

## PRENATAL & FIRST YEAR - The Senses

*Every time a child is born it brings with it the hope that God is not yet disappointed with man.*

—Rabindranath Tagore  
Poet laureate of India and Montessorian

### THE FIRST YEAR THE SENSES

We know very little about what a baby really experiences during those nine months in the womb, what he senses, feels, intuits, thinks about, understands. But we do know that he responds to voices and to sounds and to music. So we offer the best by every day spending some quiet time talking to him, singing, and playing beautiful music.

Experts who study the acquisition of language tell us that the basis for learning one's mother tongue begins in the womb. In the study of the lives of great musicians it is often found that exposure to good music began in the womb.

Parents who learn songs to sing to



Babies do not just "eat and sleep."  
They are learning all the time.

their babies long before they are born find that these songs are very soothing to the infant after birth.

In 1995 I met with Mrs. Shinnichi Suzuki, of the Suzuki Method of Talent Education, in Matsumoto, Japan, to share ideas on environments for young children. For Montessori and Suzuki the purpose is to create a loving relationship between child and adult, to give the child the joy of accomplishment and developed talents, and, by meeting the needs of children, to help create a more peaceful society. We discussed the best way to help children and agreed that our work must begin before birth.

*The skin, the first and most important sense organ, is complete after seven or eight weeks of pregnancy. The*



#### EUROPEAN MUSIC BOX

This beautiful wooden heirloom is from an age-old company in Poland. Each music box is hand-made and painted with softly colored whimsical drawings of stars, moons, angels, or scenes from nature—each shipment is different but always beautiful. The most important element though is how it works. There is a wooden knob at the bottom which, when pulled, plays the melody. At first the adult will operate the music box but eventually the young child will be able to play the music whenever he or she desires as it hangs on the wall at child level. It is 4.5" in diameter. The most

common melody is Brahms's Lullaby.

**BT400**

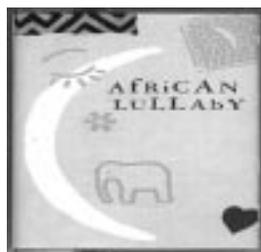
**\$40.00**

#### INTERNATIONAL LULLABIES

Each of these three CD's provides a wealth of music of a cultural heritage in the original rhythms and languages. Each is a full hour in length and contains a leaflet of information about the songs. The African CD features the music of Ladysmith Black Mambazo. The Celtic collection is from Ireland, Scotland, Wales.

The Latin songs are from Brazil, Spain, Puerto Rico, Venezuela, Cuba, and Argentina. This is not only "go to sleep" music, but good dance music for all ages!

**AA210 African Lullabies, CD \$16.95**  
**AA212 Celtic Lullabies, CD \$16.95**  
**AA214 Latin Lullabies, CD \$16.95**



#### THE WORLD SINGS GOODNIGHT

It is in these early days of life that the child begins to absorb the pitch, intonation, rhythm, all of the sounds of language and music. The love that all peoples of the world feel for their children is expressed through these songs. On this CD the voices of mothers, fathers, grandmothers, and brothers bring a special richness to the lullabies of thirty-three countries, including France, Japan, the USA, India, Italy, Senegal, Argentina, Egypt, Sweden, Canada, England and others, each sung in the native tongue.

**AA266**

**\$16.95**

#### LULLABIES—BOOK & CD

This charming songbook, containing all of our family's favorites (!) pairs favorite lullabies with art from the Metropolitan Art Museum's collection in New York—even the infant can take in the great art along with the music. The songs included represent a wide variety of musical styles and traditions, ranging from lullabies by famous composers and poets to simple, anonymous folk songs. Piano notation and guitar chords are included. The 60-minute CD teaches the songs to the child and to the adult alike. Hardcover, 96 pages, color. 9.5" x 9.5"

(\*) **AA100 Book \$25.00**  
(\*) **AA102 CD \$17.00**  
(\*) **AA105 Set of both \$41.00**

#### CLASSICAL PIANO FOR INFANTS

Our grandson wore out two of the G'Night CD! A lovely introduction to the best of classical piano music for the child. The pieces are carefully selected to provide a charming introduction to a broad cross-section of world-famous music which has been favored by a wide audience over the years. They are of course also excellent preparation for a child's later study of music. The morning music is cheerful and more invigorating, and the bedtime selections calming and peaceful.

**AA276 G'Morning Johann CD \$16.95**  
**AA286 G'Night Wolfgang CD \$16.95**



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*sense of smell is ready to function by the second month of pregnancy. The sense of taste is active by the third month. The ear completes its structural development during the second to the fifth month of pregnancy.*

*It is possible that the fetus absorbs the particular characteristic rhythms of the mother's language. In a sense the fetus is already at work, learning language!*

—Silvana Montanaro, M.D.  
Psychiatrist, Montessori teacher trainer

### MUSIC AND LANGUAGE

In the first days, months, and the first year of life the infant is especially interested in the sound of the human voice and in watching the face and lips of

a speaking person. It is not an accident that the focusing distance of the eyes of a newborn are exactly the space between his face and that of the mother while nursing. Perhaps the best first communication experiences are provided while nursing the baby.

We can feed the child's intense interest in language, and prepare for later spoken language, by speaking clearly, not using "baby talk", by not raising our voice to an unnatural pitch often reserved for speaking to pets, and not oversimplifying language in the presence of the child.

We can tell funny and interesting stories of our lives, recite favorite poems, talk about what we are doing "Now I am washing your feet, rubbing each little toe

to get it really clean" and enjoy ourselves in this important communication. And we can listen: to music, to silence, and to each other.

An adult can engage in a conversation with even the youngest child in the following way: when the child makes a sound, imitate it—the pitch and the length of the sound: baby "maaaa ga" adult "maaaa ga", etc. One often gets an amazing response from the child the first time this happens, as if she is saying "At last, someone understands and speaks my language!"

After several of these exchanges many children will purposefully begin to make sounds for you to imitate, and eventually will try to imitate the adult's sound. This is a very exciting first

### FOR THE VERY YOUNG: FIRST FOREIGN LANGUAGE CD'S

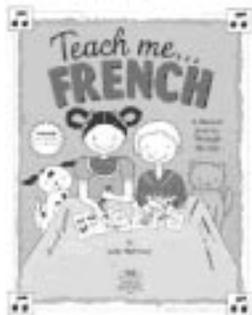
What a wonderful way to introduce the child to the sounds and song of many languages at exactly the time when language is being absorbed. Familiarity at this age will make learning languages later much easier.

According to recent research on brain development, the sounds of language(s) a child hears early in life will be the easiest to reproduce later.

These popular CD's present favorite songs, such as "The More We Get Together," "Head, Shoulders, Knees & Toes," and other favorites, in many languages. Also there are common expressions, colors, numbers, the alphabet. They are great fun for adults who always wanted to learn languages. A workbook with all of the words is included with each CD.

NOTE: it is important to offer as many as possible, because the world is shrinking and one never knows what languages our children will want to know in the future.

CB220	French	\$15.95
CB225	Spanish	\$15.95
CB230	German	\$15.95
CB235	Italian	\$15.95
CB240	Chinese	\$15.95
CB245	Japanese	\$15.95
CB250	English	\$15.95
CB255	Hebrew	\$15.95
CB260	Russian	\$15.95
CB270	Teach Me Set/9	\$142.00



### INFANT ART GALLERY

Because laws dictate, for good safety reasons, that young children now travel in the back seat of a car, it is difficult for the driver to engage him in conversation. We recommend using this "art gallery" to display family pictures, pictures of favorite animals, toys, and so forth, to entertain the child when traveling. This ingenious device displays black and white, and then colored, images for the very young infant.

It can easily be hung in front of the infant car seat and it can also be used in the home: prop it against a chair or the wall when the child is spending time on a futon or play mat on the floor, anywhere in the house. The 12.5" x 13.5" plastic display has 4 pockets and a selection of 10 double-sided cards, or 20 images, which can be changed to suit the child. Age: Birth to 5 months.

BA160 \$13.00

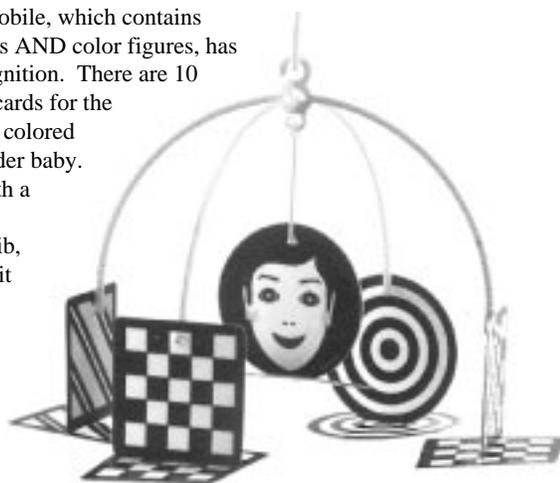


### INFANT STIM-MOBILE

This developmental mobile, which contains both black and white figures AND color figures, has received international recognition. There are 10 black and white reversible cards for the first weeks, and 10 brightly colored reversible cards for your older baby.

This mobile comes with a sturdy upright fastener for attaching the mobile to a crib, but if you do not use a crib it is easy to hang it from a hook in the ceiling. Be sure to keep it out of reach of the child. Age: Birth to 5 months.

BA190 \$21.00



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communication for both parties. It is not baby talk. We call it "singing."

For the first year, the activities of changing, nursing, bathing, picking up, holding, and dressing are the most important and impressionable times. Ask permission or tell the infant that you are going to pick him up when you are about to do so. If there is a choice, ask him if he is ready to be picked up, to get dressed, nurse, have a bath, even before picking him up. Children know when they are being asked a serious question or being given a choice. As you change or bathe an infant, rather than distracting him with a toy, look into his eyes, tell him what you are doing, ask questions, and give choices.

The value of this communication full

of love and respect cannot be overemphasized. It makes a baby want to talk to you, and the desire to communicate is the foundation for good language development.

Good language development also depends on the language the child hears going on around him in these early days, months, and years. Overhearing conversations between parents and other adults is as valuable as being spoken to.

A parent or older sibling who talks and sings to the infant is also teaching him language. It is truly amazing how much language a child takes in during the first three years of life, blossoming into the complete understanding of a total language in a way that an adult can never emulate.

It is never too early to look at books together and talk about them. Beautiful board books can be stood on edge for a baby who is not yet able to sit up to enjoy looking at them. They introduce a wide array of interesting subjects to children at the age when they want to see and hear—and talk—about everything.

### CRYING IS COMMUNICATION

Cultures vary widely in their response to a crying infant—from a belief that crying strengthens the lungs, to absolute incredulity that anyone would let a baby cry for an instant. We recommend spending time and effort to learn what your child is saying with a cry. There is no recipe and each child is different.

During a visit to a hospital nursery at

### WOODEN TROPICAL FISH MOBILE

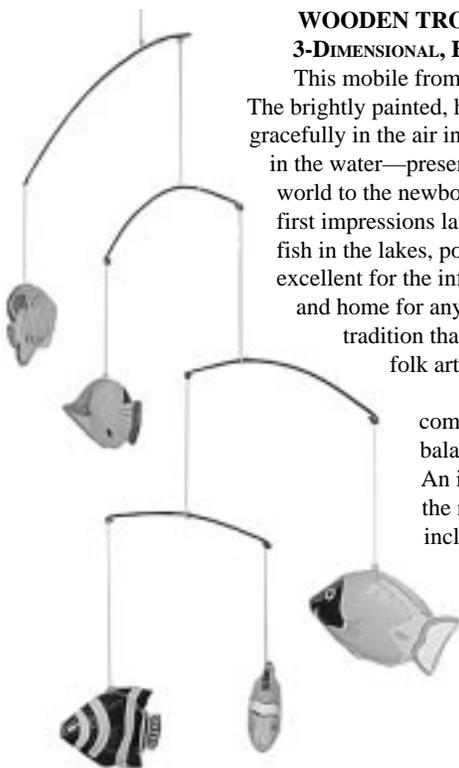
**3-DIMENSIONAL, HAND-CARVED, HAND-PAINTED**

This mobile from Bali, Indonesia is incredibly beautiful. The brightly painted, handcarved wooden figures move gracefully in the air in the same way that tropical fish move in the water—presenting a representation of the real world to the newborn. The child will remember these first impressions later when seeing an aquarium, or fish in the lakes, ponds, or the sea. The mobile is excellent for the infant and also for the classroom and home for any age. It is from an artistic tradition that is world-famous for this

folk art. Obviously, we love it.

The mobile comes completely assembled and balanced and ready to hang. An information sheet giving the name of each figure is included for the adult and older child.

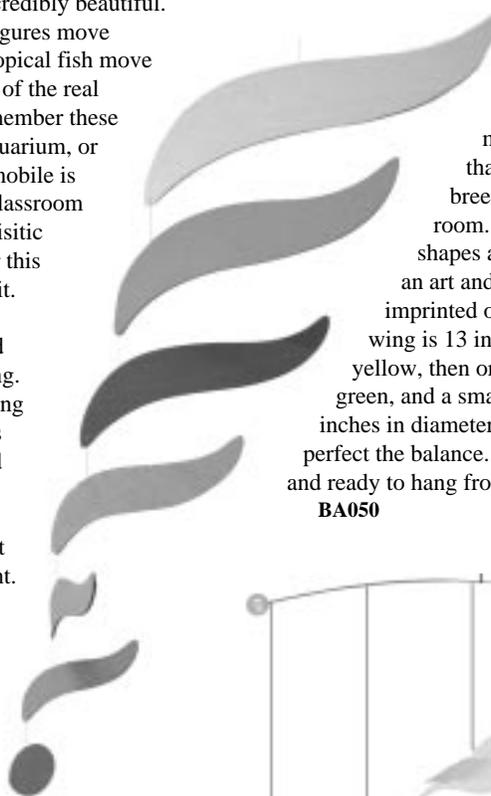
NOTE: Hang from the ceiling, out of reach of the infant.  
**BA15 \$34.00**



### HARMONY WINGS WOODEN RAINBOW MOBILE

This mobile from Germany is a beautiful addition to any room of the house, and will delight the very young. It is made of light balsa wood so that it swings gently in the breeze of the air currents of the room. The colors of the wing shapes are in order of the rainbow, an art and physics concept that will be imprinted on the child. The largest wing is 13 inches in length and painted yellow, then orange, red, violet, blue, and green, and a small lighter green circle, 2 inches in diameter, hangs at the bottom to perfect the balance. The mobile comes strung and ready to hang from the ceiling.

**BA050 \$39.00**

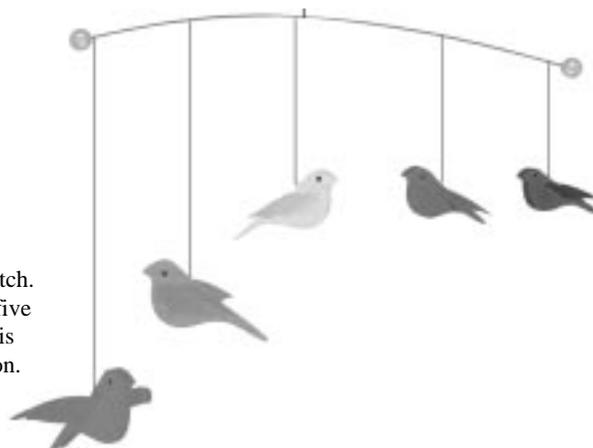


### WOODEN RAINBOW BIRD MOBILE

This beautiful, colorful mobile from Germany moves easily in the air currents of the room giving the infant lovely shapes, sizes, and colors to watch.

The wing span of the largest wooden bird is 7" and the smallest is 4" There are five bird figures (red, orange, yellow, green, blue) hanging from a silver-colored rod that is 21" long. The silver rod hangs from a yellow sun that is not pictured in this illustration. The mobile comes strung and ready to hang from the ceiling.

(\*) **BA410 \$65.00**



## PRENATAL & FIRST YEAR - The Senses

the University of Rome during my Assistant to Infancy training, I watched a professor respond to the crying of infants in the following way: first she spoke gently and soothingly to the baby, reassuring him that someone was present. In many cases this was all that was necessary to comfort the child and to stop the crying. However, if this didn't work, the professor made eye contact or laid a hand gently on the child. Often this calmed the infant completely. If not, she checked to see if there was a physical discomfort, a wrinkle of the bedding, a wet diaper, the need to be in a different position. Solving this problem almost always reassured the child and eliminated his need to cry. Only very rarely was a child actually in need of food.

I find this extremely interesting coming from a country with a major obesity problem. Perhaps if we tried harder to "comfort" our infants in other ways than to always provide food or pacifiers—which teaches them that the way to happiness lies in putting something in the mouth—we could help raise children who are more in touch with their needs.

It is common for an attentive parent to think that crying always means hunger or pain. But the baby could be worried, having bad memories, wet, cold, hot, afraid, lonely, or bored. There are many reasons for calling out for help.

An attentive parent who spends a lot of time watching and listening can learn, even in the early days, what each

different cry means. Everyone wants to be understood.

### LOOKING AND PROCESSING

What does your child see in the home? In the first year it is good to have soft colors, and not too many objects visible. When a child is visually overstimulated she often closes her eyes and shuts out the world. It is better to inspire and invite the child to visually explore the environment by soft colors and limited objects than to overwhelm her.

When the child has taken in all the sights and sounds and sensorial impressions she wants during a particular time she knows, with inborn wisdom, that it is time to go to sleep to process it. Imagine what it is like to come from a warm, soft, relatively

### THE PERFECT MOBILE HANGER

Since the optimum environment for the baby does not include cribs or playpens, we had to find another way to hang mobiles. This *perfect mobile hanger* works with all of the lighter mobiles on this and the following page.

We recommend having a hanger and mobile for every room in the house where the newborn is going to spend time. The mobile hanger is easy to mount on the wall and provides a neutral background which does not detract from the beauty of the mobiles. It is of clear acrylic, 1.5" wide, protruding 19" from the wall.

NOTE: this is for light, paper or cardstock mobiles, not heavy plastic or wood which should be hung from the ceiling on a strong hook.

**BA18 \$10.00**

### CAUTION:

Hang all *visual* mobiles out of the reach of all children.

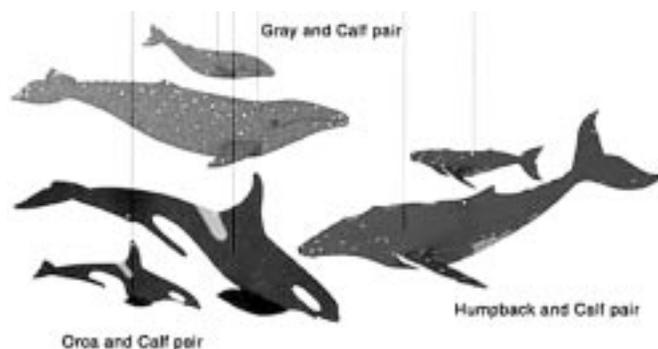
### MOTHER AND BABY WHALE MOBILE

Black, white, and gray contrast provides the best first images for the newborn focusing ability. This lovely mobile provides the clear contrast, and the introduction to the movement of whales through water, mother and baby pairs, and the shapes of whales. *Mother and Baby Whale Mobile* contains six images, of three kinds of whales *Orca*, *Gray*, and

*Humpback*. The largest pieces are 12.5" long. The mobile comes fully assembled, perfectly balanced and glued to stainless steel rods, and ready to hang. An information sheet is included with the common and scientific name and information on each species.

(\* **BA320**

**\$32.00**



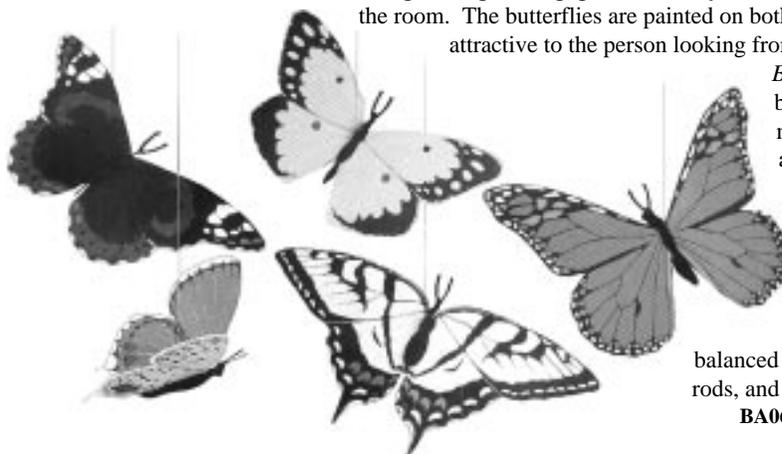
### BUTTERFLY MOBILE

The butterfly mobile is probably the favorite gift for the newborn. Hung out-of-reach above the sleeping mattress, and the daytime play mat of the infant, the butterflies are large enough to engage visual study as they move on the air currents of the room. The butterflies are painted on both sides so they are as attractive to the person looking from below as from above.

*Butterfly Mobile* contains five beautiful 5" - 9" butterflies: monarch, orange sulphur, red admiral, Eastern tailed blue, and tiger swallowtail. Each is made of solid-core art board—even the edges hand-colored. The mobile comes fully assembled, perfectly balanced and glued to stainless steel rods, and ready to hang.

**BA060**

**\$32.00**



## PRENATAL & FIRST YEAR - The Senses

dark and quiet environment (a womb) into a completely new place full of lights, sounds, touch, all unfamiliar except the voices of the family. It is very important to respect the child's wisdom as to how much to take in, when to go to sleep to rest and process, when to wake up and take in more.

At birth, a baby already knows how to regulate his sleep for optimum physical and mental health and for integrating new experiences. If we respect this intuitive knowledge after birth we are well along the path of preventing the problems of sleeping which often exhaust new parents and babies. If we keep in mind that sleeping is vital for many reasons and should not be interrupted, we will try, as ancient

cultures of the past have stated over and over, not to awaken a sleeping baby except in an emergency.

We must be careful not to train a child to be dependent on us to go to sleep. When a baby is always held till she goes to sleep a sleeping problem can develop. To avoid creating a dependence on the adult for such a natural activity as going to sleep, it is important to respect, from the first day of life onward, the child's ability to go to sleep on his own.

Position for sleep: It is well known now that the safest position for an infant for sleeping is on the back. However, it is important that, from the very first day, the child spends some time on her tummy in order to exercise the muscles of the neck and the arms and legs. Again,

observe the child to see what she wants to do.

A child is curious and in need of sensorial exploration from the very first days and wants to be with the family, not tucked away in a quiet room all day. To help make this possible, parents can use a special baby floor mat, or flat sleeping or playing mattress, a small futon or special rug, which can be moved to wherever in the home the family is spending time—kitchen, bedroom, living room, family room, etc.

In this way the child can be with the family, observe life, and doze off at any time sleep is needed. Then the infant can stay in touch with her unique natural rhythms of sleeping and being awake. He can listen to conversation, laughter,

### FIVE DRAGONFLIES MOBILE

This is the most delicately colored mobile we have found. The bodies of the five dragonflies, with an 8" wingspan, are soft shades of blue and green, silk-screened on both sides of the solid-core art board, even the edges hand-colored. The delicate black veins on the wings are printed on a clear material so the light shines

**BA110**

**\$30.00**



### HUMMINGBIRD MOBILE

These sweet birds are small in size and intense in color—lavender, vermilion and violet on bodies of bright greens or red-brown! Just about life size (4.5"), but flying slowly enough to see. Made of solid-core art board, the edges hand-colored. The mobile comes fully assembled, perfectly balanced and glued to stainless steel rods, ready to hang.

**BA220**

**\$32.00**

### FLOWING RHYTHM MOBILES

These mobiles from Denmark—works of art usually only found in museum stores—have been recommended for years by the Montessori Assistants to Infancy courses. They are still being made on the Danish island of Funen, where Hans Christian Andersen was born. This is a beautiful mobile for the whole family. Balance is the crucial factor both for movement and visual impact for the infant as the flat figures become three-dimensional moving through space. Made of fiberboard, the *flowing rhythm mobiles* are painted bright colors. Each piece is 9" long. They come assembled (except for the largest wing which needs to be attached with pliers. It comes this way so the mobile will fit in the box.) The *yellow* mobile pieces are yellow on one side and black on the other, with a yellow ball. The *red* is red and black. The *mixed colors* mobile is black on one side and pink, purple, yellow, light green and blue on the other.

**BA300 Flowing Rhythm Mobile (yellow)**

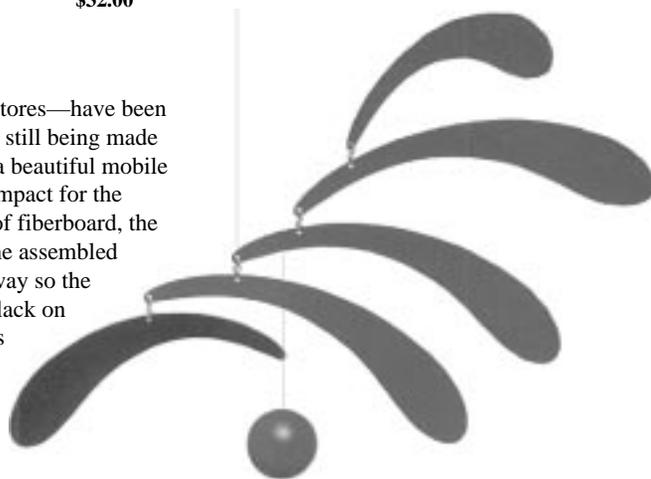
**\$39.00**

**BA400 Flowing Rhythm Mobile (red)**

**\$39.00**

(\*) **BA081 Flowing Rhythm Mobile (mixed colors)**

**\$39.00**



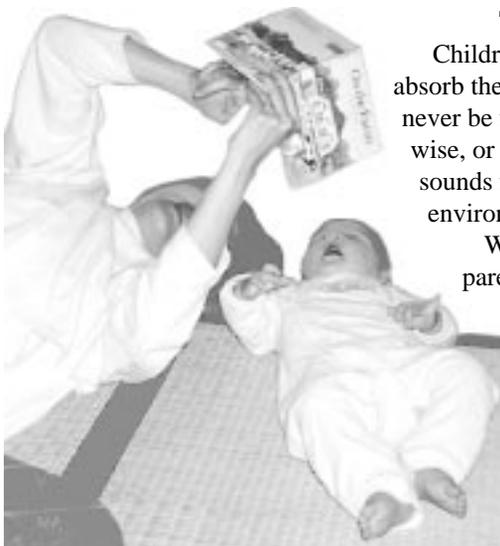
## PRENATAL & FIRST YEAR - The Senses

and music, or peaceful silence. On these mats the child can also practice developmental skills such as exercising and stretching muscles, doing push-ups, reaching and pulling up—and still follow the natural rhythms of sleep, and wakefulness.

*A great deal of mental work goes on during sleeping and dreaming. All daily experiences must be integrated and all personal 'programs' must be reviewed on the basis of the new information received during the day.*

*We should not look at newborn infants as small, helpless human beings, but as persons who are small in size, but with an immense mental capacity, and many physical abilities that cannot be witnessed unless the environment assists in the expression of life.*

—Dr. Silvana Montanaro, MD



Books are important to the young child at any age.

### THE ABSORBENT MIND

Children in these early years literally absorb the life around them. An adult can never be too kind, too respectful and too wise, or pay too much attention to the sounds the child will hear, or the environment he will observe.

When children are not with their parents, attention must be paid in setting the highest standard of expectation for any other adults with whom children spend time.

The environment we create for our young children is the one they will tend to create for their children, and their grandchildren, on, and on and on . . .



### WOODEN FIRST BOOKS

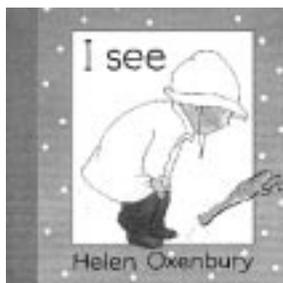
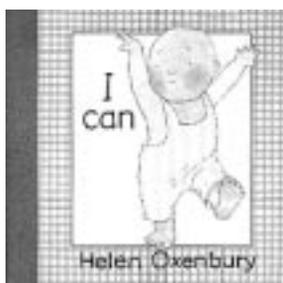
These may have been the tradition for babies even before paper was used. Each book is made of 4 pieces of wood joined by a red cord. On each side of each 4" x 4" wooden plaque is a colorful silk-screened image pleasing to the child and valuable in many ways. First of all the books can be stood on edge for the baby to look at as he explores the room visually in the first months. Later they will provide colorful real images for the adult to use for telling stories or making conversation as books are introduced. They are also the first experience for the child to learn to turn pages, and no harm can come to the books as they are made of wood. There are two subjects, vehicles and the farm.

**BB100 Vehicles**

**\$12.50**

**BB102 Farm**

**\$12.50**



### BRIAN WILDSMITH OPPOSITES

Those of you who have ordered from us for a long time know that we are all very pleased when the brilliant artist Brian Wildsmith comes out with another children's book! His art is appreciated by young and old alike. This is a board book of opposites, all demonstrated by whimsical and beautiful picture of animals: high-low; down-up; open-closed; many-few; front-back; near-far; on-off; little-big; and asleep-awake. Heavy cardstock, 5.5" x 4," full color.

**BB200**

**\$5.00**



### SENSES BOARD BOOKS

Even in the first months board books provide a variety of colors, shapes, pictures. While the infant is spending daily time on his tummy, exercising crawling muscles, board books can be stood up nearby for him to look at and enjoy.

These lovely board books from a favorite children's book author and artist, Helen Oxenbury, show the child in a variety of situations that are fun to talk about. There are few words (one every other page, probably the first words your child will read!) so parents can just talk about the pictures to their child, naming things. Each book contains twelve two-page spreads on thick board, in full color. 5.5" x 5.5"

**BB041 I Can**

**\$3.99**

**BB042 I See**

**\$3.99**

**BB043 I Touch**

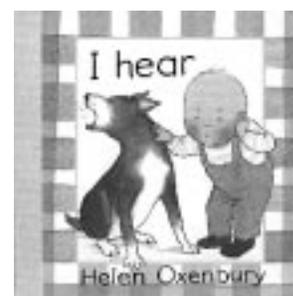
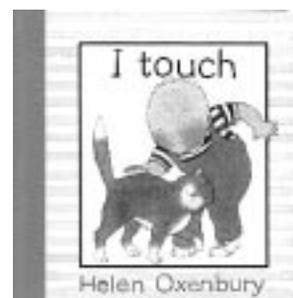
**\$3.99**

**BB044 I Hear**

**\$3.99**

**BB045 Board Book Set/4**

**\$15.75**



# FIRST YEAR - REACHING OUT, GRASPING, CHANGING THE WORLD

## THE FIRST YEAR REACHING OUT, GRASPING, CHANGING THE WORLD

### THE DEVELOPMENT OF MOVEMENT

*Myelinization* is defined as "the development of a myelin sheath around a nerve fiber." This fatty coating serves as insulation protecting the messages from the brain to various muscles in the body, resulting in purposeful or coordinated movement. The newborn is only able to control the muscles of the mouth and the throat, eating and communicating. By the end of the first year a miracle has

occurred and the child can control the movements of the whole body; he has learned to grasp and release objects, to kick, to slither and crawl, to sit up freeing the hands for even more development, and is usually well on the way to standing and walking!

This is a two-way process; myelinization creates movement, but movement also increases the formation of myelin, so the more we allow our child to move the more we are supporting optimum development. A child is naturally driven to this important work and is happy carrying it out. Often it is the frustration of not being able to move

that causes unhappiness and crying. There are many modern inventions that get in the way of the natural development of movement so we must make sure that our child spends as much time as possible in situations where she can move every part of the body.

When the infant, who has been looking at a toy hanging above him and intuitively reaching for it, finally reaches it and makes it move, this is an exhilarating moment. Instead of just being cared for and acted upon, the infant has reached out and intentionally acted upon her environment. She has literally "changed the world."

### EUROPEAN TOY HANGER

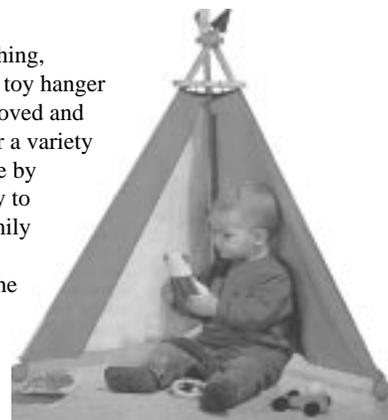
Among the most important work for the child at this age is reaching, grasping, releasing, and exploring sounds and textures. This European toy hanger is a great support at this time. It comes with a toy that can be easily removed and replaced with number of other hanging toys in this section—providing for a variety of textures, sounds and grasping possibilities. The three legs are held secure by rubber rings at the top and it can be adjusted to a variety of heights. It is easy to fold up and move from room to room as the child spends time with his family in different areas of the home.

The European toy hanger is made of light-colored hardwood so the hanger does not distract the eye from the hanging toy.

NOTE: As the child grows it can be turned in to a completely enclosed cave, tent, or play house with the washable drape that comes with the toy hanger—children

LOVE this little hiding place. Made in Germany.

**BA123 \$95.00**

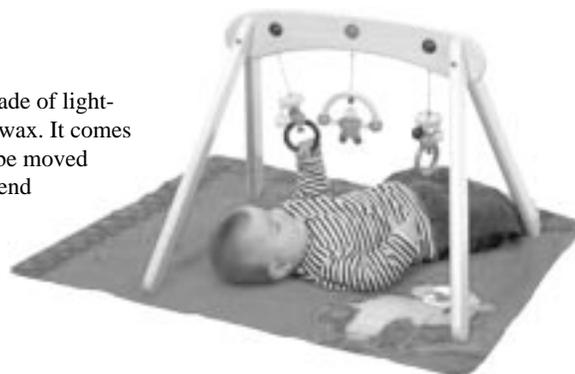


### MUSINA TOY HANGER

The *musina* toy hanger is made of light-colored wood polished with beeswax. It comes with three hanging toys and can be moved from room to room. We recommend

removing the toys and hanging one at a time, changing toys often. The base is 23.5" x 20", made in Germany.

(\* **BA212 \$90.00**)



### PELE SOFT BALL

When the child is not yet able to grasp with hands he can kick this soft ball and

learn to make the sound that way. It gives the opportunity to use the body, the legs and feet, to accomplish a feat.

Pele was a famous soccer player and this hanging toy ball is named after him. It makes a rattle sound when hit. When the child is able to sit and work with it later the three "petals" can be peeled back to turn the blue hanging ball into a red and yellow throwing ball. It is about 4" in diameter.

**BR101 \$8.00**

### PATCHWORK FOLK BALLS

This ball is one of the toys made during the Montessori Assistants to Infancy course—a valuable hanging, kicking, grasping toy. Hung above the infant it affords very interesting exploration as the child at first kicks the ball with her feet and later with her hand, finally grasping the sections of the ball and exploring it with her fingers. When she is ready to crawl, this ball offers an attainable incentive because it rolls but a short distance. It has quite a history of tradition with quilt makers in the United States because it has been a favorite toy for many years. It is made by an Appalachian crafts group in Kentucky, of a variety of cotton fabrics. The large is 5.5" in diameter and the small, 3." To use as a hanging toy fasten it to the toy hanger with a piece of elastic, string, or ribbon.

**BR15 Large Patchwork Ball \$12.00**  
**BR240 Small Patchwork Ball \$10.00**



**TOYS THAT AID THE NATURAL DEVELOPMENT OF MOVEMENT**

In this section on "reaching out, grasping, changing the world" and in the following sections of *The Joyful Child* you will find toys that call forth a wide variety of movement possibilities for the child. Each rattle, grasping toy, toy, puzzle, and other piece of material has been chosen for a specific purpose. It is up to the adult to watch carefully to see that the challenge is not too easy as to be boring, and not too difficult to cause frustration and giving up.

Hanging toys will need to be rotated to keep the child interested and happy, or

you may want to arrange to have hanging toys in more than one place in the house. When the child is "working" we must be careful to respect the activity and not to interrupt him, just as we would not want to be interrupted if we were engaging in important work.

Observation and respect for concentration begins now, but will continue for many years in our relationship with our children.

**NATURAL MATERIALS FOR TOYS**

In our twenty+ years of providing materials for infants and children we have gone through several periods of

seeing toys taken off the market, recalled, because of potential danger to children. There are constant arguments between toy manufacturers, government agencies, and environmental and child-safety groups about the use of plastic chemicals which may be toxic to children. We prefer the conservative view.

We recommend giving children toys made of wood or fabric. Avoid plastic objects unless you are sure they have been produced in countries where people are very careful about what materials are used in making toys and other children's products.

**RATTLING CATERPILLAR**

When the child can get a grasp of this toy she can practice shaking and pulling the toy, stretching the elastic that holds the beads and discs.

A natural wood ring and 6 discs in two shades of color give the experience of focusing on the differences in one color. Rattling Caterpillar is 7.5 inches long. Wood, from Germany.

