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E. & P. H. **(194) Department.**

Mis. **SERIES.** A

G.O. NO. Ms. 1758 Eclan.

Dated the 5th August 1947

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[Despatch Abstract.]

Schools - Training - Montissori and Kindergarten - Recognition - Approved

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No. 327 504. Edn 13.3.48

F. 32.

In reply please quote the number, date and short title.*

EDUCATION DEPARTMENT.

Received _____ *Registered* _____

From (Name) Dr. S.R.U.Savoor, M.A., D.Sc., I.E.S.,

(Designation) Director of Public Instruction, Madras.

Post Box _____, (Station) _____,

Telegraphic Address _____

SECRETARY TO GOVERNMENT 28 MAY 1947 EDUCATION AND PUBLIC HEALTH

To

The Secretary to Government,
Education and Public Health Department,
Madras.

Rc. *No.* 559 K/47, *dated* 22-5-47. 19 .

Sir,

43689

ENCLOSURES _____

SPARE COPIES _____

* Recognition of Montessori Training and Kindergarten Training Courses.

I have the honour to report that the management of the Children's Garden School, Mylapore, have sought my permission to open a Kindergarten Training School with effect from 1-7-1947. Likewise the management of the Theosophical School, Adyar, have asked permission to open a Training centre at Adyar to train teachers in the Montessori system of child instruction.

2. The Montessori System is a system of child instruction like the Nursery and Kindergarten system. They have all proved equally effective in infant and primary schools. There are two types of specialised Kindergarten training - the Froebel and the Montessory - both with inter-national standing. The Froebel certificate is a 3 year course and gives a very thorough training for the teaching of children from the ages of 5 to 9. The Montessori training as was given by Dr. Montessori in India some two years back was only for 3 months but now it is proposed to have the primary course for one year and the advanced course for two years. Miss Gerrard, the late Principal, Lady Willingdon Training College, Madras, reported thus:-

"In Britain and other countries there are specialised courses of training for infant teachers conducted by the Education authority in which, I think, there is a combination of these two methods, but the important point is that all infant classes - ages 5 to 7 - are in charges of teachers with some kind of specialised Kindergarten training...

"It would certainly be desirable to encourage and recognise properly conducted Montessori schools in the country, for the method is an excellent one. At the same time experience in England has shown that it is difficult to keep them up to the approved standard, for they demand teachers of exceptional understanding and directions of exceptional ability....

"The proposal for a special Kindergarten training course deserves consideration of the Department for there is a very urgent need for improvement in the conditions and methods of instruction in the younger classes of our schools which are generally considered to be deplorable. The more educated parent is aware of this need and hence the popularity of such junior schools as the Garden School, the C.M.S. Preparatory school at Kilpauk, and the lower classes in the European schools which have long waiting lists of pupils. It is not so much the factor of learning in English that makes for their popularity but rather the methods of instruction, the general conditions under which

P.t.o.

the children learn and the fact there are teachers specially qualified for this work. Our 2 year courses for Secondary and Elementary Grade training give only a modicum of Kindergarten theory, but there is no demonstration or practice, because there are no properly conducted Kindergarten classes in any of the Model Schools."

3. Since the Nursery and Kindergarten systems (including Froebel and Montessori) have all proved equally effective in infant and primary schools, it is very necessary that equal prominence in treatment should be given to each of them by the Department.

4. At present the Nursery Training Scheme has been recognised by the Government (Vide G.O.No.2179 Edn., dated 22-11-38) Nursery training classes (Secondary and Elementary) are conducted in the Nursery Training School, Vepery, managed by the Nursery School Project. A Nursery Training class is going to be opened in the Lady Willingdon Training College, Triplicane, in June 1947.

5. It is suggested that the Kindergarten Training Scheme and the Montessori Training Scheme should also be accorded recognition in the same way as the Nursery training Scheme. I therefore request that I may be empowered to recognise the Montessori and Kindergarten training schools to be opened during the next school year and to constitute a Common Board consisting of representatives from the Training Colleges, the Inspectorate, the Nursery Training School, and Kindergarten Training schools, the Montessori Training schools and Lady Doctors. This Board which will advise the Director may be vested with the following powers:

(a) to approve the various types of syllabuses;
(b) to decide the type and nature of tests to be administered;
(c) to frame the examination time table;
(d) to set the question papers (i.e. make necessary arrangements);
(e) to value the answer papers (do.);
(f) to assess the attainments of the candidates;
(g) to publish the results.

Certificates may be issued to the successful candidates by the Commissioner for Government Examinations; the form of the certificates being decided by the Board.

It is suggested that in each type of the training school mentioned above, two grades of certificates may be officially recognised;

(1) Grade I .. Secondary
(2) Grade II .. Elementary.

Admission of students into the First Grade: -- The minimum qualification of students wishing to take up this grade should be S.S.L.C.Eligible. In very special cases, the rules may be relaxed by the Director.

Admission of students into the Second Grade: Students possessing a minimum qualification of E.S.L.C.(Pass) or Third Form Pass) only will be eligible for this grade.

Relaxation of the rules will not be considered for this grade.

Duration of the course:-

(a) 2 years -- for candidates who have not had any general or basic training in teaching;
(b) 1 year -- For candidates possessing the T.S.L.C. certificates.

Grade I - Secondary T.S.L.C.
Grade II - Elementary T.S.L.C.

Value of the certificates for purposes of grant assessment:-

Grade I -- on par with Secondary grade teachers.
Grade II -- on par with Elementary Grade teachers.

Scales of pay: --

Grade I -- Secondary grade teachers.
Grade II -- Elementary grade teachers.

The experimental schools may be given a grant on the half net cost basis as in the case of normal training school.

6. The fees required to be paid by the candidates for the Public Examination may be fixed as follows with reference to Rule 146 Madras Educational Rules.

(1) Grade I -- Secondary - Rs.10.
(2) Grade II -- Elementary - Rs.6.

