

## Board Notes...from our MMS Board Member



### Maggie Bischoff

Greetings fellow members of MMS,

My career began when I started working as a part time assistant teacher at Brookview Montessori School in Benton Harbor while I was still a senior in high school. Over the past two decades I have earned a Bachelor's degree in Family Studies from Western Michigan University, an Infant- Toddler certificate from Seton Montessori Institute, and an Elementary 1-2 credential from MMTC. Over the years I have held various positions at Brookview

including Lead Infant Room teacher, Infant-Toddler Coordinator, Upper Elementary Teacher, and Middle School Teacher, before moving into my current role as Program Director.

I was accepted into Cohort 4 of the AMS Emerging Leaders Fellowship in 2020, and completed the program in March 2021. For the past year I have been fortunate enough to serve as the Cohort 6 facilitator, which has given me the opportunity to support the growth of and act as a personal cheerleader to eighteen amazing up and coming Montessori leaders.

In 2023, I was also appointed to serve as one of two representatives of the Midwest Region for the American Montessori Society Regional Action Commission. This role puts me in direct contact with AMS members, schools, and training centers throughout the twelve states of the Midwest Region.

I have had the privilege of serving on the MMS Board for just over three years. Throughout my career as a Montessori educator, I have attended many workshops hosted by MMS and enjoyed reading the quarterly newsletter. My involvement with the MMS Board began when I met with Cyndi Iannuzzi, a long-time board member, in order to complete one of the assignments of the Emerging Leaders Fellowship Program.

During that conversation, Cyndi mentioned that MMS was seeking a new board member to fill a vacancy. I expressed interest in joining the board, exchanged a few emails with Board President Karen Lumsden, and was appointed to serve the remainder of a term. In 2022, I was re-elected by MMS members. It is truly an honor to serve alongside this group of dynamic, experienced women. I have learned a great deal from my fellow board members, and it brings me such joy to contribute towards the efforts of MMS to promote high-quality Montessori education throughout the state.

MMS  
Spring  
Event  
April 27  
See article below

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# MMEAN Update

Michigan Montessori Education Advocacy Network is working for YOU!

*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 and teachers are included in and protected by any legislation and regulations that will impact them.*

By Denise Van Pelt

Montessori Public Policy Initiative (MPPI) is a joint collaboration between AMS and AMI/USA. As the experts on Montessori policy and advocacy, MPPI unites, supports, and equips the Montessori community, creating an effective advocacy voice for authentic Montessori education. MPPI drives education policy change so that all children have access to the gifts of a Montessori education.

Michigan Montessori Educators Advocacy Network (MMEAN) is working closely with MPPI in our efforts to secure equitable recognition for Montessori teachers. This work is being done in connection with LARA and MDE. Recently, Michigan Montessori Society (MMS) adopted the MPPI Essential Elements as standards for Affiliate and Member Schools. This article examines one of the Essential Elements of an authentic Montessori program.

Looking at the MPPI Essentials: The Preparation of the Teacher

*"The real preparation for education is the study of oneself. The training of the teacher who is to help life is something far more than the learning of ideas. It includes the training of character; it is a preparation of the spirit."* - Maria Montessori [The Absorbent Mind](#) pg. 132

One of the essential elements of a high-quality Montessori school is a fully trained teacher that is immersed in the pedagogy of Montessori. This preparation is key as it encompasses the whole teacher. Training encourages teachers to look within and understand themselves. It explores the physical, emotional and developmental growth that takes place in children. It provides instruction in the Montessori philosophy and practice with the Montessori materials. It opens the world of Montessori to the future teacher.

Fortunately, there are a plethora of options for those interested in becoming a credentialed Montessori teacher. However, the various programs for the adult wishing to pursue the needed credentials to teach in a Montessori class are not all alike. In many cases, there are vast differences between them. The adult scholar must investigate the programs thoroughly before deciding which will provide a complete training and meet the needs of the individual.



In the time since the Covid 19 pandemic, people have learned much about using virtual formats for learning. Now, many institutions are holding hybrid classes, a blend of virtual and in person. These more flexible hybrid classes appeal to a great number of students for a multitude of reasons and there are several facilities which offer this for those who are interested in becoming a Montessori teacher.



