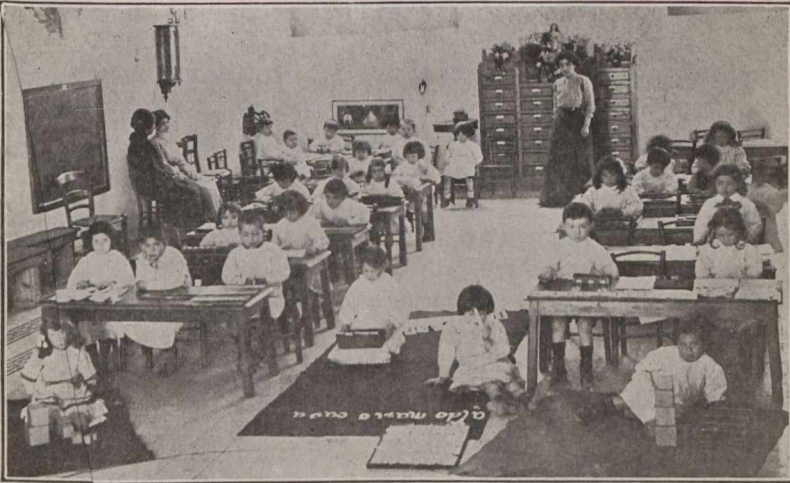




A Montessori Class-room

From "A Montessori Mother",

by Dorothy Canfield Fisher

Kindness of Messrs. McClelland and Goodchild

The Children's House

H. T. J. COLEMAN, B.A., PH.D.

Associate Professor of Education, University of Toronto

IN last month's article under the above title an attempt was made to trace the rise of the interesting educational experiment with which the name of Madame Maria Montessori has become identified in the popular mind, and to describe in a general way its organisation; the present article will deal with certain principles and practices which Madame Montessori regards as fundamental to the work of the Children's House; while a third and final article will concern itself with some matters of general criticism and with a tentative estimate of the value of the movement as a whole.

Three principles upon which Madame Montessori places especial stress are that of liberty, that of sense training, and that of auto-education.

The principle of liberty is in itself no new thing in educational doctrine; it is as old as the eighteenth century, and in its more fundamental aspects is as old as Christianity itself. It may quite reasonably be contended that Madame Montessori's