7. It is not possible at this stage to state even approximately the expenditure likely to be incurred in the conduct of these examinations, sinceit is not known how many candidates will be admitted and presented for the examinations. The number of papers etc. will have to be finally decided. But the extra cost to Government in the implementation of the proposal will be negligible in comparison with the profit to Government in respect of other examinations conducted by the Commissioner for Government Examinations.

for Director of Public Instruction.

k.h.22-5.

To Messrs E+P# 4
10A 9.6.47

D.O. 4 Director of Public Instruction

Madras, 16th May 1947. 30

GOVERNMENT OF INDIA
9 JUN 1947
EDUCATIONAL AND PUBLIC HEALTH DEPT.

My dear Sir,

I am returning herewith the papers which you handed over to me on 3-5-47 about the proposed Montessori Training Centre for Teachers at Adyar with my remarks. It has taken me more time than I thought it would be necessary to go through all the previous files but because the question is an important one and a new scheme I thought it necessary to go through all the relevant old files carefully myself.

Yours sincerely,
S R K Sarma.

The Hon'ble Sri T. Avinashilingam Chettiar, B.A., M.L.
Minister for Education, Fort St.George

NOTE for the Hon'ble Minister - Re: Montessori Training Centre for Teachers at Adyar.

The Montessori system is a system of child instruction like the Nursery Kindergarten systems. They have all proved equally effective in infant and primary schools. There are two types of specialised Kindergarten training - the Froebel and the Montessory - both with inter-national standing. The Froebel certificate is a 3-year course and gives a very thorough training for the teaching of children from the ages of 5 to 9. The Montessori training as was given by Dr. Montessori in India some two years back was only for 3 months but now it is proposed to have the primary course for one year and the advanced course for two years. Miss Gerrard reported:--

"In Britain and other countries there are specialised courses of training for infant teachers conducted by the Education authority in which, I think, there is a combination of these two methods, but the important point is that all infant classes - ages 5 to 7 - are in charges of teachers with some kind of specialised Kindergarten training.....

"It would certainly be desirable to encourage and recognise properly conducted Montessori schools in the country, for the method is an excellent one. At the same time experience in England has shown that it is difficult to keep them up to the approved standard, for they demand teachers of exceptional understanding and a directress of exceptional ability. It is only too easy, if these are not forthcoming, for the schools to degenerate and become ineffective, and it was the relative number of such schools that led to the widespread lack of confidence in the method. I am certain that many of the Diploma holders have no real insight into the method and could only be effective under a thoroughly competent directress or Superintendent of experience in working the method.

"The proposal for a special Kindergarten training course deserves consideration of the Department for there is a very urgent need for improvement in the conditions and methods of instruction in the younger classes of our schools which are generally considered to be deplorable. The more educated parent is aware of this need and hence the popularity of such junior schools as the Garden School, the C.M.S. Preparatory School at Kilpauk, and the lower classes in the European Schools which have long waiting lists of pupils. It is not so much the factor of learning in English that makes for their

popularity but rather the methods of instruction, the general conditions under which the children learn and the fact there are teachers specially qualified for this work.

"Our 2-year courses for secondary and elementary training give only a modicum of Kindergarten theory, but there is no demonstration or practice, because there are no properly conducted Kindergarten classes in any of the model schools."

Since the Nursery and Kindergarten systems (including Froebel and Montessori) have all proved equally effective in infant and primary schools, it is very necessary that equal prominence in treatment should be given to each of them by the Department.

At present the Nursery Training Scheme has been recognised by the Department. Nursery training classes (secondary and elementary) are conducted in the Nursery Training School, Vepery, managed by the Nursery School Project. A Nursery Training class is going to be opened in the Lady Willingdon Training College, Triplicane, in June 1947.

It is suggested that the Kindergarten Training Scheme and the Montessori Training Scheme should also be accorded recognition in the same way as the Nursery Training Scheme. I therefore suggest that the Director be empowered to recognise the Montessori and Kindergarten schools to be opened during the next school year and a common Board be constituted by the Director consisting of representatives from the Training Colleges, the Inspectorate, the Nursery Training School, and Kindergarten Training Schools, the Montessori Training Schools and Lady Doctors. This Board may be vested with ~~full~~ powers,

(a) to approve the various types of syllabuses;
(b) to decide the type and nature of tests to be administered;
(c) to frame the examination time-table;
(d) to set the question papers (i.e., make necessary arrangements);
(e) to ~~xxx~~ value the answer papers -do-
(f) to assess the attainments of the candidates;
(g) to publish the results.

Certificates may be issued to the successful candidates by the Commissioner for Government Examinations, the form of the certificates being decided by the Board.

It is suggested that in each type of the training school mentioned above, two grades of certificates may be officially recognised:

(1) Grade I - Secondary.
(2) Grade II - Elementary.

Admission of students into the First Grade:-The minimum qualification of students wishing to take up this grade should be S.S.L.C. eligible. In very special cases, the rules may be relaxed by the Director.

Admission of students into the Second Grade:-Students possessing a minimum qualification of E.S.L.C. (Pass) or Third Form (Pass) only will be eligible for this grade.

Relaxation of the rules will not be considered for this grade.

Duration of the course:

(a) 2 years - For candidates who have not had any general or basic training in teaching.
(b) 1 year - For candidates possessing the T.S.L.C. certificates.

Grade I - Secondary T.S.L.C.
Grade II - Elementary T.S.L.C.

(c) 6 months - For collegiate trained graduates.

Value of the certificates for purposes of grant assessment:

Grade I - on par with secondary grade teachers.

Grade II - on par with Elementary grade teachers.

Scales of pay:

Grade I - Secondary grade teachers.

Grade II - Elementary grade teachers.

The experimental schools may be given a grant on the half net cost basis. It may perhaps be remarked here that in the letter of Srimathi Rukmani Devi they expect a larger grant, namely, 3/4 net cost.

It is suggested that the sponsors of the Adyar Montessori school and the staff should be called upon to make the system less rigid as that is one of the standing charges against the Montessori method and also to ensure that imaginative faculty in the child would be developed through story telling and acting and allied

expression work.