When speaking of the training itself, there are a variety of questions which one should ask before committing to a program. Cost, location and timing of the training are near the top of the list, but at the very top of the list should be whether or not the training is through an accredited organization. This is where the details matter. A facility which fully embraces the Montessori pedagogy will be accredited through one of three places: AMI (Association of Montessori International), AMS (American Montessori Society), or MACTE (Montessori Accreditation Council for

Teacher Education) accredited center. These organizations recognize and credit only those programs which fully prepare the adult learner to be a Montessori guide.

Accredited training centers are viewed as the standard for quality. Each facility is held to the highest standards and is reviewed regularly to ensure this. These standards include high quality trainers that are proficient in conveying content while focusing on the child's various stages of development. Each of these facilities also require that the trainee participate in student teaching. This ensures the adult learner will have the opportunity to interact with the materials, explore extensions, and become comfortable with each activity used to present content to the children. While participating in the year-long student teaching, the trainee is guided by a fully trained teacher as well as the trainer who is a part of the training center.

When the trainees complete their training from an accredited center, they should be well-versed in record keeping and how to record and utilize scientific observations of the children made during the class. This awareness will ensure the children are able to reach their fullest potential academically, socially and emotionally.



When a Montessori school is looking at a candidate for a lead teacher position, they will undoubtedly research the teacher's training center closely. For this reason, it is imperative that those interested in preparing themselves for this career also look closely at reputation and certification of the training program. The training that may fit into your life style, may or may not give you the credential you will need to pursue your career. The MACTE website, ([macte.org](http://macte.org)) is the best resource to determine if the program you are considering will meet your needs. Convenience, although important, should not be the deciding factor for your future.



# A Montessori Community Rallies to Save Their School

By Maggie Bischoff

Brookview Montessori School is nestled in a large forested area along the St. Joseph River in Benton Harbor and has served its community for four decades. Their building was an admired work of art until that fateful day in 2022.



Brookview Montessori School

I often say that although I did not attend Montessori school as a child, I certainly did grow up in one. Brookview has been my dependable home base as I have moved through the chapters of my life- graduating high school and college, getting married, and becoming a parent. I am not alone in crediting Brookview with instilling a love of learning and providing a stable foundation on which to build. Unfortunately, in November of 2022, we discovered that there were literal, physical cracks in Brookview's own foundation.

We hired Lee Baez, a new maintenance supervisor, in the fall of 2022. His first order of business was to carefully inspect the building top to bottom. He quickly noticed some signs of structural issues that he knew needed to be further investigated. A team of engineers was hired to perform an in-depth analysis, which unfortunately revealed major damage to the building's exposed vertical glulam columns resulting from water absorption.

The engineers' report changed everything in an instant. On Monday, November 7th, 2022, we were notified that not only was the school facing a complicated, expensive construction project, but we would not be able to occupy the portion of our building that housed six of our eight classrooms. We had just settled into what felt like our first "normal" school year following the Covid-19 pandemic, and we suddenly had no choice but to halt programming for most of our school.



Repairs begin

Larry Schanker, Brookview's Executive Director, quickly gathered a trusted team to address the multifaceted crisis our school was facing. There was a brief moment when we thought the building would be repaired in a matter of weeks, but it became clear rather quickly that the construction project was going to span several months. We immediately began to search for temporary spaces for our classrooms. We knew that for the sake of our students' education and quite frankly, for the survival of our school, we could not remain closed through the repair process.



Packing and unpacking...again

We soon realized that we did not stand a chance of finding one place to temporarily house all six of our displaced classrooms. We were able to rework the space in the portion of our building that remained usable in order to accommodate one Primary class. We then found three separate spaces that we were able to lease for the remainder of the 2022-2023 school year. Each space had to be inspected and approved by our LARA licensing consultant.

November and December were a flurry of activity- leases were negotiated, furniture and materials were packed and transported. Miraculously, we were able to reopen all of our classrooms directly following Winter Break in January 2023. Words cannot fully express the ways in which Brookview's teachers, board members, and parent volunteers went over and above the call of duty to pull off this heroic feat.

We spent the second half of the school year divided into four spaces. The infant class was relocated to a beautiful room in a church fifteen miles away from the school. The distance was not ideal, but the space perfectly suited the needs of our youngest students. The two toddler classes were moved to empty classrooms in another independent school just across town in Benton Harbor. Two of our primary classes were set up in the basement of a nearby nature center. The way that the teachers were able to transform one large, empty room into two beautiful Montessori environments was

beyond impressive. It was incredibly challenging for our staff and families to be spread so far and wide, but everyone had a well-prepared Montessori environment, so we did what Montessorians do...we adapted and we made it work.