(\* **BR010**      **\$15.00**)



**SALTO**

Before the child is able to sit up and explore this with both hands, this, and other small wooden toys, can be hung from a grosgrain or other sturdy ribbon from the ceiling, for the infant to reach for and learn to grasp. The Salto ring is just the right size for grasping practice. It is a natural wood ring with colored clappers. It is 3.6" in diameter. Made in Germany, hardwood, and bright colors.

**BT025**      **\$11.00**



**RONDELLO HANGING TOY**

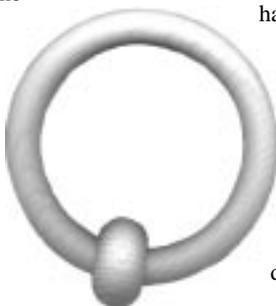
The six wooden beads present the first introduction to the color spectrum of the rainbow—yellow, orange, red, green, blue, purple—to the young child and it is often called the rainbow rattle. The wooden arch at one side is natural wood, and the two rings, painted red and blue, will challenge the child to move them completely around the ring of beads when she is able to sit up and work. The outside diameter is 3."

**BR195**      **\$16.00**

**GRASPING RING WITH BEAD**

This wooden grasping ring has a wooden bead that may be the first thing the child grasps when reaching for the ring. It is made of wood, unfinished. First it is used as a hanging toy, and later as a manipulative toy and a soother of gums when the child is teething. The ring measures 4" in outside diameter, and it is .5 inch thick.

**BR111**      **\$16.50**



**RAINBOW RING**

Another interesting toy for the infant to reach for, with feet and

hands, and later to practice grasping, shaking, and releasing. This little gem from Germany is half natural light wood, with 6 colored cylindrical beads and two colored rings. The outside dimension is 3.5."

(\* **BR045**      **\$8.00**)



**GIRALI**

Another good hanging rattle for the infant to bat and then grasp. At first the child will just be pleased with the rattle and clack of the colorful wooden balls, tubes and rings, but eventually be challenged to move the rings back and forth. The spheres at the corners are dark blue, the rods natural wood color, and the rings red, yellow, and green. It is 4.75 inches wide. Made by a favorite toymaker in Germany.

**BR100**      **\$16.00**



**WHIRLWIND HANGING TOY**

This little 4" long beechwood toy from Germany makes a rattle sound as the 12 colorful wooden beads knock against each other. The main piece is natural wood, the "hat" and "collar" of the little person is blue, the beads are yellow, orange, and red. It hangs by a red woven cord.

**BR144**      **\$14.00**



## FIRST YEAR - REACHING OUT, GRASPING, CHANGING THE WORLD

During these very early sensorial and impressionable months of life, we can enrich the child's experience by providing a variety of interesting textures. The difference in weight, texture, and the subtle expressions of natural materials—silk, cotton, wool, wood, metal—is valuable in clothing, bedding, furniture, and toys.

These ideas are not new but have been intuitive for many years. The philosopher Roland Barthes writes in *Myths of Today*:

*Toys of today are usually produced by technology and not by nature. They are made by the complicated mixing of*

*plastics which is . . . ugly; they take away the pleasure and sweetness of touching.*

*It is very dangerous that wood is progressively disappearing from our lives. Wood is a material that is familiar and poetic; it gives a child a continuity of contact with a tree, a table, a floor.*

*Wood does not cut, does not spoil, does not break easily, can last for a long time and live with the child. It can modify little by little the relationship between the objects which are timeless. Now toys are chemical and do not give pleasure.*

*These toys break very soon and they do not have any future for the child.*

### FIRST RATTLES AND TOYS

In every culture and throughout time, adults have noticed the attraction infants have to objects to grasp and play with. With these favorite toys, hung within his reach, or placed just within reach on his bed or mattress, the child becomes fully aware of his ability to reach out and touch or grasp, to create sound with rattles, to practice the important work he was meant to do. Provide a wide variety and change them often to keep the child happily busy.

Our role in creating the environment in which the child can fulfill his potential is very, very important.

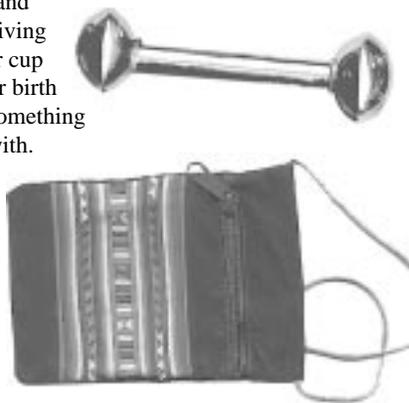
### STERLING SILVER RATTLE & BAG

Here is a favorite baby gift, and most precious rattle. Instead of giving an infant a silver spoon or a silver cup as that very special first shower or birth gift, we recommend giving him something beautiful and special to WORK with.

This sterling silver rattle is made in the Southwestern United States by the creators of beautiful silver and turquoise jewelry. Each rattle is hand-etched with a different design on the ends. The tiny, tinkling, delicate sound it makes is very pleasing to the infant. The handle is the perfect size, two inches long, and just the right thickness for tiny hands. The total length of the rattle is three inches. The silver rattle comes in a lovely handquilted zip bag made by the Hmong people of Southeast Asia. NOTE: sometimes we substitute another bag—always the most beautiful bag we can find at the time you order.

**BR06 Rattle and Bag**

**\$48.00**

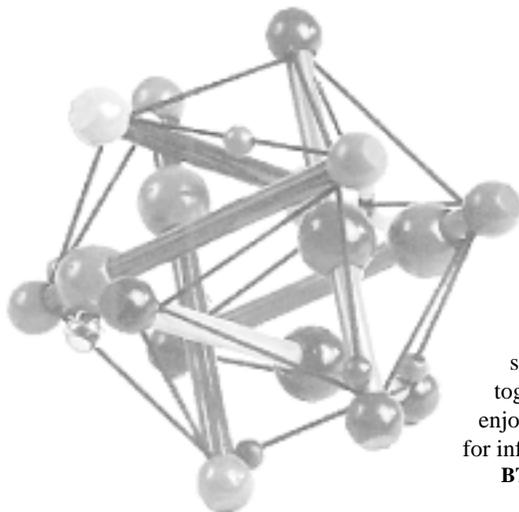


### TWO-HAND RATTLE

This lovely rattle is one of our longtime favorites. It is large enough to be held by both hands at once and so gives the baby a chance to practice letting go while still holding on with the other hand. The hand-oiled wood grain makes it look like a piece of art. Starting with a single block of wood, this rattle is lovingly shaped, then carefully cut in half, filled with beads which make it rattle, and securely glued back together, even the grain of the wood exactly matching up. Finally it is sanded and rubbed with oil. It comes in a box and makes a beautiful baby gift. 4.5" x 2.5".

**BR18**

**\$19.00**



### SQUISH

This exciting multidimensional toy can be hung above the child from the toy hanger at first, and then will inspire hours of exploration when the child learns to sit up and play with it.

Infants are fascinated by the colored wooden rods and balls, the way the pieces can be moved, the balls sliding along the rods, and the stretchy cord that holds the toy together. *Squish* is an engaging toy, enjoyed by children of all ages and safe for infants. It is 6" in diameter.

**BT04**

**\$17.50**



**THE FIRST YEAR  
SITTING UP, WORKING**

**THE BABY'S WORK**

A good definition of *work* is "an activity that involves both the mind and the body and has some purpose which fulfills the individual." When his concentration is respected, the child will become active, creative, happier, and more peaceful.

*It is as if nature had safeguarded each child from the influence of adult reasoning, so as to give priority to the inner teacher who animates him. He has the chance to build up a complete psychic*

*structure, before the intelligence of grown-ups can reach his spirit and produce changes in it.*

—Dr. Maria Montessori

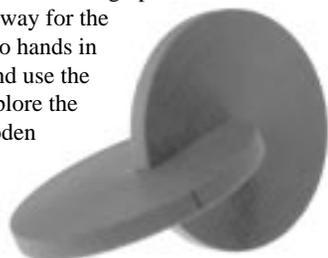
As the child grows, her important work continues. She will work on vocalizations, hand grasps, body movements, etc.. Sometimes the child will want to work on the same ability—usually verbal or muscular—for several days until he is finished with whatever he is trying to learn, and then not work on this again for several weeks. Each child is different, and only careful observation will reveal what he wants and what he is learning.

**EATING AND WORKING  
WHILE SITTING UP**

As the child learns to sit on his own, a natural developmental process begins and the relationship to the adult changes to support the child's growth and independence. Gradual, child-led weaning from the breast or bottle to the glass and spoon happens quite naturally if we observe and follow the child—and prepare the environment according to his development. Instead of eating while being held close to the mother's body the child begins to spend some time facing the adult, learning to drink from a little glass and to use a small spoon and fork.

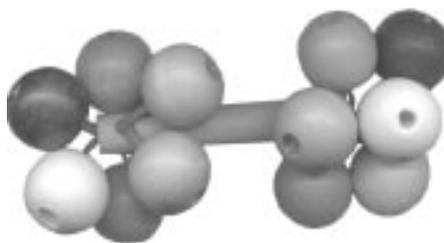
**INTERLOCKING DISCS**

This toy has been made by Montessori Assistants to Infancy during teacher-training courses for years. It makes an interesting rolling motion on the surface as it is reached for. Later, when the child is sitting up to work, it provides a way for the child to grasp with two hands in opposing positions, and use the wrists to twist and explore the planes of the two wooden discs which are fastened together in the middle. Each natural unfinished wooden disc is 2.5" in diameter.



**BR200**

**\$8.00**



**BABY BARBELLS**

A simple toy that provides hours of fun. A wooden dowel has **out of stock** beads attached to each end by red cord. The child can practice grasping and releasing the beads over and over, with one and then two hands.

**BT175**

**\$14.00**



**SCALARI**

This two-hand twisting toy gives an opportunity for practicing a special movement of the hands and wrist—that of moving the hands in opposite directions at the same time. The child grasps the head and tail and then moves them in opposite directions. Each of the rattles we offer has something special for the child to engage her interest. Twisting is important work for the mind and the hands at this stage of development. Hardwood, made in Germany. 4.5" in length.

**BT036**

**\$11.00**

**CARELLO**

Another favorite manipulative toy for the child is known as *carello* in Germany where it is made of natural hardwood, and rubbed with beeswax. It is about four inches

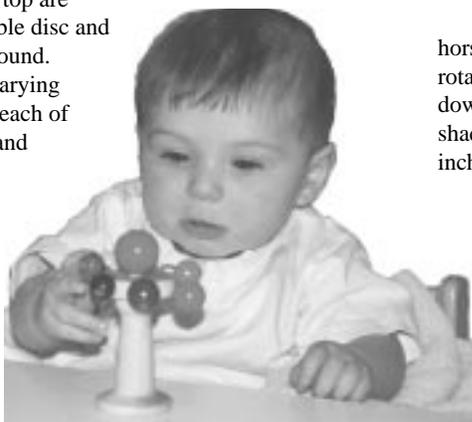
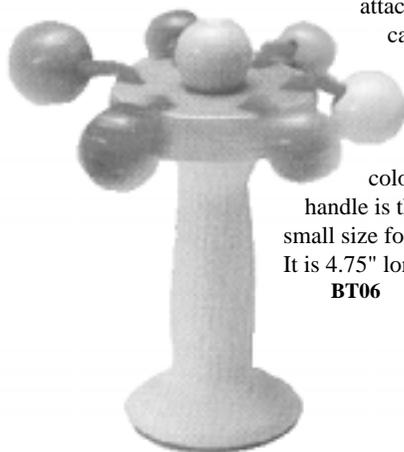
long. The six balls on the top are attached to a movable disc and can be turned around.

They are of varying colors—one each of the primary and secondary colors. The

handle is the perfect small size for the infant. It is 4.75" long.

**BT06**

**\$16.00**



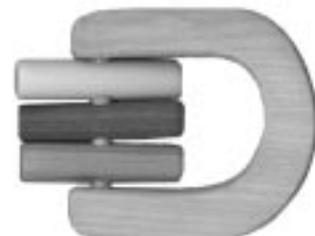
a few moments of seated work each day at first.

**BABY TWIRL**

The child grasps the baby twirl on the horseshoe-shaped end and twirls the three rotating dowels with the other. The three small dowels are made of three different kinds and shades of wood. This lovely grasping toy is 3.5 inches long.

**BT170**

**\$16.00**



## FIRST YEAR - SITTING UP, WORKING

This is nothing that is forced upon the child, but over and over we see that children are thrilled to be able to emulate those around them and to feed themselves.

Sometime during the first year the child will sit up on his or her own. Whenever the child is helped to sit up, as at the little table with the first chair, for the first meal, be sure that this is only for a very short time. Yes, the child has an inner teacher that knows exactly when it is best to learn to crawl, sit, stand, walk. They need us to respect this inner guide and trust their efforts. Sitting may happen either before or after crawling and is a great step in independence because the

hands are freed for more work, more challenges, more exciting discoveries. When the child has not been artificially helped to sit it is as thrilling to reach this stage as it would be for us to learn to ski or windsurf!

It is important at this stage to give toys and materials with an intelligent purpose—rattles that make interesting movements or sounds, toys with different grasps, and spoons and tiny cups to practice eating and drinking.

### SAFETY

As we have said before, the jury is not in on the safety of giving children plastic toys during the age when

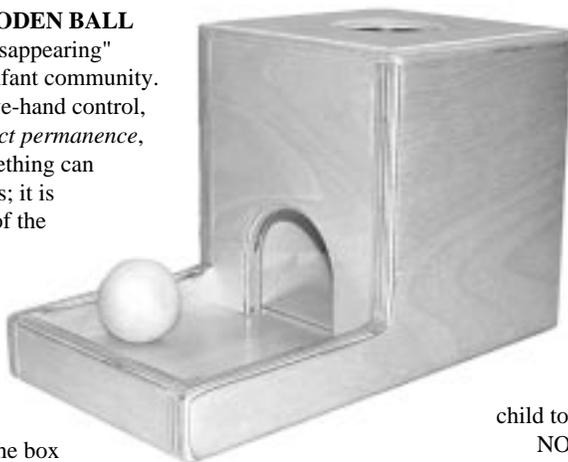
everything goes into the mouth! The mouth is important not only for eating and communicating but it is a sense organ for young children and they put objects to their mouth to check them out. We do not want to get in the way of this exploration but we DO want to be sure that everything the child handles is safe to explore in this way.

We highly recommend sticking to wood that has been left natural or stained, rather than wood that has been painted in countries where there is no control over the safety of the paint used. There are also lovely toys made of cotton, wool, and metal. These are all more pleasing than plastic and teach the child much

### BOX WITH WOODEN BALL

This is the first "disappearing" object toy used in the infant community. Along with excellent eye-hand control, it teaches the child *object permanence*, or the concept that something can disappear and still exist; it is permanent. The inside of the box contains a slide so that no matter where the ball lands in the box, it immediately comes out on to the tray for the child to see, and to use again, and again, and again. The box is constructed of heavy plywood so that it sits soundly on the surface for use with the child who is just learning to sit and use her hands. It is Birch plywood, 9.5" long, 6" tall, 5.25" wide. The ball is 1.5" in diameter.

**CT100 Box and 1 Ball** \$45.00  
**CT101 Package of 3 extra balls** \$4.00



### BOX WITH SOFT BALL

With this box the child lines up the soft, crocheted Guatemalan ball with the hole on the top of the box and drops or gently pushes it through.

Then he reached into the open front and retrieves the ball to do it again. There are no lids to lift or slide, and the activity is easy for the child to repeat over and over.

NOTE: each ball is different, sometimes the ball drops through and sometimes it must be slightly pushed through the hole—both actions are valuable to development. The box comes with one ball and a pack of 2 extra balls can be ordered. Made of Birch plywood, 6.5" tall, the top is 6" x 4.75"

**BT500 Box with 1 ball** \$45.00  
**BT510 Package of 2 extra balls** \$7.00

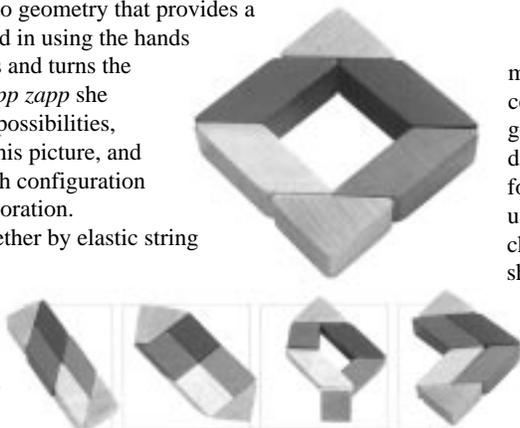


### ZIPP ZAPP

This is an introduction to geometry that provides a greater challenge for the child in using the hands and wrist. As the child twists and turns the colorful wooden pieces of *zipp zapp* she discovers several geometric possibilities, some flat like the square in this picture, and some three dimensional. Each configuration inspires more effort and exploration.

The pieces are held together by elastic string that gives when the child turns the pieces, but is invisible to the eye. *Zipp zapp* when in the square position is 2.75" on one side.

**BT240** \$9.00

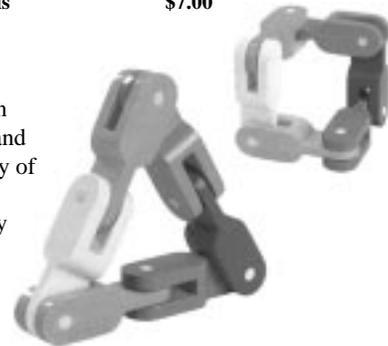


### PERPETO

*Perpeto* provides even more exploration in eye-hand coordination, and discovery of geometric shapes, 2 and 3 dimensional. It is necessary for the child to coordinate using two hands to change this toy from one shape to the other—

*perpetually* back and forth. One position is flat and the other three-dimensional, and it is fun to watch the change in geometric shapes. *Perpeto* is made in Germany of brightly colored wooden pieces. Each leg of the triangle is 5" in length.

**BT133** \$16.00



## FIRST YEAR - SITTING UP, WORKING

more about the natural world, such as weight, texture, sound, and beauty.

Some toys at this age can be left out for the child to use at any time and some will need the adult to sit and work with the child. All of the toys in *The Joyful Child* have been tested by children and can safely be used either alone or with the adult.

### NUMBER OF TOYS & "PUTTING AWAY"

It is necessary to have only a few toys out for the child at this age. If possible have a small bookcase with toys in all of the places in the home where the child spends time with the family. It is quite easy, when there are only a few

objects, for the adult to constantly put things back on the shelf.

Children at this age are very pleased when we respect their "sense of order" in the environment and put objects in the same place each time we put them away. We are the models and when the child sees us putting toys away, and even more important, enjoying putting away toys, she will naturally imitate us as soon as she is able.

Keep out the favorites, constantly offer all toys to the child, and rotate toys that are not accepted or do not get used by the child. Variety is important when each toy is selected carefully and calls forth a new ability for the child.

### FURNITURE FOR SITTING UP

The second half of the first year is the time also to get the child a heavy, safe chair for working and eating in a new position for a short time each day.

But we say again: be careful that the child does not become frustrated with her own efforts to learn to sit up by being put into an artificially supported sitting position too often or for too long.

A child who gets to reach the sitting up stage as a result of her own effort and work will get more exercise, and learn to find satisfaction through effort at an early age.

### TRIX

This very interesting manipulative baby toy turns into three different patterns of triangles, a first exploration in geometry! It is made of hardwood, in red, orange, yellow, green and two shades of blue. The size is 4.5". From Germany.

BT030

\$8.00



### MIRACLE PUSHING TOY

There are 5 colored

wooden balls for the child to push into either the front or back of this toy. As she pushes in a new ball one is forced out—then the child grasps it and pushes again. The fascinating movement draws the

child in to repeat the activity over and

over. A hammer comes in the box with this toy but we do not recommend using it as it is much more satisfying for the child to push, rather than pound, the balls. The miracle pushing toy is 6.5" tall, 3" wide, and 9" long.

BT600

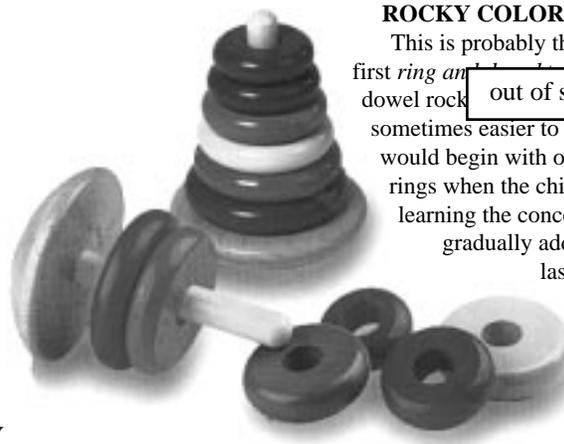
\$23.00

### BABY'S FIRST BLOCKS

These lovely, solid-colored blocks introduce the child to color without distraction of symbols and pictures he is not ready for. A set of 12 hardwood blocks, two each of the primary colors (red, blue, yellow) and the secondary colors (orange, green, purple). These are fun to grasp, and later to stack and use to build structures with other building blocks. We recommend putting them, one of each at first, in a basket so the child can exercise choice of color. 1.5" cubes.

BT010

\$13.00



### ROCKY COLOR CONE

This is probably the most popular first ring and dowel toy. Use the dowel rock out of stock it is sometimes easier to reach. We

would begin with only one or two rings when the child is first learning the concept, and

gradually add the others; the

last stage is putting

the rings on the

dowel in order

of size. The

base is a light

natural wood,

and the wooden

rings are painted

bright colors—the order of size showing the order of the color wheel, red, orange, yellow, green, blue, purple. 4" in diameter and 5.5" high.

CT03

\$18.50

### DISCOVERY BLOCKS

This set of 6 fascinating blocks is exciting to combine with *baby's first blocks*, one at a time. One has a plastic facet

piece that breaks the

room into multiple

images when the

child looks through

it. Another is a

mirror. A third has

a piece of yellow

plastic to look through, and three blocks are varieties

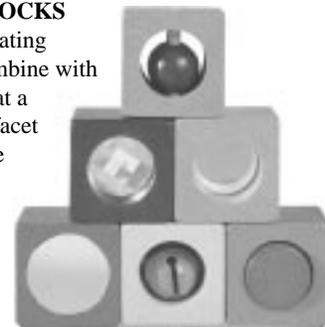
of rattles. They are exactly the same size as the first

blocks and what a surprise it is to find one of these in

the basket of blocks each day.

BT777

\$20.00



# FIRST YEAR - CRAWLING, PULLING UP, STANDING

## THE FIRST YEAR - CRAWLING, PULLING UP, STANDING

Children who have freedom of movement feel they can pursue their own ideas and interests. The repeated experience of seeing an object, reaching for it and exploring it with the hands and mouth, produces the reassuring sensation that when we want something we can move and go and get it. This is how a healthy ego develops, a human being capable of dealing successfully with the problems of life.

Self-confidence is an internal feeling of being able to rely on one's own resources, which comes from the experience of active work done in the environment using free movement. It is the sensation of personal power in solving problems, and this feeling of power remains in a person forever. In the future, the aims will change (from reaching an interesting object, such as a

colored ball, to doing school homework, and so on) but the psychological situation remains the same; something interests you, you need to do something to satisfy this interest, and you are confident that you have the ability to do so.

Active movements in the first months of life provide the overall mind-body experience from which self-confidence is derived, and with this very valuable instrument, it is possible to face all the challenges of life.

—Dr. Silvana Montanaro, MD  
Montessori 0-3 teacher trainer

Looking at and studying the environment visually comes first, then the desire to reach and touch it. Parents are often amazed to see how focused a child can become when concentration is not interrupted. One mother, taking a baby for a walk in a stroller, noticed that he was staring at a poster on a building. When the

mother started to leave the baby cried, so the mother allowed him to continue looking at the poster. Twenty-two minutes (!) that baby studied it— then sighed happily and looked away. What was he thinking? What was he doing? It was important.

One of the most thrilling achievements for a child is learning to move himself through space to get to a



The sea, a lovely place for my first nature walk.

### KUGELBALL

Kugelball is a natural wood sphere with six holes, a small wooden sphere inside. When pushed, it rolls a little way and then settles on one of the holes. It is a very good toy for the infant to explore with her hands, sticking fingers in, exploring new ways of turning and handling. The natural wood grain is beautiful. Diameter 2.5."

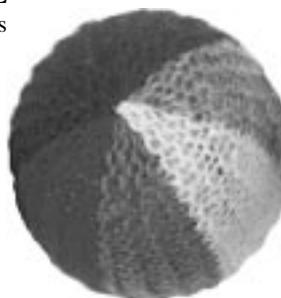
**BR16 \$19.50**



### KNITTED BALL

These knitted balls are handmade in England and used in Montessori infant communities in Europe and around the world. They are made of colorful wool yarn and filled with natural lambswool. The large knitted ball is out of stock. They should be handwashed with a wool soap, rung out by hand, and color fast.

**BR090 Knitted Ball, 4" \$13.50**  
**BR092 Knitted Ball, 3" \$11.00**



### SWEDISH BELL RATTLE

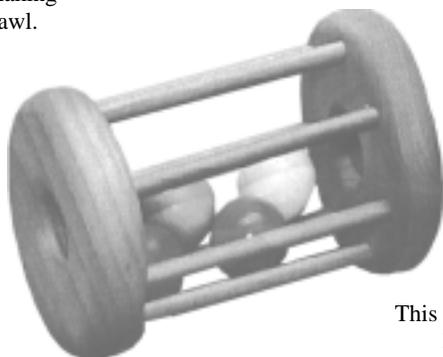
A European rattle, in the last few years, this bell rattle has been out of stock. It is a wooden rattle with a silver bell and 12 colorful beads. The length is 2.25" and the diameter 2." Made in Sweden.

**BT011 \$8.00**

### LARGE ROLLING BALL TOY

Just like balls, a rolling toy is great fun for the child who is making some progress in learning to crawl. It continues to roll just out of reach, but at a speed that makes it enjoyable for the child to crawl after it. This one makes the sound of wood clacking against wood as the wooden balls roll around inside. It is made of oiled natural wood, with four brightly painted balls, 6" long.

**BR13 \$16.00**



### ROLLER RATTLE

A solid wood rattle containing one large silver bell and 12 colorful beads. A variety of rolling rattles is important to inspire the child to crawl toward the rolling toy. Later she will move the colored beads back and forth on the wooden dowels to explore what she can do with her hands.

This rolling rattle is made in the USA and is 3" long.  
**BR330 \$9.00**



## FIRST YEAR - CRAWLING, PULLING UP, STANDING

desired object. Infants have many different ways of doing this—backwards, tummy on the ground, sideways, creeping, crawling, rolling, lifting tummy alternately with arms and legs. This is important work!

Sometimes a child grunts or yells as he works, or falls asleep for a few seconds between “push-ups.” The child enjoys the process of experimenting and learning as much as he enjoys the final success of being able to crawl.

We can help the child in this valuable work by not interrupting him as he works and by offering balls and toys that roll at a slow pace, are interesting to look at, touch, feel and listen to. If the toy moves too far too quickly the child will give up, and if it does not move at all there will be no challenge.

### SAFETY

When the child begins to crawl—and one never knows at what moment, this will happen—the most important

consideration is the safety of the environment for the child. We must look at the space from the child's perspective and go over it with a fine-toothed comb.

### THE NATURAL ENVIRONMENT

When considering objects, a natural, supportive environment is sometimes distinguished more by what objects are left out, than by which are included. Among the items which *inhibit* natural development are: cribs, swings, jumpers, walkers, play pens, bottles, and pacifiers.

It is comforting for a baby to be carried, held and snuggled, but we must also give the child practice each day in developing movement and other thinking abilities—exploring the environment visually, listening to sounds, exercising, sleeping and waking according to need, crawling, pulling up, cruising by

holding on to a piece of furniture, and walking.

A natural environment for a baby is one which provides wise and observant adults or older children, and an interesting and safe space for the infant to rest, explore, and develop abilities.



Look, I can stand up and *cruise* with one hand!



### INFANT COORDINATION MIRROR WITH BAR

This mirror, used in the home as well as in the infant community allows the child to practice pulling up to a standing position and *cruising* or moving sideways, hand over hand, foot by foot, at anytime, without help from the adult. This is an important large motor stage in learning to walk. Practicing in front of a mirror is just that much more fun.

The child-safe acrylic mirror is 48" wide and 28" high, and the rod is made of hard maple. The Coordination mirror should be hung so that the rod is 17" from the floor.

BA520

\$144.00



### BALL TRACKER

At first the child will sit in front of the ball tracker and place the balls just on the first or lowest rod. Gradually she will want to reach the top as she sees other children, or her parents doing. This encourages her to pull up and stand in order to do the work.

This important piece of material has been used in Montessori infant communities for many years. The large base, ten by fifteen inches, provides stability as the child reaches for the higher ramps. Placed in the hole on the top, the soft rubber ball moves slowly enough for the child to follow it, or *track* it, with her eyes. Tracking movements of the eyes are important for later reading and writing. This fascinating activity, repeated over and over by the child, has a calming and satisfying effect. All wood, 23" tall, 15.5" wide.

BT09 Ball Tracker & 6 balls

\$80.00

BT099 Set of 4 Extra Balls

\$9.00

### HUMMING TOP

At first the adult operates the top and the child is able to practice "tracking" or following it with her eyes. It also encourages the infant to move forward to reach the top. The humming at high speed is fascinating. Soon the child will learn to hold and move the handle up and down, faster and faster, making the "song" just like the adult or older child. This metal and plastic version is 6" high and comes in assorted colors and designs.

CT506

\$10.00



## FIRST YEAR - CRAWLING, PULLING UP, STANDING

### PULLING UP, STANDING, AND WALKING

Each child has an internal timetable of physical development which guides him in knowing just the right time to begin to pull himself up and to stand, and for how long to practice these abilities each day.

When we hold the child's hands to help him walk ahead of his optimum time we are giving a subtle message that we are not satisfied with his own timetable and abilities, or that we want him to hurry up. This can make a child frustrated at his own attempts. It is better just to wait, to watch, to enjoy the unfolding unique growth of the child as he follows his inner guide.

Carrying a child for too long during the day can make her dependent on an adult, and dissatisfied with her own efforts, to get around and to observe the world.

Walkers, and other commercially available movement aids hinder

development in the same way. They make a child mobile so quickly that she sometimes just gives up on her own attempts when outside the walker. They also give the child misinformation about where his "space" or body ends, and how legs really work, confusing messages that have to be relearned later. The following is a quote from a San Francisco paper:

*BABY WALKERS  
BANNED AT DAY CARE CENTERS  
The American Academy of Pediatrics has concluded that baby walkers are dangerous and should not be sold or distributed in the U.S.A. . . . In 1991, 27,800 children under the age of two years were admitted to a hospital emergency room for injuries associated with a baby walker.*

The most important thing we can provide is a low bar attached to the wall, or a heavy and stable piece of furniture for safely pulling up and

"cruising" sideways. A heavy wagon with a sturdy vertical handle is the best "walker" for an infant to practice walking



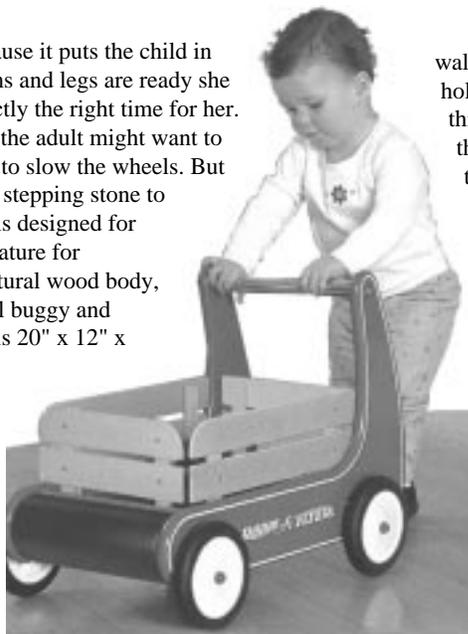
Watch out, I'm coming upstairs ready or not!

### WALKER WAGON

This vehicle is an important aid to development because it puts the child in charge of the process of learning to walk. When the arms and legs are ready she will practice pulling up, and eventually walking, at exactly the right time for her. In the beginning, depending on the surface of the floor, the adult might want to put heavy books in the wagon if more weight is needed to slow the wheels. But soon the child will be using the *walker wagon* only as a stepping stone to taking off on her own with no help. The *walker wagon* is designed for maximum stability. It has an innovative "resist" push feature for beginning walkers, durable wheels with grip tread, a natural wood body, and removable wooden stake sides for later use as a doll buggy and wagon. It can be used inside or outside. The body is 20" x 12" x 15.5"; the metal handle height is 19".

**BT136**

**\$80.00**

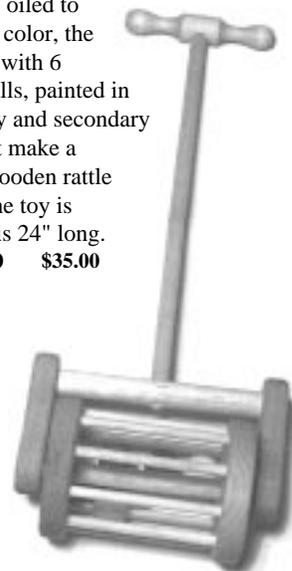


### LAWNMOWER PUSH TOY

Sometimes when a child first begins to walk on his own there is a psychological need to hold on to something. Push and pull toys make this stage fun and interesting. *Lawnmower* is the next step from the *walker wagon* because the grip is the same 2-handed one as with the *walker wagon*.

The *lawnmower* push toy is really a lovely piece of workmanship, made here in the Northwest of hardwoods, oiled to protect the color, the base filled with 6 wooden balls, painted in the primary and secondary colors, that make a pleasing wooden rattle sound as the toy is pushed. It is 24" long.

**BT550 \$35.00**



### FLAPPY DUCK PUSH TOY

Gradually the child will learn to walk while holding on with one hand and that is where this push toy comes in. It gives the same stability as a walking *flappy duck* is pushed out of stock fun because as the "flap" sound as the toy is pushed in front of the child. Made in England, wood and leather, 24" in length.

**BT080**

**\$38.00**

## FIRST YEAR - CRAWLING, PULLING UP, STANDING

whenever they wish. It is very rewarding to see the confidence, balance, poise, the physical prowess of a child who has been allowed to develop in a natural way according to his own efforts.



I can practice walking whenever I want with this "walker" and I love it.

### TOYS AND EQUIPMENT THAT AID MOVEMENT DEVELOPMENT

Rolling toys and soft balls that only move a short distance give children a challenge to move forward in space.

A bar attached to the wall of the child's room, or a garden wall in warm weather, helps the child to be able to pull up at will, whenever it is the best time for her to practice, and to remain standing until she is ready to sit back down.

A stool or sturdy low table, or a sofa in the living room, are excellent for enabling the child to "cruise" or practice walking while holding on.

A *walker wagon* (See page 15.) will provide an

opportunity for the child to pull up and practice walking at will, but it will usually require the adult to turn the wagon around when the child reaches the end of the path, and push and pull toys are great fun for the new walker.

None of these things rush the child, but they all help give the opportunity for practice at the perfect time.



Finally I can take a stroll on the beach with my dad.

### HOPPING RABBIT PULL TOY

Here is one of the most traditional pull toys which has been a favorite for many years. When the hopping rabbit is pulled, the special placement of the large back wheels makes it hop along just like a real rabbit. The child will learn to walk, pull the toy, and look to watch the hopping—quite an accomplishment. It is made of wood with leather ears, 7.5" long, pulled by a braided cord with a wooden bead handle which is good for the first pull toy grip.

BT630

\$22.00



### GIANT TRAIN

This is the most impressive and most interesting pull toy that will interest the child for several years. It is 28 inches long and consists of an engine and two cars. We recommend introducing just the engine at first as a pull toy, and later all of the cars as both a pull toy and a puzzle toy that gives the child unlimited scope to exercise the imagination. It is made of wood and some of the parts left natural, some painted in bold colors.

BT575

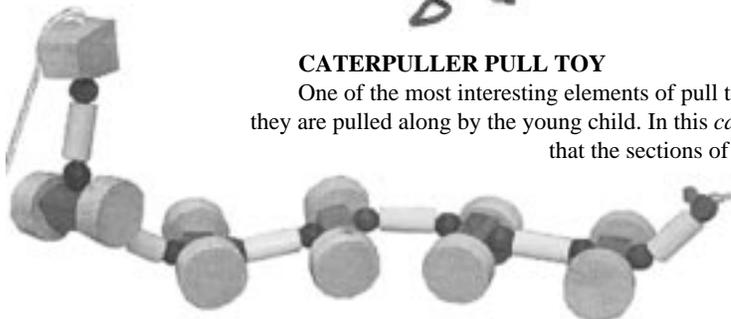
\$32.00

### CATERPULLER PULL TOY

One of the most interesting elements of pull toys of the past is the entertaining way that they move on their wheels as they are pulled along by the young child. In this *caterpuller pull toy* the pairs of natural wheels are attached in such a way that the sections of the red-green-blue-yellow body moves back and forth, and the tail switches from side to side as it is pulled along. Children find this very funny and enjoy making people laugh as they pull the toy. This handmade wooden toy was invented in the Waldorf Camphill villages in England. *Caterpuller pull toy* is 21" long.

