

President's Corner

Dear Montessori friends!

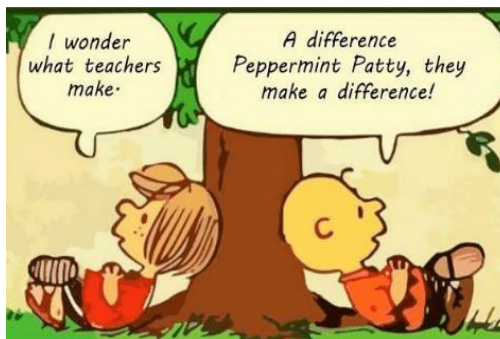
As we come to end of another school year, remember while you are so concerned with the busyness of ending the year, you have made memories for the children in your care. You have nurtured their academic curiosity. You have guided their social discourse. You have awakened their inner champions. You have worked with families who face challenges and celebrated with them over accomplishments. You have shown children how to tie their shoes or work cooperatively in a group. You have a great effect and a lasting impact on the lives of the children and their families.

Montessorians take on the nurturing and guiding of the whole child. You make a difference because you observe past academic performance to help form the people your students will become. You support peace in our world by teaching children how to be peaceful. You celebrate diversity through thoughtful lessons and experiences. You teach caretaking of the Earth through geographical knowledge and hands-on lessons. You form future citizens of the world. It is important, responsible, and optimistic work.

You do important history-changing work every day. So put your shoulders back and tilt your chin upward. It has been another year of working with children through Montessori and you have made a difference. Have a great summer!

My hands to yours,

Heidi Gauger



MMS
Fall
Workshop
Best Practices
October 12
Weber's Inn
Ann Arbor

Michigan Montessori Board of Directors 2018-19

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MMEAN Update

Michigan Montessori Education Advocacy Network is working for YOU!

by Sue Fitzpatrick

MMEAN's Mission Statement:

"We advocate for the validation and advancement of authentic Montessori education in Michigan."

This group of passionate volunteers has been busy working on behalf of all of you in the greater Michigan Montessori community to ensure that Montessori programs are included in and protected by any legislation and regulation that will impact them.

We have positive and encouraging developments to report for this newsletter issue!

Montessori 101 training given to Great Start Assessors

At the request of the Great Start PQA Validation manager Nicole Kretschmer and ECIC PQA assessment Manager Melissa Mosier, a Montessori 101 class was given by Susie Hyatt and Sue Fitzpatrick at Montessori Radmoor School in Okemos on March 13. Sixteen state validators and classroom assessors attended. Each spent 3 hours the following week observing MMS- affiliated preschool classrooms. The final week they gathered again for follow-up Q & A. The goal was to develop a better understanding of what high fidelity Montessori environments look like and how they meet the same standards of quality within the PQA with different methods than other early childhood curriculums.

Montessori feedback requested at PQA-R Assessor's Focus Group

On March 27, Sue Fitzpatrick met with Jeff Beal, Senior research scientist at HighScope CEEE and Jill Claxton, Research Associate and Research Coordinator. They were seeking assessor feedback from the data of eight high fidelity Montessori classrooms during validity and reliability trials of the revised PQA-R which Sue had conducted. Language in several quality indicators was reviewed for changes to better assess how quality is manifested in Montessori environments. The hope is to make the PQA-R a universal rating scale across all early childhood curricula.

Montessori Teaching Credential being recommended for higher recognition in the state licensing revision process

On April 18, we were invited to both the Great Start Central Resource Ambassador Team meeting and the following GSQ Central Resource Advisor Team Meeting. Your representative spoke to the issues that Montessori schools had with participating in the Great Start to Quality process and the work we were doing to promote better understanding with GSQ. Mark Jansen, Child Care Licensing Division Director within LARA, (Michigan Department of Licensing and Regulatory Affairs), attended and informed us that all proposed changes to ECE licensing regulations are now being reviewed by legal counsel in the Office Of Regulatory Reinvention (ORR). His office had recommended that our Montessori Teaching credential be recognized as higher than a CDA, its current recognition. This is due to the work between our group and MACTE, compiling equivalencies for credit hours and intern hours across many ECE programs and with MPPPI comparing the status of the Montessori credential in other states.