Just as soon as the temporary spaces were prepared, Larry and the Board of Directors Executive Committee began to look toward the summer and the 2023-2024 school year. By May of 2023, we knew that the construction would last well into the following year. We decided to lease a modular building so that all Brookview students and staff could reunite on one campus. The Infants and Toddlers remained in their temporary spaces through the summer, while we had Primary and Elementary summer camp students onsite.

The combined total cost for the building repair and the modular setup and lease was astronomical, and we know that overcoming this challenge would not have been possible without the generosity of the Brookview community. One large, anonymous donation allowed us to imagine the possibility of moving forward and financial contributions from many others secured that possibility.



The modular classrooms are delivered.

By the end of the summer, our teachers, with the help of parent volunteers, had packed and moved their classroom environments twice- first to their offsite classrooms and then into temporary storage. They spent the final days of August and Labor Day weekend moving everything, once again, into the classrooms in the modular building. Talk about a labor of love!

We have had a relatively smooth year, all things considered. The modular building is quite beautiful and the classrooms inside closely resemble the ones that were hastily packed up fifteen months ago. The construction project seems to be on track for completion this spring, which means we will be reunited under one roof for the 2024-2025 school year.

We've learned so many important lessons through this process, but we are still in the thick of it at this present moment. We can see the light at the end of the tunnel, but we know that much work still lays ahead before we can really say that we've overcome this challenge. What we do know is that we will, in fact, get through this, and we'll be an even stronger, more closely knit community for it.

## A Benefit from MMS -

### Classroom Activities You Can Use

By Sue Szczesny



This year, along with the other benefits of being a Michigan Montessori Member, we sent out two teacher-made materials that members can print and use in their classrooms. It is a fun way to share with other Montessorians, so we plan to continue this benefit for the 2024-25 membership year. You will receive two "Montessori gifts" this year...maybe more! If you would like to share something you



Great Lakes Animals  
3 Part Cards

have created for the children at your school, please email it to [Kathy@mmsoc.org](mailto:Kathy@mmsoc.org). Please note, we will **not** be sharing any copyrighted materials.



Hanukkah  
Game

We sent these to all MMS members during the 2023-2024 membership year.

# MMS Spring Professional Development Opportunity



## *Coffee, Tea, and Montessori*

Join us in Farmington on Saturday April 27, 2024 from 9 - 12 for a discussion with fellow Montessorians.

Do you have an idea for a workshop presentation, but you are unsure of how to get started? Dr. Larry Schanker, the Executive Director and Music Specialist at Brookview Montessori School, looks forward to connecting with MMS members and shedding light on this process.

The morning will begin with a “how-to” presentation on what is required to become a presenter at a conference/workshop. If you’ve ever considered sharing your ideas with fellow teachers, but weren’t sure how to go about it, you won’t want to miss this! The presentation will be followed with a question-and-answer session, so bring your ideas / topics and have Larry, a frequent presenter and teacher trainer, help you with your first few steps in the process.

The time together will continue with a variety of round table breakout sessions. Bring your concerns and learn from your colleagues that have encountered similar issues...discipline, inclusion of children with special needs, financing, building concerns, material acquisition, parent education...bring your questions and wisdom to share with fellow Montessorians and learn how others make these things work at their schools.

The breakout discussions will include a chance to do a “make and take.” A variety of matching, 3-part card, patterning, and sequence works in math, geography, language, and sensorial will be available for you to create a work to take back to your classroom. Seasonal games are also available. Lamination of your work will be available for a nominal fee. Scissors and a guillotine paper cutter will be available, but bring your own if you’d prefer.

By joining us for this it is our hope you go back re-inspired to finish the school year with new material for your class, some great ideas, and both the desire to share your Montessori knowledge with others and how to get started!

The cost will be \$10. for members and \$15. for non-members. You will also go back with a certificate for two hours of professional development.

The event will be held at Children’s Place Montessori school in Farmington. Snacks and beverages will be provided. Watch for more information in your email soon!