BT11

\$29.00



# FIRST YEAR - A GENTLE BEGINNING, TRUST IN THE WORLD

## A GENTLE BEGINNING

### PREPARATION OF PARENTS

*Research has shown that the extent and quality of care the mother provides the child are strongly conditioned by the way they spend their time together during the first days after birth.*

—Silvana Montanaro, M.D.

For the first year of life the infant's world is his or her family. When a couple is getting ready to have a first child they are about to take on the most important role there is. It is strange that so much more time and energy is put into preparing for a career, building a home, or other adult endeavors, than into preparing to be a parent—although it is a far more challenging and long-lasting role. It is best to begin to learn what it means to be a good parent, long before the child is born.

My first response upon hearing about these Montessori 0-3 ideas was quite naturally to defend how we had raised our children, after all "They turned out all

right." However, seeing the wonderful results of using these ideas in many homes we see that there is indeed a better way to begin life—and we are happy to pass on the information.

The earliest moments in life, the first minutes and hours, are the most impressionable for infant and parent. This is the time when the basic instincts of parenting are awakened, and bonding begins. It is the time when the infant develops feelings of trust in those around him, and a feeling that our world is a happy place to be. The single most important element in an infant's environment is the loving wisdom of the adult. Nothing material can substitute for time and attention during these early months and years.

### GENTLE FAMILY TOGETHERNESS IN DAILY LIFE

Touching, hugging, skin contact, laughing and singing—these are so very important even in the first few days of life. This is how the newborn and her family develop love and trust, friendship and happiness as a group.

We must remember however that nature

has given all humans an inner guide that provides the wisdom of when to sleep, to wake up, to eat, to move. Throughout the prenatal months this wisdom has operated successfully and many potential problems can be prevented when the family is careful to observe the infant's needs and not interrupt this process of development.

Here are some examples. (1) Try not to interrupt sleep or awaken a sleeping infant. (2) Provide a place, a futon or quilt, in each place in the home where the family spends time,



With a topponcino I can hold my baby brother right away.

### SECURITY PILLOW "TOPPONCINO"

The importance of using the *topponcino* (Italian: to.pon.chi'no) came home to us when the grandfather of our neighbors' tiny infant sat holding his granddaughter securely in his arms and told us that, because of the topponcino, it was the first time in his life he had felt comfortable holding a new grandchild!

The topponcino provides both comfort and security for the newborn as well. It is used to hold, to carry, to hand the baby to another person, or to burp her. When the infant falls asleep in one's arms on a topponcino it is very easy to lay her down without disturbing her all important sleep. It also allows an older sibling to safely and comfortably hold the baby. Even the familiar smell of the constantly-used topponcino comforts the infant.

There are two versions available. The *original topponcino* is made of 100% cotton batting, hand quilted, covered with unbleached cotton muslin and hand tied to keep the batting from moving. It must be carefully hand washed and air dried. The *foam*

*topponcino* is made of 1/2" thick rubber foam covered with unbleached cotton muslin. It is also hand tied to keep the cover securely in place. The foam topponcino can be put in the washer and air dried. The topponcino cover is made of fine white cotton with white cotton lace trim. It fits securely, in the European pillowcase style. We suggest having two topponcinos and at least 4 covers for a basic layette. The topponcino is 26.5" (67 cm) long.

<b>BT230 Original Topponcino</b>	<b>\$30.00</b>
<b>BT232 Foam Topponcino</b>	<b>\$20.00</b>
<b>BA234 Topponcino Cover</b>	<b>\$10.00</b>



## FIRST YEAR - A GENTLE BEGINNING, TRUST IN THE WORLD

for the infant to naturally go to sleep, awaken, practice moving and observing life. (3) Nurse the infant if possible, when she is hungry, completely emptying one breast and waiting till the child releases, never interrupting or stopping the meal. (4) Give the mother and baby private time to be together during nursing as often as possible, uninterrupted by the phone, TV, reading, talking to others. The nursing relationship is the model for all intimate relationships throughout life. The infant is not just eating, but is learning about love. (5) Observe, listen, watch, observe . . . get to know what each sound, facial expression, body movement, is trying to express. Contrary to popular opinion the infant does not just "eat and sleep." You will learn that your baby is telling you many things. (6) Avoid "comfort nursing" and pacifiers, that set up an overemphasis on oral gratification. Instead comfort by talking, touching, hugging, singing, playing together. Imagine how you would feel, what you would look like, if every need and desire was met by eating!

Getting to know the physical,

mental, emotional needs of the newborn, and how to meet them, is the greatest gift we can offer. Witnessing the inner guide, the wisdom of our children and *following the child* teaches us about ourselves and about life, and is their gift to us.

### CLOTHING AND MATERIALS

Just as the finest natural cotton is used for the baby's *topponcino*, it is best to use it for bedding, play mats, clothing, diapers, everything that touches the sensitive newborn skin.

Some babies explore their faces with their hands even before birth and certainly as soon as possible after birth. It is far better to keep fingernails and toenails short, allowing this exploration to continue, than to cover hands and feet. This enables the child to explore familiar and favorite objects with his hands.

It is also important to have hands and feet uncovered in order to learn the skills of turning over, crawling, creeping, pulling up and walking.

If your child exhibits any fear

while dressing it is important to slow down and to soothe and gentle the child, to talk to him or her about what you are doing, in a soft voice, rather than to rush through the dressing or changing. This way the child will learn to trust that changing and dressing are safe and enjoyable experiences.

### DEVELOPING TRUST IN THE WORLD

It used to be generally agreed that babies were not aware, or that they had no memories of early life. Now we know that the strongest, deepest, and longest—lasting memories are formed at this time. It is common knowledge today that during the first months the child develops his basic attitude toward the world. How can we help a child develop trust from birth on?

For the last few months in utero, the infant has become used to the voices of his immediate family and accustomed to the sound of the mother's heartbeat. In the first weeks after birth the child is reassured by hearing those voices which he has heard during pregnancy, and, while nursing, by the mother's heartbeat.

### BABY PLAY/WORK/EXERCISE MAT

As soon as possible the infant wants to join the family and see what is going on; this mat supports this need to spend time in all parts of the house and can be thought of as the first traveling classroom! It is important that the child at this early age is kept on a flat surface, protected from artificial "aids" that get in the way of development such as walkers and swings, so that she can exercise in exactly the way that nature intended. The infant can begin this important experience very early. One never knows when a child, even the youngest, is going to want to lift up her head and begin the work of visually exploring the environment. In Montessori lingo work is a joyful, activity involving the use of the hand or body and mind. Visual exploration needs to be respected and not interrupted.

THE *PLAY/WORK/EXERCISE MAT* IS SOFT, THICK, HANDWOVEN AND FRINGED, MADE OF ORGANIC EGYPTIAN COTTON. IT provides protection against a cool floor. We recommend that you cover it with a crib sheet, and, if the child is naked, a waterproof covering. The mat is woven in Egypt and each order we receive is a bit different, always a lovely combination of colors. It is 31" x 39". You might want to order more than one, for use at home and to keep in the car so the child can continue his work when you are away from home.

BA100 \$32.00

NOTE: The environment must be free of hazards in order to follow the ideas on these pages.



### THE BABY STARTER KIT

#### SKIN CARE FOR THE NEW BABY

Everything that touches the skin of the newborn should be gentle and safe. The main ingredient in these four products from the century-old Weleda (pronounced



"Veleda") company in Switzerland, is *calendula* which has been a staple in skin care in Europe for hundreds of years. Calendula warms and soothes the skin. The flowers are grown in organic gardens in Europe. Other contents are almond oil, chamomile, beeswax, lanolin, lavender, orange, rosemary and sage oils.

The *Baby Starter Kit* includes "travel size" containers of *Calendula Baby Cream* (protection for delicate bottoms), *Diaper Care* (a natural healing cream for diaper rash), *Calendula Baby Lotion*, and *Calendula Baby Soap* that cleanses and soothes. The *Calendula Set* makes wonderful gift to introduce these ideas and products to new parents.

(\*) BC100 \$13.00

## FIRST YEAR - A GENTLE BEGINNING, TRUST IN THE WORLD

He will now become more aware of family voices as they sound outside the womb, and of the smells and touch of his parents and siblings. These experiences create security in the child. "Family Only" days ensure this bonding.

Provide soft clothing and soft lights in the first days as the child is getting used to the world outside the womb. The "topponcino" is used to give security when holding the baby, and when handing her to another person. With this gentle handling, the baby gains even more security.

We can learn to listen to the sounds a baby makes, to watch quietly, to observe facial expressions and body movements, to see what the child is trying to tell us, and to get to know this unique human, giving the message that the child is cherished and the world is a safe place.

It is a sad fact that, because of the lack of understanding of the importance of the beginning of life, day care workers and other people who care for infants today are not valued in our culture as they should be. They are underpaid and under-appreciated. As a result, the

profession of caring for the very young often has a very high turnover rate. Babies in these situations bond, are separated, feel rejected, bond again . . . over and over. Think of what the baby learns about trust and security in this situation. Ideally parents make plans about who will take care of their child as soon as possible in the family planning process.

The more thought, planning, time and energy we put into the care of our children in these early days, weeks, months, the better foundation, physically and emotionally, we will be helping them build.

### DEVELOPING TRUST IN ONE'S SELF (SEE ALSO NEXT SECTION)

A young child develops trust in herself beginning in the first year of life as she interacts with the environment. She learns to move out into the world, to touch and grasp, through her own effort, those things she has been looking at and longing to reach.

With the loving and understanding help of adults and older children, and in

an environment that meets her changing needs, she will learn that she is capable and strong, that her choices are wise, that she is indeed a fine person.



Special communication with a son every day. Today a nap on baby's floor bed.  
(Jim and Michael Olaf Stephenson)

### BABY CARRIER

#### FRONT OR BACK CARRYING POSITION, CHILD FACING INWARD OR OUT

This baby carrier has been developed and tested for over twenty-five years in Sweden, and is the only baby carrier we recommend using.

It allows the newborn to snuggle with his back supported in a healthy position AND, as soon as he is ready, to spend a little time each day visually exploring the world facing outward!

In both "inward and outward" positions the arms and legs are free to move and exercise which is very important at all stages of development. The baby is carried at a height that is comfortable for both child and adult.

The carrier is made of 100% cotton, machine washable. It is quick and easy to put on and take off by oneself. It can be unfastened at the front in order to put down the sleeping baby without disturbing sleep. The color scheme is the traditional dark blue with white trim.

NOTE: even though contact with the parent is crucial in the beginning of life, the child, from the first day on, also needs to have many hours a day on a flat surface to exercise her many new abilities—to see, listen, stretch, and move—and the psychological space to wake and put herself to sleep on her own according to internal rhythms.

BT300

\$79.95



### DIAPER BAG

This Swedish diaper bag matches the *baby carrier* and is large enough to carry everything the infant needs to feel comfortable while spending time out of the house. It contains a soft changing mat and padded holders that can carry favorite toys, skin care products, and of course diapers.

The shoulder strap is easily adjustable to suit your height and is made from a special material designed not to slip off the shoulder.

This bag (pictured at the left and below) is very attractive and will come in handy later as a camera or travel bag.

(\* BT100

\$79.95



**RESPECT AND TRUST**

*Every time a child is born  
it brings with it the hope  
that God is not yet  
disappointed with man.*

—Rabindranath Tagore  
Poet Laureate of India and Montessorian

**NATURAL DEVELOPMENT &  
A CHILD'S SELF-RESPECT**

There is definitely a relationship between the child's mastery of communication and movement and the development of a good self-image and self respect. How many of us would be better at "loving ourselves exactly the way we are" if our own attempts at self-construction had been respected early in life? There is a connection.

*The first two years of life are the most important. Observation proves that small children are endowed with special psychic powers, and points to new ways of drawing them out—literally "educating by cooperating with nature." So here begins the new path, wherein it will not be the professor who teaches the child, but the child who teaches the professor.*

—Maria Montessori, M.D.

Paying attention to communication attempts, and providing for free movement in a safe and limited space, in the child's room, or a baby-proofed living room, will do more than anything else to help the child develop trust in himself.

Each child has his or her unique blueprint for development. One child may work on eye-hand coordination while another of the same age will be

concentrating on making sounds, another on push-ups or trying to move her whole body through space. One child will be interested in sitting up and eating at a table sometime during the first year and another content to breastfeed. One child will enjoy sitting on a potty to urinate and another will just not be interested. The best we can do to support this individuality is to watch, listen, respect, and get out of the way.

*Free movement* means being able to move one's body without artificial movement aids, to be able to move according to developing abilities, gradually learning to reach and to grasp, to turn over, to crawl, to sit up, and to pull oneself up to a standing position and walk—all on one's own.

Developmentally appropriate toys help development. For example when a child is first beginning to crawl and needs an incentive to move forward she is aided by using a rolling toy or a ball that only moves a short distance when being pushed. Intellectual *recipes* on helping in this way are abundant and contradictory. The most important advice is to learn to *follow the child*. Each child is unique, and there can be no simple answer for how to treat her.



Exploring the room from the floor bed is important work.



**EUROPEAN FLOOR BED FRAME**

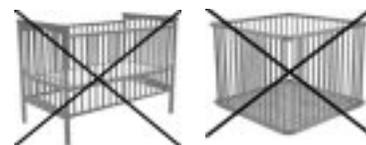
Although it is ideal to give the child, from birth, a twin bed mattress on the floor, many parents wish to have a crib size bed first. Using this crib mattress *floor bed frame* gives a child a clear view of the surroundings, and it supports physical and psychological independence because eventually she will be able to get in and out of bed at will to explore the SAFE room. The frame comes disassembled, with four hardwood polished pieces and hardware. Please be sure that you purchase a crib mattress that fits exactly as there are different sizes. The INSIDE dimensions are 28" x 52" x 5." NOTE: Older children love to use this frame for playing house and building blocks so it is good for several years.

BA376

\$145.00

NOTE: There may be times when an emergency crib or playpen is necessary for safety, but for the most part they impede development and cause unhappiness and give wrong information, seeing reality through bars, that necessitates the brain being rewired later if the child spends too much time in them. And it is BORING.

This is the age for looking at, studying, the environment visually in preparation for moving out into the world.



NOTE: See mirrors on page 14 and mobiles and toy hangers on pages 2-5, 7.

# FIRST YEAR - TRUST IN UNIQUE DEVELOPMENT - THE CHILD'S SELF-RESPECT

## PREPARING THE HOME

### TO WELCOME THE NEWBORN

As you go through the process of preparing baby's room before birth, lie down on the floor in the middle of the room and look around, listen. Will it be safe? interesting? beautiful? calming? Will it allow for as much freedom of movement as possible?

Because of the young child's strong sense of order it is ideal if the room can stay the same for the first year. Thus it is very important to put a lot of thought into just how to arrange this first environment.

One day as I was watching the joyful, exuberant actions of a new kitten in our house, I couldn't help comparing it to the curiosity and needs of the young child. The kitten tested itself against the challenges of moving in every possible way around the living room, carefully examining each object and the best way for its body to move over, under, and around it. I was reminded of watching babies when they are allowed to move freely in a prepared environment.

Imagine how the natural development of kittens would be affected if they were confined to such things as kitten cribs with covers, kitten slings,

swings, walkers, and pacifiers. I am continually thinking about how we can help babies to explore with their bodies and to develop grace and confidence in movement. The newborn has a lot of important developmental work to do, and we can help this work by providing the most naturally supportive environment.

While in the womb a child has already been exercising muscles and listening to sounds. After birth she will gradually learn to move on her own and to explore, with every sensory and motor ability at her command. She will study the room in detail with her eyes and listen carefully to every single sound with her ears. After strengthening arms and legs with baby push-ups, she will head for objects to explore further.

Every child follows a unique timetable of learning to crawl to those things he has been looking at, so that he may finally handle them. This visual, followed by tactile, exploration is very important for many aspects of human development. If we provide a floor bed or mattress on the floor in a completely safe room—rather than a crib or playpen with bars—the child has a clear view of the surroundings

and freedom to explore.

A bed should be one which the baby can get in and out of on his own as soon as he is ready to crawl. The first choice is an adult twin bed mattress on the floor. Besides being an aid to development, this arrangement does a lot to prevent the common problem of crying because of boredom or exhaustion.

It helps to think of this as a whole-room playpen with a baby gate at the doorway and to examine every nook and cranny for interest and safety. If the



It is quite natural to move from breastfeeding to glass in the first year, never using a bottle.

## MOCCASINS — FIRST SHOES FOR LEARNING TO WALK

This wonderful shoe has a soft nonslip sole so the child can exercise the muscles of her feet, and feel secure as she learns to stand and walk.

The soft *moccasin* design meets the need the child has of learning to put on and take off shoes independently. When our son was little we received his Moccasins directly from friends in Sweden and now we can offer them to you—and they are the only inside shoes (and outside when weather permits) we recommend for the first two years. They are made of washable leather (soles), a cotton/polymid blend (tops). They can be used with or without socks. The color is red, a favorite of children in Sweden where these special shoes are made.

<b>BC563</b>	<b>3 months</b>	<b>\$20.00</b>
<b>BC566</b>	<b>6 months</b>	<b>\$20.00</b>
<b>BC5712</b>	<b>12 months</b>	<b>\$20.00</b>
<b>BC5718</b>	<b>18 months</b>	<b>\$20.00</b>
<b>BC5724</b>	<b>24 months</b>	<b>\$20.00</b>



## THE PERFECT PACIFIER

Children need to suck and to soothe gums, but getting used to constant oral stimulation has many negative consequences. This is the perfect substitute for the pacifier that stays in the mouth because it must be held in place with the adult's or child's hands. Limited use of a pacifier will help the child stay in touch with his needs, and notify us when he is ready to graduate from sucking to drinking from a glass. Made of nontoxic vinyl, 4" in diameter.



**BA010**

**\$5.00**



**NOTE:** Baby bottles are sometimes necessary, but not necessary in most cases. Soothing gums, with the adults finger, a cloth, or a rubber toy is very helpful then the child is teething. But a pacifier that is shaped to stay in the mouth for long periods of time, creating a habit of oral stimulation, is not good for the developing teeth, developing language, and the habit of oral stimulation that can last throughout life. See page 67 for the reprint of an article on a natural way of weaning, by "following the child," called *How I Weaned Myself*.

newborn is going to share a room with parents or siblings we can still provide a large, safe, and interesting environment.

Eventually he will explore the whole room with a gate at the door and then gradually move out into the baby-proofed and baby-interesting remainder of the house.

These are the beginning stages of independence, concentration, movement, self-esteem, decision-making, and balanced, healthful development of body, mind, and spirit.

**CLOTHING THAT SUPPORTS FREE MOVEMENT AND DEVELOPMENT**

It is quite natural for a baby's hands and feet to be a little cooler than the rest of the body. Even temperature is important—but so is free movement!

When the child begins to creep (which can happen much earlier than we thought when the environment supports it) children also need to be able to create friction with their knees. I remember well the day I put the first dress on my first daughter, and put her on the floor. She was just learning to crawl and the bottom of the dress fell just under knees and completely prevented crawling! Well,

that was the last dress for awhile because it was much more important for her to be able to crawl than to let everyone know she was a girl!

**ATTACHMENT AND SEPARATION, PREPARATION FOR WEANING AND TOILET LEARNING**

Children who wear cotton pants in the infant community learn to use the potty at the same time as they learn to stand and begin to walk. The Assistant to Infancy keeps careful record of when the infant urinates and then simply offers the potty at these predictable times—with no coercion of any kind. Children love to learn to sit on a little stool next to the potty, to remove panties, and to use the potty, just as they love to learn to imitate all of the other activities going on around them.

The first year of life is marked by an amazing growth in independence. First the baby leaves the security of the womb—because it is time to be able to move and grow as a separate organism. Next she learns to crawl, then to pull up, stand and walk. She takes in a huge amount of language which will be used later. Weaning and learning to use the toilet can be natural and enjoyable

transitions when the process is prepared for when the child is very young.

It takes careful observation and wisdom for the parents to see when a child is taking each new step—and the support and encouragement of the adult is the most effective aid to this vital growth in security and independence. We must be there for the infant but step back when we are not needed. The stronger the attachment in the beginning, the more successful will be the separation later.

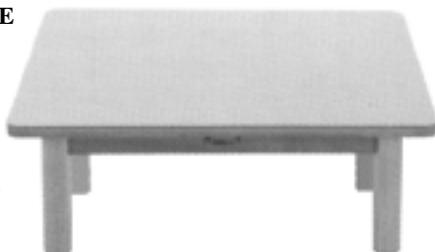
Breast feeding is an example of a strong attachment. The relationship



Hmmm, yes, I think I can do this by myself.

**FIRST TABLE**

When a child is able to sit up, to get into the seated position completely on his own, he will want to imitate the upright eating methods of others—to feed himself



and to drink from a cup, sitting up. At first, for only a few minutes at a time, he can be placed in the *first chair* to eat or drink seated at the table. Just a sip of water from a real cup (NOT a cup with an attached lid, which teaches misinformation about pouring), or a few bites of cereal with a small spoon and bowl, can bring an enormous amount of satisfaction to the child at this stage of development.

Eventually he will use this table to have snack and to set the table and eat regular meals. Constructed of sturdy maple legs, with an extremely durable, scrubable, white birch plywood and formica top. The top is 24" x 24." The height 14." (See page 61 for other tables.) The table is shipped directly from the builder to keep the price down. Please order a month ahead of usual.

CR45

\$134.00

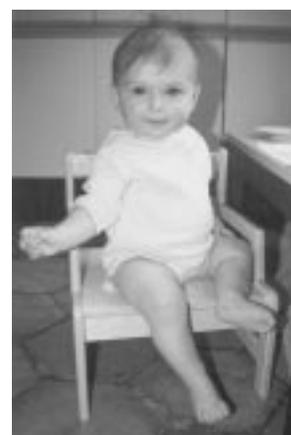


beautifully made of Birch plywood. Chair height 15.5", seat height 5.5".

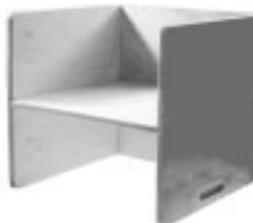
BF300

**FIRST CHAIR—FOR EATING AND WORKING**

This chair supports a child, at the back and both sides, as she learns to sit at the *first table*. It can be used for the first weaning meals when a child is gradually learning the skills to feed himself, and for sitting up to play and work at a table. It is



\$85.00



**CUBE CHAIR**

The Cube Chair is an alternative to the *first chair* on this page. It can be adapted for use as a small table, and later for a stool with a 12" seat height. It is made of the birch plywood, with a durable and safe natural wood finish. Shipped directly from the builder. A 12" cube, seat 6".

BF01

\$54.00

between the mother and child during the times when the infant is nursing is extremely important, as it becomes a standard for future relationships. Think of the message of love the mother gives to the child when she gives her undivided attention, eye-contact, smiles, singing. The message is very different if the child is fed while the adult is reading, watching TV, or talking to someone else. This period will pass soon enough that we should support the parent in the bonding that occurs during feeding.

We must also keep in mind the psychological effects of too much oral satisfaction in the first year. Instead of nursing a child in response to every negative feeling—tiredness, pain, frustration—we should offer loving comfort in those situations and encourage the child to eat only when he is hungry for food. This helps a child stay in touch with his own natural and healthful eating needs, growing into an adult who eats for nutrition and not out of psychological needs.

**MATERIALS THAT SUPPORT NATURAL DEVELOPMENT AND SELF-ESTEEM**

A small table and chair kept in the environment in the first year will provide

a familiar space for the child who wants to try feeding herself with a bowl and spoon—and these first attempts happen earlier than we previously thought.

Likewise, a potty seat with which the infant is familiar will invite the child to use it as soon as she is ready. Children love to remove their own cotton pants while sitting on a little wooden bench next to the potty. They can start doing this soon after they learn to walk.

There should be no pressure, no reward or punishment, no adult deciding *when* the child should learn to feed herself or use the potty. The environment is prepared and the child is free to explore and to imitate in these natural developmental stages.

A young child develops trust in herself, the basis of self-esteem, as she interacts with the environment. She learns to move out into the world, to touch and grasp through her own effort, those things she has been longing to reach. With the loving support of adults and older children, and in an environment that meets her changing needs, she will learn that she is capable, that her choices are wise, that she is indeed a fine person.

**THE END OF THE FIRST YEAR**

*Once this foundation is laid, future learning for children is easier. These children have a positive self-image, and trust that the world is a wonderful place to be. They trust themselves and their ability to function in this world.*

—Judi Orion  
Montessori Assistants to Infancy  
Teacher Trainer



Access to clothing gives the child practice in selecting clothing, dressing, undressing, and putting away the clean laundry.

**THE CHILD'S FIRST POTTY**

Early in the first year, if the child becomes familiar with seeing this in the environment, and sitting on it, there will be an easy transition to actually using it. At the right time, she will imitate others who are using the regular toilet, and figure out the purpose. Learning to use a potty naturally, when interested, is so much easier than bypassing this early interest and trying to "toilet train" an older child! This is the very best potty for children, light, white plastic, smooth, sturdy, safe-feeling, and comfortable. Its name, "Baby Bjorn," means "baby bear." Don't confuse this with similar cheaper models which do not hold up and are not as sturdy or comfortable. Suitable for either a boy or a girl. **NOTE:** see page 64 for the *toilet learning seat*.

**BT190**

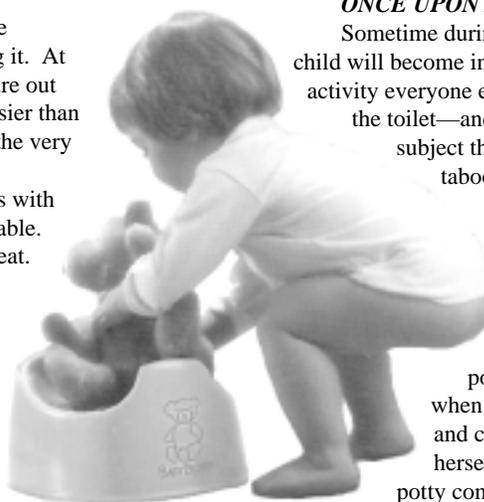
**\$12.00**

**THE I CAN DO IT MYSELF STOOL**

A child wants to do everything possible without help. Eventually he will be able to sit on this beautiful little solid wood stool to take off training pants or slippers. Then to stand on it to reach the toilet or the bathroom sink, to wash hands, and brush teeth. We have had this lovely hardwood stool, exactly the right size, height, and weight for the child at this stage of development, especially made. It is hand cut, joined and finished by a talented craftsman, and made of maple and birch hardwoods and will last for generations. It is 6" tall with a 12" square seat.

**CR51**

**\$54.00**



**ONCE UPON A POTTY**

Sometime during the first year the child will become interested in that activity everyone engages in—using the toilet—and in talking about a subject that has long been taboo in social conversation. It is during this stage of curiosity that we begin to talk about, read about, and introduce a potty seat. Then, when the child can walk, and can dress and undress herself, learning to use the potty comes quite naturally—with no "training." These delightful books are a perfect introduction. Hardcover, color, 6.5" x 6.5", 32 pages. One for "her" and one for "him."

**BT210 Her Potty Book \$6.00**  
**BT220 His Potty Book \$6.00**



**FAMILY LIFE**

All the activities connected with looking after yourself and your surroundings, such as getting dressed, preparing food, laying the table, wiping the floor, clearing dishes, doing the dusting, etc., are activities belonging to what Dr. Montessori called 'Practical Life,' and are precisely the tasks that adults like least. But between the ages of one and four years, children love these jobs and are delighted to be called on to participate in them.

—Dr. Silvana Montanaro

**PARTICIPATING IN FAMILY LIFE**

Human beings of all ages want to be able to communicate with others, to challenge themselves, to do important work, and to contribute to society. This is human nature at its best.

This desire is especially strong during the time when the child who has been observing all kinds of important activity going on around her has finally mastered the mental and physical skills to stand up, walk, use her hands, and participate in real work.

A child learns self-control, and develops a healthy self-image if the work is real—washing fruits and vegetables, setting or clearing a table, washing dishes, watering plants, watering the garden, sorting, folding,

and putting away laundry, sweeping, dusting, helping in the garden, any of the daily work of her family.

Family work, known as Practical Life in Montessori schools, is the single most important area of a Montessori education at any age. Allowing the child to participate in the life he sees going on around him is an act of great respect for, and

confidence in, the child. It helps him to feel important to himself and to those around him. He is needed. We can empathize if we think of the difference in our feelings for a dinner guest in our home who is completely served and waited on, or for one who is welcomed in our kitchen to talk and to laugh while we prepare the meal together. In the first instance the guest is separate, the relationship formal. In the second we share our life and the relationship is intimate—a true friendship.



I am wearing an apron.  
This is important work.

**THREE AREAS OF FAMILY LIFE**

The main areas of *practical life* activities are:

1. The care of the self: dressing, brushing teeth, cooking, and so on.
2. Grace and courtesy and concern for others: moving gracefully, using good manners, offering food, saying "please" and "thank you," etc.
3. Care of the environment: dusting, sweeping, washing clothes, gardening.

Children have always shown us their interest in *practical life* by pretending to cook and clean, taking care of a doll, carrying out adult conversations, etc. But when given the chance, they would much rather be doing the real work of the

**TINY APRON**

An apron makes each task special. Donning and taking off an apron marks the beginning and the end of important work. These aprons are used for children from age one to three for preparing food, setting the table, washing dishes, painting, and so forth.

The neck band easily slips over the child's head. There is one strap with a Velcro fastener at the end so that the children can help each other fasten the aprons, and a child is able to fasten it on himself. The fabric is mercerized cotton in beautiful colors, woven in Guatemala. The aprons are made here and preshrunk, for easy care. The body of the tiny apron (for ages 1-2) is 13" long, the small apron (for ages 2-3) is 18" long.

- CR48 Tiny Apron \$12.00
- DR01 Small Apron \$13.50



**WOOL DUSTER**

This a real, 8" long, child-sized duster, made by a manufacturer of adult dusters.

The lanolin from the natural sheepskin easily picks up dust. It can be shaken out or gently washed in cold water. The wooden handle has a thong tied to it so that a child might hang it up with the other household cleaning materials.

- DR33 \$3.50



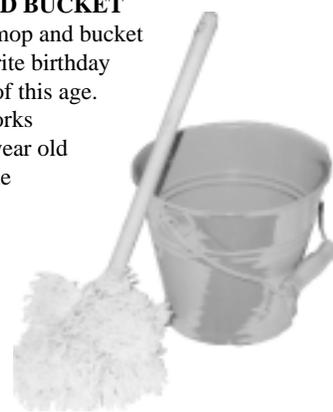
**TINY MOP AND BUCKET**

A small cotton mop and bucket set is among the favorite birthday presents for children of this age.

This tiny first mop works perfectly for the one year old to clean up spills in the bathroom, kitchen, anywhere.

Show the child how to clean the cotton mop head, squeeze it with both hands, and hang it by the wooden handle on a hook, over the metal bucket to dry. The mop is 11" long. The bucket is 5.5" tall, all metal with a wooden hand grasp on the handle, and comes in a choice of three colors.

- CR06 Tiny Mop \$3.50
- DR39 Green Bucket \$10.00
- DR38 Blue Bucket \$11.00
- DR37 Red Bucket \$12.00



family and community, instead of pretending. A child would prefer to remove real dust from a dusty shelf with a real child-sized duster, to help collect the dirty laundry, or to fold it, to take part in preparing real meals, rather than to pretend to do these things with toys.

*... but I know happiness does not come with things. It can come from work and pride in what you do.*  
—Gandhi

**THE WORK ENVIRONMENT AND CONCENTRATION**

One of the most calming activities for a child is concentration. This does not include passive, non-participatory concentration such as watching television or videos. The action must be something which is controlled by the child so she can repeat it as often as necessary, and it must challenge her body as well as her mind.

The choice of activities is not as important as the level of concentration brought forth. Deep concentration can occur while digging in the sand, washing carrots, stringing beads, coloring, doing a puzzle. The Montessori Assistant to Infancy gives

lessons which are well thought out, logical and clear; she creates an environment which fosters work, and she is always on the lookout for a child beginning to concentrate. When this happens she protects the child from interruption because she understands the place of this experience in creating balance and happiness in the child.

The availability of a special little table kept cleared off and ready for work can help the child focus on her work and stick to it until she is finished. It is a natural consequence that, if the work is



Don't worry plant, I'll keep you clean so you can breathe.

not put away, the space will not be available for the next activity.

An apron, used for cooking, cleaning, woodworking, gardening, etc., sometimes helps the child concentrate by marking the beginning and the end of a task. It also elevates the importance of work in the child's eyes. When a child's work is seen as important to the family, so is the child.

An apron should be made so that the child can put it on and fasten it by himself; then he can work whenever he wants to. A hook for hanging it on the wall keeps it always ready.

The purpose of the apron, at least at this age, is not protection of clothing as much as it is to mark the beginning and end of a task, to help the child focus on the work, and to lend a feeling of respect to this "real" work. This is what counts.

**MATERIALS**

Whenever it is possible and safe, we give beautiful, breakable materials to the child, respectfully sharing with him what the rest of the family uses—pottery, glass, metal, real tools. There is a great increase in the self-respect of the child when she is allowed to use our things, instead of being given plastic substitutes. There is also a corresponding respect for,

**HANDS CAN**

As children learn to use their hands to work, this rhyming book with charismatic photos is ideal for encouraging even more exploration and mastery of new tasks. "Hands can catch; and hands can throw. Hands can plant seeds; in a row. Hands can clap; while voices sing. Hands can do all kinds of things. Hardcover, full color, 9" x 10", 20 pages.

**CB100 \$15.00**



**SMALL WORK TABLE** (See above picture)

A beautiful, very important piece of furniture for the young child. It can be easily carried to wherever she wants to work, and holds the supplies and delineates the work area, for polishing a mirror, drawing, helping to cook, any number of important tasks. We have seen it used to hold the window cleaning supplies in an infant community in Japan, for cleaning plant leaves, and as a bench to listen to stories. (not for standing). The child will enjoy polishing, dusting, and caring for this beautiful piece of furniture. Polished hardwood, 7" high with a 8" x 12" surface.

**CR49 \$54.00**



**CHILD'S CARPET SWEEPER**

This is not a toy, but the very smallest adult carpet sweeper made. The attractive red, steel, 9" x 7.5" base has gray rubber bumper trim, and the handle comes in four sections. Using all four sections would make it adult size, but using two or three make it perfect for children between the ages of two and twelve. It is lightweight and easy to empty and can be used on either a carpeted or uncarpeted surface. A little comb to clean the roller comes with it and snaps onto the handle.

**DR34 \$27.50**



and caring for, the materials when they are beautiful and breakable.

Children and parents can work together on family tasks such as cutting out and hemming aprons and dust cloths. In days past the aprons, cloth napkins, polishing cloths, were decorated with embroidery by teachers and members of the children's family. In the Montessori Assistants to Infancy training, students still do this—adding special touches to the items they make for infants and young children.

Often in the home we need to think carefully about how to arrange the children's practical life supplies. If the parent is a woodworker, or a gardener, a few good-quality but child-size tools can be kept in a special place near the parent's tools, easily within reach. He can be shown how to use them along with the parent, and how to clean them and put them away when the work is finished.

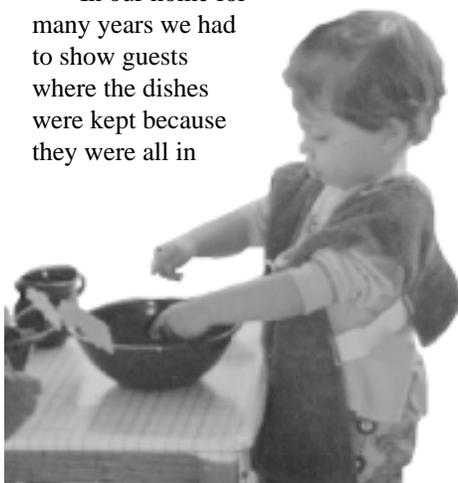
We can do the same with tools for cleaning, preparing food, cooking, setting the table, any activity. We can either adapt our tools, cutting off the handles of good brooms and mops, or make or buy suitable ones—a small apron, smaller metal buckets, watering cans, kitchen tools, and so forth. For a child, just a few minutes a day working with parents on important "adult" activities can have a

great benefit and begin a new way of communicating and living together.

**A PLACE FOR EVERYTHING AND EVERYTHING IN ITS PLACE**

Ideally, whenever a toy or tool is brought into a home the family decides exactly where it will be kept. Any great artist, or car mechanic, knows the value of being able to find his tools ready for use exactly when he needs them. Children are the same, and their sense of order is far more intense at this age because they are constructing themselves through work.

In our home for many years we had to show guests where the dishes were kept because they were all in



One-year-old washing hands, for fun

the low cupboards, within reach of the children. Dangerous cleaning supplies of course were kept out of reach, but everything else in the house was kept within reach of the children and their friends.

