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**The Bilingual Montessori  
School of Paris**

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**Fonds de dotation**

*Under French law,  
the endowment fund  
("fonds de dotation") is  
a non-profit entity with  
special tax incentives  
for donors and  
a tax-free status for  
its activities.*

*Businesses can donate to  
the endowment fund  
and deduct 60% of their gift,  
provided it doesn't  
exceed 0.5% of their  
annual turnover.*

# Montessori

The Newsletter of The Bilingual Montessori School of Paris

January 2010

## A Welcome from the Directress

**Dear Parents and Friends,**

**F**our decades of Montessori education have filled my life with joy. For Leslie, my first child, our first Montessori school was born in Larchmont, New York. Today, more than three thousand alumni from every walk of life and language return to share their memories, their families, their successes. They often credit Montessori for having found meaningful "metiers" and joy in their own professions.

Actually, the credit is yours, as parents, for having offered this exceptional bilingual Montessori education to your children.

Volumes have been written and translated world-wide by –and for– Dr. Maria Montessori

concerning the development of the child. For Volume One of our newsletter, we highlight the foundation of all of her work:

**Respect.** Respect for oneself, for others and for our environment.

Grace, courtesy, choice, and creativity set the tone of our classrooms. And, a positive, calm learning environment is the hallmark of the Montessori school in which our children share their Joy of Learning.

All sixteen nationalities represented at the Bilingual Montessori School of Paris work, learn and play in harmony, with "Please" and "Thank you" as the refrain.

Thank you for choosing our Bilingual Montessori program



**Barbara Baylor Porter**

for your child. Please come for a visit in the New Year.

*Barbara Baylor Porter*

## Le docteur Maria Montessori (1870-1952)

**N**eurologue exceptionnelle spécialisée dans le développement de l'enfant, le docteur Maria Montessori fut la première italienne diplômée de médecine. En janvier 1907, elle créa la « Casa dei Bambini » à San Lorenzo, un quartier industriel pauvre de Rome.

Elle observa les besoins des enfants du premier âge à l'adolescence. Ses analyses et son programme éducatif, scientifiquement conçu, ont inspiré l'éducation de la petite enfance dans le monde entier. Les principes éducatifs de la méthode Montessori sont fondés sur :

- le respect de l'enfant

- un développement équilibré sur les plans intellectuel, physique, émotionnel et spirituel
- Un environnement de « classe ouverte » préparé comprenant des matériaux tactiles multidisciplinaires et conçus scientifiquement
- un esprit de coopération plutôt que de concurrence
- l'harmonie par la pratique de la grâce et de la courtoisie

Maria Montessori pensait que le but de l'éducation est d'aider la vie. Il faut dépasser de beaucoup la simple acquisition du savoir dans les différents domaines de la culture. Son

enseignement était fondé sur une psychologie respectant l'individualité de l'enfant, dans le but d'exploiter le plaisir naturel de la découverte chez ce dernier et d'utiliser sa motivation autonome en lui révélant l'apprentissage comme une expérience pleine de joie.

Les intuitions du docteur Montessori, qui encouragent l'harmonie par le biais des disciplines de « grâce et de courtoisie », l'autosuffisance et l'estime de soi – continuent à inspirer les familles, les éducateurs, et les gouvernements du monde entier.

# The Bilingual Montessori School, avenue George V

## The Importance of the Third Year in a Montessori Class

**D**octor Montessori divided learning periods into increments of ages 0-3 years, 3-6 years, 6-9 years, 9-12 years, and on to university.

When a three-year-old child enters his first year in a Montessori 3-6 "open classroom", he is entering into a learning cycle of three years. The child first learns what is necessary to become part of a peaceful learning environment. He learns how to choose material, and replace it in the same place when finished. He learns **not** to interrupt another child who is concentrated in work. He learns to respect the people around him, and develops an awareness of his movements. As the child becomes acclimated to his new environment, he is also being continuously stimulated by the work being presented to him.

When the child enters into his second year in the 3-6 class, he has now fully understood how to be a part of the environment. He is more able to concentrate on working and progressing with the educational material of the class. The four-year-old child also begins to watch the older children more closely. These observations stimulate his interest in further learning. By the second year the child has built a strong relationship with his teachers. A solid trust has been built.

When the child enters into his third year, the true beauty of Montessori learning can be witnessed. The child gathers all of his previous learning and classroom experiences and begins to carefully put

everything together. The child's understanding of numbers, and their relationship to one another, deepens. Sounds that are put together become words, and words become sentences. Without this third year, the child's "total learning" possibility is cut short. Montessori designed her teaching process to introduce the many aspects of learning at the time when the child is most receptive. (The sensitive periods.) The third year is the culmination of this process.

This third year is not only important for the child, but for the entire 3-6 class. Without this third year, the younger children have less opportunity to observe and to learn from their older classmates. They have fewer role models. The beauty of the mixed ages is lost. The classroom loses the learning stimulation brought by the older children.