All of these developments are what our advocacy group has been working toward and asking for since 2012!

MiRegistry to impact all early childhood staff and schools

We also learned more about the MiRegistry system being implemented for schools and Early Childhood staff in Michigan. Going forward, all participation in the Great Start to Quality process in Michigan will be through the MiRegistry portal. We will focus on how this will affect Montessori schools in Michigan.

Spring (and Music) Is in the Air!

Here are four little spring songs you can use in your classrooms!

Rain [click here for video](#)

Rain on the green grass,
Rain on the tree,
Rain on the house top,
(Clap) But not on me.

Rain on the flowers,
Rain on the bees,
Rain on the garden,
(Clap) Lovely to see.

Rain on the oceans,
Rain on the seas,
Rain on the whole world,
(Clap) Water for me.

Once a Little Flower [click here for video](#)

Once a little flower grew by my window,
I wanted to pluck it but my mother told me, "No!"
"Sun and earth and water are what your flower needs,"
"Bees will come and visit, help your flower make seeds."

Then the chilly winter, brought some cold white snow,
Covered up my flower bed, where did my flower go?
Spring brought rain and sunshine, what would my flower do?
A surprise awaited me, for now there's two!

Spring Joy [click here for video](#)

I'm so joyful I want to sing,
Just because it is almost spring.
Skies are blue and the weather is clear,
I'm so happy that spring is here.

I just noticed a daffodil,
Peeking over my window sill.
Every morning the sun will appear,
I'm so happy that spring is here.

Every robin and chickadee,
Sings a beautiful melody.
What a wonderful time of the year,
I'm so happy that spring is here.

Spring Time [click here for video](#)

Flowers bloom in spring time,
Touch the violets,
Smell the daffodils,
Run outside and play time,
Fun for you and me!

Birds will sing in spring time,
See the chickadee,
Hear the woodpecker,
Run outside and play time,
Fun for you and me!





Michigan Montessori Society

Fall Workshop presents...

Registration information online at MMSOC.ORG



Jesse McCarthy

Jesse McCarthy, author of the upcoming book Montessori Education, is an expert in child development. He received his B.A. in psychology from the University of California, Los Angeles (UCLA) and his Montessori teacher's diploma for 3- to 6-year-olds from the Montessori Institute of San Diego (MISD).

**October 12, 2019
8am – 3pm
Weber's Inn
3050 Jackson Road,
Ann Arbor, MI 48103**

Jesse has worked with thousands of children, teachers, and parents through the years, as an elementary & junior-high school teacher, as a Head of School for infants to 8th graders, as an executive with a nationwide group of private schools, and as an expert parent and teacher mentor.

*Intro to Montessori Education by Jesse McCarthy ...The Crying Boy**

About 15 years ago, at the start of my career as an educator, I observed in a Montessori school for the first time — and what I saw made me sick.

As I sat on this little wooden chair in the corner of a classroom — which had in it a couple dozen 3- to 6-year-old children and two adults — one child stood out to me: a horribly sad boy, no more than 4 years old.

The poor child was hunched under a table crying, and he basically stayed like that for the whole time I was in the classroom (for about 45 minutes).

When I first saw the crying boy, my impulse was to go over and comfort him. But I remembered that I had been asked to not interact with the children, unless they approached me, and so I just sat there, staring, imagining how tough it must have been for him.

What troubled me at that moment was not only the boy's crying, but also that no one in the room seemed to care. All of the children and both of the adults (a head teacher and an assistant teacher) did nothing to help or comfort him. It was as if what I was seeing and hearing — a miserable child crying — didn't exist for them.

That's when I began to wonder about the other children in the classroom, thinking to myself: *What are they actually doing in here?*

My attention moved away from the crying boy under the table, to the rest of the children. As I looked around, I saw girls and boys happily engaged in all sorts of different activities and work.