**THE CHILD'S PURPOSE**

The child's reasons for, and methods of, working are different from ours. We adults will usually choose to carry out a task in the most efficient and quickest way. A child, on the other hand, is working to master the activity and to practice and perfect her abilities. She may scrub a table for hours, but only when she feels the urge. She may sweep the floor every morning for two weeks and not again for a month—because she will be occupied with mastering something else. If we expected her to keep carrying out every new activity every day, there would be no time for sleep.

There are many physical, emotional and mental values in work. Through these activities the child learns to be independent. There can be no intelligent choice or responsibility at any age without independence in thought and action. She learns to concentrate, to control muscles, to focus, to analyze logical steps and complete a cycle of activity.

It is precisely because of the valuable work in *practical life* that children in

**2-PIECE, STAINLESS STEEL WASHING SET**

(See picture above, in Mexico City Infant Community)

This stainless steel bowl and pitcher is a practical replica of the handwashing bowls and pitchers used by children and adults before running water was available in homes—and children love it.

The *washing set* is very useful for washing hands before setting the table, after playing outside in the sand or gardening, or inside, permanently set up on a table with a little plate for soap, a towel, and a bucket for emptying the dirty water.

Also useful for washing food and other objects. The bowl is 9.5" in diameter, and the 18 ounce pitcher 4.5" tall.

- CR630 Pitcher \$17.00
- CR640 Handwashing Bowl \$5.00
- CR650 Handwashing Set \$21.50



**4-PIECE ENAMELWARE WASHING SET**

This red (speckled with white), enamelware handwashing set comes with four pieces. The washbowl is 4" tall and 9.5" in diameter. The soap bowl is 2.5" tall and 6" in diameter. The 14 oz. water pitcher is 3.5" tall and 4.5" in diameter, and the bucket, for throwing away the dirty water after washing up, is 7.5" tall and 9" in diameter. A favorite in Montessori Infant Communities.

- CR750 Red Washbowl \$10.00
- CR752 Red Soap Bowl \$5.00
- CR754 Red Pitcher \$7.00
- CR756 Bucket \$16.00
- CR758 Red Wash Set \$37.00



Montessori homes and schools are able to concentrate, make intelligent decisions and master the beginnings of other areas of study such as math, language, the arts and the sciences. But the purpose of this work is the inner satisfaction, and the support of the optimum development of the child. Following a successful, complete cycle of family work, a child becomes calm and satisfied and, because of this inner peace, full of love for the environment and for others.

**UNDRESSING, DRESSING**

Undressing is easier than dressing and is learned first—sometimes much to the consternation of the parents. Clothing that is easy to remove and to put on oneself enables the child to practice these skills. These are things to consider when picking out any clothing, from shoes to pajamas, to coats, for young children.

A child's efforts at picking out her own clothes and dressing herself are satisfied if the parents hang up, within the child's reach, just two outfits, letting the child decide between them when she dresses in the morning. This is enough of a decision in the

beginning. Eventually she will be able to select everything from drawers, hangers, and shelves.

**EXPRESSING EMOTIONS**

Children also read the adult's mind and emotion and will carry out research to find out exactly what the parent is trying to communicate when they give double messages—for example when an angry parent is trying to appear cheerful.

A child needs to know that it is all right to feel and express anger and frustration. He needs models to learn *how*—walking, scrubbing a floor, hitting

a pillow or pounding clay—and *not* hitting another person (spanking included). If an adult goes for a walk or pounds clay, so will the child. If the adult hits the child, the child learns that it is okay to hit to express emotion.

**THE NEEDS OF THE PARENTS**

The working parent does not always have the time to include the child in everything and should not feel bad about this. We must be easy on ourselves in the home and plan a time when we will really enjoy working together.

Success may come slowly in the beginning, as we learn how to "follow the child." It is helpful to begin with one thing, perhaps putting the napkins on the table for a meal, and gradually add to the tasks in which the child can participate, and little by little take over.

Soon we will begin to learn from the child how to bring our whole selves, mental, physical, and spiritual, to the task of the moment, to focus on each thing we do, and to enjoy each moment of life. Thus the child becomes the teacher of the adult. The needs of the adult are met at the same time as the needs of the child.



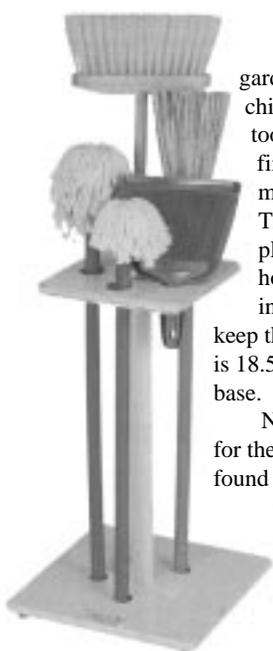
A two-year-old girl teaching a one-year-old how to sweep, in an infant community in Mexico City.

**BROOM/MOP STAND**

This broom and mop (also garden tool) stand reminds children to put their cleaning tools away when they are finished with their work, and makes it more fun to do so. The stand is made of birch plywood. It has four 1.25" holes in the top and four indentations in the bottom to keep the ends of the tools secure. It is 18.5" tall, and 11.5" x 9.5" at the base.

NOTE: This stand is also used for the long-handles garden tools found on page 53.

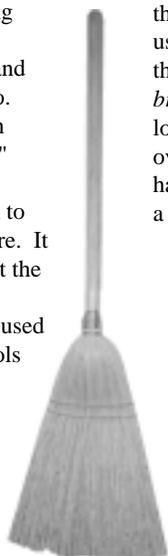
**CR200 \$42.00**



**BROOMS, MOP, BRUSH**

These brooms, mops, and the brush—just like mother's or father's—are probably the favorite toys of all. These are made for us by a manufacturer of adult brooms and they are real tools, not toys. The *small broom* is 33" long and the *tiny broom* is 27" long. The *small string mop* is 22" long. The oval (yellow bristles) brush is 2.5" long and has a wooden handle. It can also be used as a vegetable brush.

- CR07 Broom, Small \$5.50**
- CR10 Broom, Tiny \$5.50**
- CR08 Mop, Small \$5.50**
- CR606 Scrub Brush \$3.00**



**FOOD**

*The child can only develop by means of experience in his environment. We call such experience "work."*

—Maria Montessori

**ADULTS AND CHILDREN WORKING TOGETHER**

Practical life work provides valuable opportunities for adults and children to spend time together. We parents often wish for more excuses to be with our children, and to use our hands in the time-honored and calming traditional work of the artist and homemaker. Most of us have some talent we could share, or would like to develop - cooking, gardening, sewing, woodworking, making music. Even half an hour a week of sharing with a child is a great

beginning.

This collaboration can be of great benefit to ourselves, to our children, and to our developing relationship with each other.

**FOLLOWING THE CHILD**

The Montessori Assistant to Infancy is well trained in observing children and knowing just what activity to offer when.

During the training year for the Birth to Three Assistants to Infancy course, aside from 20 weeks of lectures, one carries out 300 hours of observations. This is a very special experience and teaches so much about children. Parents often have too many other responsibilities for this kind of observation in the home. But when they realize the importance of observing—in getting to know and

understand the child—and build it into the schedule for even a few moments each day, the benefits are great.



**NUT AND VEGETABLE SLICER / GRATER**

This quality kitchen tool is made by the well known Zyliss Company in Switzerland. The slicer is perfect for the young child because it is of the very highest quality, and comes with a suction base which attaches firmly to the counter. We found it in a Montessori infant community where 2-year-olds were happily using it to fix lunch for their friends. The adult can attach one of the three grating drums (fine grate, medium grate, slicer) and set it up for the child with the food of the day to be sliced. The child turns the handle and the food falls into a bowl placed next to the grater. Older children can learn to replace the drum themselves.



Grate nuts, cheese, bread crumbs, carrots, cabbage, even potatoes and beets. Height 7.5", white and stainless steel. USE UNDER ADULT SUPERVISION. THIS IS NOT A TOY.

CR040 \$26.50

**NOTE:** The most important considerations for food preparation in the home is safety. With this in mind, you will find many other food preparation and practical life materials in the Michael Olaf catalogue *Child of the World*, for ages 3-12+. For information see page 69.

**SNACK PREPARATION**

Preparing a snack for the family is a favorite activity for children of this age. With the cutting board and slicer-spreader a child can cut fruits and vegetables, and spread crackers and bread with nut butters and soft cheeses. This carving board is the perfect size and weight for a child's first cutting board. The recessed groove around the edge catches little pieces and liquid. It is made of Vermont hardwood, 12" x 12". As with all good wood, be sure to dry it well after using. A safe alternative to sharp knives for a young child is a slicer-spreader, which is useful for both adults and children. Stainless steel, 4" long.



- CR13 Cutting Board \$17.00
- CR156 Slicer/Spreader, Set/4 \$6.50
- CR158 Snack Preparation Set/5 pieces \$23.00



**ZIGZAG SLICER**

This stainless steel vegetable and fruit slicer/ decorator is from Japan, a country world-famous for its beautiful presentation of food. It easily cuts apples, pears, carrots, and other foods into a zigzag shape. Then the child can arrange the pieces on a plate and serve them.



This slicer has a wooden handle, and it is wide enough for the child to use two hands to push down easily, providing a careful and beautiful activity. It is 7" wide, and 5" tall.

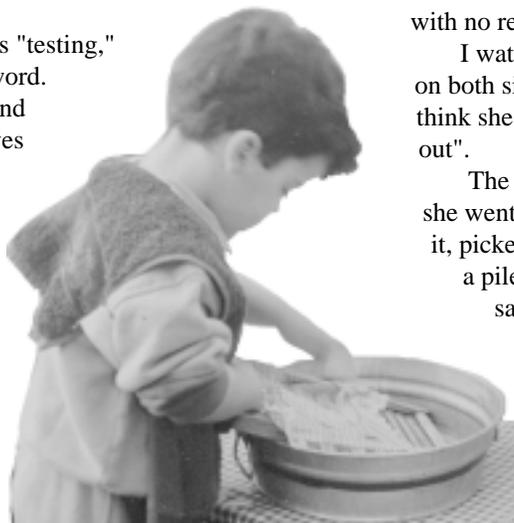
DR44 \$6.50

It is quite a pleasure just to sit and watch, not having to do anything else, and nothing can help a parent more in getting to know his unique child.

## THE CHILD'S RESEARCH

Some people call the search for limits "testing," but there is negative connotation to this word. When a child is trying to learn the rules and procedures of the society in which she lives this is a very positive undertaking. It is actually important research.

A good example is the question "What is the meaning of the word 'No'?" I remember an incident in our home between a good friend and her two-year-old daughter, Julia. The two-year-old had climbed up on the piano bench and was reaching for a bust of Mozart kept on the piano. As she reached toward it she looked expectantly at her mother, obviously for some kind of a response. The mother



This 2-year-old is washing the lunch napkins.

said "No, don't touch it." Julia stopped, lowered her hand and then reached toward it again. The mother said "No" again, a little louder. Again the daughter reached and looked at her mother. This happened several times with no resolution.

I watched this communication, and the confusion on both sides, and offered the suggestion "I don't think she knows what 'No' means and is trying to find out".

The mother laughed and said "Of course." Then she went to Julia, said "No," gently, and, as she said it, picked Julia up and moved her across the room to a pile of building blocks. Both were completely satisfied.

In the first exchange perhaps the child thought "No" meant "I am waiting and looking and expect you to eventually pick up that statue. And I am getting mad at you."

In the second exchange the message was clear. "No" meant "stop doing what

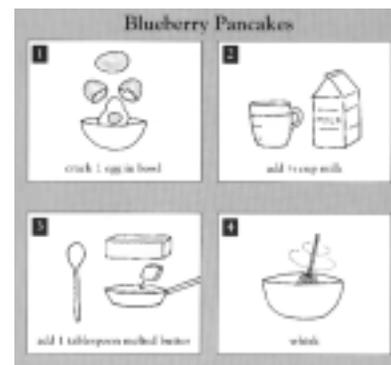
## MICHAEL OLAF BAKING SET

Cooking along with the adult is one of the favorite activities for a child at this age. These are not toys, but real tools from around the world suitable for the hand-size of the young child. We include the biscuit recipe used in Montessori Infant Communities as measuring, cutting butter into flour, shaping, cutting out, baking, and serving biscuits is great fun for all and a delicious treat.

The Michael Olaf *baking set* can be used by children under the age of three years, and will be good for many years as the child grows. It contains five *biscuit* or *cookie* cutters with handles (three round and two of varying shapes, depending upon the best we have found at the time you order), a pastry cutter, rolling pin, mixing bowl, a 7" stainless steel spatula, an 8" Italian whisk, a 10" wood and rubber scraper. The pastry cutter is made of stainless steel with a wooden handle, and the rolling pin is made in Italy for making ravioli, and the 9.5" x 3" bowl is made of stainless steel.

### Individual Pieces:

CR162	Bowl	\$4.50
CR164	Circle Cookie Cutters (3)	\$3.50
CR166	Shape Cookie Cutters (2)	\$3.50
CR168	Pastry Cutter	\$7.75
CR172	Rolling Pin	\$3.25
CR16	Spatula	\$4.75
CR24	Whisk	\$3.50
CR25	Rubber Scraper	\$2.50
(*) CR238	Baking Set	
	& Recipe (11 pieces)	\$33.00



## PRETEND SOUP

### AND OTHER REAL RECIPES

What a fun way for parent and child to begin to learn to cook together. Mollie Katzen, renowned author of the *Moosewood Cookbook*, and Berkeley, California teacher Ann Henderson, bring the world of real cooking to a child—with great respect for his abilities and independence. Clear directions are given for the adult to make preparations. Then a child as young as three becomes the head chef by following the pictures and a few words.

There are recipes for quesadillas, popovers, fruit 'pretend' soup, pancakes, zucchini moons, lemon-lime soda, and more healthful vegetarian dishes. Hardcover, 8" x 10", color, 96 pages.

DR24

\$17.95

you are doing and move away to another part of the room or another activity," (and, thanks to the clear and gentle way of speaking, "I am not mad at you").

Children do not understand the language of reasoning until around age six. They need clear demonstrations along with words.

It is very helpful for parents to realize that their child is not trying to be bad, but she is being a normal, intelligent human being trying to find out how to behave. She is carrying out research.

### TEACH BY TEACHING, NOT BY CORRECTING

The most powerful tool parents have for sharing their way of life and their values is the example they set. In every waking moment of the child's life, especially in the first three years,

she is learning and becoming more and more like those people she finds around her. She will imitate the way of walking, moving and talking, the vocabulary, the handling of objects, the emotions,



One-year-olds proudly set the lunch table, carrying, stacking, sorting, classifying, and giving to others.

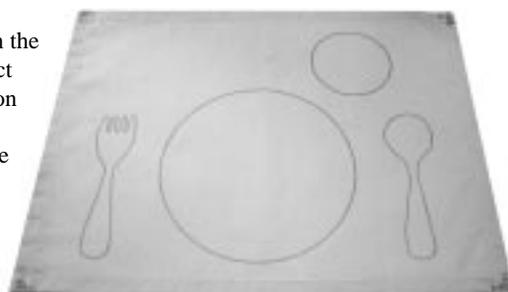
manners, taste, the respect and consideration (or lack of) for others, and on and on. The first important thing we can do is to surround her with the kind of people we want her to emulate. These are her first teachers.

The second is to avoid correcting when the lesson can be taught in another way. (Of course if a child reaches for a hot pan handle we correct!) For example, if a child is continually slamming the door very loudly, the best approach is to: (1) Note that the child needs to be shown how to close a door carefully and quietly. (2) Choose a neutral moment (which means not an emotionally charged moment when the adult is upset by the door-slaming). (3) Give an amusing, exaggerated and interesting lesson, showing the child how to close the door—turning the

### PLACEMATS AND NAPKINS

Children love setting their own place at a table with these special placemats decorated with the outline of a plate or bowl, a spoon and fork, and a glass or cup—which guides them to the correct placement of plates and cutlery. These small placemats are silkscreened on softly patterned cotton fabric, hemmed and ready to use. The colors are of medium blue and green, with blue-green silkscreened outlines and corner decorations. Sometimes parents and teachers embroider over the silkscreened pattern for a special gift. The placemats are 13" x 10", and the napkins 7" square, the outlines matching our silverware. They are 100% preshrunk cotton, machine washable.

CR252 Placemat, blue	\$8.75
CR254 Napkin, blue	\$2.00
CR255 Placemat/Napkin set, blue	\$10.50
CR320 Placemat, green	\$8.75
CR322 Napkin, green	\$2.00
CR324 Placemat/Napkin set, green	\$10.50



### FIRST CUTLERY SET IN A GIFT BOX



This small silverware set—a spoon and a fork—is the best quality elegant stainless flatware. It is made in the USA by Oneida Silversmiths in the Paul Revere pattern and is the perfect size for the infant and young child. The spoon and fork exactly match the outlines on the silkscreened placemat, 4.25" in length, and come in a gift box. A favorite gift for a young child is a set of two placemats and napkins, and this cutlery.

CR34 \$13.00



### STAINLESS STEEL PITCHERS

Pouring is a favorite activity for young children, and a useful skill. One of these pitchers placed on the table for milk, water, or juice, adds elegance and gives a child important practice in pouring. These tiny pitchers are also handy for sauces, gravies, syrup, even pouring raw rice or beans for practice. They are made of stainless steel in India. The smaller one is 2" tall and holds 2 fluid ounces. The large pitcher is almost 3" tall and holds 4 fluid ounces.

DR51 2 oz. Pitcher \$4.50  
DR50 4 oz. Pitcher \$5.50

NOTE: cups with tops that make spills impossible put off the development of the child's control of movement. They are not helpful in the long run.



### CUTLERY

Many infant

communities are using this wonderful cutlery for their children as an alternative to plastic or fingers, so we have added a set of spoons and forks for this purpose. These utensils are made by Oneida Silversmiths, the same as our *first cutlery boxed set*, but of a slightly lighter weight, and with a different decoration. They are also appropriate for the family so that there are always clean utensils for the young child to use, or to take along for meals outside the home. Sold individually or as a set of 5 spoons and 5 forks (10 pieces).

CR055 Fork \$3.00  
CR056 Spoon \$3.00

CR057 Set/10 pieces \$27.00



handle so carefully and slowly that there is no sound whatsoever. Try other doors, do it over and over, as long as it is being enjoyed by both. With these lessons the adult can teach many important lessons, such as brushing teeth, putting away toys, pouring milk.

Manners lessons, like saying "please" and "thank you," come from the culture in which the child lives. We used to practice over a large bowl of popcorn, offering and thanking over and over and sometimes laughing hysterically at the end of the lesson, at the exaggerated and fun manners.

When parents and children begin to spend more active time together the need for these lessons comes up often and can be enjoyed by both adult and child. And life becomes more and more pleasant.

**OFFERING CHOICES**

Another way to show respect for a child, and at the same time exact the desired behavior, is to offer choices.

One summer I discussed this philosophy with my eight-year-old niece. The following day she and I were sitting on the lawn talking and I noticed that she was watching carefully as a mother and small child were having a verbal battle across the street because the child wouldn't let the mother put on her shoes.

Finally my niece said "Look at that silly mother. She is doing that all wrong. She should have said 'Do you want to put your shoes on yourself, or do you want me to put your shoes on?'"

She was right. The normal healthy two-year-old who is just beginning to be able to function independently on many physical and mental levels is not interested in being told what to do, but *very* interested in being given choices.

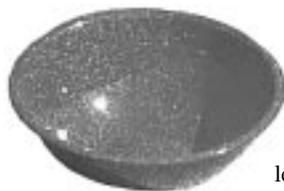
Let us say we are in a situation where a certain action is necessary—such as a child getting down

from a table he has climbed up on. The worse approach is to say "Get down from there!" The child will be embarrassed and will try to save face by refusing. Try saying "Do you need help getting down from that table or can you do it yourself?"

Even in casual every day situations giving choices makes the child feel that you respect her opinion.

"Do you want to wear the red gloves or the blue ones?" "Are you ready for bed now or do you want to hear a story first?" "Do you want your applesauce first or your pasta?" (Rather than "Eat your food.")

I know of no behavior on the parent's part more assured of creating a peaceful atmosphere in the home of a two-year-old than that of giving choices.



**ENAMELWARE BOWLS & PLATES**

As an alternative to plastic which we try to stay away from, and glass or enamel for the child who has not yet learned to handle breakable dishes, we carry this lovely and safe alternative: enamelware.

These dishes, inspired by traditional Graniteware made over a century ago, are used in many homes and infant communities. Our style is the classic speckled blue enamel finish over heavy gauge steel, for beauty and endurance. The color is dark blue with a delicate speckling of white. It is safe to keep on low shelves in the kitchen at home for the child to get out whenever he wants to set a table or prepare a snack or meal. Because it is sturdy and unbreakable it does not have to be used under adult supervision. Made in Mexico.

- CR020 6" Bowl \$4.00
- CR022 7.5" Bowl \$5.50
- CR192 8.5" Dinner Plate \$5.50



**ENAMELWARE KITCHEN BUCKET AND LID**

This handy, sturdy, waterproof bucket has many uses. It can be used to carry water for scrubbing carrots, for gathering peas and beans in the garden, even, as in many homes and infant communities, for a garbage or compost bucket - small children scrapping their leftovers into it with the rubber scraper on page 29.

The style is the classic speckled blue enamel finish over heavy gauge steel, for beauty and endurance. The bucket is 5.5" tall 5.5" in diameter, and comes with a fitted lid.

- CR024 \$9.00

**SMALL WOODEN BOWLS**

These lovely bowls can be added to any table, formal or informal, for serving snacks. They can also be used, several on a small wooden tray, for sorting beans, shells, buttons, holding wood, glass, or metal polish, and so on. Made of maple hardwood. The *small wooden bowl* is 2.5" in diameter and comes in a set of two bowls.

- DR806 Set/2 \$4.00



**ENAMELWARE CUP**

This enamelware first cup, gives the child a firm grasp, but because there is no plastic lid, she learns to balance so the liquid doesn't spill. Very close in color to the enamelware from Mexico. Made in China. 2.5" tall.



- CR194 \$2.25

**TOYS**

*To aid life, leaving it free however to unfold itself, that is the basic task of the educator.*

—Maria Montessori, M.D.



Children repeat tasks over and over when their needs are being met.

**SELECTING TOYS**

When picking out a toy for a child, imagine just what she will do with it. Does it invite purposeful activity? Decision making? Imagination? For how long will my child play with it? Will it encourage the child to explore, to spend time with it? There are many wonderful wooden or cloth imaginative toys available to children but



**BOX WITH DISCS**

This finely-crafted hardwood box gives the child practice with eye-hand coordination as he places the 2-inch round wooden discs into the slot on the top—very much like putting coins in a piggy bank. Then he reaches into the open front and retrieves the discs to repeat the activity.

There are no lids to lift or slide, and the task is easy for the child to repeat over and over. The box comes with six round wooden discs.

A more advanced work is made possible with the available 2-inch wooden squares. Unlike the round discs which fit into the slot no matter how the child holds them, the squares need to be exactly lined up with the opening to put them through. Made of Baltic Birch plywood, 6.5" tall, the top is 6" x 4.75"

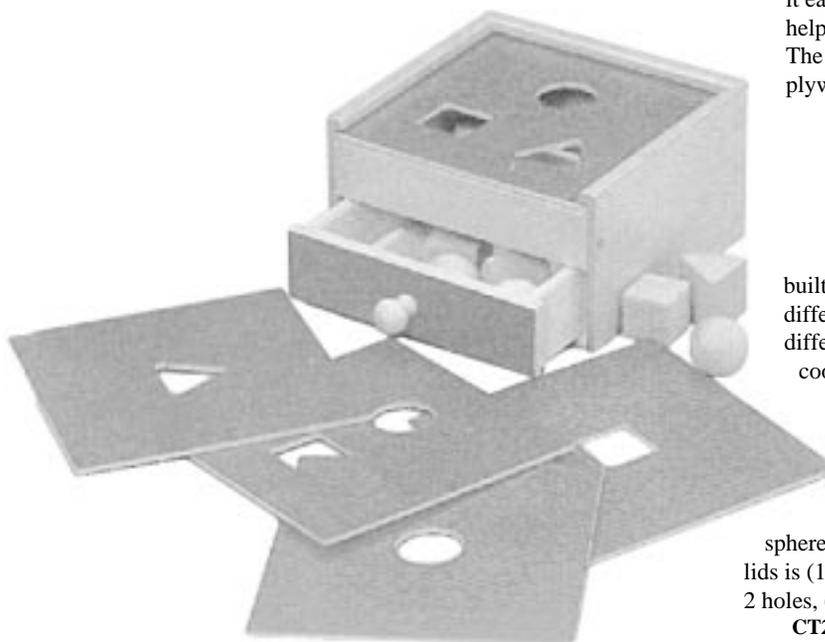
- CT035** Box with 6 round discs **\$48.00**
- CT037** Package of 6 extra round discs **\$4.00**
- CT039** Package of 6 square discs **\$4.00**



**MINI SORTING BOXES**

Easily manipulated by the very youngest child who will now work with both hands, Mini Sorting Boxes give a graduated first experience of matching the square, triangular and circular three-dimensional wooden objects with the holes that match, and the further challenge of dropping them into the box—excellent for eye-hand coordination. The sliding lids are permanently attached, which makes it easy for the child to repeat the activity over and over without any help from the adult. The smallest box, is 8" long, 4" wide and 3" tall. The largest is 8.5" long, 8" wide and 3 inches tall. Baltic Birch plywood, made in England.

- CT28** 1-Shape Sorting Box **\$60.00**
- CT282** 2-Shape Sorting Box **\$74.00**
- CT284** 3-Shape Sorting Box **\$84.00**



**SHAPE SORTING BOX WITH FIVE LIDS**

This beautiful shape-sorting box is really five toys in one, and is built to last for years. The large hardwood box comes with five different lids to match the ability of the child, and covers several different levels of visual discrimination of shapes, and eye-hand coordination. When the solid shape is dropped through the hole in the top, the child must grasp the large knob and open the drawer to get it out of the box, and this entails using hands together.

The lids and the front of the drawer are red; the rest of the box is a natural wood. The base is 7.5" x 7.5", and the height 4.3". One box, five lids, nine solid wood pieces—three each of sphere, triangular prism, and cube. The suggested order of the use of the lids is (1) one round hole, (2) one triangular hole, (3) one square hole, (4) 2 holes, (5) 3 holes. Baltic Birch plywood, made in England.

- CT29** **\$152.00**

## AGE 1-3 - TOYS

often what is missing is toys with purpose. These toys lay the foundation for richer work of the imagination.

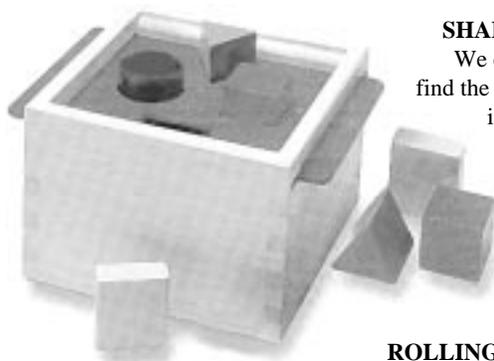
Imagination is a wonderful tool of humans, but it cannot be created out of nothing. Creative imagination is based on, and directly related to, the quality of sensorial experiences in the real world. A rich imagination enables one to picture a

solution (solving a puzzle for example) and to work toward it. The more experience a child has with real purposeful activity and solving problems, the more useful, creative, and effective her imagination will become.

We have selected, or created, manipulative toys that have a wide variety of challenges. For most of them

there is a beginning and an end, and the completion of the activity is inherent in the material. For example when the child has put all of the discs in the *box with discs*, she has successfully completed a cycle of activity, feels a great deal of satisfaction, and is often ready to repeat the activity.

Eye-hand coordination is developed



### SHAPE SORTING BOX WITH SLIDING LID

We examine and test every sorting box that comes on the market to find the best for children. An important feature for the infant's independent work is the permanently attached lid which slides back and forth, but doesn't come all the way out. The lid has four holes—round, triangular, square, and rectangular. The box is natural wood and the sliding lid stained a soft red. The measurements are 5.5" x 5.5", height 4." Made in Germany.

CT30

\$35.00

### ROLLING BALL TURTLE

This beautiful little toy is found in art museums around the world. As the turtle is pushed along on the table or floor, the striped ball, which can be placed in any way on the back of the turtle, makes fascinating patterns. Even adults and older children enjoy changing the position of the ball and watching the different patterns. Solid wood, natural wood and earth tones. 4" long, made in Germany.

CT050

\$16.00

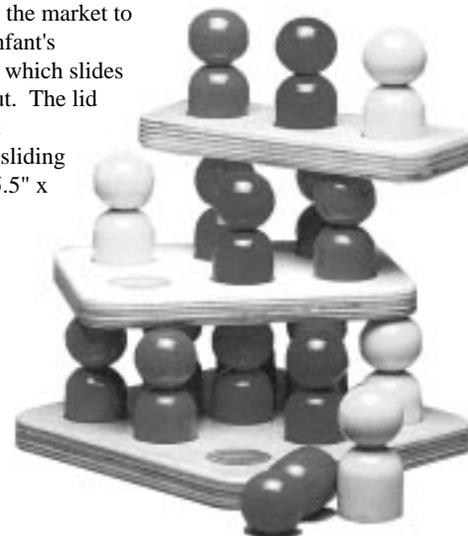
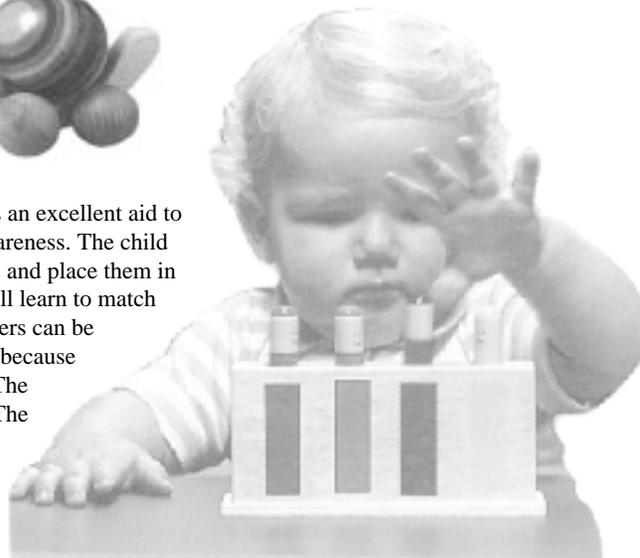


### POP-UP TOY

Crafted in hardwood, this toy is an excellent aid to hand-eye coordination and color awareness. The child learns to grasp the wooden cylinders and place them in the corresponding holes. Later he will learn to match the colors. The little "people" cylinders can be pushed down, and they pop back up because of the action of concealed springs. The main box is 6.5" long and 3" high. The colored (green, red, yellow, blue) cylinder people are 3" tall.

BT14

\$18.00



### PEGBOARDS

This series of three wooden pegboards takes the child from the very first simple placing of three small wooden peg *figures* into a matching hole, which is a half inch deep—to a rearranging, by color patterns, of nine peg-figures in the largest pegboard. With each pegboard there is an equal number of red, blue, and yellow pegs. The smallest, three-peg board is 7" x 2.5" and the largest is 7" square. The pegs are 2.5" tall. The pegboards are made in England.

BT330 3-Peg Board \$28.00

BT336 6-Peg Board \$44.00

BT339 9-Peg Board \$55.00



### PEOPLE MOVER

This is a beautiful hardwood toy made in the USA. It serves as a puzzle toy—the child placing the 8 people in the vehicle, and a car or truck which is a favorite of those young children enamored of wheels. And the little people will be used forever with the child's block play as she grows older. The vehicle is 8" long and the little people are 2.25" long. There are two versions of people mover: natural people mover is wood tones, both vehicle and people. Rainbow people mover has two each of blue, green, yellow, orange, and red people.

CT410 Natural People Mover

\$19.00

CT550 Rainbow People Mover

\$19.00

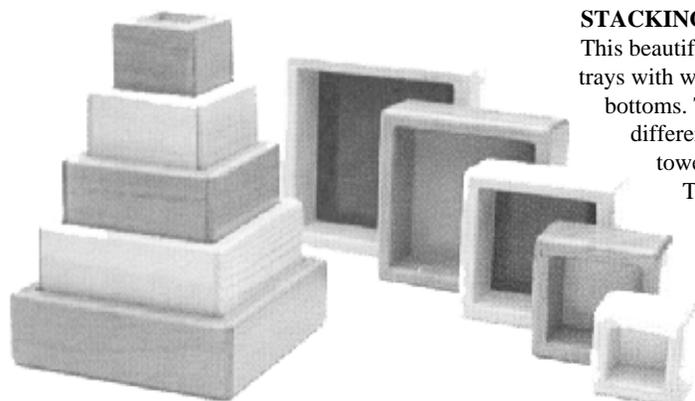
when it is obvious that a toy goes together in a particular way, for example a cube in a square hole and a sphere in a round hole.

It is no small thing for a child to learn to direct her muscles to do what her eyes see should be done. And the challenge of such activities helps the child develop coordination and

concentration. All of this must be considered when selecting toys for the child at this developmental stage.

The use of wood instead of plastic helps the child appreciate the natural world, the colors, shades and grains of wood, and the varying weight of wooden toys in a variety of sizes and densities. Quality shows a respect for the child and

teaches the child respect for belongings. Beauty and durability are important at all ages for the child's tastes are being formed at this time of life. A beautiful home or a beautiful world can only be created by those who have learned to appreciate living with beauty.



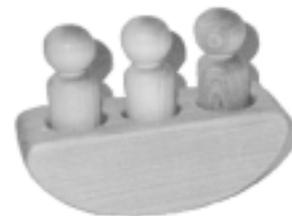
**STACKING TRAYS**

This beautiful toy consists of five natural wood trays with wooden sides and brightly painted bottoms. They can be nested in several different ways, inside each other or as a tower, standing tall, or on their sides.

This a good first exercise in visual discrimination of graduated sizes.

They can also be used as containers or colorful, solid trays, and for all kinds of imaginative uses. The tower of five, when stacked one on top of the other, is 9" tall. The largest tray is 6.5" wide, and the smallest tray is 2.25" wide.

**CT36 \$43.00**



**THREE MEN IN A TUB**

A simple favorite, this classic first peg toy is made of beautiful oil-rubbed hardwood. The pegs of this toy are perfect for the young child just learning to grasp, and later learning to fit an object into a corresponding hole. The base is 4.5" long and the pegs are 2.25" tall.

**BT15 \$10.00**



**JUMBO CYLINDER PLAYBOARD**

Shape-sorting boxes and toys teach children to use visual discrimination to figure out which shape fits in which hole. This puzzle, even though at first a very simple task—put the round cylinder in the round hole—offers further exploration of sorting by height. When the child is ready to develop further eye-hand control and dexterity, show him how to make towers with the cylinders. The cylinders can be put in the board in an amazing variety of patterns.

The playboard is a solid hardwood board 1" high and 10" x 10" base. It has 25 holes for the 25 colored cylinders. The cylinders are graduated from 1.75" to 4" in height. There are five sets of graduated cylinders, one red, one blue, one yellow, one green, and one orange.

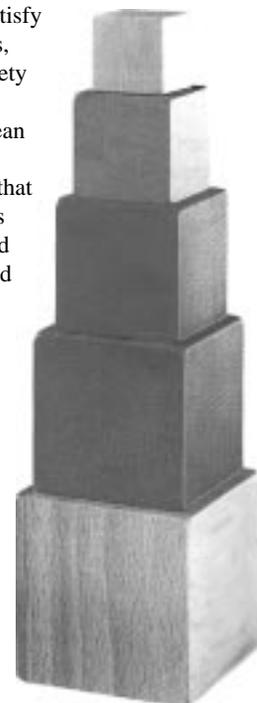
**CT044 \$45.50**

**NESTING BOXES**

Children between the age of one and three delight in putting things in boxes and other containers. They also begin to be interested in comparing and sorting objects by size and putting them in order—a function of the mathematical mind. *Nesting boxes* satisfy this drive, and allow for creative play, making towers, and eventually combined with other blocks for a variety of structures. They are made from beech and maple wood, exclusively from the annual tree fall in European forests. The corners are dovetailed and all edges are rounded. The *natural* nesting blocks are finished so that the wood grain shows, and the *colored* nesting blocks are each a different color: blue, green, red, orange and yellow. The largest block is 5.25" x 5.25" x 4.5", and the smallest 2" x 2" x 2". Made in Germany.

**CT140 Natural Nesting Blocks \$52.00**

**CT150 Colored Nesting Blocks \$62.00**



## AGE 1-3 - TOYS

### ORGANIZING AND ROTATING TOYS

Toys should be kept in the area where the family lives, not only in the child's room. Shelves are much more satisfying than toy boxes. Having order in the environment creates a feeling of security in the child, and trust in the environment. Baskets, trays, or small boxes neatly arranged on low shelves can

be very helpful in creating this order.