S R M Sawoor
16/5/47

Edn (C)

Schools - Govt. Training Schools - unqualified Manual Training Instructors - Pay revised.

From the D.P.I., Rem. 3680 C5/47, d 15-1-48.
From the D.P.I Rem. 7711 K1/48 d. 25-3-48.

Order ~~1385~~ 1403 Edn. dated 31-5-48

The Govt. direct that with effect from the date of this order, the pay of the following unqualified Manual Training Instructors be revised as Rs. 35 p.m.:-

1) Sri. K. Govindan, Weaving Instructor, Govt. Training School, Malappuram
2) Mr. Sheik Hasan, Govt. Training School, Tellare.

To
The D.P.I.
The Accountant General (3 Secs)

Forwarded by order,
Section Officer

(8) 2 1/10

THE ARUNDALE MONTESSORI TRAINING CENTRE FOR TEACHERS, ADYAR, MADRAS

Directors:
Dr. Maria Montessori, M.D., D.Litt.
Mr. Mario Montessori

Secretary:
Miss H. Veale, B.A. (Lond.)

April 19th 1947

To the Hon. Education Minister
Govt. of Madras

Dear Sir,

May I ask your kind consideration of the following points, with a view to the speedy recognition of this Training Centre, and of the Besant Theosophical School as its practising model school, as Experimental Institutions for the Montessori Method, both to be allowed some latitude with regard to certain regulations (enforced on ordinary schools and training colleges) which are incompatible with that method.

1. The Training Centre, under the personal direction of Dr. Maria Montessori, is being established because of the great demand for Montessori-trained teachers, and because a great number of pseudo-Montessori schools and classes have arisen to satisfy that public demand, and are entirely unsatisfactory from the Montessori point of view.

2. The Centre has planned courses for Primary, Secondary and High School teachers, longer and more comprehensive than any Montessori Courses hitherto given in India, to include all subjects taught in Govt. Training Colleges, and well qualified experts are being engaged, including one European Assistant, Mr. A.M. Joosten, experienced in organizing these model schools; an M.A. (hons.) of Bombay University, who has the Montessori Diploma as well; an M.Sc. of Mysore, and other graduates and Vidwans of adequate rank and experience. Its Prospectus and part of its detailed syllabus are appended, those in Arts and Crafts and in Biology and Physical Science being not yet ready.

3. The Besant School at Adyar has already been allowed for many years to follow Montessori Methods in its junior classes, and now intends these to be made yet more efficient though already always favourably reported. Now the first, second and third forms will also follow the Montessori Method, based on individual work in a prepared environment that stimulates interest and effort, freedom from fixed time-tables and terminal or yearly examinations, and much attention bestowed on each child's physical and psychic growth

(9) 3 4 11

and on the development of character, in ordered freedom. No pupil will, however, be admitted from Form III to Form IV without passing tests of the usual standard for High School entry. For the present, Forms IV-VI are to be left to follow the usual courses of study.

4. Because of the All-India and even international nature of the Training Centre and of the School, English has to be the chief medium of instruction in the former, and the latter teaches English at an early age. But this is not to the detriment of the mother-tongue, as Assistant Language Teachers are being engaged in the Training Centre, Tamil, Telugu, Hindi and Malayalam, to adapt the main language teaching to these languages, and use its literature for suitable illustrations of grammatical and other intricacies. We have to produce handbooks in each subject for these languages as soon as publication is possible.

5. The syllabus for Arts and Crafts will be supplied by Kalakshetra, and there will be some interchange with this sister institution, ensuring that the subject will be adequately provided for.

In all these matters I append further evidence in the form of such syllabuses as are already prepared, and may be allowed to remind you that the two Montessoris are really great educationists, of world-wide standing, and would not allow their name to be associated with a scheme that was not educationally sound in every detail. Naturally the cost of this important national experiment cannot but be heavy, and we look confidently for financial support, as well as the freedom that Dr. Montessori needs for pursuing her own lines without hindrance. With that she promises to make India - and specifically Madras - her world headquarters for educational reform for which the whole world is calling, many countries having already invited her to guide them.

The State of Travancore has so far alone given their aid and recognition in generous measure. Surely the Govt. of Madras will not withhold similar support.

I remain, dear Sir,

Sincerely yours,

Rukmini Devi

P.S. I should also much appreciate any help you can give me towards securing land for permanent buildings, in the vicinity of Adyar. It seems that Govt. is commandeering land for purposes of Village development, and perhaps this also may be treated as of urgent public importance, as there is so great a demand for Training Colleges. The land we want is in the Eliot's Beach - Tiruvanimaiorr Road, belonging to the St Thome Bishopric, Mylapore.

THE ARUNDALE MONTESSORI

TRAINING CENTRE FOR TEACHERS

ADYAR ● MADRAS 20

DIRECTOR:
Dr. Maria Montessori,
M.D., D.Litt.

PRINCIPAL:
Mr. Mario Montessori,

The establishment of this institution has been planned both as a memorial to Dr. G. S. Arundale, who looked on the problem of educational reform as most vitally urgent for the future of India, and as part of the celebration of the centenary of Dr. Annie Besant's birth, since all Dr. Arundale's work in India was under her inspiration, and the practising School of the Training Centre will be the Besant Theosophical School.

It is now being generally recognised that an era of peace and goodwill cannot be expected to dawn upon an unprepared world, and the question is how to pool most effectively and economically our national and international efforts for its achievement within a measurable time. Adults, who have grown up under the old conditions, and in whom certain modes of thought have become fixed, cannot readily change themselves, and so cannot change the world to any appreciable extent. The world undoubtedly does change, but without direction, or even under well-organised ill-direction towards reactionary and definitely anti-social goals. It is now recognised that the answer to our hopes lies in right education, an education for citizenship and at the same time for complete living and happiness.