Some were performing math calculations (into the thousands) using blocks and colorful beads; a few boys across the room were washing the tops of small tables; a girl was reading a book on a child-sized sofa chair; an older boy was helping a much younger girl to set up colored paints at an easel; another boy was writing out full sentences on a lined sheet of paper; a couple of children were sitting together at a 'Snack Table', chatting as they ate crackers and bite-size servings of cheese; a tiny girl, maybe a few months over 3 years old, was lying on the floor intently completing a wooden puzzle map of Europe.

Wherever I looked, children seemed completely focused on the unique task at hand, and with no prodding from an adult. I had never seen anything like it.

As I scanned the room, filled with this diverse group of preschool- and kindergarten-aged boys and girls, it dawned on me that there was no running, no yelling, no fighting, no ‘fooling around’. In fact, there was none of the usual difficulties teachers and parents can face with large groups of children — or even with just one or two!

It was remarkable.

But then my mind returned to the poor little boy, whom I had (shamefully I felt) almost forgotten.

The sound of his crying entered my awareness at once, as I looked over to find him still peering out from under the table.

Pity swept over me. I imagined the boy saying to himself, in his own 4-year-old way, “All of these boys and girls are here enjoying themselves so much, while I’m stuck under this table crying like a baby!”

His miserable crying was such a dramatic contrast to the otherwise peaceful, humming activity in the room, that the situation seemed surreal. I kept wondering: *Why is no one helping him?*

The more I thought about it — and the more no one, neither the adult teachers nor any of the children, was doing anything to comfort the poor boy — the more I was getting sick to my stomach, and a little angry.

I wondered what kind of schooling this ‘Montessori’ really is, and what kind of witch of a teacher does nothing when a little boy is crying his eyes out? (During my time in the classroom, the teachers never once comforted the boy. The head teacher barely spoke to any of the children, actually. For the most part, she just quietly went around the room, so quietly that at times I forgot she was even present.)

My visit was only for 45 minutes, and now it was time to leave. On my way out, passing the crying boy, I felt that there was something wrong with Montessori education — and I intended to tell the head teacher as much at a meeting I had scheduled with her for a couple days later.

The day had come for my face-to-face meeting with the Montessori teacher, whom I now imagined wearing a black pointy hat flying to school on a broom — and I was looking forward to sharing my blunt feedback with her.

But when I arrived at the school, she greeted me with such grace and courtesy that I felt a little embarrassed to be imagining her as a witch whom I was about to interrogate. So as we sat down together in the teachers’ lounge, instead of jumping right into my criticism of her seeming lack of empathy in the classroom, I found myself just asking a simple question: “Why didn’t you help that crying boy?”

Her answer stunned me, because it seemed so ridiculous: “Mr. McCarthy, what makes you think he needed my help?” You might imagine the look of disbelief on my face in that moment. But this woman had said it with such sincerity that I found myself mirroring her calm demeanor and just stating simply, “Well, he was crying.” Though I added for a slight jab, “I’m sure you heard it, no?”

With serene confidence, she responded: “Oh yes, I heard it, and I’m sure the children in the room did as well. But let me tell you what I also heard and saw, earlier in the morning, before you joined our class. You see, when this boy — who is a lovely new child in our school and whose name is Lucas, incidentally — came into the classroom that morning, I had attempted to comfort him, for he was crying since his mom dropped him off. During the early morning, I had held his hand and walked with him around the room, pointing out select items on the shelves and introducing him to a few children he hadn’t yet met. Other boys and girls would occasionally approach us, attempting to comfort Lucas in their own way. One boy even gave him a hug and said, “It’s OK, your mommy will be back later. I cry sometimes too.”

Yet none of us could calm Lucas.

So I asked him if he’d like to be alone for a bit. He didn’t respond. I then gently let go of his little hand, allowing him to decide what he’d like to do, where he’d like to go within his new environment. He chose the very spot in which you saw him, under a table. And when he got there, he continued as he had since the morning began. That is, he cried. Not long after that, you entered for your observation. So there you have it, the context before you walked into our classroom. Now please follow me, so you can see how this story ends.

She then offered me her hand, quite literally, and guided me to the classroom that I was in only a few days earlier. (Being led by this peaceful, almost grandmotherly woman, I now felt like a child myself.) She took me right up to the classroom door, which had a small window, and she said softly, “Go on, take a look inside.”