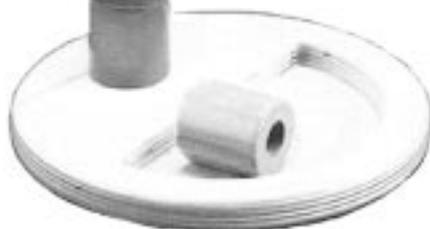
If you watch a child you will see which toys he plays with most and which ones just get dropped and forgotten. Try to keep only as many toys available to the child as can be kept neat, and uncrowded, in baskets on a shelf.

### LEARNING TO PUT TOYS AWAY

Limiting the number of toys available at any one moment, and having a place for every toy, helps with the task of teaching the child to put toys away. But most important is the example set by the others in the environment. If the adult carefully and continually puts the pieces of puzzles or toys back in the basket in

### SINGLE POST & TRAY

This is the most beautiful stacking toy we have seen, and its graceful base, with an indentation to hold the cylinders, inspires focused work. There are three cylinders painted bright primary colors. They fit onto a vertical dowel which is carefully rounded at the top. A very satisfying piece of work for the young child. Baltic Birch plywood, Height 5," tray 6.5" in diameter, made in England.

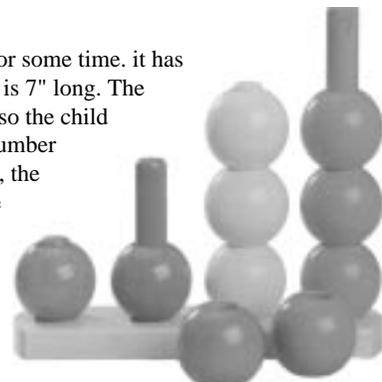


CT37 \$43.00

### FIRST ABACUS

This first abacus has been a favorite toy in Sweden for some time. It has a wooden base that is 8.5" x 2.5" and 4 dowels, the tallest is 7" long. The "one" ball is blue and the shortest dowel is the same blue so the child can match the color, teaching color matching as well as number of beads per dowel. The "two" beads and dowel are green, the "three" yellow, and the "four" red. These balls can also be used as a variation for bead stringing with the *bead threading* toy on the next page.

(\*) CT180 \$24.00



### KUGEL ABACUS

This is a larger and more advanced stage of abacus. The dowels are the same natural wood as the base so the child has to sort out which beads to place where by the length of the dowel and the number of beads.

The base is 10" x 2.5" and the tallest dowel is 9" long. The "one" bead is natural wood, the "two" green, "three" yellow, "four" blue, and "five" red.

These beads can be used for variety with *bead threading* on the next page. Made in Germany.

(\*) CT220 \$34.00



### FIRST SORTING TRAY

Sorting is a satisfying human mental process at any age, and the need to carry out this activity begins very early. With this small sorting tray the adult places, for example, 5 each of two kinds of large nuts in the large well, and the child sorts them into the two smaller wells. You can use large buttons, large shells, many other things found in the home. Made in California of natural hardwood, 7" square.

CT010 \$25.00

### NUTS AND BOLTS

In this challenging toy the child gets practice turning the wrist in opposite directions and at the same time is introduced to the physics principle of the inclined plane. There are two wooden "bolts" and six *nuts* that screw onto the bolts in a variety of ways. The length of the configurations in this illustration are 5" and 6." We have searched a long time to find a wooden version of this toy.

CT111 \$14.50

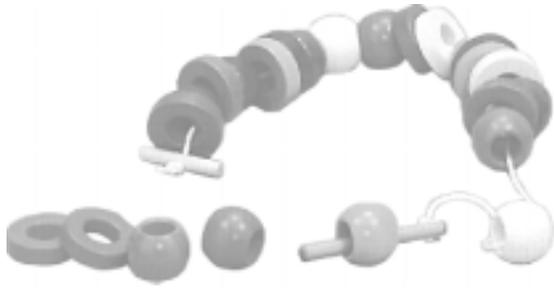


front of the child, she will eventually imitate and join in the activity. Sometimes the "putting away" into baskets is the most enjoyable part of play at this age. In a Montessori infant community this lesson is much easier than in the home because the teacher is dedicated to the child completely, all day long. She will constantly put things away,

carefully, slowly, and as the child becomes aware of this he naturally wants to learn to do this—just as he wants to learn everything else.

Of course it is much easier to get into the habit of putting a toy away when it is obvious where it goes on the shelf, when every toy has a place where it belongs. It is more difficult when all of the toys are

being played with at once, and all the shelves empty, so it helps to get into the habit of putting a toy away before getting out another—again, the adult does this and is eventually imitated by the child. The parent can make a game of "putting away" instead of thinking of it as a distasteful chore.



**BEAD THREADING**

With two different kinds of beads, this is an excellent bead stringing set. It contains twelve discs, almost 2" in diameter, and twelve large beads, 1.25", and a threading cord with a wooden dowel attached for ease in stringing. The beads are in primary and secondary colors.

CT02 \$21.00

**THREADING CATERPILLAR & COLOR GAME**

We thought this was just a good threading toy until our 2-year-old grandson asked what the colored die was for, and then proceeded to play the game!

Roll the die, if the color red comes up on the top of the die, pick up and thread a red bead, if blue comes up on top thread a blue one, and so on.

He enjoyed the process of matching the color of the die to the disc as much as the threading. The game can be played with more people taking turns throwing the die and "building" the caterpillar. Made of wood, three discs each of the primary and secondary colors. Discs 1.25" in diameter.

(\* ) CT390 \$24.00

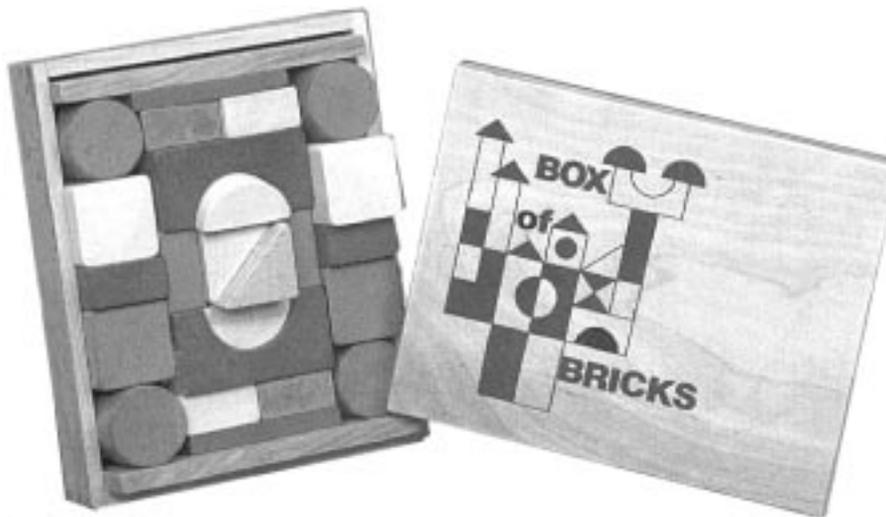
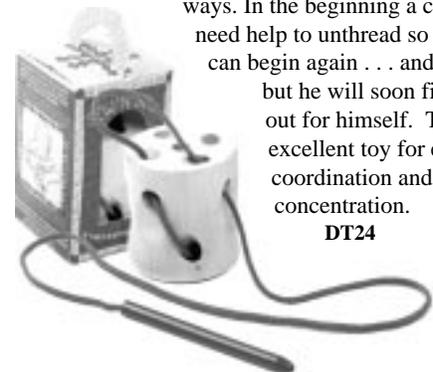


**SEW'N'SEW**

A larger version of this folk toy was originally used to teach children to sew. We find this (2.5 inches tall) one even better. It is easier for the child to hold while he threads the attached cord and wooden "needle" (the thickness of a pencil)

through the holes in many different ways. In the beginning a child will need help to unthread so that he can begin again . . . and again, but he will soon figure it out for himself. This is an excellent toy for eye-hand coordination and concentration.

DT24 \$9.50



**BOX OF BRICKS**

This set of blocks ("bricks" in England) will be a favorite for many years—beautiful, good quality, fun to put away, and easy to pack up and take along on trips. The very young child enjoys learning to put things in a box and close the lid. We recommend giving the number of blocks that will make it easy for the child to do this. As the child grows he will learn to put the bricks back in the box in a pattern—there are only a few ways to fit all of the blocks into the box so that the lid can be closed. There are 30 natural wood and colored blocks in many different shapes. The box is 10.25" long, 8.25" wide, 2" tall, made of hardwood. Made in England.

CT068 \$59.00

**RESPECTING CONCENTRATION**

One of the most important things we can do for a child is to respect concentration. When the child is engaged in something safe and purposeful (an activity requiring effort of both the mind and body—not watching TV!) this is considered an important *work*, to be respected and protected—to be cherished.

*The first essential for the child's development is concentration. It lays the whole basis for his character and social behavior. Praise, help, or even a look, may be enough to interrupt him, or destroy the activity. It seems a strange thing to say, but this can happen even if the child merely becomes aware of being watched. After all, we too sometimes feel*

*unable to go on working if someone comes to see what we are doing.*

*The teacher's [and parents'] skill in not interfering comes with practice, like everything else, but it never comes very easily. What advice can we give to mothers? Their children need to work at an interesting occupation: they should not be helped unnecessarily, nor interrupted, once they have begun to do something intelligent.*

—Dr. Maria Montessori



**SMALL LOCKS BOX**

This is the best practice box for learning to figure out and manipulate locks that we have seen. There are two separate compartments in this wooden box, and children really enjoy using the different locks to open the doors and find out what is inside!

In Montessori infant communities locks like these are used in several places in the environment. You might like to add locks like these to a child's cupboard in the kitchen, or in the bedroom—for real practice. There are six different locks all together—six ways to lock and unlock in all! The doors are fastened to the box by strong brass hinges. 9.3" x 5", height 5.5".

**CT081 \$66.00**

**TINY TRIKE**

Also from *Radio Flyer*, this indoor-outdoor push-along version of the traditional tricycle is very good for developing balance and coordination of the right and left sides of the body. It is made of hardwood with tubular steel handles, vinyl grips, and sturdy plastic wheels and can be used inside or outside. The frame is 18" x 16.5" x 15", the wheels are 5" in diameter.

**CT486 \$60.00**



**FIRST BATTERY-POWERED, QUIET TRAIN**

The child learns to fasten the train tracks together in different configurations, and exp out of stock of n fastens the engine and three cars together (magnets only work



one way—she will figure this out). Pushing the button atop the engine turns the engine on and off and the soft cloth tunnel and track ramp provide additional exploration and fun. The train can even drive off and on the tracks by means of the two included special guide ramp tracks! Quite a bit of discovery and exploration for a first train. The set includes 17 pieces: 1 straight track, 8 curved tracks, engine, three cars, ramp, 2 guide ramps, 1 cloth tunnel. When assembled in an oval the track is 25.9" long and 17/5" wide. (AA 1.5 V battery not included) Made in Sweden.

**(\* ) CT600 \$42.00**

**PRAM WAGON—DOLL CARRIAGE**

For the 1-year-old who is still practicing walking while holding on, this beautiful carriage can be used like the *walker wagon*, on page 15, with the handle in an almost vertical position. Then as a doll or stuffed animal carriage. Transporting objects from one part of the environment to another is good for the child's large muscle development, balance, and self image. And a variety of wagons is helpful in this development. She can help her parents bring in the groceries, or other important and heavy work with this strong wagon made of solid hardwood. The wooden wheels are lined with rubber to protect the floor, and it comes with two colorful cushions for use as the doll carriage. 20" long, 15.5" high (not counting the handle which can be attached in two positions), made in Germany.

**(\* ) CT620 \$130.00**



## PUZZLES

### VISUAL DISCRIMINATION AND EYE-HAND CONTROL

As the child explores the environment, she becomes aware of and interested in the variety of colors and shapes in the indoor and outdoor environment. This is the time to give very simple shape and color puzzles as children love to put things inside containers, such as puzzle pieces in spaces that match.

The use of knobbed puzzles and other toys that call for special finger and hand grips called the *pincer* grip of the

thumb and the first two fingers that will prepare the child for writing and other fine muscle activities, while it satisfies her need to think and solve problems.

*It is specifically the opposition between the thumb and index finger that has made it possible to execute the extremely refined movements that have produced the whole of human culture—from architecture to writing, from music to painting, and all the technology that enriches our lives.*

—Dr. Silvana Montanaro

Some toys, such as puzzles, have a specific way to be used, and others, such as dolls and blocks, are more open-ended

in their usage. Both are creative. It is a challenge, however, to find toys that have an exact way to be used—such as puzzles.

Children delight in knowing the correct way to use toys with specific procedures, just as they are proud to learn the correct way to use a woodworking tool, or a musical instrument, or the steps in cooking or in solving a myriad of problems in daily life. This is creativity.

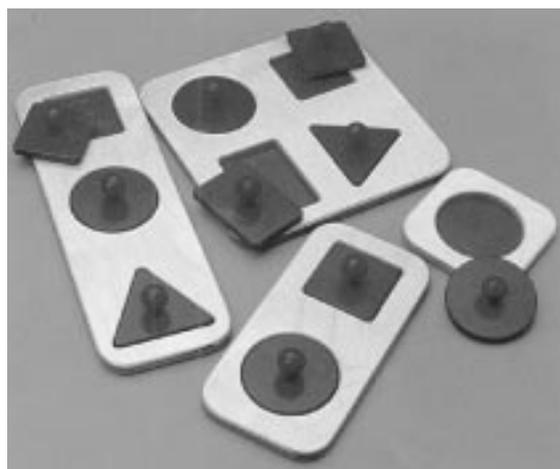
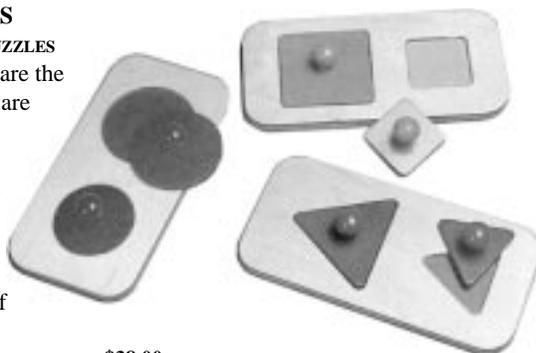
Through early experiences with such puzzles, children can develop many useful skills: handling materials, refining movement, completing a cycle of activity, carrying out logical steps in order, solving problems. There is a built

### TWO-PIECE PUZZLES

#### FIRST SHAPE AND SIZE PUZZLES

These two-piece puzzles are the best first puzzles. The circles are red, the triangular pieces blue, and the squares, yellow. The frames are made of beautifully-finished Baltic Birch plywood with rounded corners. Measurements 9" x 4.25", the thickness is one-half inch. Made in England.

- |                            |          |
|----------------------------|----------|
| CT31 2-Size Circles        | \$38.00  |
| CT32 2-Size Triangles      | \$38.00  |
| CT33 2-Size Squares        | \$38.00  |
| CT34 2-Size Puzzles, Set/3 | \$112.00 |

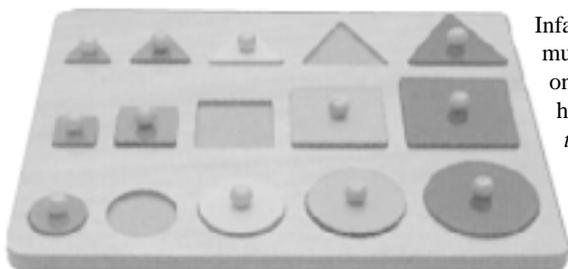


### RED BOARDS

#### Choice of Shape Puzzles

In these beautiful British Infant School puzzles the child must choose the space the piece fits in. Each puzzle piece is colored red, so she can focus on the shape. The knobs are the same red and the background frame is a lovely light hardwood. This is also a good first lesson in the names *circle*, *square*, *rectangle*, and *triangle*. Measurements: 1-piece 4.25" square, 2-piece 4.25" x 9", 3-piece 4.25" x 13.5", 4-piece 9" square. Baltic Birch plywood from Russia. The thickness of all puzzles is one-half inch. Set of 4. Made in England.

CT088 \$180.00



### LARGE KNOBBED GEOMETRY PUZZLE

This wooden knobbed puzzle is quite heavy. And that is what makes it so satisfying to the one to three year old who wants to put forth great effort in carrying. Just taking it from the shelf to the table gives the child the feeling that she is doing important work. There are fifteen colored puzzle pieces—triangles, squares and circles, in graduated sizes. The knobs are very important for the development of the hands and fingers. All wood, 15" x 12".

CT17 \$48.00

### "LOOK INSIDE" FARM PUZZLE

Using a further stage of perception by matching the shape of the "room" to the inside and outside of each, this puzzle is a beautiful challenge. There are two roof pieces and two barn pieces which, when removed, show the tractor, birds, and animals which live in the barn. By the German manufacturer of our "art" puzzles, Solid wood, large red knobs, 8" x 8".

CT388 \$22.00



## AGE 1-3 - PUZZLES

in *control of error* in puzzles so the child can judge for herself, without the help of another person, if the work has been done correctly. This is high level mental activity. So is the mastery of steps that logically follow each other: grasp the knob, remove the pieces of the puzzle one at a time laying them out on the table. Grasp the knobs again one at a time and place pieces correctly in the frame.

This is so satisfying, mentally and physically, that a child will often be seen repeating the same puzzle over and over, sometimes as many as twenty times, and then breath a sigh of satisfaction when finished. We do not know what occurs in the mind of the child at these times but

we do know that it is important and should not be interrupted.

With good logical *puzzle* toys children learn to bring the use of the body under the control of the will, to concentrate, to make a plan, to follow a train of thought, and to repeat and perfect. This is the foundation of creativity.

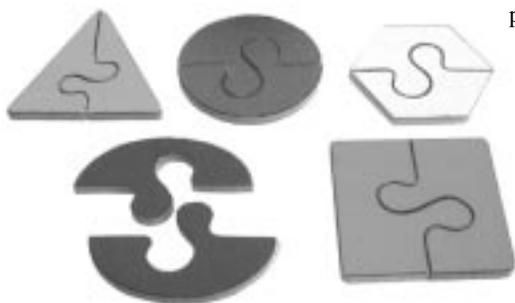
With open-ended toys children learn to apply these same skills and to express and process their unique mental information. They process and relive experiences, for example while playing with dolls or animal models. The quality and variety of open-ended, imaginative play depends on the quality and variety of

experiences in the world of reality.

In choosing a puzzle there are several elements to keep in mind. Look not only for durability, safety, quality and beauty, but also for the amount of time the play (important *work*) will engage a child. Knobbed puzzles offer more steps to master, insert puzzles beginning with simple shapes are the best with which to begin. Two-piece jigsaw puzzles introduce a new challenge and lead the child on to more and more difficult and satisfying puzzles as he grows.

The most important thing to consider is that the child enjoys the work, for it is through enjoyable work that she will repeat, focus, and grow.

### FIVE 2-PIECE GEOMETRY JIGSAW PUZZLES



Learning to put together pieces of a jigsaw puzzle provide an entirely different kind of visual discrimination and eye-hand control. Finally a perfect beginning has been invented. Five different puzzles come in this set. The pieces of each 2-piece puzzle are the same color and exactly symmetrical,

introducing also the idea of symmetry. The geometric forms are triangle, circle, ellipse, hexagon, and square. To give some idea of the sizes of these sturdy puzzles, the ellipse is 5.5" long.

We recommend putting them out, one at a time at first, then two at a time, in the tray pictured below. As you add more puzzles the child will be able to sort them by color and assemble the pieces by sight. The set of five puzzles comes in a cloth drawstring bag. NOTE: for the tray in this illustration, perfect for one set of these puzzles, see 8.5" x 5" *Michael Olaf Basic Tray, Small* on page 65.

**CT800** \$29.00

(\*) **CT805 Puzzles & Tray** \$47.00

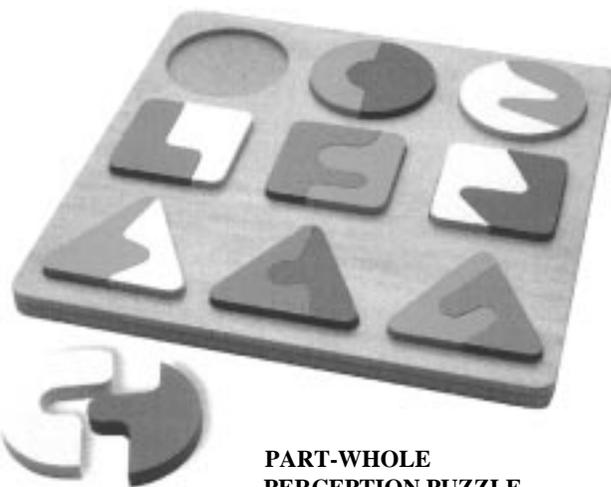


### EUROPEAN KNOBBED ART PUZZLES

These lovely traditional puzzles from Germany are often found in art museums. They are painted in delicate colors, with large red knobs. The paint, as in all of our puzzles on these pages (unlike many puzzles available today) is childsafe and they have been tested for many years in Europe. Each puzzle contains five pieces on a light wood 8" x 8" background.

**CT200 Construction** \$22.00

**CT214 Zoo Animals** \$22.00



### PART-WHOLE PERCEPTION PUZZLE

This puzzle can be used in two ways. In the beginning you can use 1, 2, 3, of the pairs on a tray.

Gradually the child will learn to put all of them together outside the frame and then all 9 puzzles inside the frame, exploring circle, square, and triangle. Each of the pieces of the two-part puzzles is a different color so the child has to concentrate on the shapes with no clue from color to match up the pieces. It is interesting, and a pre-geometry lesson, to see that there are several different ways to make each of the three shapes. The dimensions of the puzzle are 12" x 12."

**CT8010** \$42.00

## MAKING MUSIC

*If you can walk, you can dance.  
If you can talk, you can sing.*  
—Zimbabwe Proverb

Everyone has a need to sing, dance, make music, and we can fulfill our own needs as we fulfill that of our child. It is important to eliminate background sounds—that the child at this age cannot screen out—and to make all sounds count. A child's musical taste is formed early in life so we should provide an

environment rich in beautiful music and high quality musical instruments.

## SINGING

The adult doesn't need a beautiful voice to model singing for children—just a song at any time during the day, the child joining in as he pleases. Singing is therapeutic for the whole body, and gives practice in language—words and language patterns which would otherwise not come up in everyday speech.

*A new form of educational system will not appear until we give serious*

*consideration to the fact that we have a "double mind." Children at any age must be offered a balanced experience of VERBAL and INTUITIVE thinking to help develop the great potential of the human mind. The results will not only include better functioning of the brain but also greater happiness in personal and social life.*

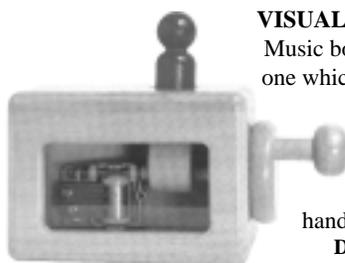
*In Western education, we tend to separate them, because many of the things the right hemisphere (intuitive) is able to do are not highly valued in our civilization. So from a very young age,*

**NOTE:** See song CD's and books on pages 42-43, the *Age 1-3 Language* section.

## VISUAL MUSIC BOX

Music boxes have been favorites of children for generations. This one which has a window—so the child can watch the music being created—is our favorite. It is extremely sturdy and durable, hand-crafted of wood with a wooden handle that the child turns as he watches the musical element turn and produce the sound. The size, including the handles, is 7" x 5", and the song it plays is "It's a Small World."

**DT665 \$52.00**



## PROFESSIONAL DRUMS FOR THE VERY YOUNG

Last summer when our grandchildren were visiting they spent literally hours moving around and the playing the percussion instruments and professional drums in our home. We were delighted of course, and also struck by the attraction they seem to have to the superior sound of adult drums rather than drums made to be used by children. We decided to track down child-size versions of professional instruments for *The Joyful Child*. These two drums are made to be used

by adults who want a true sound in a size they can carry with them on camping trips, or drumming circles. They are tunable mini versions made by the leader in the field for 35 years, constructed of kiln dried Siam Oak with real chrome plated hardware and natural rawhide heads. The mini conga is 11" tall with 4.5" head. The mini bongo is 4: tall with 3.5" and 4.5" heads.

**DM161 Mini Conga \$49.00**  
**DM155 Mini Bongo \$49.00**



## CHILDREN'S PERCUSSION INSTRUMENTS

These percussion instruments are made for children, but they are still of very high quality, made of natural materials (no plastic) that meet our standards. Any of the following percussion instruments are appropriate for the home. For the infant community we recommend having several of each so the teacher can introduce the same kind of instrument at once to a small group of children.

The hardwood *claves*, typical of music all over the world, are 8" long. The 4.5" metal *triangle* comes from the USA. The wooden *frogs*, base (bull frog, approximately 8" long) and treble (tree frog, approximately 4" long) which really sound like frogs when the striker is rubbed across the back ridges, come to us from Southeast Asia. The wooden *egg shakers* (2.25") and the strap of *sleigh bells* (9.75" long) are from the USA. Our 6.25" hardwood *wood block* is a professional instrument made in Thailand, striker included.

<b>DM58 Claves</b>	<b>\$4.50</b>
<b>DM60 Triangle</b>	<b>\$5.50</b>
<b>CM140 Wooden Tree Frog, small</b>	<b>\$12.00</b>
<b>CM180 Wooden Bull Frog, large</b>	<b>\$22.00</b>
<b>CM05 Sleigh Bells</b>	<b>\$6.00</b>
<b>CM148 Egg Shakers (2)</b>	<b>\$8.00</b>
<b>CM150 Wood block</b>	<b>\$15.00</b>

## AGE 1-3 - MUSIC

children learn not to express themselves completely with that hemisphere because they haven't been urged to give much importance to body-movement in dancing or in singing, drawing... all the arts.

In Eastern civilizations, however, greater importance tends to be given to the intuitive part of the brain; the logical hemisphere is considered irrelevant in solving the real problems of our existence.

It is a source of great hope for our immediate future that the most advanced human beings of both cultures are uniting

in the recognition that we need each other to become complete and that we have a lot to share.

—Silvana Montanaro, M.D.

### INSTRUMENTAL MUSIC

It is important for children to realize that music is always the result of body movements. Even if there are natural sounds, children need to understand that music is produced by human beings using various muscles of the mouth, hands and arms. They should . . . have the opportunity to witness how musicians

control their gestures so as to obtain different musical sounds.

—Dr. Silvana Montanaro

High quality non-plastic percussion instruments will accustom the child to the best of musical sound. We recommend real instruments from different countries of the world, as well as Western classical instruments, for quality, variety, and beauty of sound.

Most of all enjoy this experience with your child—music is one of the greatest joys of life.

**MOVING TO MUSIC:** Young naturally children move to music in a beautiful way. For a variety of CD's to use for this purpose see page 1 of *The Joyful Child*.

### LARGE VOCABULARY PICTURES - MUSICAL INSTRUMENTS

These cards are first used at this age, but also in the 3-6 and 6-12 classes. This is a set of ten 11" x 11," full color pictures of classical musical instruments: bass drum, cello, clarinet, flute, French horn, guitar, piano, trombone, and violin. On the back of each is a list of 10 interesting facts to stimulate conversation, and a line drawing which labels the parts of the instrument.

NOTE: See page 63 for information on our special frame that holds the entire set of ten cards for storage and easy rotation.

**DL350 \$23.00**



### SUZUKI BABY CLASS CD & BOOKLET

At an international Suzuki conference where I was speaking about Montessori a few years ago, I saw a presentation of the Suzuki Baby Class that was very inspiring. The CD in this set contains the basic lullabies, action songs and rhymes used by the Suzuki Baby Class teachers. The 12-page booklet gives an overview of the following: the Suzuki philosophy, Suzuki early childhood education, ideas for creating a stimulating environment at home, the baby class curriculum, developmentally appropriate activities, the baby class skills list, and the lyrics of the songs.

The following Suzuki violin and piano CD's should be played in any home or infant community where future instrument lessons are a possibility, or just for pleasure.

<b>DM090</b>	<b>Suzuki Baby Class CD and Booklet</b>	<b>\$21.00</b>
<b>AA13CD</b>	<b>Violin 1, CD</b>	<b>\$16.00</b>
<b>AA19CD</b>	<b>Piano 1 &amp; 2, CD</b>	<b>\$16.00</b>
<b>AA20CD</b>	<b>Piano 3 &amp; 4, CD</b>	<b>\$16.00</b>



### CLASSICAL MUSICAL INSTRUMENTS ART PRINT

For the infants bedroom, the living room, next to the CD player, or the classroom. This lovely, museum-quality art print presents clear, colored pictures of classical musical instruments on a plain background. It is suitable for all ages and has been one of our customer favorites for years.

Printed in Italy, the labels of the pictures are in English, French, German and Spanish. 26" x 38"

**DM06 \$10.00**

## LANGUAGE

### LISTENING - THE CHILD

Long before the child expresses herself clearly in language she has been listening and absorbing everything she hears. Often we are not even aware that the child is doing this but once she begins to speak it becomes very clear. Three times in my life, with each of my three children, I have purposefully polished my language—as they repeated everything I said!

We can talk to the child from birth on, not in baby talk, but with respect and with a precise vocabulary. If we want to help our children be well-spoken we must model this long before we might have previously thought necessary.

### A SECOND LANGUAGE

The acquisition of all languages spoken in the environment of the child begins in the womb before the child is born, and continues to be an important part of the child's experience in the first months and years. At this age



A one-year-old matching tools to pictures, just one stage in the wonderful discovery of human language

children show an uncanny ability to absorb language in all its complexities, and not just one language! Here is some advice which supports the learning of more than one language at a time:

*The language must be used in the child's environment in the first years of her life, in the sense that one or more persons should speak the 'extra' language to the child and in her presence.*

*If we could have two, three, four or five different persons speaking different languages around the child, she could easily absorb all of them without any particular effort, provided that each person speaks to her ALWAYS AND ONLY in their*



### HEADS, SHOULDERS, KNEES, AND TOES

It is through the combination of words and actions, repeated over and over, especially along with fun and laughter, that children learn much of language. Acting out nursery rhymes, songs, and poems, have been a valuable part of childhood forever.

In this book more than fifty childhood favorites in the English language, many taught during my Montessori training, are presented along with little illustrations of the accompanying actions—very important for the adult who doesn't yet know how to act them out.

Some favorites I have shared with children over the years are: I'm a Little Teapot; Heads and Shoulders, Knees and Toes; Round and Round the Garden; There was a Little Turtle; One Step, Two Step; Two Little Dickie Birds. Hardcover, humorous colored illustrations, 10" x 10," 60 pages.

CL220 \$16.00

### WEE SING SONGS—CD'S AND BOOKLETS

These two sets of CD's and booklets containing the lyrics provide a wealth of "formal" language—vocabulary, verbs, sentences, phrases, ideas that one does not encounter in everyday talk. Carry them in your car, keep them ready at all times.

*Wee Sing For Baby* contains 65 songs, and *Wee Sing Nursery Rhymes and Lullabies* contains 55 nursery rhymes from the English heritage, and 22 lullabies. All of the songs have been tried and tested for years and remain favorites of children.

The booklets contain guitar chords for many and the complete lyrics for all selections. Approximately one hour in length.

- (\*) CL115 *Wee Sing for Baby* \$10.00
- (\*) CL125 *Wee Sing Nursery Rhymes and Lullabies* \$10.00



### NURSERY RHYME BLOCKS

As the child learns more and more nursery rhymes you will notice that the need for repetition, essential for learning a new skill, is very present. She will want to be able to tell you exactly which nursery rhyme she would like you to read to her! That is where these great blocks come in. Instead of having to find the favorite of the moment in a book, the child will recognize this image on the block and let you know immediately. Imagine the excitement of a young child when she discovers that whenever she hands her mother the block with the cow and the moon on it, her mother chants a nursery rhyme about the cow jumping over the moon—every time! This puts the child in charge of the situation, which is very good for a developing self image.



Later these blocks may be the first thing that a child learns to read on her own. There are two sets of nine wooden blocks, each with a completely different set of nursery rhymes and beautifully carved pictures. 1.75" wooden cubes.

- CL140 *Blocks, Set A* \$11.00
- CL150 *Blocks, Set B* \$11.00

## AGE 1-3 - LANGUAGE

language. But this is possible only in the first years of life.

In Japan, a course was recently developed, consisting of playing English-language cassettes three times a day to infants from birth to the age of six months. When, at the age of three, four or five years, these children come into contact with an English teacher, they learn the foreign language much more easily than other children.

—Dr. Silvana Montanaro

### LISTENING - THE ADULT

The attention we give to a child when he first begins to talk to us is significant. Often a child is so excited about talking, about being

able to express himself, that he stutters. This is a very natural stage in the development of verbal language and a sign for the adult to stop, look, and listen, NOT to supply the missing word, or to comment on the stutter. When the child is sure that he will be listened to he will usually calm down and learn to speak more clearly.

### INCLUDING THE CHILD

Language development begins before birth and continues to be a major part of the child's development for the first three years of life. We can best help a child develop good language by including the child in our conversation from the very beginning. I once learned a beautiful lesson about including children:

One day as I was working in an intensive care nursery for infants, I observed a six-month-old boy who was lying on a floor mat next to three doctors who were seated on chairs discussing his case. The head nurse noticed that the pediatricians were ignoring the child, and she asked them to remember their policy—to include him in a conversation.

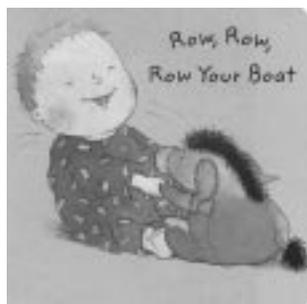
The doctors knew instinctively that she was right. They did not simplify their vocabulary or artificially raise their voices to address the child. They changed their visual focus so that the child was included, as any adult would have been, whether or not he was contributing verbally to the conversation. They continued their discussion, including the child. The self-respect of the child was immediately



### FAVORITE SONG BOARD BOOKS

Each of these sturdy and colorful board books from England presents just one favorite song. If you don't know the melody it doesn't matter—make it up and you will still be modeling the soothing art of singing for your child. The whimsical watercolor illustrations of children are very international, dark and light skin, all kinds of hair, enjoyed by children around the world. They are great books for inspiring actions and conversation. Sturdy board books, 8" x 8," full color, 10 pages.

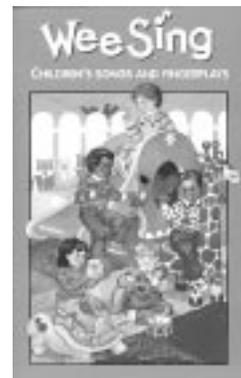
CL300 <i>Heads, Shoulders - Board Book</i>	\$5.00
CL302 <i>Happy and You Know It - Board Book</i>	\$5.00
CL304 <i>Row, Row, Row your Boat - Board Book</i>	\$5.00
CL306 <i>Ring Around the Rosie - Board Book</i>	\$5.00
CL308 <i>Song Board Book Set/4</i>	\$19.80



### WEE SING FINGERPLAYS CD & BOOKLET

Here is a useful CD of short, simple, favorite songs and fingerplays for the very young. There are 73 classic songs and fingerplays and a booklet which gives the melody and guitar chords for many and the complete lyrics for all selections. Here are some examples: Eentsy Weentsy Spider, Grandma's Glasses, Where is Thumbkin?, This Old Man, The Alphabet Song, Twinkle, Twinkle, Little Star, The Mulberry Bush, Over the River, Hush Little Baby. Approximately one hour in length.

CL170 \$10.00



### TREASURY OF CHILDREN'S SONGS—BOOK & CD

This beautiful songbook contains forty classic childhood songs such as *London Bridge*, *Pop! Goes the Weasel*, *Eensy Weensy Spider*, and *Jack and Jill*, and family favorites for older children such as *Red River Valley* and *Home on the Range*. The songs are matched with works of art from around the world and commentary gives details on the art chosen to illustrate each piece. Simple arrangements for guitar and piano are included, Hardcover, 86 pages, full color 9.25" x 9.25".

The accompanying 60-minute CD contains all of the songs.

(*) CL230 <i>Book</i>	\$19.95
(*) CL234 <i>CD</i>	\$16.95
(*) CL237 <i>Set of both</i>	\$36.00



evident by the happy expression on his face and in the way he kept glancing from face to face as though he knew that he was part of this important conversation.

### VOCABULARY

*There is nothing in the intellect which was not first in the senses.*

—Aristotle

The *experience* of real objects should come before *pictures* or *names* of these objects whenever possible. For example, if you have a new book with pictures of fruits and vegetables, take the child to the kitchen and handle, smell, cut up, and taste a piece of fruit; *then* go look at a picture of it, and other fruits, in the book.

Then the intelligence is built upon a wealth of experience.

A child wants to learn the name of every object in his environment, and the meanings of the words he hears others using. He wants so much to be able to communicate about daily life with his family! Give him the names of kitchen objects, toys, food, vehicles, dogs, etc.—anything found in the home and the community.

*There is a 'sensitive period' for naming things . . . and if adults respond to the hunger for words in an appropriate way, they can give their children a richness and precision of language that will last a lifetime.*

—Dr. Silvana Montanaro

### PICTURES & BOOKS

When the child has learned the names of many real objects, we can extend this vocabulary with pictures. Vocabulary books and cards are valuable educational materials for the children at home—and they love them!