Doctor Maria Montessori is a world-famous educationist, a champion of childhood and youth. After many years devoted

to this single purpose, she stands as the foremost pioneer to-day of new methods, based on scientific observation of the child's needs, physical, mental and spiritual, and bringing all the most recent discoveries of psychology and sociology into the service of the human bud, heir to the past and creator of the future of Society. In November of 1939 she came to India, with Signor Mario Montessori, on the invitation of Dr. Arundale, and during the tragic years of war both have worked tirelessly, conducting training courses in various parts of India, and reorganising the middle section of the Besant Theosophical School at Adyar by introduction into it of the Advanced Method as a link between the Montessori primary classes and the High School. This was a great success, but the changes made could not be satisfactorily maintained and extended for lack of teachers trained on the right lines.

Hence arose the recognition that priority must be given to the establishment of a training centre, to which all Montessori activities in India could be affiliated, and where the training could be more comprehensive in scope, combining the requirements of educational codes as far as possible with the spirit of the new presentment and ideals. Adyar was preferred for site because the Besant School furnished a ready field for experiment and observation, and Theosophical Schools in general had been the first in India to adopt these methods. Signor Mario Montessori. stalwart right hand of the revered Dottoressa, promises himself to be the Principal of the Centre to be opened in 1947, and both Montessoris will direct its activities, with the aid of experts whom they hope to recruit from other countries, among tried associates in the work. The international character of Adyar as headquarters of the Theosophical Society, and the

cultural influences set up there by Rukmini Devi's institution of Kalakshetra, cannot fail to be of great benefit to the students, who will at first be housed on the property of the Theosophical Society, through the kindness of its President.

THE PRINCIPLES OF THE MONTESSORI METHOD

As a brief indication of the main lines on which the system is based, it may be said that Madame Montessori would have the early years, under six, recognised as of prime importance in the life of the individual, as the child is then creating his own faculties and means of expression, under the sub-conscious direction of nature. It is not yet practicable to offer training to mothers, for right education from birth, but the primary course deals with the second half of the period, from three to six years of age, when the child is mastering the use of his newly-created faculties, and readily absorbs knowledge of all kinds, though not through direct instruction or an imposed discipline. Free movement within a specially devised environment, scientifically planned automatically to answer his needs, is the means adopted to call out the child's powers, and especially to rouse his enthusiastic interest. Automatically he acquires a knowledge of words in their correct use, begins to write and read, while getting a familiarity through things that he can handle with the principles of mathematics, even to the manipulation of decimals. Still more important is the harmonious growth in self-control and strength of character. Teachers for this grade have to be trained to an attitude of humility and even self-effacement before the children in their charge, but their reward is the great happiness of making ever fresh discoveries, and they are relieved of the thankless drudgery of imparting

recognised for the purpose, two years in such a school being taken as equivalent to seven months in the Besant School.

The fee for the Two-Year Advanced Course will be Rs. 450, of which Rs. 250 will be payable for the first year of theoretical instruction, and Rs. 200 for the second year of practice in the Besant Theosophical School. For this second year of approved practice two years' practice in another recognised school may be substituted in special cases. Fees are payable in two instalments per year, in advance, the first instalment being of Rs. 150.

HOSTEL

Board and lodging at a minimum charge of Rs. 50 a month involves accommodation in large dormitories, while an extra payment of Rs. 5 a month each allows two friends to share a cubicle. Temporarily, till the Centre can erect buildings on land already acquired, The Theosophical Society allows the use of Olcott Gardens, a large bungalow in extensive grounds by the sea, and hostel arrangements are in military Huts left from its occupation by Air forces.

Applications for admission should be made on the accompanying form, and submitted on or before April 30th, 1947, with a registration fee of Rs. 5 (not returnable), and a photograph of passport size, to the Secretary, Miss Helen Veale, The Arundale Montessori Training Centre, Adyar, Madras.

V. P. A.—P. I. C. No. 85—9-4-47—500 Copies.

1. Name (Block Letters).....
2. Address.....
3. Date of Birth.....
4. Nationality, Religion, etc.....
5. Qualifications.....
6. Course (Primary or Advanced) desired.....
7. Whether the Diploma is sought for professional purposes.....

.....

Signature.....

Date.....

THE ARUNDALE MONTESSORI TRAINING CENTRE?, ADYAR?, MADRAS.

Syllabus. Primary Course (One Year).

I. Lectures on the Psychology of the child, and the Montessori Methods and use of Didactive Material, by Dr. Maria Montessori and Mr.Mario Montessori, assisted by Mr.A.M.Joosten, an expert assistant from Europe. The detailed syllabus of these lectures is the same as has been given in earlier short courses, and is contained in the accompanying printed booklet.

II. Courses of lectures will be given by well-qualified lecturers on the following subjects:-

Language (reading and writing) and Literature. The main language has to be English, but the methods will be adapted by Assistant Lecturers to Tamil, Telugu and Hindi, and their literature explored.

Mathematics - as taught by Montessori methods, and in correlation with a wide scheme of general culture.

History of India, in relation to World History - critical eras and events and great men. It will be an eclectic course, aimed at showing up the high lights of India's age-long civilization, and specially how different racial and cultural strains have met in India, to fuse more or less successfully, and what are the present obstacles to their unity, which have to be overcome.

Geography of India,- from the Montessori angle of vision. Again this course will relate the subject with world geography, dealing first with geological eras, and the shaping of the earth, to the emergence of early man, and the factors of climate, etc., determining his residence, and growing centres of civilization. Much practical work will be done with mathematical instruments, barometer, thermometer, rain-guage, etc., registering local climate conditions, land-surveying, map-making, relief maps and models of rivers, mountains, etc. Industries, trade relations, and internal and external means of communication and transport will be stressed.

Natural Science. Outlines of Botany, Zoology and Physiology will be taught, with the purpose of interesting the students in these lines of research, and showing how they fit into the scheme of the child's education from an early age. Much time will be given to practical work, care of plants, etc.

General Science. Outlines of Physics and Chemistry will be taught,

(15) 17 - 5 - 17

both to arouse the student-teachers' own interest in these subjects, as vital to complete participation in modern civilization, and to enable them to answer children's questions, and demonstrate simple experiments.

