

of H.E. Maria Jervolino, President of the Opera Montessori.

Honorary Members.

H.E. Roanna Liaquat Ali Khan, Ambassador of Pakistan in Holland, had been elected Honorary Member.

DEVELOPMENT OF MONTESSORI ORGANIZATIONS IN EIRE.

From January to April, organized by the Dominican Convent, an advanced course was held by Mrs. R. Joosten in Eire, under the auspices of the A.M.I.

At the end of the course was created a Federation of Irish Montessori Schools, to meet the demands of an expanding movement.

The Federation unites the various types of schools including those that function in Hospitals for Children. A Pedagogical Committee, and the "visitors" selected by this Committee, form part of the Federation.

The Pedagogical Committee is composed of representatives sent by the Montessori schools, one representative per school. It selects visitors, choosing them from among the most competent teachers. The duties of the visitors are to visit and advise schools and make written reports to the Committee.

The Federation is concerned solely with the schools and the way the Montessori Method is applied there; that is, with efficiency; equipment; also it provides for development and experiment in various directions: consideration of, and adaptation to, the conditions peculiar to the country.

The other organizations which already existed in Eire are:

- a) The Irish Montessori Society, which is chiefly concerned with "external affairs" (propaganda, lectures, holding meetings etc.) and
- b) The Training Centre at the Dominican Convent - Sion Hill, Blackrock, which is responsible for the training of students. The schools will cooperate with the Centre by having henceforth the students for teaching practice and by carefully observing the clearly stated regula-

tions relative thereto.

Each of the three organizations is independent of the others, but the three cooperate and help each other.

X
EXERCISES WITH THE STRIP-BOARD FOR ADDITION.

Maria Montessori

Dr. Montessori's approach to "teaching" was indirect. She did not teach; she provided apparatus the child could be active with in an interesting way. Through this activity the child learned; so, in reality, he taught himself.

The different items of apparatus had a sequence. Each provided for a series of exercises that made clear a determined aspect of the subject to be assimilated. Repeated activity fixed the knowledge of that special aspect in the child's mind almost without his becoming aware of the fact.

The "strip-boards" were made to fulfil a special task in the process of the child's "incarnating" of addition and subtraction.

In the method, as Dr. Montessori conceived it, they follow after the exercises with the "snake game". I shall describe here only the use of the strip-board for addition, reserving for future treatment the one connected with subtraction.

Let us consider first what addition is.

Addition, in its essence, is a process of finding out how many tens there are in each column. These are then "carried", as units, to the column of those numbers which indicate the hierarchy immediately superior to that of the ones which have been added.

Whatever remains after the number of tens has been ascertained, is put under the column to indicate "the result". So, if for instance all the units of the several numbers that are being added are found to amount to 34, the 3 is carried to the column of the tens, and the 4 is put down as "result" under the column of the units.

The addition strip-board is the first of series of apparatus meant to help the child to memorize consciously the combinations of addition.