The selection of books is as important as that of toys. Library visits are very important, but there should also be favorite books in the child's own library. Sometimes a child in this critical or sensitive period for language will want a book read over and over again. At other times he will just want to hear about the pictures and talk. A child also loves to be shown how to turn pages carefully, to pick up, hold, carry and put away a book.

### PICTURES

0-3 FAVORITE!

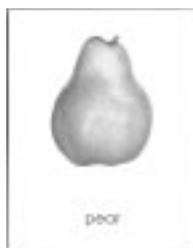
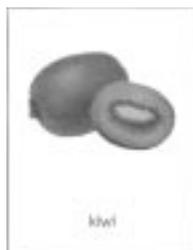
If we had to pick one book that has been the favorite of everyone, this is it. It is the most popular vocabulary book we have ever seen because of the 488 beautiful, watercolor pictures of the most common objects in the child's environment—cooking utensils, tools, toys, clothing, plants, animals, objects in the bathroom, bedroom, and so on.

It contains two lovely pictures out of print. The English name given in the boxes, beneath each picture. More than one family has ordered a second copy for their child—because the first was completely loved to death.

*Pictures* is often cut up, the pictures laminated, for vocabulary lessons in infant communities. It is shipped directly to us from Paris. (French title: *L'Imagier en Anglais*). Hardcover, 4" x 8", full color, 488 pictures.

CB16

\$24.50



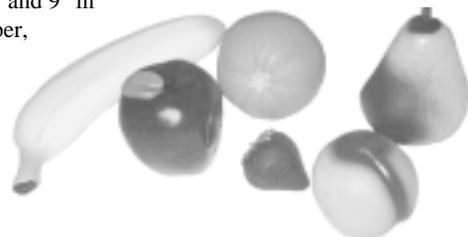
### FRUIT & VEGETABLE MODELS - AND STAGES OF USE OF CARDS

Whenever possible give the child experience—sight, smell, sounds, touch—of the real object first. There is nothing like cutting open the orange, seeing the designs of the segments, handling the seeds, squeezing and tasting the juice and the pulp. Then introduce "pictures of ....." for each example, showing the child how to match the real fruit or vegetable with the pictures. Since it is not practical to have a daily source of real vegetables and fruits in the classroom for matching to pictures, this set of models provides the child with the opportunity to do the matching work at any time, over and over.

The next stage is to use the pictures alone as flash cards, giving the children more repetition. A good eye-hand control, and visual discrimination exercise is to give a child a set, only 5-6 images at first, of identical matching cards to lay out.

These attractive plastic replicas are between 3" and 9" in length. Vegetables, Set I: carrot, tomato, green pepper, cucumber and corn. Vegetables, Set II: cabbage, potato, onion, celery, and asparagus. Fruit: apple, pear, banana, orange, peach, strawberry.

- CL04 Vegetables, Set I \$8.00
- CL09 Vegetables, Set II \$8.00
- CL05 Fruit \$8.00
- (\*) CL100 Set/16 fruits and Vegetables \$23.00



### MICHAEL OLAF FRUIT CARDS & VEGETABLE CARDS

For years we have looked unsuccessfully for picture cards of these important food groups. Unable to find them we made them. Susan made the *vegetable cards* from her original oil paintings, and the *fruit cards* from her photographs. Great care was taken to include examples from around the world, and a great variety of colors. *Vegetable* is a culinary classification of a food group that is made up of roots, flowers, stems, leaves, bulbs, etc. These cards not only interest children in a very important food group, but they also present a broad classification to lay the groundwork for later biology studies. For identical matching or 3-part cards please order TWO sets, as each set contains 24 different images. 4.25" x 5", full color. Set/24.

- DL055 Vegetable Cards, Set/24 \$12.00
- (\*) DL250 Fruit Cards, Set/24 \$12.00



## AGE 1-3 - LANGUAGE

Most children will sit enthralled for hours if we read to them, so this is our chance to pass on the love of literature and of reading, to teach facts, values, and the pronunciation of words, even those not often used in everyday speech.

An effort should be made to provide books that show children from all cultures, and that do not stereotype situations and people. The language of the book should show respect for the child, his emotions, and his intelligence.

Make careful selections of books and provide a book rack or some other easily accessible place to keep them, so that the child can always find the one she wants, can care for them and put

them away by herself.

Be picky! Even many simple vocabulary books are crowded, full of overbright colors, and too stimulating for the child. It is far better to have only a few beautiful books to be loved and respected, than to have many which are unworthy of the developing mind of a young child.

At this age the subjects in books should be based on reality because the child wants to learn about the real world. When a child is intensely interested in learning everything about the real world, we provide stories and books about reality, saving talking animals, such as in Aesop's Fables for example, till later. Fantasy is very interesting to the older child, but only confusing to the very young. A rich foundation of stories about the real world

is the best preparation for a creative imagination.

*We should check that they [books] present reality, since at this age children are trying to make sense of the environment and the life around them. There is nothing more extraordinary and interesting than our own daily life. Fantasy can come later—after reality has been experienced and absorbed.*

—Dr. Silvana Montanaro

### READING AND WRITING

The foundation for a child's spoken language ability is aided by making eye contact as we listen and speak respectfully to her from birth on, by setting a good example in our speech to



### INTERNATIONAL VOCABULARY CARD SETS

These sturdy and colorful vocabulary flash cards give the young child the vocabulary he needs to communicate about everyday objects in her home. They are very important. First printed in France, then all over Europe, now here.

First they are used as verbal flash cards, and then the child is given small sets, perhaps 5-10 images, of

identical cards to match. (You will need two sets to do this).

Later in the 3-6 class children use these same cards, their first vocabulary, as 3-part cards for reading practice, labels made by the teacher in whatever script is used in the classroom, and using the names appropriate for the country of the children. Each card illustrates a photograph of an object found in the home, home office, or school. They are 5.8" x 4.75," full color, printed on sturdy cardstock.

Set I contains 35 kitchen object cards, 35 furniture cards, and 35 everyday objects cards

SET II contains 35 toys cards, 35 school or office objects cards, 35 clothing cards.

<b>DL040 Cards, Set I</b>	<b>(105 cards)</b>	<b>\$40.00</b>
<b>DL042 Cards, Set II</b>	<b>(105 cards)</b>	<b>\$40.00</b>
<b>DL043 Cards, Sets I &amp; II</b>	<b>(210 cards)</b>	<b>\$79.00</b>



### HOME AND COMMUNITY MATCHING CARDS

These cards of objects familiar to the child are printed in full color, laminated with a heavy plastic, and the corners rounded for safety. They will last a long time and provide a favorite activity of the young child: matching identical picture. Show the child how to lay out in a vertical row the first 12 cards in a set very carefully and neatly, and then to find, for each card, its match.

To help get the two sets sorted at the end of the work colored dots have been printed on the back. The child places one color in one pile and the other color in another pile before putting the cards away. All this is very satisfying for the child at this age.

There are 12 images, 24 cards, in each set. The cards are 3.75" x 3.75" printed in full color, laminated and corners rounded.

(*) <b>DL500 Around Town Cards</b>	<b>\$13.95</b>
(*) <b>DL501 Around the House Cards</b>	<b>\$13.95</b>
(*) <b>DL502 Transportation Cards</b>	<b>\$13.95</b>
(*) <b>DL503 Utensils Cards</b>	<b>\$13.95</b>
(*) <b>DL504 Tools Cards</b>	<b>\$13.95</b>
(*) <b>DL505 Home/Town Cards, Set/5</b>	<b>\$69.00</b>



A child matching two sets of vegetable cards (see page 44) at home.

## AGE 1-3 - LANGUAGE

each other, and by reading aloud to her from an early age. The child's spoken language is the foundation for her later ability in reading and writing.

It is no accident that some children are good at reading and writing and others are not, that some find joy in this work and for others it is tedious. The joy of exploring language begins early, and is the most intense, throughout the first three years of life.

### THE ALPHABET

A very young child whose older sibling is learning to read often becomes interested in learning about the alphabet. In order not to cause later confusion, we offer this child the *sound* of each letter and use only *lower case* letters.

Think about it. When a child learns *capital* letters, and the *names* of the letters he is not at all prepared to learn to read and write. Almost all writing and reading is of lower case letters, "b" instead of "B," and the sounds are what we need to read, "sss" instead of "es," for the letter "s." Learning capitals and names of letters, although taught first for many years, is what makes learning to read and write so difficult for children.

The most important thing to remember is to follow the child's interests, and to keep learning natural and enjoyable.

### BITING

The development of the child comes, not in predictable steady path, but in

s spurts, sometimes called explosions. There is a dormant seemingly inactive period and then bang, a new ability. One of the exceptions can be the explosion into speech. Usually sometime in the second year the child begins to understand many many words and have a lot to say, but be unable to mouth the words or sentences. This can cause acute frustration that sometimes is expressed in biting—inappropriate use of the mouth! This is not being bad, but we must protect other children as we sympathize with the frustrated child. In order not to cause an aggressor-victim relationship the best thing to do is to give sympathy to both children equally "I'm so sorry you are hurt: I am so sorry you are frustrated." Most of all, one must make

### LARGE VOCABULARY PICTURES

Throughout our catalogue you will see a variety of these wonderful large, 11" x 11", vocabulary pictures. Here we have compiled a complete list because they are most often used for vocabulary lessons in infant communities. They are also used for framed art for the home and classroom. Each set contains 10 full color pictures printed on wipe-clean cardstock, and with interesting information printed on the back. The special frame that we have made holds a complete set of ten.

What we suggest is that you keep the sets together and rotate the pictures periodically, casually giving the child some of the details of the picture showing at the time. Some teachers keep the *musical instruments* set near the piano, the *Picasso* and *Van Gogh* sets near the art materials, the *leaves* near the planting table, and the *butterflies and moths*, and *insects* near the window or just about anywhere, because children are always interested in these small creatures. See *frame* on page 63.

<b>DL350</b>	<b>MUSICAL INSTRUMENTS (PAGE 41)</b>	<b>\$23.00</b>
<b>DL351</b>	<b>PICASSO (PAGE 50)</b>	<b>\$23.00</b>
<b>DL352</b>	<b>VAN GOGH (PAGE 50)</b>	<b>\$23.00</b>
<b>DL353</b>	<b>LEAVES (PAGE 54)</b>	<b>\$23.00</b>
<b>DL354</b>	<b>BUTTERFLIES/MOTHS (PAGE 55)</b>	<b>\$23.00</b>
<b>DL355</b>	<b>INSECTS I (PAGE 55)</b>	<b>\$23.00</b>
<b>(*) DL358</b>	<b>INSECTS II (PAGE 55)</b>	<b>\$23.00</b>
<b>(*) DL150</b>	<b>FLOWERS (PAGE 54)</b>	<b>\$23.00</b>

### LANGUAGE MYSTERY BAG

*Mystery bags* are used in the infant community to give the child practice in recognizing and naming objects. A collection of items, the names of which are already well-know, are placed in the bag. The child reaches in with one or both hands, feels one of the objects, tries to name it, and draws it out to see if he was correct. Several object collections such as kitchen or bathroom objects, sets of animal models, or small toys, are kept in these bags on the language shelves at any one time.

These bags are made here to our highest standards, lined with soft pure silk fabric to make the recognition of the objects easy and the game pleasurable. The outside of the bag is made of colorful handwoven Guatemalan cotton. 10" square with a drawstring.

<b>PE18</b>	<b>\$16.00</b>
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### FIRST GRAMMAR BOARD BOOKS

The first words children usually learn in any quantity are nouns, the objects in everyday life. These two board books give practice in conversation and vocabulary of many more useful words.

The book *Busy* is full of fun pictures of children carrying out common activities and it presents an amazingly complete list of *verbs* such as: *wash, dress, drink, eat, walk, climb, jump, reach, pull, draw, carry, sweep,* and many more. The book *Happy* presents more verbs such as *chew, crunch,* and *nibble*, but also adjectives like *shiny, tiny, snugly, sticky, cosy, salty, soapy* and so on. In both books there is one word next to the picture, and the children are light and dark skinned with all kinds of hair. Boardbooks, 10.5" x 10.5," full color, 10 pages.

<b>CB120</b>	<b><i>Busy</i></b>	<b>\$7.00</b>
<b>CB125</b>	<b><i>Happy</i></b>	<b>\$7.00</b>



every effort to recognize the frustration building and remove the child who might be about to bite.

### IMAGINATION? LYING?

Which is which? For the child at this age there is no difference. Sometime around age 5-7 is the time when the child becomes interested in fairness, morality, truth and she will explore such concepts in depth. But at the end of the period from birth to three and during the fourth and fifth year, a child's attempt at communicating should not be interrupted with questions about truth.

When the child, perhaps because of having a good audience at hand, goes on and on with a story that starts out connected with reality and turns into a

whopper, it is a good idea for the adult to say something like "Wow!, what a great imagination you have!" or "What a wonderful story!" In this way you validate the child for using vocabulary, imagination, verbal skills, and at the same time introduce concepts such as *imagination* and *story*, which will eventually help her sort out the difference between imagination and lying.

### THE ADULT'S HELP

For success in language a child needs confidence that what she has to say is important, a desire to relate to others, real experience on which language is based, and the physical abilities necessary in reading and writing.

We can help the child's language

development by providing a stimulating environment, rich in sensorial experiences and in language, providing a wealth of experience, because language is meaningless if it is not based on experience.

We can provide materials such as nursery rhyme blocks and books, vocabulary cards, books of subjects that are real and are related to the life of the child. We share good literature in the form of rhymes, songs, poetry and stories, which will greatly increase the child's love of language. This will set the stage for sharing our favorite poetry and great literature with the child as he grows. *This is the time, rather than in school, or university time, when humans really learn language.*

### 2-PIECE ALPHABET PUZZLES

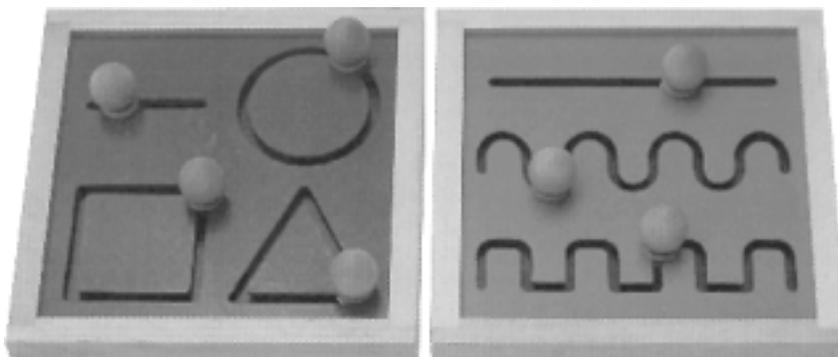


Here are twenty-four cardboard 2-piece puzzles for the child who is interested in the sounds of letters, and able to carefully handle cardboard puzzle pieces. The letters are lowercase, and the background is white so the child knows

exactly what the picture is (clearly a zebra, not a zebra confused with a background of trees, etc.). The letters are decorated to match the picture to give the child a hint: for example the design on the "z" is similar to that on the picture of the zebra. We recommend giving the child no more than 2-3 puzzles at first, alternating them often. Gradually he will be able to do more and more at one time.

**CBS0**

**\$13.00**



### TRACKING BOARDS

To prepare for good handwriting, and enjoyment of writing later in life, these special *tracking boards* are fun for children and provide visual, tactile and kinesthetic experience. The button, grasped by the hand, moves smoothly along the path of the line pattern allowing the child to perform the movement and visually track its path. The patterns of these boards teach the main movements for making both print (the geometric shapes) and cursive letters. The tracking boards are 10.5" square, with natural wood knobs and frames. The Geometric Tracking Board is red with natural wood trim. The Cursive Tracking Board is green with natural wood trim.

**CB040 Geometric Tracking Board**

**\$37.00**

**CB042 Cursive Tracking Board**

**\$37.00**



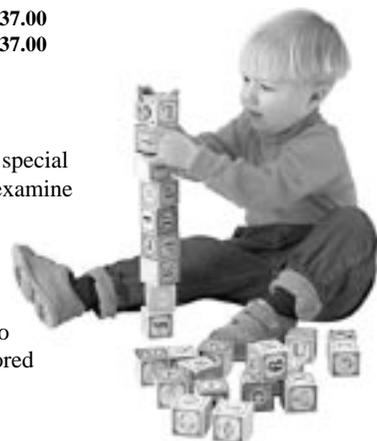
### abc BLOCKS

This is a beautiful toy, designed by a Montessori family, with special value for the learning of language. The age when a child wants to examine everything carefully with fingers, and to learn the names of everything, is the time to offer lower case letters and their sounds (the short sound "b" as in "tub," instead of "bee").

The letters on these blocks are carved out so the child can trace them with fingers, and a corresponding Braille cell—of interest to children of all ages—is impressed next to the letter. Made of brightly colored basswood. The set includes twenty-seven 1.75" blocks.

**(\*) CB471**

**\$32.00**



## ART

*The truth is that when a free spirit exists, it has to materialize itself in some form of work, and for this the hands are needed.*

*Everywhere we find traces of men's handiwork, and through these we can catch a glimpse of his spirit and the thoughts of his time.*

—Dr. Maria Montessori

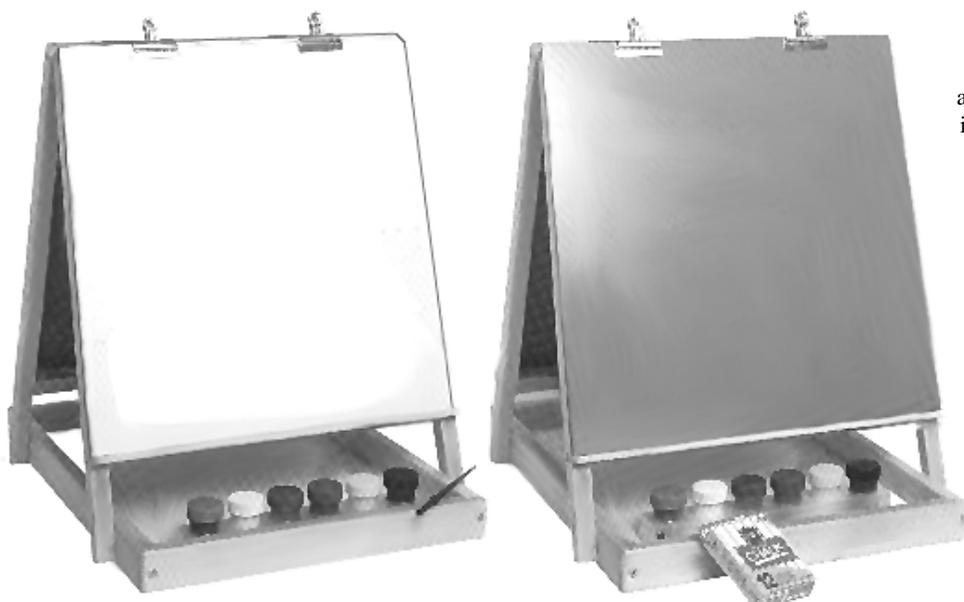
Art is a way of approaching life, of moving and speaking, of decorating a home and school and oneself, of selecting toys and books. It cannot be separated from other elements of life.

We cannot “teach” a child to be an artist, but as Dr. Montessori says, we can help him develop:

*An Eye that Sees  
A Hand that Obeys  
A Soul that Feels*

## ART MATERIALS

At this age children are capable of many forms of art, including cutting and pasting paper, drawing with chalk, black and colored pencils and beeswax crayons, painting with water color and poster paints, and molding clay. Avoid felt pens and paints and clay with strong dyes and ingredients that



## 4-WAY INFANT EASEL

This large versatile and sturdy easel (intended as a *tabletop* easel for the older child) can be used in four ways: (1) with paper and pencils or crayons, (2) with chalk on the chalkboard side, (3) directly on the “write and wipe” surface with *dry erase* pens, or paints, and (4) for tracing with paint on the clear plastic overlay which comes with the easel. It can be used on a table or directly on the floor for a very young child, either sitting or standing. Height 19.5”, base 20” x 15”. Comes with 6 small (.75 oz.) jars of poster paint, a box of colored chalk, and two metal clips.

DA010

\$72.00



## FIRST ART SUPPLIES

**PAINTS:** 6 containers of Liquid Paint (not pictured): red, blue, yellow and green to begin, white and black to mix up darker and lighter shades of the other paints. This boxed set contains six 250ml bottles of water-based paint.

**PAINT POTS:** 3 Non-Spill Paint Pots, with lids and stoppers. Teach the child to fill the pots to the center line and the contents will not spill if knocked over. The lids fit securely and the rubber stopper keeps the paint from drying up quickly. Height 4”, fits with the above easel. The lids are red, blue, and yellow. We recommend using one pot and color and brush at a time until the child learns to wipe the brush on the lid and paint.

**BRUSHES, SOFT:** 5 Soft-Bristle Paint Brushes, sizes 4, 6, 8, 10, 12. These brushes are much easier for the child to dip, wipe, and paint with than the “chubby” brushes often given to children this age. The longest is 7.5”

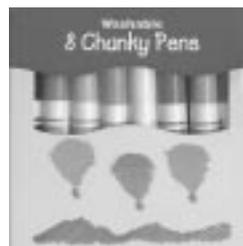
**BRUSHES, HARD:** 5 Hard-Bristle Paint Brushes, sizes 4, 6, 8, 10, 12 - These HARD bristle brushes provide even more texture for the child to explore. Be sure to soak all brushes to soften them before using.

**TRIANGULAR PENCILS:** 8 Triangular Pencils: it is well-known that holding triangular-shaped pencils teaches the correct grip for later writing. It is much easier to learn correctly in the beginning, than to relearn. 3.5” in length.

**PENS:** 8 Chunky Pens (felt tip): These bright colors are made with washable inks, easily removable from skin and most machine washable fabrics.

**PENS:** 16 Chunky Pens (as above - 16 colors)

(*) DA670 Paints, Set/6	\$22.00
(*) DA672 Pots, Set/3	\$6.75
(*) DA674 Soft Brushes, Set/5	\$5.50
(*) DA676 Hard Brushes, Set/5	\$5.50
(*) DA678 Triangular Pencils, Set/8	\$3.50
(*) DA680 Pens, Set/8	\$4.50
(*) DA682 Pens, Set/16	\$8.00



# AGE 1-3 - ART

are too harsh for the very young and sensitive child.

It is fun to do special art projects in the home and infant community, but even at this young age children benefit from having a variety of art materials available to them at all times and a space to work, uninterrupted, when they are inspired.

It is important to provide the best quality that we can afford—pencils, crayons, felt pens, clay, paper, brushes—and to teach the child how to use and care for them, and especially how to clean and

put everything away so everything—the work space, the table and chair and the art materials—will be ready for the next great creative urge.

### ART APPRECIATION

The quality of the first toy rattles and mobiles is the first intrinsic lesson of art appreciation for a child.

The same is true of the choice of toys, posters and other art work on the wall of the child's room and in



Learning to paste is very, very important work, just like all of my art projects.

Help me to do it myself!

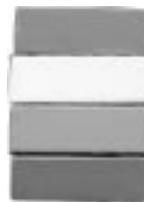


### PLASTALINA CLAY

One of the most soothing activities for an upset child is to work with clay.

This modeling clay has a pigmented oil base compound renowned for its smooth consistency and the fact that it never hardens and can be used over and over, shaping and reshaping. The colors are neutral, one pound total.

**DA230 \$4.50**



### SCISSORS - TWO KINDS

The 4.5" long *Spring Action* scissors have a two-finger grip and the child only has to squeeze to cut. The 5" *Right & Left Hand* scissors also have an oversize grip. With them the child learns to squeeze AND open the scissors for cutting. The blunt tip and precision ground edges make both kinds of first scissors perfect for even the youngest child.

(\*) **DA558 Spring Action Scissors \$3.50**  
**DA556 Right & Left Hand Scissors \$3.50**

### BEESWAX BLOCK CRAYONS

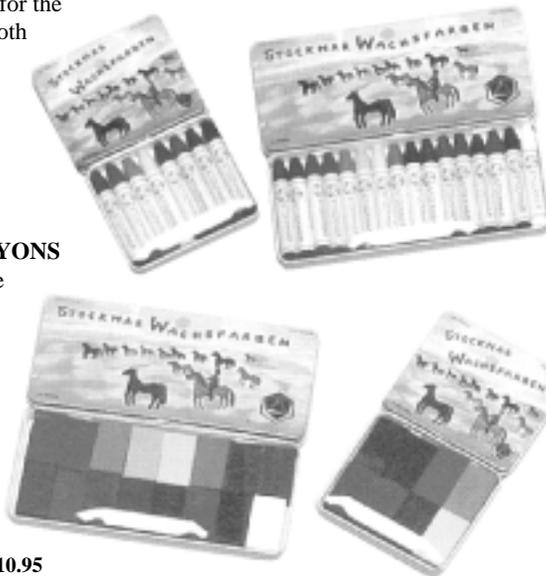
These special crayons from Germany, made of natural beeswax and organic dyes, smell and feel delightful, and make beautiful, soft, water-color-type art, especially on good art paper. They are shaped in blocks which are very easy for the young child to hold, and which provide both pointed and flat surfaces for various coloring techniques. The blocks come in a lovely colored metal box, as pleasing to the child as the crayons.

**CM158 Set I (8 blocks) \$10.95**  
**CM160 Set II (16 blocks) \$19.95**

### BEESWAX STICK-STYLE CRAYONS

Stockmar crayons from Germany are the best we have found, and they are suitable for the most demanding artistic requirements. The use of pure beeswax and natural dyes ensures that the pigments retain their purity and brilliance, with a natural transparency similar to watercolor paintings. They come in a lovely colored metal box. Set I contains 8 colors, and Set II 16 colors.

**DA732 Set I (8 colors) \$10.95**  
**DA734 Set II (16 colors) \$19.95**



### COLOR PUZZLES

Twenty 2-piece photo puzzles, each with two objects of the same color. For example, a blue and red bird fits with a blue and red toy truck, a green



frog fits with a green cap. We recommend giving the child who is nearing three years of age a lesson of carefully putting the two pieces together, and offering at first just 2-4 puzzles at a time. Cardboard, full color, each assembled puzzle is 2.5" x 5.5."

**CA010 \$13.00**

### RED, BLUE, YELLOW

In this board book for the infant and young child are uncluttered, simple, and clear presentations of important concepts. *Red, Blue, Yellow Shoe* shows only one object per page, presented on a white background with the name of the color. There are 10 pages, ten colors. Colors are a phenomenon of physics and art, fascinating to young children. Board book of sturdy cardboard, 6" x 6," in full color.



**CM040 \$7.00**

## AGE 1-3 - ART

the rest of the house, the dishes and cutlery, and the way objects are arranged in baskets on shelves, or hanging on hooks—creating order and beauty.

Every part of the home influences the child's developing sense of beauty and balance, shape, and color.

Reproductions of great masterpieces inspire an appreciation of beauty at any age. Great art collections can be made from old calendars and can be hung at the child's eye level in any part of the house—bedrooms, bathroom, even the laundry room and garage.

### ART WORK

It is important that we do not provide adult-made models, coloring books or sheets, or prepared "color-in" papers. Famous artist like Paul Klee and Pablo Picasso worked for many years to achieve the originality, spontaneity, and childlike qualities that our children all possess naturally.

The best we can do for our children is to prepare a beautiful environment, provide the best materials, and get out of the way.

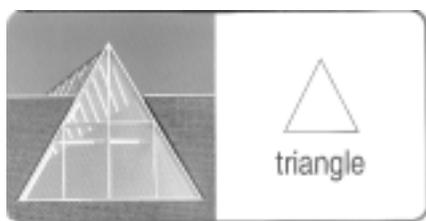


Framed calendar art decorates the work area.

### ARCHITECTURE BOARD BOOKS

In each book there are lovely examples of animals, shapes, and colors from American architecture on one page, and a corresponding word or short sentence on the facing page. Take them along on walks in the neighborhood first for yourself, and later you will be able to point out the numbers, shapes, and colors of the architectural details of your community. Children who have these books become much more observant—and so do their parents! They open up a whole new world. The counting book introduces a new subject for counting: "1 skyscraper, 2 brackets, 3 dormers, 4 pinnacles, 5 arches", and so on. Heavy cardboard, 6" x 6," full color.

<b>BB026</b> <i>Counts</i>	<b>\$7.95</b>
<b>BB036</b> <i>Shapes</i>	<b>\$9.95</b>
<b>BB046</b> <i>Animals</i>	<b>\$9.95</b>
<b>BB056</b> <i>Colors</i>	<b>\$9.95</b>
<b>BB066</b> <i>Architecture Books, Set/4</i>	<b>\$35.50</b>



### ARTIST BOARD BOOKS

Each of these *first art books* contains eight 2-page spreads showing one of the favorite paintings of the artist and a few lines of poetry which enchant the child as it draws attention to elements of the art. For example next to Van Gogh's Sunflowers "Twelve sunflowers; lean toward the light. Five are wide open; seven shut tight."

We recommend these first for the infant propped up on the work mat, then for the young child, and even the older sibling and parent because in the back of each is a list of each painting, the year it was completed, and the museum where it can be seen today. Heavy Cardboard, full color, 5.5" x 5.5"

<b>DL400</b> <i>Matisse</i>	<b>\$6.95</b>
<b>DL402</b> <i>Monet</i>	<b>\$6.95</b>
<b>DL404</b> <i>Van Gogh</i>	<b>\$6.95</b>
<b>DL406</b> <i>Degas</i>	<b>\$6.95</b>
(*) <b>DL408</b> <i>Renoir</i>	<b>\$6.95</b>
(*) <b>DL409</b> <i>Seurat</i>	<b>\$6.95</b>
(*) <b>DL412</b> <i>Artists, Set/6</i>	<b>\$41.50</b>

### ART PICTURES, SETS OF 10, AND MATCHING FRAME

These two artists, Picasso and Van Gogh, provide a fine introduction to art for the young child, with a variety of colors and shapes. Each artist is presented in a set of ten 11" x 11," full color pictures. On the back of each is a list of 10 interesting facts to stimulate conversation, and to tell where to find the original painting. There is a biography of the artist and his styles included. See page 63 for information on our special frame that holds the entire set. Age: birth to 12 years+

**PICASSO:** *Mother and Child, Still Life with Enamel Pan, Two Clowns, Guernica, Reclining Nude, Girl Before a Mirror, Ma Jolie, Les Femmes d'Alger, Ocelot, Three Musicians, Lola: The Artist's Sister.*

**VAN GOGH:** *Fishing Boats on the Beach at Les Saintes-Marie, Wheatfield with Crows, Bedroom at Arles, The Potato Eaters, L'Arlesienne, Cypresses, La Mousme, The Sower, The Drawbridge at Arles, Fritillaries in a Brass Vase.*

<b>DL351</b> <i>Picasso</i>	<b>\$23.00</b>
<b>DL352</b> <i>Van Gogh</i>	<b>\$23.00</b>
<b>PE300</b> <i>Frame</i>	<b>\$29.00</b>



# AGE 1-3 - PEOPLE, The World is My Home

## PEOPLE

*What does not exist in the cultural environment will not develop in the child.*

- Dr. Shinnichi Suzuki

### Daily Life

Today the world is becoming a small community, and the attitudes toward those people who have different skin color, language, foods, and songs are more important than ever. These attitudes begin to be formed in the first years of life, as the child absorbs the feelings in the home or infant community.



We can foster a healthy and loving introduction to the cultures of the world by providing, whenever possible, exposure to a variety of music, food, songs, clothing, celebrations, dances, houses, languages, means of transportation, tools—in the home and in the community. In large cities this is an easy task; just walk around downtown and you will hear the accents and languages, smell the food, even sometimes find the dances and the songs.

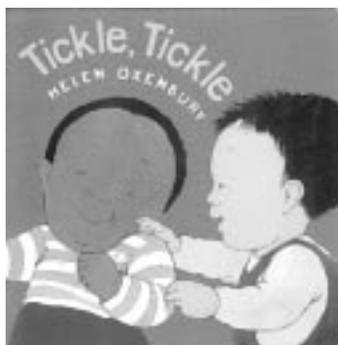
But even if we live out in the country it is possible to experience the music through tapes and CD's, and to cook the foods and explore through books.



### BABY'S FIRST GLOBE A SOFT CLOTH BALL

The small globe is the perfect size, weight and texture for the young child to learn to roll, throw and catch. The larger ball is fun for the whole family to roll to each other and for the child who is beginning to walk to carry something *big and heavy*. Both balls are valuable for a slightly older child (age 2-6) to learn the names of the oceans and continents - a first globe. Silkscreened cloth ball colored yellow, red, purple, blue and green. The small is 5" in diameter, and the large first globe is 12".

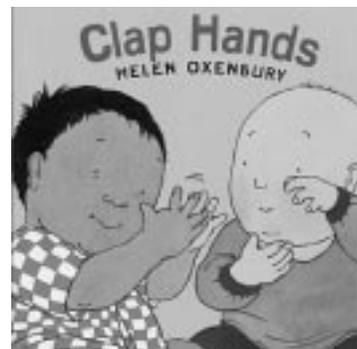
- BR12 Small Globe** \$11.00
- BR230 Large Globe** \$19.00



### FIRST CULTURAL BOARD BOOKS

Children love these books. As the pages turn, a simple poem or nursery rhyme is combined with delightful illustrations of sweet and cuddly babies of all different races, who are portrayed with smiling faces and carrying out friendly and peaceful activities. Example: *Squelch, squelch, in the mud; Splish, splash, scrub-a-dub; gently, gently, brush your hair; tickle, tickle, under there*. You will be asked to repeat each book over and over. Good language, charming illustrations, important lesson. Heavy cardboard, 8 pages, full color, 8.5" x 8.5."

- BB300 All Fall Down** \$6.99
- BB302 Clap Hands** \$6.99
- BB304 Say Goodnight** \$6.99
- BB306 Tickle, Tickle** \$6.99
- BB308 Board Books, Set/4** \$27.50



### RUBBER EARTH BALLS

For real, first, bouncing and rolling balls, we have found these sturdy yet light globes made in Germany. The words, names of many countries and quite a few cities, and the main oceans, are printed in black in English. The colors are dark pink, light pink, dark and light green, yellow, beige, and yellow. The oceans are white. The large Earth Ball is 8" in diameter, and the Small Earth Ball is 4" in diameter.

- BT200 Large Earth Ball** \$9.00
- BT204 Small Earth Ball** \$5.00



## AGE 1-3 - PEOPLE, The World is My Home

Through such simple and casual introductions children come to understand that all humans have similar needs and experiences. Repetition of exposure and opportunities for conversations on culture can be provided by picture books at this age.

This is the time of the "absorbent mind," the age when a child literally *becomes* all of the impressions taken in from the environment, it is the time to casually introduce these experiences, not with lessons or lectures, but experientially and sensorially. Use the real names of the food, songs, tools, so the child builds up a vocabulary to match

her experiences. Later she will build on these early impressions to make sense of the history and cultures of the world.

### A GLOBE

Why not have the first balls be globes? Large and small soft globe balls are favorites in Montessori communities, not for formal lessons, just for practice rolling and throwing a ball. The shapes of the geographical features will become familiar to the child and make studying geography later like coming back to an old friend.

Near the end of the third year it is a good idea to have a real globe and/or a

wall map of the world in the home so reference to places can be made in a tangible, physical way for the child. The child will not understand the scope of space and distance, but will be interested in the colors and shapes and in attaching names to them: "Africa," "Indiana," "The Amazon," etc.

Eventually the real globe or map should be kept in view in the family area, rather than in the child's room, so it will be seen as a real piece of important equipment used by the whole family.



### HAND IN HAND, CHILDREN OF THE WORLD

In the tradition of fine wooden toys from Germany, this set introduces even the youngest child to the colorful costumes and every day clothing of children of the whole world. There are 36 wooden plaques, each 2.5" square, with a colorful picture of one child from one of many countries. The children are reaching out to hold hands with each other. The very young child can just lay them out with hands touching, and there are instructions included for several games to be played by older children. For "picture matching" exercises for the classroom, order two sets.

CT420 \$32.00

### INTERNATIONAL DAILY LIFE BOOKS

What is more important than eating, going to bed, washing, getting dressed and working! These simple picture books each present 19 colored pictures of these activities being carried out somewhere in the world, and very few words. They will spark conversation about what children want to talk about. In the back of each is geographical and cultural information for the adult or older child. Softcover, color, 8" x 7".

CB520 <i>Eating</i>	\$6.95
CB521 <i>Bedtime</i>	\$6.95
CB522 <i>Wash Up!</i>	\$6.95
CB523 <i>Get Dressed</i>	\$6.95
CB524 <i>Carrying</i>	\$6.95
CB528 <i>Daily Life Set/5</i>	\$34.00

### OUR WORLD, The Children of Oakland, California

This book of children from all over the world—living together in the United States—will open the eyes of children and adults alike to the racial and ethnic diversity in a community. The children in this book express themselves openly and unselfconsciously. Children of all colors and shades, representing 38 nationalities. In their own words, they share their love of homeland traditions along with newly acquired tastes of their adopted country, seeing their heritage as something that makes them unique, as well as something to share with others. This is a picture book to introduce at a very young age, but which will be appreciated by all ages. Softcover, color, 10" x 8", 82 pages.