As I peeked in, it was much like I had observed before: focused children enjoying all sorts of different activities. But then I saw what I knew she wanted me to see. The crying boy.

The thing is though, “the crying boy” was no longer crying. In fact, if I had first come on this day he would have seemed like any other child in the room: engaged in a task, and happy.

The teacher by my side saw my surprise and said something I will never forget: “When you looked at that boy earlier in the week, you saw a pitiful child hiding under a table crying out for help. I saw a growing boy hard at work.”

“Work?” I asked.

“Yes. Work. Lucas was hard at work developing the seeds of independence and self-confidence that he will use throughout his life.” And she continued: “You see, help comes in many ways. The children and I showed empathy for Lucas during his first days in the classroom. We helped welcome him to his new school home with warm greetings and simple words of encouragement. That was sincere, meaningful aid. But Lucas also needed some time alone, on his own. Not every child will need this, as some children acclimate to the classroom straightaway, but Lucas did. And that’s OK. Our help for him was in what we did not do. Instead of receiving our pity, Lucas experienced something children these days get all too infrequently: space to struggle a bit, to be a little uncomfortable — and then to feel the earned pride of picking one’s self up. Or, as the children sometimes put it, of doing things ‘all by myself’.”

The simple yet profound outlook this wise teacher shared with me years ago, and the remarkable success of the boys and girls I observed in her class that day, are actually not unique. Their roots trace back over a century, to Rome, where in 1907, in a small classroom of 3- and 4-year-olds, a discovery was made about children.

This discovery — deemed “the secret of childhood” and praised by intellectual giants such as Alexander Graham Bell, Thomas Edison, and Helen Keller — would develop into *Montessori*, a distinctive approach to education now used across the globe.

Today if you visit an effective Montessori school (*all Montessori schools are not created equal*), you can see 2-year-olds using the bathroom on their own, 3-year-olds cleaning up after themselves, 4-year-olds reading and writing, kindergarteners doing multiplication and long division, first graders drawing (from memory) all the continents and countries of the world. And if you [Google “Montessori”](#), you’ll quickly find some of its successful grown-up alumni: famous artists, athletes, entrepreneurs — even the founders of Google itself.

Not surprisingly, Montessori education is increasingly in demand, with affiliated schools having long waitlists of thoughtful parents — from scholars and scientists to everyday moms and dads — all choosing Montessori for their children.

But what *is* Montessori, and how will it transform *your* child's future?

In the forthcoming book *Montessori Education*, you will discover Montessori for yourself and see how almost any child can grow to become an independent, successful individual. All it takes is the right environment, which begins with you.

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A Focus on.....

Maple Park Montessori - St. Clair Shores

Maple Park Montessori, a private, non-sectarian Primary school, has served the suburban community of Detroit for 37 years. It was founded by Ruthe and Bill Petrovich in 1982 with one classroom and 30 students. Today, it still has one classroom and 30 students! Maple Park is committed to a small school environment that really feels like a family. To accomplish this, Ruthe is the directress of the classroom, as well as the school’s full-time administrator. The school staff (all of whom have been with the school for years) believes that by keeping the student body small, a real community of teachers, parents, and students will guide the children through the all-important first plane of development.

Maple Park is honored and privileged to adhere to Maria Montessori’s vision. The school’s mission is grounded in Montessori theory and practice, while also observing current educational research and contemporary insights into child psychology. The school strives to be a welcoming environment for non-neurotypical children, and to that end Ruthe and the school staff consistently seek to broaden and deepen their understanding of the science of early child development.



Maple Park has many long-standing ties with the suburban Detroit community. It has served as a retreat site for Regina High School for 24 years. Sometimes the Regina students are former Maple Park students themselves! It also participates in an annual food drive with nearby St. Margaret of Scotland Catholic Church. For the past

several years, Maple Park has supported Gilda's Club of Detroit with an annual fundraiser in honor of a former student who successfully underwent treatment for leukemia.