Arts and Crafts. A course will be arranged, theoretical and practical, in connection with the neighbouring institution of Kalakshetra. Lectures will also be given, correlating the subject with others and with general human development and social relationships.

The general qualification for entrance to the primary course is S.S.L.C. or its equivalent, but in exceptional cases this may be waived, where there is sufficient knowledge of English to understand, and specially in the case of ladies wishing only for the psychological teaching, without professional aims.

School Practice.

Wednesday and Saturday mornings are reserved for observation and practice in the Besant Theosophical School, during the first two terms of the year, and in the third term much more time will be given to actual teaching, under supervision of the Staff of the Training Centre, who will help in the preparation of lessons, and criticize their effectiveness in exposition. Lectures in the third term will be reduced from two weekly to one in most subjects.

(A) (13) Diplomas will be awarded to those who successfully pass written and practical tests, and it is hoped that these will be accorded recognition as fully equal, at least, to the certificates given in other Training Colleges of the usual type, so that it may no longer be necessary to take Montessori training as a supplementary course. This is not only a waste of time and money, but is definitely harmful, since the Montessori System is based on entirely different principles, incompatible with the trained teacher's attitude of mind to questions of discipline and memory training.

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(18) 18/18

SYLLABUS OF MONTESSORI COURSE

(THREE MONTHS)

AS APPLIED TO CHILDREN FROM BIRTH TO SIX YEARS

There are two sections of the work :

(1) Child Psychology.

(2) Teaching Method and Practice.

CHILD PSYCHOLOGY

Text Book : ~~THE SECRET OF CHILDHOOD~~ Education for a New World.—Dr. Maria Montessori. Published by Kalakshetra

Topics for Lecture

The Child Today :

The Spiritual Embryo.

Mind in the Making—

Sensitive Periods.

Need of Repetition.

Orientation through Order.

Inner Orientation.

Where Adults Impede—
- Purposeful Activity.
- Importance of Movement.

The Task of the Teacher—
- Discovery of the true Child.
- Spiritual Preparation of the Teacher.
- Our Own Method.

New Education :

Further Developments—
- True Normality.

Psychic Deviations—
- Their single cause. Barriers; the dependent child; possessiveness; inferiority complex; fear; lying.

The Child and Society :
- Instinct to work.
- The Adult's Task.
- The Child's Task.
- Growth through Activity.

The Child as Master :
- Know Thyself.
- The Father's Mission.
- The Rights of the Child.
- Ecce Homo (Behold the Man).

A few lectures will be given illustrating briefly the psychology of the individual up to 20 years of age and the method to be used for its development so that the students may be aware of the goal to which their efforts with children from 3 to 6 years are leading.

TEACHING METHOD AND PRACTICE

Text Books : THE MONTESSORI METHOD.
DR. MONTESSORI'S OWN HANDBOOK.

In the first years of life the help that must be given to the child is the acquisition of orientation through the senses. Sensorial exercises, the acquisition of co-ordination of movement, the acquisition of speech and the scientific means to facilitate an order in these things have been evolved by Dr. Montessori as well as the proper time of life in which to give these means and the manner in which they are to be given.

For the acquisition of the different faculties great stress is laid by Dr. Montessori on the sensitive periods which are periods of special sensibility comparable to instincts in animals, of temporary character, which have been placed by nature for the acquisition of human faculties. Intellectual development is as necessary for the individual as physical and other developments. Social experience and notions of culture are as necessary for the growth of the intelligence as food is necessary for the growth of the body. Only they must be absorbed through the mechanism of growth that nature has implanted in the individual. That is why culture has been distributed by Dr. Montessori to suit the sensitive periods and many items have been given at an age which the educationists who consider it by old standards may consider an absurdly young age, but which is nevertheless the most suitable for development. Thus when language has been developed and organised at 3 years of age at which epoch there is a special sensitive period when the child is hungry for words, technical terms are introduced and during the proper sensorial period everything which may serve as food to the senses

for discrimination is given, such as Geometrical forms, details of classification in Natural History, etc.

At seven years of age the child thus educated has acquired much of the knowledge which under ordinary conditions is imparted much later.

The curriculum therefore of the Montessori Course up to six years of age is divided into the following parts :

1. *Acquisition of Co-ordination of Movements*
2. *Sensorial Education and Indirect Preparation for Reading and Writing.*
3. *Means of Development of the Mathematical Mind.*
4. *Language.*

---

1. *Acquisition* of Co-ordination of Movement through the exercises of Practical Life. (From birth to $3\frac{1}{2}$ years)

   Four groups of these exercises :

   (*a*) Care of the Person ;

   (*b*) Care of the Environment ;

   (*c*) Social Relations.

   (*d*) Analysis and Control of Movement.

2. *Sensorial Education and Indirect Preparation for Writing and Reading.* (From birth $3\frac{1}{2}$ years)

   The principle of activity as means of response to above.

   (*a*) Visual Sense—

   Material for visual discrimination in size, dimensions, geometrical form, botanical forms and colours (chromatic sense).

(*b*) Sense of Hearing—

Material for discrimination of Sounds.

(*c*) Sense of Touch—

Material for refinement of sense of touch.

(*d*) Sense of Smell—

Material for discrimination of sweet scents, food scents, noxious scents.

(*e*) Sense of Taste—

Material for discrimination of the four tastes—sweet, salt, acid, bitter.

(*f*) Education of Mixed Senses and Muscular Sensorial Activity ,

(i) Stereognostic Sense—material for recognition of forms.

(ii) Visual touch.

(iii) Muscular Memory—material for recognition of forms when blindfolded.

Preparation for Writing and Reading through sensorial and muscular exercises.

(*a*) Preparation of grip of fingers and muscular and visual preparation. Material : Cylinders and plane insets.

(*b*) Preparation of hand to follow contours. Material : plane insets.

Preparation of hand to keep within certain limits when holding pencil. Material : metal insets.

(*c*) Visual recognition of letters and muscular and sound memory of same. Material : Sandpaper letters.

(*d*) Composition of Words. Material : movable alphabet.

