

THE "CHILDREN'S HOUSE" (continued)

For example, a child making a pyramid with graduated blocks will find out on his own whether he has done it properly, since it will fall down if not properly assembled. He can then correct it himself.

One of the many ways in which a Montessori classroom differs from others is in the material that it contains and its arrangement. In one corner there will be some low shelves with day-to-day materials to help the children learn how to pour juice without spilling it, how to wash a glass, or how to clean off a dirty table. In another corner a child will be learning how to write his name or that of an everyday object, another will be learning how to add and subtract, and still another, how to draw.

In selecting his own activities and doing them at his own pace, a child will develop his understanding of the world.

When at six he leaves the 'Children's House' he is able to read, add and subtract and has some basic ideas about geography.

As a parent, I wanted my child to be sound in mind, self-confident, competent and motivated, and so I chose a school that would help me in this educational task. The basis of the method is allowing the child to develop his personality to a point where he will be able to fully assume his social responsibilities, to find a place in society and to continue his quest for knowledge.

It is difficult to understand why Quebec and the rest of Canada do not have more Montessori schools. In the 'Children's House', conceived by Maria Montessori, a child finds himself in a setting that he helps to design, where his full potential can be developed.



Maria Montessori

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