# Dolls or Trains...Can't They Enjoy Both?

By Karen Lumsden

Recently, I received a call from a parent seeking information about our school with the idea of possibly enrolling her 3-year-old child in our program. Typical questions, typical answers, a pleasant interaction... and then a question I never expected. "Will you tell my son not to play with 'girl' toys?" I wasn't sure I'd heard the question correctly so I asked for clarification. "I don't want him to dress up in girl clothing or play with girl toys." I tried to be respectful and asked her to wait a minute while I checked out our "dress up" area. Pilot, chef, doctor, construction worker, fire fighter...no sparkly dresses. I mentioned that we have trains and cars and the boys and girls play equally with those items...she had no problem letting girls play with trains.

Let me check the classrooms. In one room, there was a head with hair that the children combed and put barrettes in. "Would you tell him he can't play with it because that's for girls?" she asked. My mind raced back to how often my husband cared for my daughter's hair, learning to braid, make buns and pony tails. "I'm sorry, I would be uncomfortable saying that to any child." That ended the conversation and she determined that our school would not be a good placement for her son.

The interaction started me thinking. I've been teaching long enough to have gone through several phases of "new concerns." Dyslexia was big when I first started teaching. Everyone was either diagnosed with it or had symptoms of it. Then ADHD. Another popular diagnosis that touched almost all boys and many girls. Autism spectrum is the newest trend. I'm not implying that these problems are not real and I know they affect many children. Early diagnosis can assist educators and therapists in helping children deal with their challenges, but they are just that...challenges. We all experience challenges and learn to compensate. We learn what we need to do to make it through life successfully. We make lists. We keep our living spaces uncluttered. We prepare our working spaces to minimize distractions. We determine what we actually "need" and what we just "want." I wondered, will gender dysphoria be the next "problem" we will have to address? Was this parent an anomaly or just the beginning of a wave of concerned parents looking to address this "problem" proactively by limiting their child's activity options? I had a feeling that this is something I needed to understand and be prepared to share my thoughts with concerned parents.



What is gender dysphoria? Gender dysphoria is the feeling of discomfort or distress that might occur in people whose gender identity differs from their sex assigned at birth or sex-related physical characteristics. This usually becomes apparent in



adolescence or early adulthood. Psychologist David Schwartz, Ph.D. says, "gender identity is a feeling/belief of belonging or not belonging to one gender category or another."

According to the Mayo Clinic, most children go through periods of gender exploration through the way they dress and the toys they choose and by role-playing. Recognizing this behavior is normal should allay parents' concerns, but more importantly, should encourage parents to accept children's explorations without stressing them to "conform" to sex determined interests. As distress is the biggest determining factor when diagnosing gender dysphoria, restricting children as they explore their world very well may increase their stress and discomfort. Limiting their options and forcing children to conform to sex determined

activities may increase the chance of gender discomfort, the very thing the parents are trying to avoid! Don't rush to label your child. Over time your child will continue to tell you what feels right.

The major symptom of gender dysphoria is a feeling of extreme distress over a long period of time. This distress is triggered by a number of factors. Children between ages 18 – 24 months can recognize gender groups. Most can label their own gender by the time they reach age 3. Because society tends to have a narrow view of gender, some children may learn to behave in ways that may not reflect their gender identity. By age 5 or 6, most children are fairly rigid about gender and preferences. Interestingly, as children get older, these feelings tend to become more flexible. Another concept is "gender expression." Gender expression (actions that mimic behaviors of another gender) doesn't always imply gender identity. A desire to play with toys typically

assigned to a different sex would be an example of gender expression. A girl trying to urinate while standing up is another. These behaviors should not cause parents to overreact and increase the distress a child might feel.

When does gender dysphoria begin? According to a study by the National Institutes of Health, approximately half of those involved in the study began feeling uncomfortable with their assigned sex for the first time by age 7. By age 13, 96% reported experiencing the feeling. Most in the study shared that a feeling of gender dysphoria was one of their earliest childhood memories. This would lead parents to realize that preschoolers may be years away from developing distress about gender identity unless it becomes an issue the parent forces.



How pervasive is gender dysphoria? Gender dysphoria is a relatively new area of research, and Psychology Today states that it is reported in less than one percent of people worldwide. The cause is currently unknown. Genes, hormonal changes in the womb, and environmental factors are suspected to play a part in the development of gender dysphoria. By comparison, dyslexia occurs in 15% - 20% of the population, ADHD 6% - 13%, and Autism spectrum disorders, 2.8% (however this number has increased steadily over the years). These are real concerns that require us as educators to be aware of the needs of children affected by these challenges and be prepared to support them in their acquisition of coping skills. Gender dysphoria occurs in 5-14

individuals out of 100K of males, and 2-3 individuals out of 100K of females. So between .01%- .014% of the population experience gender dysphoria.