3. *Means of Development of Mathematical Mind.* (From birth to $3\frac{1}{2}$ years)

ARITHMETIC

Indirect Preparation :

(*a*) Through material for recognition of dimensions (Long Stair, Broad Stair, Pink Tower).

(*b*) Through recognition of geometric forms by sense of touch and sight in the plane insets.

Direct Preparation (age $3\frac{1}{2}$ to 6 years) :

(*a*) Presentation of quantities from 1 to 10. Material : Numerical Rods, spindles, shells counters, sand-paper and printed figures.

(*b*) Decimal System. Function of system and composition of numbers and the four rules. Material : Bead bars, squares and cubes, number cards. Illustration of nature and difference between addition and subtraction, multiplication and division. Individual and long division. Multiplication by 10, 100 etc.

(*c*) Linear Counting and Skip Counting. Simultaneously with above. Material : Bead chains, teens and tens frames.

(*d*) Mechanism of Addition. Taught by snake game, strip boards, use of charts, etc.

Mechanism of Subtraction Taught by negative snake game, strip boards, use of charts, etc.

Mechanism of Multiplication. Taught by multiplication board, short bead stair, use of charts, etc.

Mechanism of Division. Taught by division boards, use of charts, etc.

(*e*) Conception of Vulgar Fractions. The four rules in fractions taught by means of metal circles, squares, triangles divided into fractional parts.

(*f*) Reduction of Vulgar to Decimal Fractions.

GEOMETRY

Indirect Preparation (up to $3\frac{1}{2}$ years) ;

Material : plane insets and sensorial exercises.

Direct Preparation (age $3\frac{1}{2}$ to 6 years) :

(*a*) Ornamental Geometry—inscribed and circumscribed figures.

(*b*) Triangle as Constructor—formation of all rectilinear figures by means of triangles.

Difference between inscribed and circumscribed figures.

Artistic geometry.

Geometric drawing ; nomenclature of different parts of each figure.

(*c*) The Circle as Measurer—measurement of angles and sum of angles of polygons.

Material : coloured wooden triangles ; metal insets divided into triangles, squares, etc. Representation also by means of cutting and pasting coloured papers.

(*d*) The Square as Calculator. Areas ; Areas of rectangles square and parallelogram.

Area of triangle and polygons composed of triangles.

Area of circles.

Material : Wooden figures suitably divided ; metal insets. Representation also in paper cut and pasted.

(e) Formation of Geometric solids. Solid Geometry—calculation of areas and volumes.

(d) Arts and Crafts will be involved in other subjects, and also separately treated in a course of lectures and demonstrations, with practical work, in connection with the well-known institution of Kalakshetra, conveniently adjacent to the Training Centre. 23

(e) Religion will not be the subject of any course of lectures as such, but understanding of and reverence for all religions will be a prominent thread underlying the ~~course~~ Sociological courses. Religious intolerance however has to be shewn as a dangerous obstacle to world unity, but entirely alien to the truth of real religion.

Hours of work will generally be from 8 to 11 in the mornings, and 2.30 to 5 p.m. except on Wednesdays and Saturdays. The latter two mornings will generally be devoted to demonstration and practical work connected with the several courses.

The second year of the Advanced Courses will be largely occupied with supervised practice in teaching, in the Besant School, students being divided into groups, having each their days for practice. Subject teachers both of the High School and Training College will supervise the practice, and later criticize the teaching in group discussions.

Mr A.M.Joosten, an expert in the method and in school management, who is coming from Europe to help the Montessoris, will inaugurate records for physical and psychological research, teaching how to keep chek on each child's growth and reactions to his environment.

The Advanced Course is claiming recognition as equivalent to that given for L.T. or B.T. of Indian Universities.

PROSPECTUS OF THE BESANT THEOSOPHICAL SCHOOL, ADYAR, MADRAS

This boarding and day school is run on the principles long advocated by The Theosophical Society, and has already used the Montessori Method throughout its junior classes. From July 1947 these will be extended to include the middle school to Form III, the reorganization being personally directed by Mr. Mario Montessori, and an expert assistant from Europe, with a view to the use of the school for practice by the students of the Arundale Montessori Training Centre, opening courses in July.

Children are admitted from the age of four, and parents are strongly advised not to interrupt their development by removal to a school of another type unless forced by unavoidable circumstances. Children entering at a later age from another school or tutor are necessarily under a handicap which takes time to overcome, but will inevitable benefit from the system if given time for adjustment and spared further interruption.

The complete syllabus of study is too compendious for inclusion here, but some idea may be useful of the course pursued.

Classes 1 to 5. Ages from 4 to the beginning of the 9th year.

In these classes promotion is not necessarily annual, but whenever the child is ready for it; new admissions at the beginning of the school year make that a suitable time for enrolment in classes, but there is no strict separation by class or age. The primary Montessori material is freely accessible to all, and advanced material is introduced progressively to children over six years.

The keynote of these classes is ordered and happy activity, and there is no restriction on freedom of movement and speech, but this does not lead to disorder or noise where children are interested and constructively active.

In classes 1 and 2 there is little verbal instruction, the children sub-consciously learning through the didactive material which is self-corrective, and exercises are repeated as often as they like, since there is no fixed time-table, or bells to interrupt concentration. Before proceeding to class 3, at the age of six, the child should have acquired a large knowledge of words that he can write as well as read and understand; a familiarity with numbers and their combinations and sub-divisions, and with geometrical forms of two and three dimensions. He has not been limited to small numbers if showing a taste for further exploration, and can use decimals, with the aid of the material.

His interest has been aroused in plant and animal life, and in all that he contacts in daily experience, as the food he eats, the clothes he wears, the vehicles in which he rides, in relation to human work and needs. Beside his own language (generally Tamil or Telugu), he has begun English, speaking and writing basic sounds and words, for languages are automatically acquired before six, and this absorbent period should not be lost.

