

- 6) Dr. Maria Montessori: „The meaning of adaptation”, A.M.I.-Communications, 1961.
- 7) For a further discussion of this topic see my paper on „Montessori Education and Modern Psychology”, A.M.I.-Communications, 1962-2.
- 8) Maria Montessori: „The Child in the Family”, Henry Regnery Company, Chicago, 1970. pp. 112-3.
- 9) Maria Montessori: „Contributo clinico allo studio delle allucinazioni a contenuto antagonístico”, Roma, 1896.
- 10) Maria Montessori: „The Absorbent Mind”, Kalakshetra, India, 1967, pp. 61-2.
- 11) Ernest R. Hilgard & Richard C. Atkinson, Stanford University, „Introduction to Psychology”, 4th Edition, Harcourt, Brace & World, Inc., 1967, p. 3.
- 12) „Montessori and the Revolution in Values”, Toronto, Apr. '70.
- 13) Desmond Morris: „The Naked Ape”, Corgi Books, London, 1968.
- 14) G.E. Coghill, „Anatomy and the Problem of Behaviour”, Hafner Publ. Company, New York, London, 1964.
- 15) Jerome S. Bruner, „Toward a Theory of Instruction”, 1966, Harvard University Press, Cambridge, Mass.
- 16) Dr. Alexis Carrel: „L'homme cet inconnu”, Librairie Plon, Paris, 1936, p. 206.
- 17) G.E. Coghill: „Anatomy and the Problem of Behavior”, Hafner Publishing Company, New York and London, 1964, p. 110.
- 18) Dr. André Berge: „Les maladies de la vertue”, Petite Bibliothèque Payot, Paris, 1960, p. 31/40.
- 19) Maria Montessori: „The Absorbent Mind”, Kalakshetra, India, 1967, p. 37.
- 20) With regard to the acquisition of language I particularly wish to recommend in this connection: Eric H. Lenneberg, Harvard Medical School, with appendices by Noam Chomsky and Otto Marx „Biological Foundations of Language”, John Wiley & Sons, Inc., New York, 1967. It is a challenging, original and erudite study, which corroborates many of Maria Montessori's views on this subject with a wealth of evidence, offering ample opportunity for a scientific discussion on others.
- 21) I have discussed this in detail with regard to the work of J.S. Bruner and Jean Piaget in my paper on: „Montessori and the Process of Education”, Washington D.C., April 1970, and with that of Prof. Walter S. Neff, who has studied the phenomenon of work in all its amplitude (see „Work and Human Behavior”, Atherton Press, New York, 1968) in „The psychological value of work in the schools”, Rome, Sept. 1970.
- 22) Dr. Maria Montessori: „The Formation of Man”, Adyar, 1955, p. 14-17.

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## Why do parents send their children to a Montessori school?

There are several answers to this question:

- Because the school is near. . .*
- Because the neighbours' children go there.*
- Because they say it is a nice school. . .*
- Because they themselves went to a Montessori school. . .*
- Because it is a modern thing to do. . .*
- Because they have read about Dr. Montessori and her work. . .*

While we rejoice for these and other reasons of seeking a Montessori school for one's child, we nevertheless want to issue a warning.

Make sure if you want to send your child to a Montessori school, - in whatever coun-

try of the world you may be - that the school you choose is one which sincerely tries to work according to Dr. Montessori's principles. Make also sure that its teachers have followed a training course authorized to prepare Montessori teachers for their task either by Dr. Montessori herself or by her spiritual heir Mario M. Montessori and the A.M.I.

A school or a teacher does not become a Montessori school or a Montessori teacher merely by joining a society or by following courses in which the Montessori method is imperfectly taught or has been 'improved upon', or by reading Dr. Montessori's books.