CB600

\$23.95

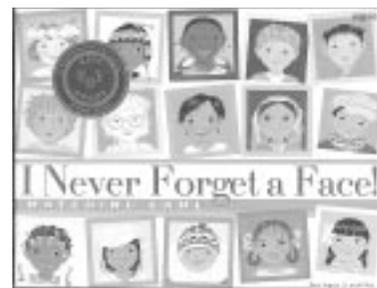


### FACE GAME

In this matching game there are 24 PAIRS of colored cardboard tiles each with a face of a child from somewhere in the world—France, Bolivia, Viet Nam, Israel, India, Iraq, Mongolia, Mali, and so on. At first the child will just use the tiles for identical matching, and eventually to play the game. Instructions are included. Good for many ages.

(\*) CT099

\$15.00



**PLANTS & ANIMALS**

*Solicitous care for living things affords satisfaction to one of the most lively instincts of the child's mind. Nothing is better calculated than this to awaken an attitude of foresight.*

—Maria Montessori



An atmosphere of love and respect for life is the best foundation for the study of plants and animals. This begins in the home.

The most impressionable lessons come from the attitude toward, and the first hand experiences of, plants and animals both in the home and in nature.

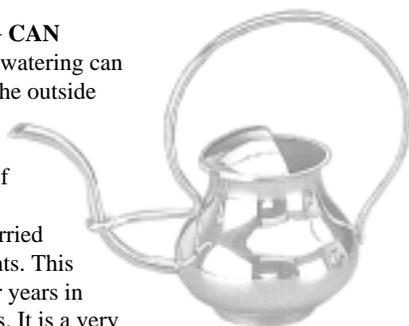
Nothing can substitute for walking in the woods and listening to birds, looking for shells on the beach, watching the daily growth of a flower in the garden. From the very beginning of life it is vital to maintain the link between the child and nature.

**ELEGANT WATERING CAN**

For a very small child this watering can serves as a full-size utensil for the outside garden. For a larger child it is carried with one hand, a tiny piece of sponge held at the tip of the spout with the other hand to prevent spilling around the plants. This artistic design has been used for years in elegant Victorian conservatories. It is a very sturdy, heavy, important feeling solid brass container. 8.5" tall including the handle. Made in India.

NOTE: 1" taller than the previous model.

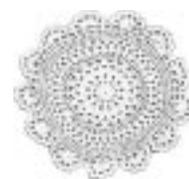
**DP79 \$23.00**



**COTTON DOILIES FOR FLOWER ARRANGING**

Try a pretty all-cotton doily to set off a small vase of flowers or leaves, a beautiful shell or other natural or human-made sculpture. Flower arranging is a special ritual for children in the home or in an infant community. A child can cut the flowers or leaves from plants in the garden, and in the fall or winter use ferns, colored leaves, or dried flowers, arranged in tiny vases. The flower arrangements can be placed around the room on tiny doilies, and they add an elegant touch to the dinner table. These 4" cotton doilies come in a variety of round patterns.

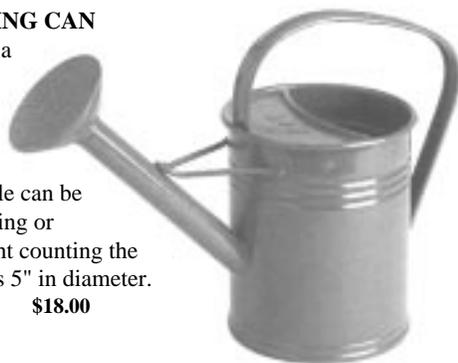
**DP81 Set/4 Doilies \$2.50**



**GARDEN WATERING CAN**

From Sweden, this is a painted green, sturdy metal child's watering can that has been tested and used for many years. The end of the nozzle can be removed for spraying or stream. The handle is 9" and the base is 5" in diameter.

**DP330 \$18.00**



**GARDENING HAND TOOLS**

Even the smallest child can begin to care for plants by loosening the soil around the stem of a house plant, or by dusting or washing the leaves.

For more advanced gardening skills these hand tools have been made for children in Sweden for many years. The handles are of natural wood, gently curved to fit the child's hand. The digging parts are of colorful and strong metal. They are also good sand tools. The set includes a blue shovel, and a green hand rake. Lengths are improved set inches. The manufacturer says age 3, but with adult supervision these are much more satisfying for a young child than plastic versions.

**DP01 Tools, Set/3 \$14.00**



**LONG HANDLED GARDEN TOOLS**

We have looked a long time for the correct size of high quality garden tools for young children. These special tools look and feel exactly like the adult versions, each tool sized especially for young hands and designed to withstand the rigors of real gardening or sand play at the beach. The boxed set contains a garden rake, a leaf rake, a hoe, and spade.

The hardwood handles on these tools are 27 inches long and have leather hoops on the ends so the child can easily hang them up when the work is finished. The metal bases are painted red, blue, green, and yellow.

Suggestions: Teach how to hose off the tools after use and to keep the handles oiled. At the beach show the child how to make a "Japanese Sand Garden" with the two different styles of rakes.

**CP100 \$28.00**

NOTE: See the broom/mop stand on page 27 for a sensible way to store long handled garden tools.



# AGE 1-3 - PLANTS & ANIMALS

## PLANTS

For the infant we can have lovely flowers, and fresh fruit to look at in the house and garden, and expose her to the shadows and rustling of the leaves on trees. It is important for a child to spend some time in the outdoors experiencing nature every day if possible—in all kinds of weather and during all of the seasons.

Very early in life a child will appreciate the variety of texture and color of tree bark, leaves, and the corollas of

flowers, the looking at brightly colored pictures and books of plants and flowers. When the child is "exploding" into language in the first three years, he wants to know the names of everything. Not just *flower* but *California Poppy*, and descriptive words such as *orange*, *small*, and *soft*. If you are a gardener who knows the Latin or scientific names of plants, you will find that these are as easy for the child as the common names and what fun to learn them now.

If you are planning an outdoor environment that will be good for children, be sure to include a space for wild flora and fauna. Some of the best biological specimens are wild plants such as dandelions and thistles.

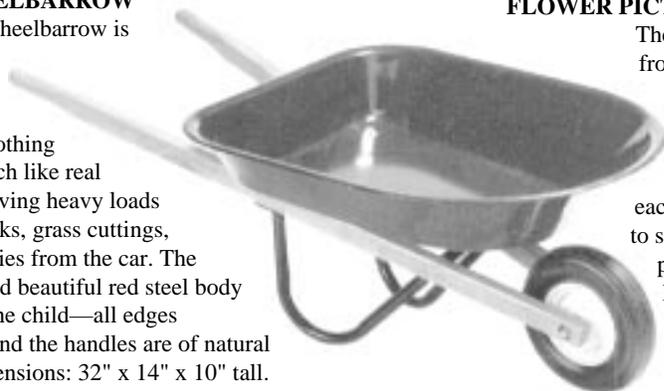
When the child begins to walk, there is a lot she can do related to plants. He can cut and serve fresh fruit, learning the names of each. Simple flower arranging and leaf washing is enjoyed at this age since the child loves to do anything to do

## WHEELBARROW

This wheelbarrow is the perfect size for very young children. Nothing feels so much like real work as moving heavy loads such as bricks, grass cuttings, even groceries from the car. The seamless and beautiful red steel body is safe for the child—all edges rounded—and the handles are of natural wood. Dimensions: 32" x 14" x 10" tall.

DP78

\$39.00



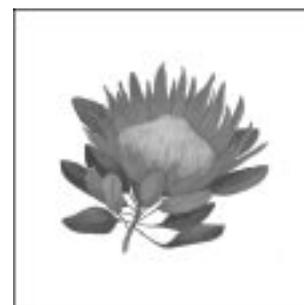
## FLOWER PICTURES, SET/10

These lovely pictures of flowers from around the world are printed on wipe-clean coated cardstock, 11" x 11," printed in full color, and large enough for the child to see the details. On the back of each is a list of 10 interesting facts to stimulate conversation. Includes pictures are: Saguaro Cactus, King Protea (shown), Foxglove, Passion Flower, Morning Glory, Arctic Pearlwort, Fritillaria, Cattail, Magnolia, Hydrangea.

NOTE: See page 63 for information on our special frame that holds the entire set.

(\*) DL150

\$23.00



## HANDPAINTED ANIMAL REPLICAS

Animal replicas like these have been a favorite toy of children for many, many years. They are like pets or friends, played with by the hour with blocks, cardboard caves, and barns of the child's creation. They are a valuable tool for the teaching of language and awakening an interest in zoology, a perfect gift for any child and essential in the Montessori infant community.

It has become more and more difficult to find animal models of high quality. Finally we have found a company which has for years made the highest quality animal replicas and is now overseeing the same quality production in China—which will keep the price down. A sculptor creates a model in the desired size. After experts review the model for accuracy, specialists then cast "insets" out of metal, which in turn are used to create injection moulds. With these moulds, raw figurines called "blanks" are created from soft and handfriendly plastic. These blanks are then hand color-decorated. The resulting figurines are very realistic and wonderfully detailed. The sizes vary from 2" to 6". Here is a list of sets, which occasionally change slightly as new models are introduced. We always send the best: **FARM:** pig, goose, cow, hen, turkey, goat, sheep, horse.

**PETS:** parakeet, rat, German Shepherd, Dalmatian, Siamese cat, rabbit, Guinea pig. **WOODLANDS:** deer, squirrel, beaver, badger, fox, bear, wolf. **JUNGLE/SAVANNAH:** lion, zebra, bison, elephant, alligator, tiger, giraffe, rhinoceros, camel. **SEA LIFE:** manta ray, shark, seal, dolphin, octopus, manatee. **BIRDS:** ostrich, stork, eagle, penguin, owl, toucan, parrot, peacock.

CA300 Farm Animals, Set/8	\$28.00
CA304 Pets, Set/7	\$24.50
CA307 Woodland Animals, Set/7	\$24.50
CA310 Jungle & Savannah Animals, Set/9	\$40.00
CA311 Sea Life, Set/6	\$33.00
CA312 Birds, Set/8	\$28.00
CA315 Classroom Set, all 45 animals	\$175.00



sea life/6



farm/8



pets/7



woodland/7



jungle, savannah/7



birds/8

## AGE 1-3 - PLANTS & ANIMALS

with water, pouring water into a tiny vase and placing one bloom on the table on a cotton doily for the family meal.

Having garden tools and a small wheelbarrow and helping to carry grass cuttings or anything else that needs to be transported is an excellent way to involve the child with the yard work. But even one pot with one plant is better than nothing where there is no garden. A large clay pot can actually serve as a great ever-changing seasonal garden for

the family, and is just the right size for the child to participate in the gardening in the early years.

**NOTE:** Be sure that house and garden plants are safe for children.

Beautiful pictures of plants and flowers, sometimes examples from great works of art, can be hung on the wall; and you may be surprised at a child's preference for nonfiction books about nature when she has been kept in touch in this way.

### ANIMALS

Animals are best observed free in nature rather than in cages. Hang a bird feeder just outside the window and show the child how to sit quietly so that the birds won't be afraid.

Binoculars give the child a feeling of participating in the birds' activities, and allow the child to watch birds from a distance. Having temporary tadpole guests, and watching cocoons hatch is a truly magical experience for the child. It

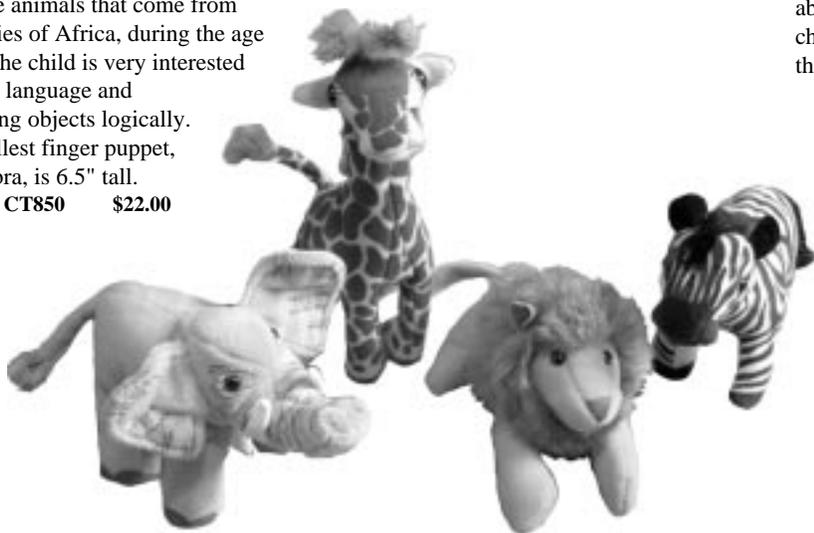
### AFRICAN WILDLIFE SET—FINGER PUPPETS

What fun! Four stuffed animals from the continent of Africa that can also be used as finger puppets. The *African Wildlife Set* contains an elephant, a giraffe, a lion and a zebra, in soft fabrics and colors that resemble the animals in real life.

Not only is this an interesting manipulative toy but it introduces the child to the name of the continent *Africa*, and the animals that come from countries of Africa, during the age when the child is very interested in new language and grouping objects logically.

The tallest finger puppet, the zebra, is 6.5" tall.

(\* ) CT850 \$22.00



### ANIMAL PICTURE MATCHING—MEMO ZOO

Matching identical pictures is a favorite activity at this age. Here are 18 pairs of animals painted on 3.5" birch plywood plaques, 36 colorful pictures in all. They represent all of the classes of vertebrates: fish, amphibian, reptiles, birds, and mammals (a classification the child will learn about later). There are farm animals and wild. Older children can play the game of concentration with this set. Made in Germany.

CT500

\$32.00



### LARGE PICTURES OF TINY CREATURES

Insects are creatures that hold endless fascination for young children because they are so available in the inside and outdoor environments. Also, around one-and-a-half years a child has a strong interest in tiny things. However, because they move so fast it is difficult for the child to really see up close what they look like. These wonderful pictures alleviate the situation. There are three sets of ten pictures. They are printed on wipe-clean coated cardstock, 11" x 11," printed in full color, and large enough for the child to see the details. On the back of each is a list of 10 interesting facts to stimulate conversation.

**BUTTERFLIES & MOTHS:** Luna Moth, Tiger Swallowtail, 88 Butterfly, Blue Morpho, Japanese Emperor, Blue Triangle, Queen Alexandra's Birdwing, Apollo, Madagascan Sunset Moth, Spanish Moon Moth.

**INSECTS, Set I:** Two-spotted Ladybird Beetle, Giant Walkingstick, Green Darner Dragonfly, Housefly, Differential Grasshopper, Little Black Ant, Subterranean Termite, Periodical Cicada, Monarch Butterfly, Golden Northern Bumblebee.

**INSECTS, Set II:** Praying Mantis, Tsetse Fly, Dogband Beetle, South American Firefly, Green Stink Bug, Treehopper, Stephen's Island Weta, Atlas Beetle, Giant Lacewing, Lantern Bug. **NOTE:** See page 63 for information on the frame that holds an entire set of 10 pictures.

DL354 Butterflies/Moths, Set/10 \$23.00

DL355 Insects, Set I, Set/10 \$23.00

(\* ) DL358 Insects, Set II, Set/10 \$23.00



provides the experience of seeing a creature close up without having to keep it permanently out of its natural setting.

Because wild animals are less accessible to the children than plants, we suggest first observing birds, insects, and other animals in nature, to arouse an interest and, after this experience, providing more animal models, pictures, and books about them—picture books, beginning reading books, and reference books.

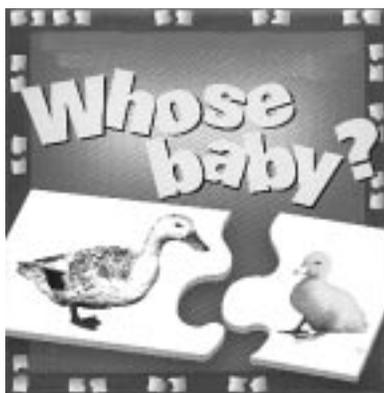
Playing with animal models and blocks has always been a favorite open-ended-toy choice of children. Please be sure that your child's animal models are made of safe plastic instead of toxic plastic materials. We find that the ones made by European companies are safe for children at this age.

We focus on the child's natural love for and affinity with nature, and the tendency to want to touch, hold, and care for nature specimens such as rocks,

shells, seeds, flowers and leaves, insects, kittens—all things living and nonliving.

Books can help the child explore animals outside their immediate surrounding and learn even more names.

Another gift from our children comes to the adult when we slow down, to follow the interests of the child, to learn to be in the moment, appreciating nature that is all around us, taking the time to listen, to taste, to see, to feel, to appreciate.



**WHOSE BABY? PUZZLES**

Twenty 2-piece puzzles for the older child (near age three) to learn to connect the mother to the baby. We recommend giving a few puzzles at a time and showing the child how to carefully put the two pieces together. On the back of the box is a vocabulary list for the adult: *elephant and calf, zebra and foal, seal and pup, penguin and chick*, etc. Each full color, cardboard puzzle is 2.5" x 5."

CA250 \$13.00

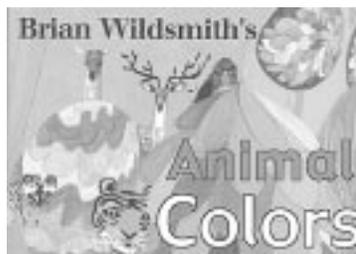
**MAMA MAMA**

A favorite board book for even the very youngest child. Each two-page spread shows a gentle, nurturing scene of mother and baby animal and a short and simple four line poem, perfect for this age. For example the mother and baby lion poem is *Mama, Mama, nuzzle, hug. I'm your little golden cub*. The animals, from around the



world, are lion, leopard, chimpanzee, koala, panda, elephant, and otter. Board, full color, 7" x 7".

CB085 \$6.00



**FIRST BRIAN WILDSMITH ANIMAL BOARD BOOKS**

Brian Wildsmith's art belongs, in our opinion, in any art gallery. We are proud to offer his images for children at such an early age. These three books each show one kind of animal per page, 13 pages. There are very few words. For example "goose" and "honk honk" on the goose picture. The books are made of sturdy board, printed in full color, 4" x 5.6." There are three titles.

- CB612 *Animals to Count* \$4.95
- CB614 *Animals Colors* \$4.95
- CB616 *Farm Animals* \$4.95

**ANIMAL FACES**

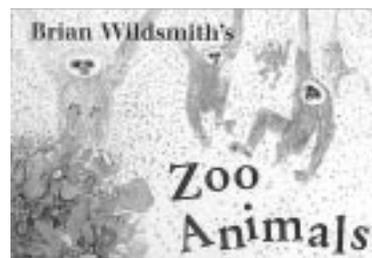
Children at this age are fascinated by faces of all kinds, and they love to see faces that are unique, this book will help them begin to observe and appreciate animals in a completely new way. What a perfect match—a picture book of the



faces of animals—at the time when a child is fascinated by both animals AND faces! The pictures, for example, of 21 different

giraffe faces will show the child that each member of the animal family is indeed unique. Hardbound, 9" x 11," full color, 53 pages.

CB070 \$16.95



**BRIAN WILDSMITH ZOO ANIMAL BOARD BOOK**

This beautiful Brian Wildsmith book shows 24 animals on 24 separate pages. Each illustrates with a whimsical colored painting, and a title—and also a paragraph of interesting information about the animal. The young child will think of this paragraph as a story, and enjoy hearing it read to him just as he would any other story. The book is made of sturdy cardboard, 4" x 5.6."

CB610 \$6.95



## SCIENCE & MATH

### PHYSICAL SCIENCES

*It is not enough for the teacher to restrict herself to loving and understanding the child; she must first love and understand the universe.*

—Maria Montessori, M.D.

An interest in and love for astronomy and geology, sand and water, and all of science begins early. The first lessons come from nature—experiences of the sun and wind, playing in sand and water and mud,



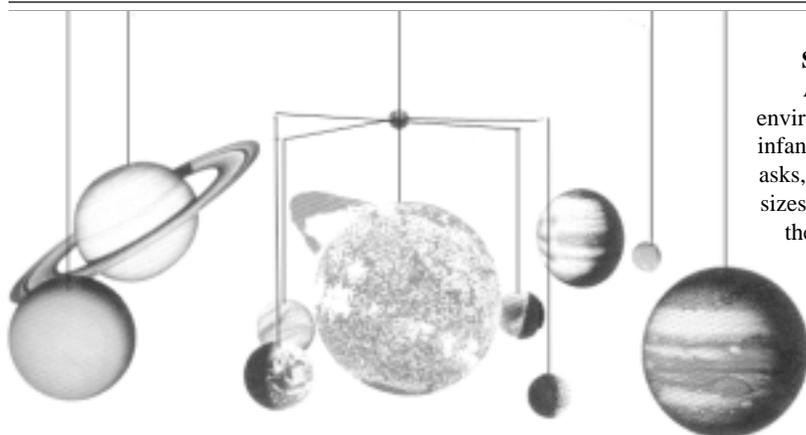
Exploring sand and water, San Francisco Bay

seeing the sun rise and set, watching the stars at night, visiting the seashore, and the child's own collections of rocks and minerals.

First we give the child the rocks, sand, water, mud, oceans, clouds, stars, lakes, and so forth; and then we give the names. All of this experience and knowledge leads to a natural concern and responsibility at a later age because children *love what they know*.

*I live in heaven. My home is a sphere that turns around the sun. It is called Earth.*

—Maria Montessori



### SOLAR SYSTEM MOBILE

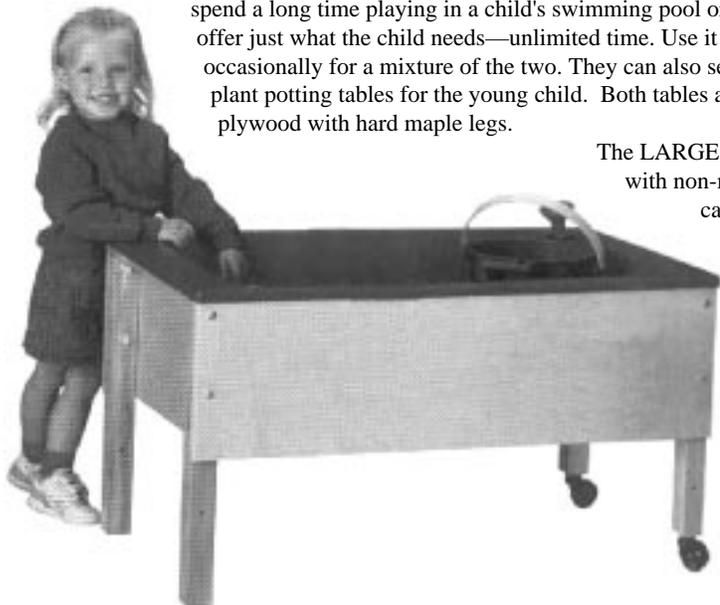
A gift for the infant and the adult. Hang this lovely mobile in the environment to catch the breeze and add color and beauty to the infant's room. As the child grows, so will her curiosity. If the child asks, give the names of the planets. The impression of the relative sizes of the planets of our solar system will remain with the child, and the names will be absorbed easily, making references to the planets in everyday life of interest to this child. The mobile is made of full color NASA photographs, appearing on both sides of each planet. The whole mobile is 40" across. **NOTE: any purely visual (not manipulative) mobile should be hung well out of reach of any young child.**

DE04 \$16.00

### SAND AND WATER TABLES

One of the most important connections with nature, and basic principles of physics, is unlimited play in sand and water. This work is fascinating and fun for the young child. It teaches about gravity, buoyancy, weight, solids and liquids, flow, many other physical attributes of matter.

Because it is not always possible to get to a beach or a sandbox outside, or to spend a long time playing in a child's swimming pool or in the bathtub, these tables offer just what the child needs—unlimited time. Use it for water, or sand, or occasionally for a mixture of the two. They can also serve as indoor gardening or plant potting tables for the young child. Both tables are made of Baltic birch plywood with hard maple legs.

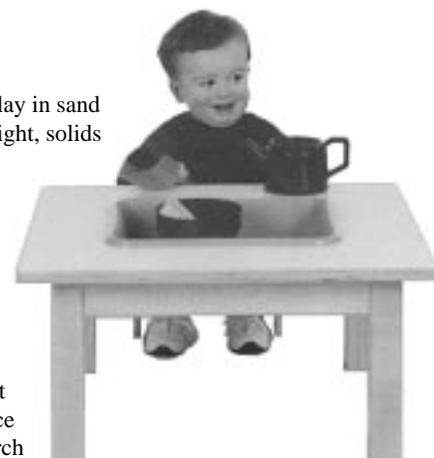


The **LARGE TABLE** is fitted at one end with non-marking swivel casters so it can easily be moved from place to place. It also has a Birch plywood activity cover so

that the table can also be used for other purposes when it is not used for sand and water. A drain with a valve is included for ease of emptying. The large table is 22" wide, 36" long, 20" high. The red plastic tub is 9" deep.

**SMALL TABLE:** The red plastic sand/water basin is easily removed by the adult for cleaning or emptying. The table top is made of high pressure laminate with rounded edges. There is no cover for the small table. The height is 12," and the top is 24" wide and 24" long, the tub 5" deep. **NOTE:** These tables are shipped directly from the manufacturer and will come separately from the rest of your order.

DE010 Small Sand/Water Table \$124.00  
DE020 Large Sand/Water Table \$300.00



## MATH

*What is God?*

*He is length, width, height and depth.*

—St. Bernard of Clairvaux

The foundation of a love of math comes not from rote lessons, but from joyful experience in seeing shapes and objects, in exploration with hands, and in moving through space. The formation of the mathematical mind, which will last a lifetime, comes from early, simple, everyday activities—collecting, counting, sorting, putting things in order, classifying, comparing sizes and colors,

carrying heavy objects by hand or in a wheelbarrow, setting the table, and discovering relationships and patterns through these activities.

In the past, mathematical relationships were wondrous miracles, and so they are still for the young child who is discovering them for the first time. It is a joy for the adult to stand back and observe these discoveries as the child makes them.

Reciting *one, two, three, four, five*, and so on, is fun for a child, but not nearly so exciting as discovering that these words stand for quantities of

anything—buttons, peas, spoons, family members, stars in the sky—and the realization that these concepts are used and understood all over the world!

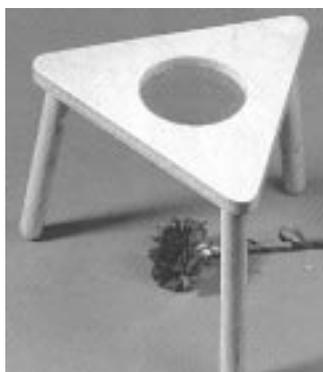
*If men had only used speech to communicate their thought, if their wisdom had been expressed in words alone, no traces would remain of past generations. It is thanks to the hand, the companion of the mind, that civilization has arisen. The hand has been the organ of this great gift that we inherit.*

—Dr. Maria Montessori

### STANDING MAGNIFIER

A *standing magnifier* makes it possible for the young child to hold and move an object with both hands as he marvels in the close-up view—of toys, the print of books, flowers, the veins in leaves, fabric, rocks, fossils, and so on. It is firmly supported on three legs. Made of solid hardwood plywood, the *standing magnifier* is 9.5" tall.

**CE100 \$26.00**



### HAND-HELD MAGNIFYING GLASS

This is a safe model of an adult style magnifying glass; the child can carry it around to explore the environment. Keep it in a special place, perhaps wrapped in soft cloth to protect the lens, always ready for use. It magnifies with a 2X (two times the real size) magnification, and there is also a small 4X bifocal section so the

child can see two magnifications at once. A 3" acrylic lens set in a strong 7" frame.

**DE676 \$6.00**

### LUPE MAGNIFYING GLASS

From Germany, a blue wood and plastic magnifying glass on a red woven cord for the child to wear around the neck, especially on nature walks to examine tree bark, leaves, caterpillars, the wonders of nature. Approximately 2.5" x 3", the *lupe* comes in its own 3" x 3" metal box for safe keeping when it is not in use.

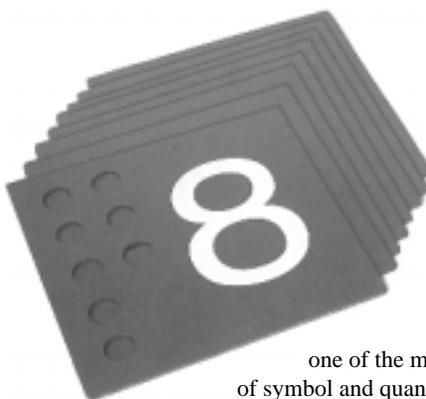
**(\*) DE200 \$10.00**



### NUMBER PLAQUES

From Germany, Number Plaques, or *Numero* is a simple matching game of 10 birch plywood plaques with the numbers from 1-10, and 10 plaques with the same number of objects. The colors of the numbers and objects give the first clue. Counting from 1-10 is easy, but it is the practice combining the symbol (i.e. "3") with the quantity (3 pencils) that gives the first real understanding of math. Eventually the child will be able to use the number plaques to match to quantities of his own discovery—buttons, shells, Lego pieces, nuts, etc.—what a discovery!

**CM010 \$24.00**



**DV010**



### COUNTING PEGS BOX

Children love to play with this toy for hours, having no idea that they are learning one of the most important basic concepts of math—the combining of symbol and quantity. On each of the nine blue wooden lids of the peg box there are exactly the number of holes as the number written on the lid. As the child pushes the pegs through the hole, into the box, she makes the subtle association between the quantity of a number and the symbol for that number. When the knob on the side of the box is pulled the pegs disappear, sliding down a ramp and out of the box—much to the delight of the child. The box base is 9.5" square and the height is 5.75".

**\$79.00**

## AGE 0-3 - A SUPERIOR ENVIRONMENT

### A SUPERIOR BIRTH TO THREE ENVIRONMENT

When parents are getting ready for the first child, they will be overwhelmed by ads on what they "need" for that child. It seems that these ads are aimed at selling things far more than providing what is really good for the child. Many items are not only overstimulating for the young child (too many objects, uncomfortably bright colors) but they hamper the natural development of important abilities such as language (pacifiers) and movement (cribs, swings, and high chairs) and even sometimes can be dangerous (walkers and off-gasses

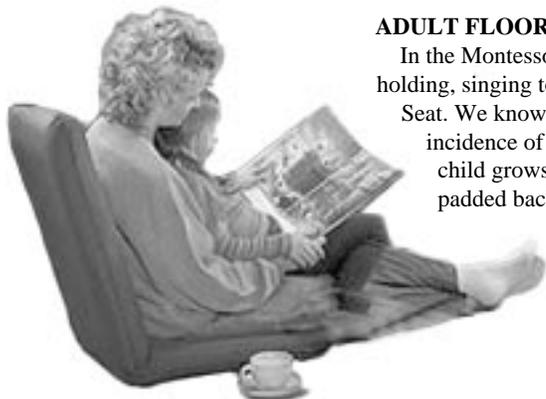
from plastic). The simple, natural, and gentle environment, that encourages feelings of safety, and encourages the child to communicate with others and to move—that is the superior environment for the child from birth to three.

The best time to prepare the environment is before birth. The parents should crawl around the child's room to see what the child can reach or will be attracted to. Listen to the sounds: can you hear the wind in the trees, or are the sounds of nature overwhelmed by the sound of a TV or radio? The child, unable to filter out the unnecessary or the disturbing as the adult can, will hear and be affected by every sound and sight.

It is important for the child's sense of order, his security, to keep the environment the same for the first year. Planning and preparing the environment ahead of time makes this possible.

### SAFETY

A child will develop more fully—mentally, emotionally, and physically—when she is free to move and explore an ever-enlarging environment. But in order to give the child this wonderful freedom, we must explore the home or daycare environment with a fine-tooth comb. When a child is free to leave his floor bed and to move about his room, and later the other rooms—careful attention must be



### ADULT FLOOR SEAT

In the Montessori baby environment the adult spends a lot of time at the child's level. To make nursing, holding, singing to the infant easier and more comfortable for the adult, we suggest this Multi-angle Floor Seat. We know that in cultures where sitting on the floor is more common than in chairs there is a little incidence of back problems. This seat may have an important place in the family for many years as the child grows up. This good-posture, back-support chair is made of a firmly padded seat cushion, plus a padded back support that is adjustable to five different reclining angles. The forest green zippered, machine-washable cover surrounds the 4" thick padding and metal frame. Dimensions: 18" wide seat 25" back height, 4" thick.

BA270

\$49.00

NOTE: Also see mirrors on page 14.

### SAFETY GATE

A whole room to explore at will, from infancy on, is more conducive to physical, psychological, and mental development than a crib or playpen! When the child is ready to explore further than her room, the gate can be removed from the door to the bedroom, and placed at the entry to the kitchen, or home office, or any other room that is not safe for the child to explore.

This gate is easy to move around the home, or to take along on visits to non-child-proofed environments, because it fits into the doorway by means of pressure instead of hardware. It expands to fit any doorway from 27 to 42 inches. (The most common home doorways are between 27 and 36

inches) The safety gate is only 24" high so the adult can easily step over it. The child can easily see through the nontoxic plastic mesh, making it easily accepted as a limit to exploration but not communication with the rest of the family.

BA425

\$32.00



### UNFRAMED MIRRORS

The newborn will entertain himself for hours in front of a mirror next to a floor mattress or play mat and in the process learn about movement and her own body. In these acrylic, safe plexiglass mirrors, children can see a virtually distortion-free image of themselves. The above mirrors come in two sizes: The small mirror is 2' x 2'. The larger one is 4' x 2'.

BA500 Small Mirror

\$75.00

BA510 Large Mirror

\$120.00



A little corner in each room of the house welcomes the infant to the daily life of the family.

paid to covering plugs, taping wires to the wall or floor, removing poisonous plants and chemicals, and removing any objects that could harm the child. As the child begins to crawl quickly and to walk, the adults must continue to childproof the house.

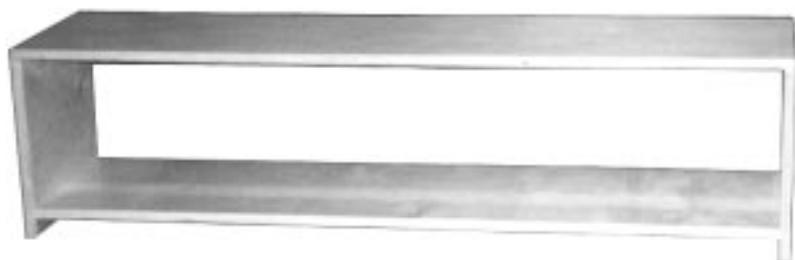
A 2-foot high gate which can be stepped over by the adult, creates safe and interesting spaces for the child through the house. At first the gate can be kept at the door of the child's room. Later, when the child is exploring outside his room, it can be used to protect the child from unsafe rooms, the home office, the kitchen, or any other place that is not yet child-proofed.

## GENERAL ENVIRONMENT PRINCIPLES

Here are some things to keep in mind when organizing a child's environment.

(1) **PARTICIPATION IN FAMILY LIFE:** Even from the very first days invite the child into the life of the family. In each room—the bedroom, kitchen, dining room, living room, front hall, and so forth have a mobile for the infant, or a basket or shelves for the young child, to store the few carefully chosen belongings, and a special mat or rug for him to "work" on developing abilities.

(2) **INDEPENDENCE:** The child's message to us at any age is "Help me to do it myself." Supporting this need shows respect for and faith in the child. Think carefully about family activities in all areas of the home, and arrange each space to support independence. A twin mattress for the child's bed;



### WOOD & ACRYLIC FRAME

This ingenious frame makes it possible to safely display good art at an early age—prints from art museums, pictures from last years beautiful calendars, pasted-up pages of family photos, all safe to touch, and at the child's eye level!

The acrylic panel lifts easily from the wooden frame for changing pictures. The frame is made of lovely birch plywood frame, 50.5" x 15." This is a good way to display art in the home or the infant community for years to come.

**PE090** **\$93.00**



### THE FIRST SHELF

This is a design that has been tested for many years in homes and infant environments. At first it holds the materials and perhaps a beautiful plant next to an adult chair for the nursing mother.

Soon it becomes the first toy shelf, for those first rattles and other toys—at just the right height, even for the child who is not yet walking but crawls to his toys. *The*

*first shelf* is made here in Arcata of hardwood plywood. Measurements: length 48", height 12.5", depth 11."

**PE225** **\$140.00**

### ADAPTABLE FRAMED MIRROR

A moveable wooden-framed mirror for the child from birth to age seven or eight years. It stands on its own in a horizontal position for use with infants, and in a vertical position for growing children for washing one's face, blowing one's nose, dressing, checking to see if clothes are on properly and clean, and so forth. The reflective surface is acrylic plexiglass, safe and shatterproof, mounted in a hard maple frame. It can be hung on the wall as well as freestanding. It is 14" x 48" and weighs 13 pounds. It is shipped separately from the rest of your order.