Classes 3 to 5 receive more definite instruction and use books, including, but not confined to, the readers appropriate to their age and class. The children are encouraged to choose their occupation, and get on with work in their own time, under the teacher's unobtrusive guidance. They practise free composition and grammar exercises with the Montessori material, and their written work is not defaced by teachers' corrections; children correct their own work, with the help of material that is designed for self-detection of error, and further help from the teacher given in a group talk when needed. They make word-books of their own, and increase their vocabulary in their own language and English.

Nature Study, Geography and History are taught by means of interesting stories of the beginnings of life and civilization, illustrated by charts and pictures. The school garden is intimately associated in use with study of plant life, and walks on the beach and in the country yield collections which they classify.

There is no definite religious instruction, but each day opens with a dedication of the day's activities to the service of God and man, and reverence for Nature and Life is the keynote of all studies.

Before leaving Class 5 for Form I the child must give proof of his ability in arithmetic - the four rules in decimals as well as integers and their use in measuring lenths, weights, etc. - and in the use of mathematical instruments for easy constructions. He must write neatly and legibly in his mother-tongue and English, and be able to express himself intelligibly. He is not tested for memory of facts in History, Geography and any branch of Nature Study, but should have been long awakened to keen interest in these subjects and ability to concentrate on their study, knowing how to obtain from books in the library whatever facts he needs.

Form I to III. Ages 9 to 12 years.

In these forms freedom is still maintained for individual rates of development in each subject, and there are no yearly examinations for promotion; but normally a year is taken in each form, and none can pass from Form III into Form IV without written and oral tests of fitness. The classification by forms is kept for purposes of enrolment, but not used to prevent children of different ages studying together.

Form teachers are in charge of not more than twenty pupils, of like mother-tongue with themselves, and are expected to prepare beforehand progressive and attractive weekly programmes, obtaining those in mathematics and science from specialists in those subjects. Material should be ready and charts and pictures should be frequently changed on the walls, to call the pulils' attention and stimulate interest. Languages, History and Geography are studied either in the form classroom or the Library (accessible at any time), while special rooms are set apart for Mathematics and Science, under specialist teachers. An Art room is also in charge of a specialist, shared with Forms IV to VI, but in the mornings reserved for use by Forms I to III.

Pupils keep diaries to record each day's occupation, being invited each morning after assembly to write in it their plan for the day, which the teacher must initial. Those who have not yet developed sufficient will-power to choose are helped by the teacher, while others go about their work, singly or in groups. If a subject is being unduly neglected, the teacher gives a talk on it to stimulate interest, but generally encourages natural bents. At the end of each day the teacher again looks at each diary, and keeps hos own record of work done by each pupil.

Discipline is a natural outcome of the Montessori method, when rightly carried out, and is natural rather than enforced. Law and order are in the hands of the Forms themselves, who elect their officers in weekly meetings for self-government. Only in the rare case of serious disorderly behaviour, likely to be on the part of a new entrant to the school, should the teacher interfere and assume charge.

The usual standard readers in Tamil, Telugu and English are included in the work, but the scope of study much extended. History and Geography are taken on widely different lines, designed to help the child's realization of a central idea with which he has been familiar in a general way since class 3, of a great cosmic purpose, with which all kingdoms of nature happily co-operate. Man's evolution is shown as part of the evolution of the globe on which he dwells, and so the shaping of earth, and the forces that still shape and hold it, with the struggles of men since the beginning to come together in civilized communities and states, become parts of a great drama to the comprehension of which all subjects contribute. Pupils are thus helped to prepare themselves with zest to take their part in the work of civilization in its highest sense, free from the prejudices and inhibitions that hinder unity and co-operation.

Special attention is naturally given to Indian History and Geography in these studies, but without memorizing facts or dates; rather is the aim appreciation of great men of all types who have contributed to national life and culture, and an understanding of the way in which different racial strains and cultures have been brought together in India, unconsciously to enrich her. All studies are

(23) 30 40 26

against the background of world-consciousness, helped specially by the way in which Botany, Zoology and science in general are taught, emphasizing the unity of Life, and the mutual interdependence of all its forms, all primarily - if unconsciously - serving Nature's purpose, and persisting or doomed to extinction according to their usefulness.

The syllabus in mathematics includes both Algebra and Geometry, far in excess of that usually covered in Form III, as the Montessori presentation of the subject is attractive, and few children fail to show ability. Physics and Chemistry too are emphasized to an unusual degree, as Dr. Maria Montessori considers it essential that young people should be prepared to take part in the scientific and completely technical civilization of to-day.

The teachers' records provide full terminal reports of every pupil's work, as well as his physical growth and health. At the end of the year in Form III, additional tests must show fitness to pass into Form IV.

--ooOoo--

Education & P.H.Deptt. ~~(B2)~~ 31/27

Schools--Training--Montissori and Kindergarten-Recognition-APPROVED.

Ref: From the D.P.I.No. 559 K/47 dated 22-5-1947.

ORDER/Ms. No. 1758 Education dated 5-8-1947

The Government approve the proposals of the D.P.I. in the letter read above for recognition and admission to grant-in-aid of Montessori and Kindergarten Training schools that may be opened and for the conduct of an examination for candidates who undergo the courses of training in these schools.®

3. The Director is requested to ~~make~~ ensure that only institutions which really impart efficient Montessori system are invited for aid.

To
The D.P.I.
The Commr.Govt.Examns.

® Subject to the condition that no expenditure by way of grants to the institutions or otherwise is incurred in 1947-8 and the Govt are not committed to any expre. Proposals for grants to the institutions or for expre on other items such as those relating to the conduct of examns. that be brought forward as a part of Scheme for 1948-9

Notes

Edn. H. Depr [B2]

(28)

28

C.No. 43689/B2/47.

Sub.: Recognition of Montessori Training and Kindergarten training Courses.

From the DPI's no 5591/47. D/22.6.47.