How does gender identity affect children? Due to feelings of distress and stigma, many individuals with gender dysphoria become socially isolated—whether by choice or through ostracism—which can contribute to low self-esteem and may lead to school aversion or even dropping out. While this problem does not affect a significant number of people, the effect on the individual is very significant. Children with gender dysphoria may manifest coexisting separation anxiety disorder, generalized anxiety disorder, or symptoms of depression.



What should parents do if they suspect gender dysphoria in their older children? Psychologists suggest that the first step is to accept your child's identity. Be respectful of their choices and do not label it as a "passing phase." Educate yourself about gender, sex, and the difference between the two. Follow your child's lead about their trans identity. Don't make assumptions about how they'll behave, what they'll want to wear. Allow your child to share the information, it is not your place to tell others. If they choose to change their names, be respectful of that decision. Therapy can be helpful for trans youth, but don't automatically assume a child needs mental or medical treatment. While this is for parents of older children, parents of younger children can benefit from the advice.

How does the political landscape affect our concern about gender dysphoria? The current atmosphere of fear fostered by conspiracy theories and fear of the "other" have fostered the idea that gender dysphoria is pervasive. Danger lurks in allowing your child to be him/herself. If the child's behavior does not conform to narrow definitions of what each sex "should" do, it must be corrected. Fortunately, in recent years, expanding the public understanding of gender has freed many to feel more comfortable in their own skin and live as the people they believe themselves to be. For parents that choose to live in fear, there dress up in sparkly costumes (who wouldn't?) or girls that want to play with trains (again, who wouldn't?).

While I disagreed with the assessment of the parent that called and determined that our school would not be appropriate for her child, I was quite certain that we would not be a good school for her. She was not open to allowing her child to make choices in his journey through life, one of the hallmarks of Montessori. I believe that her son would have blossomed in our environment that would have accepted him and respected his choices while exploring his world. As a young child, I recall coveting my cousin's electric trains, but was given dolls instead (which I also liked). But my love of trains never did diminish. At last count, I now have 4 different electric train sets, no dolls. Had my desire for trains been satisfied at an earlier age, who knows?



The author coveting cousin's toy



**MMS** is introducing a new column in our newsletter...A Parent's Perspective. The inclusion of an article written by a Montessori parent coincides with our decision to promote parent membership in MMS. Affiliate and member schools will soon receive a letter they are encouraged to disseminate to their parents sharing the opportunity to support MMS in our advocacy efforts and enjoy the benefits of MMS membership. The purpose of this column is to elevate the voice of Montessori parents in our organization.



## A Parent's Perspective...

# Life Lessons...From My Child

**By Emily Tulikangas, Montessori Parent**

Prior to becoming a parent, I worked for five years as a pediatric speech language pathologist, and received the feedback that I am a very "child-led" therapist. In the world of speech-language therapy, this involves building therapy around a child's preferred toys and activities as opposed to therapist led drill activities. Both approaches to therapy have their place. Accordingly, I imagined that I would also be a more "child-led" parent, supporting my child in following their unique interests along the journey to becoming the person they are called to be. So, I was very surprised at my initial emotional response when my three-year-old son told me again and again that his favorite color was purple. I was nervous for him and felt an impulse to dissuade him from this preference.

I strongly believe that colors are for everybody. I know that gender stereotyped colors are a carryover from an old marketing scheme that made parents think they needed pink to identify girl babies and blue to identify boy babies so that they would buy more than just the traditional white baby clothes that were easier to wash and could be worn by all the children. Purple isn't even pink, which most in our society would agree is the "girliest" color. (Talk about a successful marketing ploy!) Why did his loving purple, wanting to wear purple, bother me at all, I wondered? Why did my emotional response differ so much from my intellectual reasoning?

I realized that it pretty much came down to concern about other people making fun of him. And then I realized that everyone gets made fun of for something, and that even though it is hard, going through it is character building and usually unavoidable. And then, I remembered the pain of times I had been inauthentic and gazed wistfully at the people who were doing what I wanted to, but wasn't. I decided that this pain was not only worse but also more avoidable. This nudged my emotional processing in a less fear-based direction.