Part of Maple Park's uniqueness is its strong alumni community. It has maintained the same location, in St. Clair Shores, for all the years of its existence, and many students are the siblings, cousins, neighbors, friends, and even children of former students. Many families find the school through word-of-mouth. Former students return to visit often, whether from their elementary school or, more surprisingly, from their high schools and colleges.

Ruthe is certified by the American Montessori Society and has been teaching the Montessori method since 1974. Maple Park Montessori is licensed by the state of Michigan, affiliated with the Michigan

Montessori Society and follows the guidelines set up by the American Montessori Society. To learn more about Maple Park's mission and community, visit mapleparkmontessori.com.



MMS Mini Workshops ~

A Second Successful MMS Mini Workshop

*On May 14, MMS held its second Mini Workshop. This additional benefit to MMS members has proven to be of interest to many in our community. The topic of the presentation was **The Impact of Screen Time on Development**. Jessica Ravineala began by examining the brain development of an infant and young child. She then presented extensive research data on the subject of the effects of screen time and offered suggestions for teachers struggling to help parents find a reasonable way to limit it for their children. Handouts with data and suggestions will help those in attendance to formulate their own honest discussions with parents to help them develop a healthy attitude toward technology, take advantages of the benefits and avoid the developmental damage that results from unchecked access to the screen.*

Limiting Screen Time to Promote Development

by Jessica Ravineala

Screen time usage in children is at an all-time high. Studies are finding that 2 and 3-year-olds are using screens between 2-3 hours per day, 8 to 18 years old have an average usage of more than 7 hours per day, and often teenagers are using more than 11 hours per day. The impact of this screen time can be detrimental to a child's development.

The American Academy of Pediatrics Current Recommendations:

- No screen time for children under 2 years
- For ages 2-5 years, it should be limited to 1 hour/day of high quality programming.
- For ages 6 and older, screen time should be limited.

Impacts of Screen Time

📺 **Self-Regulation** – Screens are often used to help distract and calm children when they are overwhelmed and/or bored. This limits their opportunities to practice self-regulating their emotions and increasing their attention.

📺 **Noticing Body Cues** – Screens allow children to tune out from their body instead of tuning in to the awareness of their internal states (hunger, urge to use restroom, sadness, anger, etc.). This skill is necessary to regulate emotions, display empathy, and develop perspective-taking skills.

📺 **Social Skills** – A large part of social interactions involve non-verbal language that cannot be learned or read appropriately through electronic devices. Electronic devices cannot give feedback on social appropriateness or unwritten social rules.

📺 **Delayed Gratification** – Screens give children immediate gratification because all their desired objects are at their fingertips. It is important for children to practice waiting for rewards and desired objects to develop skills necessary for long term goal planning and persisting through failures.

📺 **Language Development** – While using electronic devices, children typically do not need to use language or ask for things and therefore may display difficulty with expressive language.

📺 **Physical Activity and Development** – Sedentary screen time results in limited opportunity to develop motor skills and strength through practice, repetition, and trial and error. Screen time also increases the risk for obesity.

📺 **Sleep** – The blue light that screens give off has been shown to directly impact natural sleep rhythms. This can result in decreased amount of quality sleep and increase risk of fatigue.

Tips for Incorporating and Surviving Screen Time Limits

📺 Set specific rules about when, how, and what type of screen time the child can access based on age and development.

📺 Co-view screens and co-play electronic games with your children. This allows you to ask questions and highlight information to help them understand and generalize the information they are receiving.

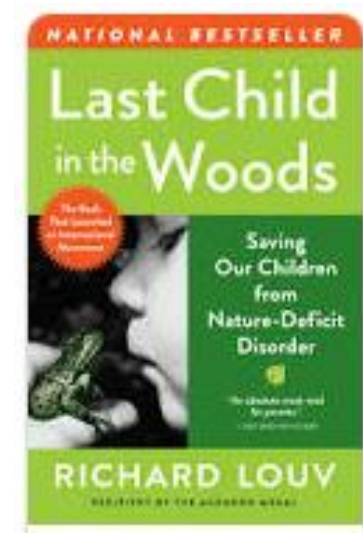
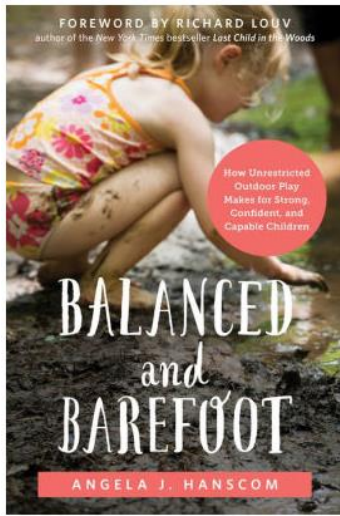
📺 Teach children that screens are a privilege and model that through your own screen time. For example, first I finish doing my work (cooking dinner, cleaning, etc.) then I get 20 minutes of screen time.