The Montessori classroom offers a child a safe and stimulating place to learn. Whether your child continues in a public school, a private school, or a Montessori school, I believe that every 3-6 year old deserves a place where they are respected and encouraged to learn in joy. Giving your child the gift of the full Montessori cycle is allowing your child to finish a process where they will leave having gained knowledge of themselves, knowledge of others, and the knowledge needed to enter into a first grade class (CP) with **self confidence**, and ease.

*Tania Ginsberg*

## A Parent's Testimonial

**W**hen our youngest child, Gertrude, first entered the Toddler Class of the Bilingual Montessori School of Paris, she felt at home. And we were far from home,

really. Our family had recently made a leap from Seattle to Paris in what seemed like the blink of an eye and a taxi ride. Our children were 10 and 9 and 2.

So many things in our family life were new and different. Yet it was the youngest of us who felt at home amid the chaos of change.

Looking back, it seems obvious why Gertrude was the most at ease. At two, no matter where you live, change is a constant. The eagerness to absorb everything... every sight, sound, scent... seems tireless.

Maria Montessori observed this as The Absorbent Mind. Over one hundred years ago, she prepared a classroom where Gertrude could feel at home, barely out of diapers, barely out of my arms, but proud to walk into her own environment, ready to learn to care for herself and life's challenges with curiosity and awe and confidence.

And so Gertrude has come home every night these past three and a half years with stories from her own days, spent with her teachers and peers, all friends. She is proud to join the dinner table conversation,

sharing her own observations and new abilities. She reads and writes as eagerly as she skips and squabbles with her siblings, in both English and French. She knows her favorite composers, painters and authors. She has travelled with her class to Switzerland for her first ski lessons and remains an avid traveler.

These developments seem to have all happened so fast –again, in the blink of an eye– and yet so naturally, in Gertrude and in her classmates.

I know that at six or sixteen, Gertrude will be a confident learner wherever she goes. Thank you, Montessori, for helping nurture the Absorbent Mind.

*Andrea Ravenet*

*Gertrude enjoying mathematics*



# Jardin d'Enfants Montessori d'Auteuil – 16ème

## Nos Journées sont aussi Rythmées

Dans la classe des 3-6 ans, nos journées sont aussi rythmées par la musique ; nous chantons tous les jours des comptines et chansons en anglais / français, accompagnés par Laurent à la guitare ou au Ukulélé. Le jazz, le rock, le

classique, sont parfois écoutés le matin au moment de l'accueil.

Les lundis et jeudis, Bonnie Brown, notre professeur de musique, anime un atelier musical autour de la méthode « Music and the Brain ». Les enfants découvrent alors le solfège,

certain instruments et surtout le piano l'après midi.

Jeudi 7 janvier dernier, Emmanuelle Lormand est venue avec trois de ses collègues nous présenter un quatuor. Les enfants ont pu découvrir et entendre un violoncelle, un violon alto,

et deux violons. Au programme, Mozart, Prokofiev, et d'autres petites danses. Nous étions tous très impressionnés par la beauté des morceaux mais aussi par l'intensité de certains instruments.

*Jennifer, Véra, et Laurent*

*Merci à Emmanuelle Lormand et ses collègues de la Maison de Radio*



## “Toddler Classe” (2-3 ans)

La musique est omniprésente dans la classe des 2-3 ans. Le matin, l'accueil des enfants se fait avec Miles Davis, Duke Ellington, Mozart et Beethoven. Franck Sinatra et les Beatles font aussi partie de notre quotidien.

Tous les jours, vers 10h40, nous écoutons, autour de la ligne rouge, des chansons d'enfants en anglais et en français, nous chantons également ensemble. Parfois, il nous arrive d'écouter quelques morceaux folkloriques des pays d'origine des enfants.

Deux fois par semaine, nous présentons des instruments de musique. Les enfants peuvent alors les manipuler et essayer de produire quelques mélodies ou rythmes. La musique est indissociable de la danse, et nous en diffusons souvent pour que les enfants puissent danser « librement ».

Tous les jeudis, Andréa apporte sa guitare et en joue, c'est pour les enfants un moment magique et d'émerveillement.

*Paule et Andrea*

## Les Annonces : 2010-2011

**January:**  
Inscriptions

**February:**  
Celebration, February 10, 7-9pm

**March:**  
Swiss Ski Trip, March 14-20

**June:**  
Gala, June 3, 7-9pm

**Pony Trip, June 7-11**  
*Poney Club des Terrasses  
Mont St. Sulpice (Bourgogne)*

**July:**  
Summer School, July 5-30

## A Home of Our Own



The Bilingual Montessori School of Paris is pleased to announce the creation of the Montessori endowment fund for children.

Our goal is to create an unparalleled educational environment, rich in programs in an ideal setting, to enhance the child's experience.