's an ice cream, a sticker, or a "Good job!"

In a troubling study conducted by Joan Grusec at the University of Toronto, young children who were frequently

praised for displays of generosity tended to be slightly *less* generous on an everyday basis than other children were. Every time they had heard "Good sharing!" or "I'm so proud of you for helping," they became a little less interested in sharing or helping. Those actions came to be seen not as something valuable in their own right but as something they had to do to get that reaction again from an adult. Generosity became a means to an end.

Does praise motivate kids? Sure. It motivates kids to get praise. Alas, that's often at the expense of commitment to whatever they were doing that prompted the praise.

5. Reducing achievement. As if it weren't bad enough that "Good job!" can undermine independence, pleasure, and interest, it can also interfere with how good a job children actually do. Researchers keep finding that kids who are praised for doing well at a creative task tend to stumble at the next task -- and they don't do as well as children who weren't praised to begin with.

Why does this happen? Partly because the praise creates pressure to "keep up the good work" that gets in the way of doing so. Partly because their *interest* in what they're doing may have declined. Partly because they become less likely to take risks -- a prerequisite for creativity -- once they start thinking about how to keep those positive comments coming.

More generally, "Good job!" is a remnant of an approach to psychology that reduces all of human life to behaviors that can be seen and measured. Unfortunately, this ignores the thoughts, feelings, and values that lie behind behaviors. For example, a child may share a snack with a friend as a way of attracting praise, or as a way of making sure the other child has enough to eat. Praise for sharing ignores these different motives. Worse, it actually promotes the less desirable motive by making children more likely to fish for praise in the future.

Once you start to see praise for what it is -- and what it does -- these constant little evaluative eruptions from adults start to produce the same effect as fingernails being dragged down a blackboard. You begin to root for a child to give his

teachers or parents a taste of their own treacle by turning around to them and saying (in the same saccharine tone of voice), "Good praising!"

Still, it's not an easy habit to break. It can seem strange, at least at first, to stop praising; it can feel as though you're being chilly or withholding something. But that, it soon becomes clear, suggests that *we praise more because we need to say it than because children need to hear it*. Whenever that's true, it's time to rethink what we're doing.

What kids do need is unconditional support, love with no strings attached. That's not just different from praise -- it's the *opposite* of praise. "Good job!" is conditional. It means we're offering attention and acknowledgement and approval for jumping through our hoops, for doing things that please us.

This point, you'll notice, is very different from a criticism that some people offer to the effect that we give kids too much approval, or give it too easily. They recommend that we become more miserly with our praise and demand that kids "earn" it. But the real problem isn't that children expect to be praised for everything they do these days. It's that *we're* tempted to take shortcuts, to manipulate kids with rewards instead of explaining and helping them to develop needed skills and good values.

So what's the alternative? That depends on the situation, but whatever we decide to say instead has to be offered in the context of genuine affection and love for who kids are rather than for what they've done. When unconditional support is present, "Good job!" isn't necessary; when it's absent, "Good job!" won't help.

If we're praising positive actions as a way of discouraging misbehavior, this is unlikely to be effective for long. Even when it works, we can't really say the child is now "behaving himself"; it would be more accurate to say the praise is behaving him. The alternative is to work *with* the child, to figure out the reasons he's acting that way. We may have to reconsider our own requests rather than just looking for a way to get kids to obey. (Instead of using "Good job!" to

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Calendar of Events

June:

Springer School and Center presents
Anchoring Learning in the Elementary Classroom:
All Hands on Deck for Student Success
June 11 - June 14, 2007 8:30 a.m. - 3:00 p.m.
For more information: www.springer-ld.org

Springer School and Center presents
M.A.R.S. LAB
A Multisensory Approach to Reading Success
Using a Linguistic Approach that is Balanced
June 18 - June 22, 2007 8:30 a.m. - 3:00 p.m.
For more information: www.springer-ld.org

Cincinnati Montessori Society
Open Board Meeting and Potluck Dinner
Please join us on Wednesday, June 20 at 6 pm
As we welcome in our new board members, celebrate summer
and begin to plan the events for the upcoming school year.
Please call 631-1602 or email
CMS@cincinnati-montessorisociety.org for directions.