📺 Be prepared for a meltdown by preparing them with the screen time expectations and have alternatives ready (fidgets, games, preferred toys, busy baskets, etc.).

📺 Be strategic about when screens are used to give you the most benefit (ex: when you are cooking dinner, trying to put your other child to sleep, etc.).

Recommended Summer Reads

The following books will give you a heightened awareness of how crucial it is that young children be allowed to explore the natural world: Angela Hanscom's book Balanced and Barefoot, and Richard Louv's Last Child in the Woods.



<https://www.youtube.com/watch?v=Ffc4qoDgxc4>
<https://www.youtube.com/watch?v=ZN0hVzf5J9w>

In an effort to encourage parents to introduce their children to the natural world, here are lists of experiences children can enjoy at each age.

Things to do when you're 1

- Watch birds fly across the sky
- Lie on my mom/dad's tummy and look at the stars
- Dangle my toes in the water, lake/pool/river
- Feel sand and dirt
- Lie on a blanket in the back yard
- Listen to waves at a beach, or a rushing a river
- Feel the grass under your feet
- Listen to the wind blowing through the trees
- Spot mom or dad in the park
- Laugh in the park
- Shake a seed pod
- Watch mom or dad be amazed by the sound of a bird
- Sit on a blanket in the park
- Spot your reflection in a placid lake
- Pass a feather, stick, rock leaf from one hand to the other
- Babble to my friends in the sand box or other outdoor play area
- Feel a tree trunk
- Swing on a swing
- Crush a leaf in fall
- Hold sticks in each hand and bang them together
- Touch snow

Things to do when you're 2

- Play next to a friend at the park
- Give a friend a stick, or rock, or leaf
- Walk barefoot in the grass
- Throw a ball to a friend
- Show mom or dad a treasure you found outside
- Cheer your friends playing a game
- Run fast
- Jump in a puddle
- Get your feet muddy
- Put on a sun hat and go outside
- Try and catch raindrops with your tongue
- Try and catch snowflakes with your tongue
- Walk hand in hand with someone along the beach
- Look for a ladybug
- Take Mom or Dad to the swings and ask them to push you

- Go down a slide
- Pour water from a bucket into the sand box
- Build a sand castle
- Use a box for a secret hideout outside
- Hide behind a big tree
- Use a bucket and shovel on the beach
- Say 'park,' 'tree,' 'swing,' 'bird,' and learn words for your favorite outside places
- Kick a ball and then chase it...kick it again!
- Climb up the steps of a slide
- Jump in a pile of fall leaves
- Look at a book while sitting under a tree
- Go for a walk around the block with Mom or Dad
- Go for a wagon ride
- Pick dandelions
- Find the first flower in spring
- Wash your hands off in the lake/river/ocean

Things to do when you're 3.

- Sit on a rock with your feet in the water
- Drag a stick and make patterns in the sand or dirt
- Dig in a garden
- Look for worms
- Plant a flower
- Start to learn to swim
- Sleep in a tent in the back yard or go camping
- Take an evening walk with mom and dad
- Make a snowball and throw it at a tree
- Go to the zoo
- Watch birds swim in the lake
- Run through a sprinkler with friends
- Look for shapes in the clouds
- Roll down a hill
- Make a pile of rocks
- Look at the grass/flowers/bugs with a magnifying glass
- Build something with sticks
- Look for shells/fish/crabs/ at the beach
- Make a "fort" outside with boxes and sheets
- Build a sand castle with a moat