**BA36** **\$125.00**



NOTE: Also see mirror with bar, page 14.

# AGE 0-3 - A SUPERIOR ENVIRONMENT

clothing cubby, coat tree, or low clothing rod or hook wherever the child dresses or undresses (front hall, bathroom, bedroom, etc.); a stool or bench for removing shoes and boots; inviting shelves for books, dishes, toys.

**(4) BELONGINGS:** This brings up a very important point. It is too much for anyone to care for or enjoy belongings when there are too many out at one time. In preparing the home environment for a child, have a place to keep clothing, toys, and books that are not being used. Rotate these when you see the child tiring of what is out on the shelf, in the book display, or toy basket. Have just a few pieces of clothing available to the child to

choose what to wear each day, just a few toys that are enjoyed, and only a few favorite or new books to look at.

**(3) PUTTING AWAY & THE SENSE OF ORDER:** "Discipline" comes from the same word as "disciple"



and our children become disciplined only by imitating us; just as we teach manners such as saying "thank you" by modeling this for our children instead of reminding, we can teach them to put away their books and toys only by gracefully and cheerfully doing it over and over in their presence.

People are always amazed at how neat and beautiful a good Montessori class appears. This is not because the teacher is imposing her own order on the child, but because she is satisfying the strong *sense of order* of the child.

## SLATTED CHAIR

This chair was designed years ago for Montessori infant communities in Italy. The seat gently curves to fit the body of the young child and the slats extend beyond the frame so that the child can move or adjust the chair to the correct distance from the table, while in a seated position. All edges are rounded and the seat slopes upward toward the front for proper fit, good circulation, comfortable legs, and feet placed solidly on the floor. This secure position allows the child to perform at his best while sitting at a table to eat, work, or play. The *slatted chair* is made of hardwood plywood, light enough for the child to carry—in other words *perfect*.

The seat height is 7" to 7.25," the height of the back is 14.5." The chair is made here to our exacting specifications. We can usually fill orders for individual chairs right away but need infant community orders in advance.

PE120

\$62.00

**NOTE:** for the *first table* and *first chair*, for under age one, please see page 22.



## MEDIUM WOODEN TABLES AND CHAIRS

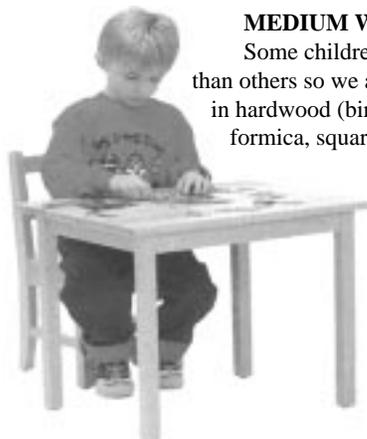
Some children are ready for the 3-6 table and chair earlier than others so we are including them here. The tables, constructed in hardwood (birch and maple) again come in scrutable, white formica, square, rectangular or circular plywood tops.

This size is 18 inches at the top of the table

The chairs are sturdily made of solid maple. The height of the seat is 10." The back legs are slightly curved to prevent tipping backwards. They are

strong enough for some

adults to join the child at the table. These beautiful chairs are made to withstand many years of use. Shipped separately from the rest of your order.



## SMALL WOODEN TABLES

SQUARE, RECTANGULAR, OR CIRCULAR

An introduction to plane geometry as well as excellent quality tables for the home or infant community. These tables are made to the height that is perfect to help the very young child develop good posture and concentration while sitting. For the home we recommend having one in the kitchen or dining area for cooking and meals, and another in the living room or bedroom for looking at books, for art, or for playing with toys and puzzles.

Constructed of sturdy hardwood (birch and maple) with an extremely durable, scrutable, white plywood and formica top, these tables will last for years, longer legs available when the child outgrows the infant height. Each table is heavy enough to be steady but still light enough for two children to carry. The square table top is 24" x 24." The circular table top is 30" in diameter. The rectangular table top is 22" x 30". The height is 14." These tables are of the highest quality to last for years. Shipped separately from the rest of your order.

CR45	Small Square Table, age 1-3	\$133.00
CR656	Small Circular Table, age 1-3	\$134.00
CR676	Small Rectangular Table, age 1-3	\$144.00
CR680	Longer Legs for age 2-6, Set/4	\$48.00

CR770	Medium Square Table (24" x 24"), age 2-6	\$134.00
CR775	Medium Circular Table (30" diameter), age 2-6	\$135.00
CR789	Medium Rectangular (22" x 30") Table, age 2-6	\$145.00
CR760	Medium Chair, age 2-6	\$75.00

## AGE 0-3 - A SUPERIOR ENVIRONMENT

### FURNITURE

Furniture does not have to be expensive; it can be as simple, or as



A book stand makes life easier for me (and my books).

elegant, as any other furniture in the home. The important thing is that it is of a size and quality to be of use to the child. Solid wood tables and stools, which allow the child to sit up straight with the feet flat on the floor for drawing, playing, fixing and eating snacks during the day, are very important. Not only will good posture be developed, but she will be better able to concentrate and focus in a correct seated position.

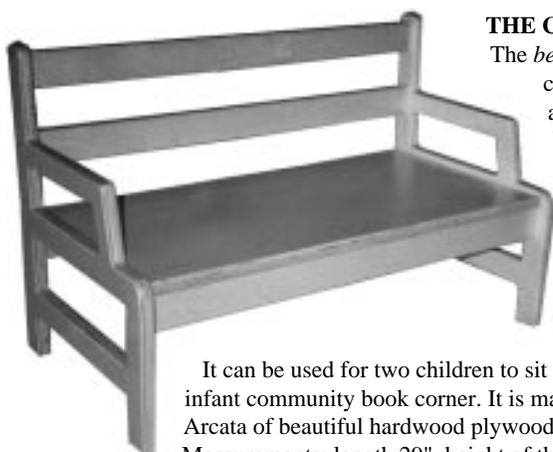
### THE ENVIRONMENT & THE ABSORBENT MIND

During the first three years the child will absorb, like a sponge, whatever is in the environment, ugliness or beauty,

coarse behavior or gentleness, good or bad language. As parents we are the first models of what it means to be human. If our children are in a childcare setting or an infant community we must exact the same high standards.

Quality and beauty of the environment and of books and materials are very important in attracting, satisfying, and keeping the attention of the child. If the child is exposed to beautiful mobiles, posters, rattles and toys, made of wood and other natural products, as an adult she will help create a world with the same high standards.

Toys, rattles, puzzles, tables, and chairs—made of wood—develop an



### THE CHILD'S BENCH

The *bench* was designed for infant communities in Rome many years ago, adapted and perfected over years of use by children around the world. It is sturdy yet light enough to be carried by two very young children—a favorite activity! In the home it is a lovely piece of furniture for the child's room, the front hall where the child takes off shoes or boots, or the living room.

It can be used for two children to sit side-by-side to look at books in the infant community book corner. It is made here in Arcata of beautiful hardwood plywood.

Measurements: length 29", height of the back 15," seat height 8" and depth of the seat 9". Shipped

separately from the rest of your order.

PE200

\$120.00

### CHEST-OF-DRAWERS

This fine child-sized piece of furniture is very useful—even the youngest child will be excited to use it and to put her own clean laundry away.

The drawers fit perfectly in the chest and slide out smoothly and easily for even the youngest child.

There are many uses for a child's chest of drawers—clothing in the bedroom, gloves, jackets, scarves, and bags in the front hall; use it for the adult and children's towels in the bathroom. Constructed of durable Baltic birch hardwood plywood with a washable finish. 20" wide, 14" deep, 28.5" tall.

Shipped separately from the rest of your order.

PE250

\$190.00



### SMALL BOOK DISPLAY

From the very beginning, even before the child can walk, favorite books can be displayed here to entice the child to the world of literature. When the child can walk, keeping books on this display, rather than in a pile or a shelf with only spines showing, enables a young child to practice holding and carrying a book carefully with both hands, and putting it away without damaging it.

It is up to the parent or teacher to keep the selection of books to a minimum, changing them often but keeping out the favorites. Rotating books keeps the child coming back to see what is on the display. There are three vertical display shelves 1.5" deep, and one horizontal shelf at the bottom. The *small book display* is made of birch plywood, the overall dimensions: 24" wide, 9" deep, and 25" high. Shipped separately from the rest of your order.

PE100

\$86.00

## AGE 0-3 - A SUPERIOR ENVIRONMENT

appreciation for nature and quality and protect the child from unsafe chemicals that are found in many synthetic materials.

Pictures on the wall, hung at the eye-level of the child, can be beautiful, framed art prints, or simple posters. All of us have been influenced by our first environment, and nothing helps create beauty in the world as much as giving beauty to the very young.

### STORAGE

Rather than tossing toys into large *toy boxes*, it is more satisfying to the child to keep them neatly on shelves, hung on hooks, kept ready to work with

on wooden trays or small baskets. This also makes *putting away* much more logical and enjoyable. The Chinese art of placement, *Feng Shui*, teaches that clutter, even hidden under a bed or piled on the top of bookcases, can cause stress.

### THE OUTSIDE ENVIRONMENT

Sometimes we forget that daily life was first carried out in the outdoors, people coming into their homes for shelter from the elements. This is still the instinct of the child. In the first days of life, just a breath of fresh air and a look at

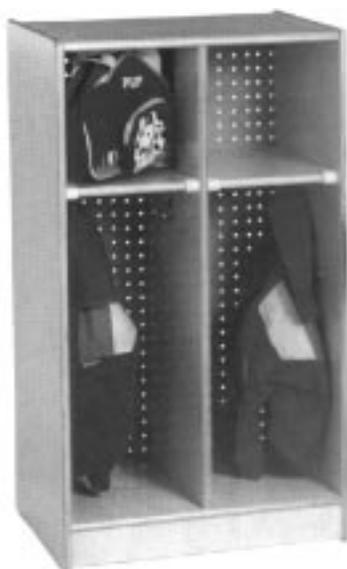


### DOUBLE CUBBY

In infant communities there is a cubby for each child to keep boots, outside shoes, hats, clothes, and coats. In the home a cubby provides a special place where the child can reach to hang up his own hat and coat and a shelf for the backpack. The second cubby can be used to give the child a choice between outdoor clothing and provides a special treat for a young guest.

The *double cubby* is an excellent room divider to delineate the dressing area. It is 20" wide, 15" deep, and 35" tall, made of birch plywood. Shipped separate from the rest of your order.

**PE110 \$152.00**



### MICHAEL OLAF FRAME

We have this beautiful hardwood frame made to hold our sets of art pictures. The frame holds a set of 10 for easy rotation to draw the child's attention to the art instead of always having the same picture on display. It is open to the front, with a solid wood back. The dimensions are 13.2" x 13.2". **NOTE:** See complete list of picture sets on page 45.

**PE300 \$29.00**



### KITCHEN CUPBOARD & TOY CUPBOARD

These special pieces of furniture are essential to keep the most important objects in the child's life within easy reach. They are of excellent quality and children are delighted with the size as it is clearly obvious that this is real furniture for important work.

The *kitchen cupboard* can be used to keep the child's real dishes, glasses, cups and silverware, towels, placemats, and cooking and baking materials ready in or near the kitchen.

The *toy cupboard* can be placed in the living room or the bedroom, for clothing, books, toys, games, blocks, anything that requires a

"place for everything and everything in its place."

The cupboards are made of durable Baltic birch hardwood plywood with a fine, washable finish. They will last for many years. The 3-shelf *toy cupboard* is 20" wide, 15" deep, 23.5" tall. The 4-shelf *kitchen cupboard*, with masonite back, is 20" wide, 15" deep, 28.5" tall.

**PE265 Kitchen Cupboard \$147.00**

**PE260 Toy Cupboard \$147.00**



## AGE 0-3 - A SUPERIOR ENVIRONMENT

the tree branches moving in the wind each day is sufficient; soon a daily walk in the baby carrier or stroller; and before you know it, walks led by the child, where each new thing—cracks in the sidewalk, parades of ants, puddles, brick walls, weeds and thistles—many details which we as adults previously overlooked, will enchant the child and make a short walk into a long drawn out discovery. Sometimes a "walk to the park" can take an hour, and one may not even get past the front sidewalk.

One day a new teacher told Dr. Montessori that there was just nothing worth exploring in the outside

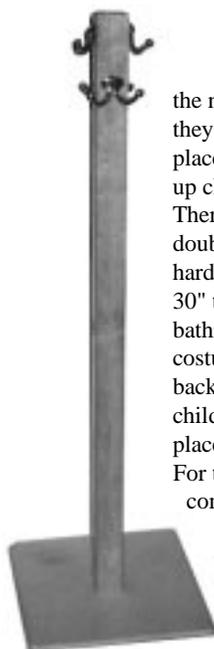


**My favorite place to explore and learn!  
(The Outside Environment)**

environment of their city school. So Dr. Montessori led the children outside to the front of the building. An hour later they hadn't gone any further than a small weed patch a few feet away. It was full of tiny details of life and absolutely fascinating to the children.

When we say to *give the world to the child*, this does not mean the inside of buildings, but weed patches, glorious sunrises and sunsets, the strong cleansing winds of fall, the sounds of birds in the trees, the stars and clouds, the infinite variety of leaves and flowers, the beautiful world of nature.

It is very good for us adults to slow down, forget our plan, and follow the



### COAT TREE

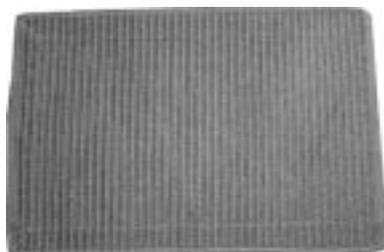
Young children love the name *coat tree*. And they appreciate having a place where they can hang up clothing without help. There are four sets of double metal hooks on a hard maple pole which is 30" tall. For pajamas, bathrobe, coat, for costumes, apron, towels, backpack, for anything the child uses often and needs a place to put it by himself. For the home and the infant community.

**PE115 \$58.00**

### SMALL WORK RUG

This is used in Montessori birth-three communities; you will find several in the environment, in constant use. This tradition helps a child define his work/play space, and stay focused on one project at a time. The weaving ridges make it easy for the young child to roll up the mat and put it away when finished with a project. 100% cotton, medium blue color, 13.5" x 19.5"

**PE462 \$6.00**



### ROUND STOOL

This round, light hardwood stool comes in handy in many situations around the home and serves as a less-expensive alternative to the slatted chair for the young child. It is 8" tall, the seat 10" in diameter. With this kind of a stool the child can easily get on and off, can move it up to the table while seated, and will be encouraged to use good posture.

Shipped directly from the builder.

**CR46 \$36.00**



### "TOILET LEARNING" SEAT

This perfect toilet seat allows your child to sit safely and comfortably on the toilet. The soft rubber edge keeps it from sliding around or pinching the child. A unique feature of the Baby Bjorn Toilet Trainer is the curved and slanted splash guard, and it can easily be adjusted to fit any size toilet. Best of all, it can be put on the toilet by the child and carried by the handle to take along when the child leaves the house. The color of the toilet seat is white. Made in Sweden.

**PE280**

**\$33.00**



### WATERPROOF STEP STOOL

For places where water is a consideration, such as the toilet or sink, this is the best. The rubber matting on the top provides a nonslip surface for your child to stand on safely, even with wet feet. The strong rubber feet prevent it from sliding on the floor; the step stool stands firmly and so does your child. The color is apple red. It is 6" tall, and the base is 13" x 10". Made in Sweden.

**PE270**

**\$19.00**



## AGE 0-3 - A SUPERIOR ENVIRONMENT

child as he discovers, smells, sees, hears, and touches the outside world.

Welcome the child to your outside work—washing the car, working in the garden, whatever you can do outside instead of inside—there is always some little part of the real work that a child can do.

Try to create an outside area where the child can not only do outside activities such as playing in a sandbox, but activities he would be doing inside, such as washing his hands or the dishes, looking at books, doing a puzzle.

It is often the case in this country that "intellectual" activities are done

inside, and "large muscle" activities done outside. So the only thing one finds outside is playground equipment. This separates the work of the mind and the body and splits the naturally integrated life of the young child. The most important work is done with the mind and body working together to create.

It is ideal, but not always possible, to create a free-flow inside-outside for the child. An alternative is a protected porch or other safe outside space, no matter how small, which he can be in at will. Of course this must be open only when the adult can be available to see what the young child is doing.

### CONCLUSION

Learning how to prepare the environment before birth frees parents to devote time to be with and enjoy their child after birth.

A beautiful, organized, and uncluttered environment can help in many ways: dressing and undressing is simplified; the favorite book and toy is always within reach; the child can participate in the life of the family and feel needed; challenging work that focuses the child's attention and fulfills her needs is always available; a more fun, creative, and peaceful life comes into being for the whole family.



#### MICHAEL OLAF 2-PART LANGUAGE TRAY

Used for language: two sets of matching pictures, or one set of picture to match to small objects. Several of these are found in the infant community. The handle provides a firm grasp and each tray is hand made and finished to our highest standards. 11.75" x 7".

PE07 \$26.00



#### MICHAEL OLAF BASIC TRAYS

Unable to find the *perfect* tray, in quality and dimensions, for the child of this age, we have had these custom made. Recently we thought we didn't have to keep making them because there are similar trays being made offshore. However, after seeing these others we are even more convinced that the *Michael Olaf trays* are superior and will last far longer than any others we have seen. They are perfect for organizing and displaying all of the many activities for the child. The light wood tones draw the child's eye to the objects displayed on them and there is a handle at each end for a firm hand grasp. Each piece is handmade and finished with a clear finish that gives the child a good look at the lovely grain of the wood. The small tray is 8.5" x 5." The large tray is 11.75" x 7."

PE05 Michael Olaf Tray, Small \$19.00

PE03 Michael Olaf Tray, Large \$23.00



#### CHILD'S HANDY BASKET

For carrying around toys or belongings, inside or outside, to store clothing or belongings, to help with the laundry or gathering vegetables.

Children at this age love to carry large loads and to work!

This perfect childsize basket is sturdy and will last for a long time and it will have many uses around the home. The basket is 16" long, 7" in height, and 12" wide. It has a grip at either end for the child to carry it with ease.

PE503 \$30.00



#### 0-3 ROUND BASKET WITH HANDLES

These two handy baskets are used in the infant community for setting the table, one bowl carried at a time—back and forth—satisfying repetition more important than speed and efficiency! And there are many other uses in the home, including the childsize laundry basket, baby bed, container for the first selection of rattles for the infant, and so on.

It is very easy for even the smallest child to use, finished with a protective coating, the handles reinforced. The large basket is 12" in diameter across the top, and the smaller one 9.5".

PE760 Large Basket \$8.00

PE762 Small Basket \$7.00



**BECOMING PARENTS,  
THE CHILD'S FIRST TEACHERS**

The ideas within these pages have been chosen as a result of over twenty years of communication with customers of Michael Olaf Montessori Company. We hope that they are of value to you in whatever role you play in a child's life.

Today, young couples need all the help they can get for the task of parenting. Geographically removed from family and the wisdom of elders, isolated from neighbors, tantalized by glamorized pictures of "necessary" products in the media, and usually trying to maintain a good standard of living, many couples are just not realistically prepared, especially for that first child.

At the same time it is becoming common knowledge that the first three years have the greatest influence on the entire life of a person. Great strides have been made in preparing parents for a more natural childbirth, and in alerting them to the importance of breast feeding, but parents need much more information about the first hours, days, months and years of the life of a child.

If you know someone preparing for parenthood, or are becoming a new parent we hope that this information will help you focus on the essentials and to

enjoy more than anything else those moments together with each other and with your child.

**A GENTLE BEGINNING**

Physical safety and a healthy diet are essential in raising healthy children. But just as important is the creation of an environment that will provide love and security, foster physical, mental, emotional, and social development, a positive self-image, and joy.

Our goal is to support adults as they get to know their new baby, and as they discover the unique gifts, needs and patterns of development of the infant. We highly recommend two weeks alone with the new baby and older siblings before meeting the larger community.

Friends and relatives who want to support this cherished bonding time can bring food or run errands, knowing that they are helping the young couple in a very important way. There is a natural instinct in the entire mammal community to protect this first time, the infants introduction to the world and the family.

As parents get to know their children at a deeper level, they also get to know and understand themselves in a new way. To become a good parent one must first know oneself, and balance one's personal life, primary relationships, and

friendships. As we learn to call forth the best in ourselves, we are able to discover ways to call forth the best in our children.

**THE FATHER OR SECOND ADULT**

A child needs more than one permanent adult in her life. Just as the mother has a built in daily private and loving time with the child because of nursing, the father can arrange a special time to be with the newborn each day in order to develop a strong relationship. This can be time spent talking with the child while bathing, changing, or by scheduling a special daily time to talk, sing, dance or make music—whatever pleases them both. The second adult will be building much of the same habits of mutual love and trust as the mother.

The more time and love that goes into creating these bonds at the beginning of life, the happier and more natural will be the gradual separation from adults as the child grows in security and independence. As we know, there are many kinds of families in the world. The important thing is not with whom the child lives, but that the child lives with someone who will be there through life.

**A SENSE OF ORDER**

In the first three years of life children have a very strong sense of order—of both place and of time. An infant can

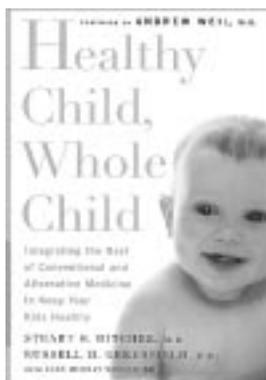
**BABY, COME OUT!**

This charming and humorous book was one of our favorites for the whole family from the older sibling to the grandparents. The baby has decided not to be born and the whole family comes together in an effort to entice her to come out and join the family awaiting her arrival with hugs and kisses.

The illustrations are delightful, funny, loving, and full of interesting detail. Because we have found that *Baby, Come Out* is one of the most read books in most families and classrooms, even as a beginning reader, we offer it in hardcover only. Hardcover, 8.75" x 7.5", 32 pages, black and white.

**BB404**

**\$15.95**



**HEALTHY CHILD, WHOLE CHILD**

One book every family should have. Written by two conventionally trained physicians, who also have expertise in alternative medicine —Kenneth Pelletier, Ph.D., M.D., Clinical Professor of Medicine, Stanford University School of Medicine. Chapters on antibiotics, vaccinations, eating, exercise, culture, colds and flu defense, ear infections, colic, allergies, problems of attentions. Forward by Andrew Weil, M.D. Softcover, 6.5" x 9.5", 417 pages.

**GB215                      \$14.95**

**THE SECRET LIFE OF THE UNBORN CHILD**

How you can prepare your unborn baby for a happy, healthy life, by Dr. Thomas Verny, M.D. A fetus is capable of learning, able to hear and respond to voices and sounds—including music, sensitive to his parents' feelings about him, and capable of responding to love.

This is a great gift for any prospective parent and will change the experience of pregnancy and childbirth forever. Softcover, 230 pages.

**GB04**

**\$15.00**

## PARENTING & TEACHING — FROM BIRTH TO THREE

become very upset over things that we would not notice; for example the child who cried because an umbrella which he had seen many times closed was opened for the first time. A child may become disturbed as a result of being bathed *after* a meal when she has become accustomed to being bathed *before* a meal.

The young child is constantly trying to make sense of the real world, to create order, to create himself in relation to it. When the child figures out where everything belongs and how the day goes, he develops security that allows him to go on to the next stage of development.

A child is born with a clear sense of when to go to sleep and when to wake up, when to eat and how much. As much as possible if the parent can take time in the beginning to respect the inner guides, the inner rhythms, never waking a sleeping child, and nursing until the child wants to stop, life will settle into a routine more quickly.

### THE CHANGING ENVIRONMENT

The child needs the security of many objects, rituals, systems, in the environment to remain the same. But at the same time, as the child grows and changes, the environment must change to reflect his needs—not only the physical environment but the intellectual, social, and emotional environments as well. The

child constantly grows in independence and responsibility, and it is a challenge to keep up with this growth.

Observation is the key. Parents who learn to observe their children will be able to tell if a toy is still appropriate, or if furniture is still of the correct size for their growing child. They will recognize when the child is ready for the next step toward participation in family life.

Parents do the best with the knowledge they have at the moment. No matter how much we all try to be perfect we must learn to be easy on ourselves, to not waste time wishing we "had only known," to learn to laugh, pick up the pieces, begin again.

### THE PARENTS' NEEDS

I can think of several parents who were extremely pleased to find that the best thing they could do for their child was to include them in the daily life.

What a pleasure it has been for them to share cooking, making gifts, holiday baking, sewing and knitting, gardening, making valentines, laundry, fixing and oiling furniture, arranging flowers, building and cleaning, and so forth. Life becomes richer and more loving. Even the child under three years of age can participate in these activities if we give them a chance.

We know that these first years are

the most important for any child, but only happy adults can give what is needed.

We must not be too hard on ourselves as we try to balance our busy lives. No matter how much parents know, or how much time they give, they are not alone in feeling that it is not enough.

We suggest that prospective parents begin to get in touch with the natural intuition of parenting by spending time with families, discussing, and reading—long before starting a family. The first year of the child's life is not the easiest time to begin to learn what it takes to be a parent, and many of us are ill-prepared by movies, TV and lack of contact with real families. We need each other.

*It takes a village to raise a child.*

—African proverb

Parents who observe carefully, who listen, and, as they do so, imagine themselves in the place of their child, will learn that a child is a unique, thoughtful, and creative individual, even before the age of one year. This is truly one of the most joyful discoveries of parenting.

*You may give them your love  
but not your thoughts.*

*For they have their own thoughts.*

—Kahlil Gibran

### HOW I WEANED MYSELF

The Montessori philosophy is to present the tools, and to follow the child because each child has his or her own timetable independent of the adult's plan. We do not give the child bottles, modern pacifiers, or tippy cups, but rather a chair, table, spoon, glass, and the *perfect pacifier* (see page 20). We asked a couple who followed this path to weaning to write this up to share with other parents and we recommend reading it in the first months of the child's life. 4 pages.

GB58

\$3.00



### MONTESSORI / SUZUKI MUSIC: LECTURE REPRINT

There are many similarities between the Montessori and Suzuki methods of providing gentle culturally-rich environments where children learn with joy. Here are suggestions for combining Suzuki and Montessori experiences for the child from before birth to age six, at home and in infant communities. This is a reprint of a lecture given by Susan Stephenson (*The Joyful Child* author, Montessori teacher, Suzuki student/mother) in Japan at the Montessori 0-3 course, following a meeting with Mrs. Suzuki at the Suzuki Institute in Matsumoto, Japan. 7 pages.

GB60

\$4.00

### MONTESSORI FROM THE START: THE CHILD AT HOME, FROM BIRTH TO THREE

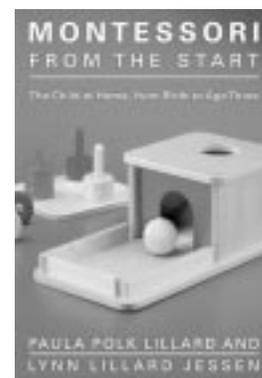
An extremely valuable book for parents, professionals, 0-3, 3-6, and 6-12 Montessori teachers—actually anyone interested in how early childhood affects all of us. A practical and useful guide to raising calm, capable, and confident children.

*A major and timely contribution to the early childhood years— anecdotal, rich in insight and experience, practical and useful. This informed, careful, and intelligent response to the unfolding of personality will pique parents' interest as they learn how to establish healthy, enjoyable, and sustaining relationships with their children. A must for parents-to-be, nannies, and care-givers.*

—Virginia McHugh Goodwin,  
Executive Director, Association  
Montessori International, U.S.A.  
Softcover, 259 pages, 8" x 5"

GB479

\$13.95



## THE CHILD'S NEEDS, AND WHAT HAPPENS WHEN THEY ARE NOT MET

The following list is studied in every Montessori training course and posted where the teacher can see it at all times. When they are not met the child exhibits temper tantrums, anger, sadness, excessive violence or shyness, inability to concentrate, and so on. It helps, when a child is upset or unhappy, to check with this list to see if these basic needs are being met:

- Gregariousness (being with others)
- Exploration (physical and mental)
- Order (in both time and space)
- Communication (verbal and non)
- Movement (hands and whole body)
- Work (participating in family work)
- Repetition (in many activities)
- Concentration (uninterrupted)
- Exactness (challenging work)
- Perfection/Control of Error (same)
- Imitation (good role models)
- Independence (dressing, eating, etc.)
- Self-control (instead of by others)

## MODELING , SETTING LIMITS, AND TIME OUT

The child does not just observe her surroundings, she *becomes* them by age three. In the first year the infant is absorbing the language, tone of voice, interactions, joy, interests, of the family.

If you want your child to say "thank you" and "please" you must be using this language constantly in her presence from birth on. Children who are spanked learn to use physical punishment to express themselves, and those who are handled with understanding and patience will become understanding and patient.

In order to meet the needs in the list the child need to be carefully observed for the adult to discover when she is concentrating on an activity—watching a mobile move in the air currents, grasping and releasing a toy, putting on shoes.

Uninterrupted periods of concentration fulfill the needs for order, movement, work, repetition, perfection, concentration, exactness, imitation, independence, and self-control. Pretty good for just one activity!

When a limit must be set, like not touching the stove or not running into the street, the parent should physically, gently remove the child so he knows that "Don't touch" or "Stay out of the street" really means "move away from that object." or "Move out of the street." That way the parent will not have to repeat, the child will have no opportunity to disobey and the lesson to obey will be learned.

This requires absolute consistency on the adults' part in the beginning but it is very worth the effort.

When a "time out" is necessary

because nothing else is working, be sure to treat the child as you would like to be treated. For example you are at a party with friends and you are exhausted and tired and hungry and you lose it and say something rude to your spouse. How do you want him or her to treat you?

Would you prefer "Get out of this room immediately!" or perhaps "Say you are sorry and say it like you mean it!" or "Could I please speak to you in private for a moment" and then "Something must be very wrong for you to get this upset, shall we go home so you can rest?"

When a child needs *time out* he should have already seen adults cherish private time or time alone (time out) to recover or perhaps to rest or work. Then this experience can be offered to the child in the same spirit and not as punishment.

I would like to share a conversation between our daughter and our 4-year-old granddaughter:

Z: Mama, I need to tell you something.

N: Okay.

Z: When I do something wrong and you yell at me, well, that doesn't really help. It just doesn't. It just makes me really mad. (pause, and she continues) so what I think you should do is just tell me. And be really really polite.

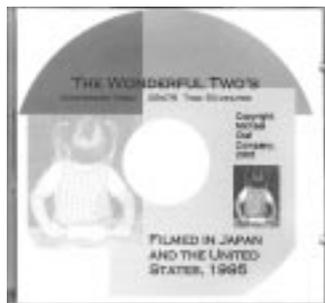
N: Well, that's probably true. But usually when I yell at you it's because

## THE WONDERFUL TWO'S: A VIDEO OR DVD

Children who are raised from birth according to the Montessori 0-3 principles really are different. This is an amateur one hour video which Susan filmed in preparation for a meeting with Mrs. Shinichi Suzuki in Matsumoto, Japan.

It shows children from the ages of one to three years in Montessori Infant Communities in Japan and the USA. Nothing is as valuable to our understanding as watching the children carrying out their daily lives in this environment.

The *Wonderful Two's* video is used in training centers and Montessori schools, and parents who have watched it report that it has helped them create supportive Montessori environments at home. Note: the picture here is from an infant community in Portland, Oregon.

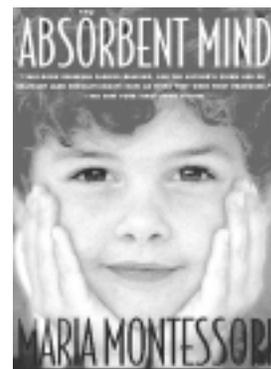


- GB476 VHS \$30.00
- (\*) GB480 DVD \$30.00

## THE ABSORBENT MIND

In response to the crisis in American education, more than five thousand public and private schools across the nation have adopted the timeless Montessori Method of teaching, of which this book is the cornerstone. "This book deserves careful reading . . . the author's views as relevant (and revolutionary) now as when they were first proposed." —New York Times Book Review. Softcover, 296 pages,

GB456 \$17.00



## MONTESSORI, THE SCIENCE BEHIND THE GENIUS

By Dr. Angeline Lillard, the best Montessori book to come out in years, full of scientific evidence that proves the value of Montessori without a doubt—extremely valuable for the parent to understand the ideas presented in *Joyful Child*. Hardcover, 404 pages, several black and white pictures. (See the author's quote on the back of *Joyful Child*.)

(\*) GB500 \$35.00

## PARENTING & TEACHING — FROM BIRTH TO THREE

you're behaving very badly, and you don't always listen when you're like that.

Z: . . . Well . . . Well, you could TRY being really polite ONE time, and then yell only if it doesn't work.

### EDUCATIONAL MATERIALS FOR 0-3

A sparse environment of carefully chosen materials calls the child to work, concentration, and joy. A crowded or chaotic environment can cause stress and can dissipate a child's energy. Natural materials are always safer and more pleasing than plastic. The toys and materials in the home and school should be of the very best quality to call forth self-respect, respect and care from the child toward the environment, and the development of an appreciation of beauty. Montessorians are very cautious about allowing children to be guinea pigs for the use of new inventions such as computers walkers, swings, certain baby carriers, pacifiers, computers and televisions. Research supports this healthy attitude to the child's environment.

### CONCLUSION

*Madame Montessori,*

*You have very truly remarked that if we are to reach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with*

*children and if they will grow up in their natural innocence, we won't have to struggle, we won't have to pass fruitless idle resolutions, but we shall go from love to love and peace to peace, until at last all the corners of the world are covered with that peace and love for which, consciously or unconsciously, the whole world is hungering. —M. Gandhi, 1943*

Using the ideas in *The Joyful Child* has been compared to making sure that the soil in an organic garden has everything necessary for the optimum growth of a plant—and then stepping back to see the unfolding of the perfect plant. The Michael Olaf company has been compared to "a health store for the body and mind." The text in these pages is just a short introduction to the birth to three ideas available to parents and teachers today. We hope you are inspired to learn more, of course from authors and experienced adults, but most of all from your own child.

### DR. MARIA MONTESSORI, MD

Maria Montessori was born in Italy in 1870, and in 1896, became the first female doctor in Italy. She based her theories on the direct observation of children, accepting no preconceived opinions or theories about their abilities. She never attempted to manipulate their

behavior by reward or punishments toward any end, and constantly experimented and developed materials based on the interests, needs, and developing abilities of children. Educators called Dr. Montessori a miracle worker.

*Like others I had believed that it was necessary to encourage a child by means of some exterior reward that would flatter his baser sentiments, such as gluttony, vanity, or self-love, in order to foster in him a spirit of work and peace. And I was astonished when I learned that a child who is permitted to educate himself really gives up these lower instincts. I then urged the teachers to cease handing out the ordinary prizes and punishments, which were no longer suited to our children, and to confine themselves to directing them gently in their work. —Montessori*

Over fifty years ago Dr. Montessori realized that working with children older than three was too late to have the most beneficial effect on the life of a human, and she initiated what was to become a two-year, full-time, course for adults living or working with children from birth to three years of age.

For more information on the *Assistants to Infancy* course, please go to [www.michaelolaf.net](http://www.michaelolaf.net)

### PARENTING ARTICLES

*Aiding the Development of Self-Esteem in Children, from birth to age 12+* is an article by Susan Stephenson (Montessori parent, teacher, and author of *The Joyful Child*) on how movement and work during this critical time aids the development of self-esteem and supports optimum physical, emotional, and mental development.

Modern brain and learning research gives very important information on how television and computers effect the child during the first six years of life. *The Technology Screen* is a compilation of this information by three well-known authors on the subject of children and Montessori: John Long, Silvana Montanaro, MD, and Jane Healy, Ph.D.

*Summer Ideas for All Ages*, written by 0-3, 3-6, and 6-12 Montessori teachers (Susan writing the 0-3 section), gives valuable suggestions for using Montessori ideas in the home, not just in the summer! All of these articles were published by The Association Montessori Internationale.

GB784	Technology Screen	\$1.75
GB785	Self-Esteem	\$1.75
(*) GB781	Summer Ideas	\$1.75
(*) GB782	Set/3	\$5.00

### CHILD OF THE WORLD ESSENTIAL MONTESSORI FOR AGES 3-12+

*Child of the World* is the Michael Olaf publication that follows *The Joyful Child* you are holding in your hands. It is used by families following Montessori principles of aiding development in the home, and as a curriculum guide for schools and homeschools.

It is also a catalogue of materials and wonderful books, toys, games, and other gifts for children. *Child of the World* provides an overview of Montessori philosophy and practice from age 3-12.

Topics include: Parenting and Teaching, Preparing the Environment; and the teaching of such subjects as geography, geology, biology, history, art, music, language, and math. When you order you will always receive the most recent edition. Softcover, 101 pages.

NOTE: Some of the books and materials in this edition are also suitable for the mature 0-3 year old.

GB010 \$6.00