A Montessori Orientation to Adolescent Studies
(Ages 12-18)
June 25-July 27 and November 1-4, 2007
Cleveland, OH
www.montessori-namta.org

Planning Ahead:

AMS 2007 Fall Conference
Shared Visions: Celebrating 100 Years of
Innovation and Inspiration
October 12 - 14, 2007
Hyatt Regency Irvine Irvine, CA
For more information: amshq.org

**The Montessori Foundation &
The International Montessori Council's**
11th International Conference - The Peace Academy
November 1-4, 2007
Clearwater Beach, Florida
For more information: <http://www.montessori.org>
(800) 632-4121

NAMTA's National Touring Exhibit for the Centenary
In collaboration with the Montessori Training Center of
Minnesota and Pacific Crest Montessori School, NAMTA is
initiating a major traveling exhibit and Montessori museum
collection that will be the first exposition of its kind in Montessori
history. The Centenary event, titled *A Montessori Journey*
1907-2007, is a two-thousand-square-foot exhibit that will
travel to six cities. The exhibit will be finally installed as a permanent
collection at the Montessori Training Center of Minnesota,
creating a museum open to the public in November, 2007.
Washington DC: September 8-22, 2007 Cleveland, OH:
Late September-early October, 2007 (two-week engagement)
Minneapolis, MN (permanent home): October, 2007 (exhibit
will be open for NAMTA conference, October 18-21)

Job Listings

A position for a **part-time Development Director** is available at an independent Montessori elementary/preprimary school in Cincinnati. The position focuses on marketing the school, both externally and internally. It centers on publicizing/creating and/or attending events at the school, as well as maintaining ongoing advertising in local publications. An interest in learning and understanding the philosophy and culture of the school is vital to this position. For further information, please contact Barbara Gray, 513-281-7999 or Resumes may be sent to: barbara.gray@thenewschool.cc

Cornerstone Montessori School is seeking **PP, LE & UE Montessori Teachers**. Our school is growing and we are seeking energetic, motivated teachers for our PP, LE & UE classes. The ideal candidates should have a ECE or EL.ED degree and be certified to teach in a Montessori classroom. We offer benefits, tuition discount and a small school environment with low student teacher ratio. Fax resumes to 859-491-1887 or email to info@cornerstonemontessori.org

Queen of Angels Montessori is seeking a **Part-Time Lower Elementary Assistant Teacher**, beginning August, 2007.

- 2 ½ days/week: Half-day Wednesday, full day Thursday and Friday
- School year schedule
- Montessori training preferred, but not required

To apply, contact Dan Teller, 271-4171, 4460 Berwick St. Cincinnati, Ohio 45227
e-mail: qams@qams.org web site: www.qams.org

Transplanting the Tree (cont'd)

(Continued from page 2)

lions of our dollars fill the coffers of a few corporations.

The money wasted on standardized testing, work books and other frivolous activities, can be used to better help children. We can help foundations and other sources of funding to think more deeply about their initiatives.

Montessorians who are committed to children need to overcome their personal egos and unite. We must reaffirm the underlying principles of Dr. Montessori and make them comprehensible to the general public.

There is risk involved and the prospect of long and difficult work. But it is our calling and it is worthy work.

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Lakshmi Kripalani was trained by, and has worked with, Dr. Maria Montessori and Mario Montessori. She is an AMI Montessori teacher trainer and consultant.

Dr. Montessori's 1946 Lectures—Karachi, India, transcribed and edited by Lakshmi Kripalani is available through the Houston Montessori Center, 713 464-5791.

Ms. Kripalani is available for lectures, workshops or consultations. She can be reached at lkripalani@comcast.net.

“Good Job” (cont'd)

(Continued from page 5)

get a four-year-old to sit quietly through a long class meeting or family dinner, perhaps we should ask whether it's reasonable to expect a child to do so.)

We also need to bring kids in on the process of making decisions. If a child is doing something that disturbs others, then sitting down with her later and asking, "What do you think we can do to solve this problem?" will likely be more effective than bribes or threats. It also helps a child learn how to solve problems and teaches that her ideas and feelings are important. Of course, this process takes time and talent, care and courage. Tossing off a "Good job!" when the child acts in the way we deem appropriate takes none of those things, which helps to explain why "doing to" strategies are a lot more popular than "working with" strategies.