- Ride a trike
- Chase a butterfly
- Stand in the rain and feel it on your skin
- Watch a leaf float on the water
- Stay up late to see the moon, stars and night sky
- Play in the mud
- Swing on the swings
- Hang from a low lying branch on a tree
- Look for fireflies at night
- Have a party (tea, birthday, whatever) at the park
- Share a ball with a friend and play catch/kick/roll.
- Give a hug to someone that has hurt themselves
- Make a new friend....say hello, my name is_____,...what's yours?
- Dig a hole in the sandbox and "dig for treasure"
- Have a race...run fast.
- Play an outside game...hide & seek, duck-duck-goose, Mr. Fox, what time is it?, etc.
- Jump over a rope lying on the ground

Things to do when you're 4

-
- Pick a flower
- Feel the wind on your face
- Meet a dog, cat or other pets
- Put your feet in running water, river/hose
- Roll a ball to mom/dad/dog/friend
- Smell a flower
- Watch other kids run, jump, play in a park
- Lie on your back on the grass and look up into the trees
- Grab a stick
- Roll over on a blanket in the park
- Point to the clouds
- Crawl across a puddle
- Wave goodbye
- Point to a bird
- Push a ball outside and go after it
- Play an outside game, Fox & Geese, Hide & Seek, Tag
- Learn to pump when on a swing
- Jump over a rope a few inches off the ground.
- Use scissors and cut three flowers to make a bouquet
- Make an angel in the snow
- Go sledding
- Invite a friend to play
- Make a snowman
- Rake leaves into a pile...then jump in the pile
- With help, climb a tree
- Play in the water, lake or ocean
- Splash in the water
- Plant seeds and care for them
- Make mud pies
- Collect something...rocks, fall leaves, pinecones, feathers, shells
- Climb a tree
- Find two leaves that are the same
- Find the tree a leaf came from
- Use a magnifying glass to look at bugs
- Draw with chalk on the sidewalk
- Locate a bird's nest

Things to do when you're 5

- Use chalk to make a hop scotch game on the sidewalk
- Climb across the monkey bars
- Pump when swinging...go high!
- Build a fort
- Pull weeds
- Play an outside game, , Mother, May I?, Kickball, Pompom, Freeze tag,
- Make up a game with new rules
- Learn to ski
- Climb a rope
- Take a hike
- Go on a picnic
- Explore
- Find worms
- Let a ladybug crawl on you,
- Find the Big and Little Dippers
- Find an animal track, figure out what animal made it
- Find a shell from a hatched bird
- Smell pine needles
- Plant flower seeds
- Plant vegetable seeds or plants
- Take care of a garden

Looking Ahead....

***MMS Spring Workshop will be held at
Troy Community Center on
March 21, 2020....mark your calendars!***

MMS - What's in It for Me?

Individual membership and school affiliation in the Michigan Montessori Society help you keep in touch with other active Montessorians! Networking with others committed to promoting authentic Montessori programs is vital to your professional growth. Don't miss the opportunity to join our vibrant organization.

- MMS presents two professional development seminars every year. Members enjoy a significant reduction in seminar fees.*
- A newly designed website has launched! We continue to work on ways to make your experience as an MMS member more timely and exciting!*
- You can register for seminars and become a member online using your credit card.*
- MMS publishes a newsletter online, posts job openings, promotes educational opportunities and disseminates other helpful information.*
- Because most MMS communication will be sent electronically, it is imperative that you provide us with your email address. Please be assured that we do not sell or share our electronic list with anyone.*
- We have also assumed the important task of advocating for Montessori education at the State level. There is power in numbers; your membership supports our efforts (see MMEAN article above).*
- You will be notified when affiliated schools offer MMS Mini Workshops that may interest your staff. (see articles above)*
- You will be able to sponsor a MMS Mini at your school to increase awareness of your program in the Montessori community and receive benefits for your staff.*

The Michigan Montessori Society's objectives are to:

- Broaden understanding of the Montessori method*
- Encourage the growth of Montessori education*
- Act as an information center*
- Support existing schools*
- Provide professional development*

In order to continue to receive these benefits and more, join MMS today!