Also, at the same time, my three-year-old son was in a preschool class where "best friends" were a hot topic among the children. "Ruthie and Maggie are best friends."

"Ellie was my best friend yesterday, but not today." Every night when we were reading together, my son would tell me I was his best friend, several times, with complete adoration. Even though I knew my primary role was to be his mother, I also wanted to be a good "best friend," and it became clear to me that a good best friend would fully support his quest for all things purple. That's when my emotions caught up to my intellectual knowledge.

Now we are on the path we are on today, which has included many purple shirts, shoes, coats, water bottles, etc. If anyone has made fun of him for it, I've never heard of it. I continue to be inspired by my son's confidence in choosing what calls to him and admire him for it.



## Montessori Training Course Coming to Traverse City!!!!

This summer, an internationally recognized Montessori teacher training program is kicking off a year accreditation course in Traverse City, attracting dozens of early childhood educators regionally, nationally, and internationally. Washington Montessori Institute (WMI), with its main campus located near Washington DC, will move staff and a laboratory classroom to **Northern Michigan** for **two summers as part of the in-person lectures and practicums**, while providing online lectures during the regular academic year.

This course is open to anyone 18 years of age and older and will provide a pathway to become a **certified Montessori educator** or give accolades for a current career. This course will help to address the shortage of prepared early childhood educators and childcare professionals.

Over the summers of 2024 and 2025 the course will be held at the **Traverse Children's House Long Lake campus**. Main partners in assessing feasibility and logistics have been Northwest Michigan College, Great Start to Quality, and the United Way.

For more information or to enroll in the course, please contact Washington Montessori Institute. [www.wmi-montessori.org](http://www.wmi-montessori.org)



info sessions on 2/24 and 3/20

Washington Montessori Institute

# 3-6 Diploma Course

## Two-Summer Blended Format

Starts June 2024  
In-person instruction at The Children's House  
Traverse City, MI



AMI Primary Trainer Naoko Ogawa will direct this course designed to prepare adults to guide a group of children between the ages of 3-6, according to the principles of Dr. Maria Montessori. AMI Primary Trainer Janet McDonell will be joining this course as a guest lecturer.

Course Components


Creation of reference albums


Hands-on practice

Material Making

Observation and practice teaching


A special thank you to our sponsor Nienhuis for their generous contribution of Montessori materials for this course.





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[www.wmi-montessori.org](http://www.wmi-montessori.org)



ASSOCIATION  
MONTESSORI  
INTERNATIONALE  
**AMI**

## Required Health and Safety Training for 2024

Here is the link to this required 2 hour training event: [Health and Safety Refresher 2024](#)

While we have until Oct. 31, 2024 to complete it, there's no reason to put it off! Just click on the link and log into your MiRegistry account. If you need help creating an account, you may contact MMS Administrative Assistant, Kathy Smoko at [Kathy@mmsoc.org](mailto:Kathy@mmsoc.org).

*MMS Members Only\**

## *Summer Raffle*

### *MMS's 4th Annual Summer Raffle - Join and Win!*

Our summer raffle is a benefit to all current members. When you renew your membership, you will be entered to win one of the prizes offered in addition to the other benefits of MMS membership. Please remember to submit your annual dues in June or July to qualify. Past prizes include beautiful wooden materials from Teaching Timbers, books, and materials for your classroom. Don't miss out!



\*Membership for the 2024-25 school year begins July 1, 2024.

Only members that renew their membership for the 2024-25 school year prior to the August drawing are eligible to win in the 2024 MMS Summer Raffle.



# MMS - What's in it for Me?



Individual, Member School and Affiliate School membership 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 timelier and more 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.
- New! You will receive at least two activities you can reprint and use in your classroom.
- 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.
- You will be notified when affiliated schools offer mini workshops that may interest 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! \*



\*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.

# MMS Trading Places...For Sale...For Trade...For Free

Have something you no longer want, but think it could be useful to someone else? Have something that you just can't throw away, but don't have a need for it?

Here's where you can avoid adding to landfills, help someone out, and possibly earn a little cash! If you see something here you might be able to put to good use, please send an email to Kathy at [Kathy@mmsoc.org](mailto:Kathy@mmsoc.org). If you have something you'd like to offer in the next newsletter, contact Kathy at (313) 405-0668.