And what can we say when kids just do something impressive? Consider three possible responses:

* **Say nothing.** Some people insist a helpful act must be "reinforced" because, secretly or unconsciously, they believe it was a fluke. If children are basically evil, then they have to be given an artificial reason for being nice (namely, to get a verbal reward). But if that cynicism is unfounded – and a lot of research sug-

gests that it is – then praise may not be necessary.

* **Say what you saw.** A simple, evaluation-free statement ("You put your shoes on by yourself" or even just "You did it") tells your child that you noticed. It also lets her take pride in what she did. In other cases, a more elaborate description may make sense. If your child draws a picture, you might provide feedback – not judgment – about what you noticed: "This mountain is huge!" "Boy, you sure used a lot of purple today!"

If a child does something caring or generous, you might gently draw his attention to the effect of his action *on the other person*: "Look at Abigail's face! She seems pretty happy now that you gave her some of your snack." This is completely different from praise, where the emphasis is on how *you* feel about her sharing

* **Talk less, ask more.** Even better than descriptions are questions. Why tell him what part of his drawing impressed *you* when you can ask him what *he* likes best about it? Asking "What was the hardest part to draw?" or "How did you figure out how to make the feet the right size?" is likely to nourish his interest in drawing. Saying "Good job!", as we've seen, may have exactly the opposite effect.

This doesn't mean that all compliments, all thank-you's, all expressions of delight are harmful. We need to consider

our *motives* for what we say (a genuine expression of enthusiasm is better than a desire to manipulate the child's future behavior) as well as the actual *effects* of doing so. Are our reactions helping the child to feel a sense of control over her life -- or to constantly look to us for approval? Are they helping her to become more excited about what she's doing in its own right – or turning it into something she just wants to get through in order to receive a pat on the head?

It's not a matter of memorizing a new script, but of keeping in mind our long-term goals for our children and watching for the effects of what we say. The bad news is that the use of positive reinforcement really isn't so positive. The good news is that you don't have to evaluate in order to encourage.

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Video Library Reminder

The titles listed below are available for rental. If you are interested in renting a video from the **CMS Video Library**, please send in the form below. **All videos require a refundable deposit.** (\$150.00 for *Follow the Child* and \$75.00 for all other videos.) Please plan to view and return the video in one week so it is available to other CMS members.

A Child's Home Environment
5 going on 6: *Montessori Style*
Montessori: A time to blossom

Montessori For Me?
Maria Montessori: Follow the Child
Montessori for the Kindergarten Year

Why Montessori Elementary?
Montessori for the Urban Child

CMS Video Library Request

_____ has been rented by _____ from _____
(video name) (your name) (school)

This video will be returned on _____ at which time the deposit check will be destroyed or returned.
(choose return date)

Signed _____ date _____

A Child's Home Environments
5 going on 6: *Montessori Style*
Montessori: A time to blossom

Montessori For Me?
Maria Montessori: Follow the Child
Montessori for the Kindergarten Year

Why Montessori Elementary?
Montessori for the Urban Child

Please send request along with deposit to: Molly Wilkins, 3926 Grand Ave, Cinti., Ohio 45236



Cincinnati Montessori Society
c/o Montessori Education Program
3800 Victory Parkway
Cincinnati, Ohio 45207

We're on the web!
www.CincinnatiMontessoriSociety.org

Cincinnati Montessori Society Membership

CMS encourages all interested Montessori parents and educators to join our organization and become involved in its activities. Members receive a quarterly newsletter, Cincinnati Montessori School Directory, free rental from our video library, and discounts on CMS Education Evenings and Conferences. To join CMS for a free year, please send this completed form to: Cincinnati Montessori Society, c/o Montessori Education Program, 3800 Victory Parkway, Cincinnati, Ohio 45207

Name: _____	MAIL TO:
Street: _____	CMS
City: _____ State: _____	c/o Montessori Education Program
Zip Code: _____ Phone: _____	3800 Victory Parkway
School Affiliation: _____	Cincinnati, OH 45207

*Memberships are yearly from the month you subscribe to the same month the following year.
If you have any questions please contact the CMS Answering service at (513) 631-1602*