The DPI. has submitted proposals for recognising the Montessori Training and Kindergarten training schools which may be opened by private agencies. He has explained the system of training and how it is useful in the education of children. The Director says that the schools to be opened may also be given a grant on the basis of half the net cost as in the case of ordinary training schools. He has not furnished any estimate of the extra expenditure which the govt may have to incur by way of grants to these schools. It is presumed that any additional expenditure in this regard can be met from the lumpsum ~~grant~~ provision made in the budget for grant to pl. schools

2. The Director suggests that fees as indicated in his letter may be levied, from those who appear for the examination after completing the special course of training. According to the Director the examination may be conducted by the Commr of Govt Examinations and certificates issued to successful

candidates. It is reported that the extra cost to Govt on the institution of a spl examination will be very small.

3. As the proposals of the Director are designed to improve the system of education impassed in this province, they may be accepted.

4. So far as 1947-48 is concerned no additional expenditure, will be involved as the schools, if opened in 1947-48, will be eligible for a grant only from 1948-49 onwards.

Finance dept may see for remarks before circulation.

LPR 6/6/47. 6.6.47 7-6-47

A-S III / S 9/6/47 Fin

Edn. H. Dept no 43689 B2/47-1 9.6.47

Finance(Exp.A)Dept

Please see the D.P.I's letter in the C.F. and the notes of the E.&.P.H Dept.on pp.1-2 above.

The D.P.I. requests that he may be empowered to recognise the Montessori Training and the Kinder-garten training schools which may be opened by private agencies. He has stated that the schools to be opened may be given a grant on the basis of half the net cost as in the case of ordinary training schools. He has, however, not furnished an estimate of the extra cost involved in the payment of grants to these schools. It is not known whether there will be extra cost in conducting the exams. for certificates to trained teachers in these schools & if so, what the amount is.

According to para 52 of the Madras Budget Manual, proposals for increased provision for the expansion of existing services, e.g grants-in-aid to schools newly admitted to aid, should be treated as Part II schemes.

With ref. to this ruling, E.&.PH may be requested to bring forward this proposal for consideration as a Part II Scheme

The Finance note dt 9.6.47 re: the introduction of scholarships in the course of a year does not satisfy any of the criteria laid down in the Manual

34794 / 14 JUN 1947 / FINANCE DEPARTMENT

ASST. SECRETARY TO GOVERNMENT

P.T.O.

C.F. 17.6.47

for 1948-9 after obtaining particulars of the extra cost involved in the scheme as far as can be calculated readily.

17.6.47 17.6.47 C.F. 12.6.47 Fin 18/6/47 Sspu

Fin No. 34794 EA 19-6-47

ASST. SECRETARY TO GOVERNMENT 19 JUN 1947 5097 EDUCATION AND PUBLIC HEALTH DEPT.

Edn. & P.H. Dept B2

The file relates to the recognition of Montessori and kinder garten methods of training and to admit such schools which provide for such training for purposes of grants from Provincial funds. The Director has not reported the extra cost involved. He however considers that his proposal should be given effect to in the current year itself.

The Fin dept may be requested to consider the proposal as a Part II Scheme for 1948-49. and that the Director may be asked to furnish a rough estimate of the expenditure.

2. For orders whether the matter should be pressed in circulation, or whether the suggestions of the Fin. Dept may be accepted.

As pointed out in para 4 on page 2 ante, there will be no extra expenditure in the current year. The Director will request necessary provision of funds for payment of grants to these schools, in his list of Part II Schemes for 1948-49. The Director's proposals for the grant of recognition and aid to the schools and for the conduct of examination seem acceptable.

20.6.47

2 - JUL 1947

A S III / S 25/6/47

Sspu 25/6/47

M (Cir.) M. (Fin.)

4.

The govt have accepted the proposals of the D.P.I. for recognising the Montessori Training and the Kindergarten Training schools and for conducting an examination for teachers who received the special types of training. The proposal will involve the payment of a grant from Provincial funds for schools which will be opened under private agencies; for giving the special types of training. The conduct of an examination may also involve some additional expenditure. The Director has not furnished an estimate of the extra cost on account of the proposals. It is therefore not possible to decide whether the matter should be placed before the S.F.C. or not. There will be no extra cost in 1947-48

2. ~~As the scheme is to be introduced in the current year itself orders may be issued and the Director may be requested to furnish an estimate of the extra cost later.~~

2. A draft order is submitted for appl. Finance may see before issue.

LPG 28/7/47 ar 31.7.47

JBM 5/7/47 S

4/7/47 Q.

Finance (Exp.A) Deptt.

Previous Finance notes on pp.2-3 above.

The further notes of E & P.H. and the orders in circulation on pp.3-4 above may be perused.

Finance suggested that the proposal for recognition and admission grant-in-aid of Montessori and Kindergarten Training schools that may opened by private agencies might be considered as a Part II eme for 1948-9. E & P.H. have however obtained orders in circulation luding H.M (Fin.) for the introduction of the scheme in the current r. E & P.H. state that there will be no extra expenditure in the

Exp. Misc no 40689 B2/47-1

SECT. SECRETARY TO GOVERNMENT 40815 8/10 JUL 1947 FINANCE DEPARTMENT

p.2 above

p.3 above

(22) 30 5

current year and that necessary provision of funds for the payment of grants in 1948-9 will be included in the Part II proposals for that year. As the proposal commits the Government to the payment of grant for a new system of education, the proposal will have to be treated as a 'New service' after obtaining a rough estimate of the cost involved thereon and placed before the Standing Finance Committee and the Cabinet. If the scheme is approved by them, the necessary provision for the payment of grant may be included in Part I of the estimates and it will no longer be necessary to treat the grant as Part II.

M. Sachlow Jss 28/7

nees 21.7.47.

If however E & P.H. consider that the sanction proposed will not commit the Government to any expenditure and that the payment of grants to these schools or for their expenditure will be brought forward as a Part II Scheme for 1948-9, an addition may be made to the draft as indicated in pencil.

C.S. 22.7.47 Jss 28/7/47 B.G.

EMPH

Fin. (Exp.) No. 40815 EA 1 28.7.47

SECT. SECRETARY TO GOVERNMENT 6 JUL 1947 60316 EDUCATION AND PUBLIC HEALTH DEPT.

SECTT. EDN. AND P. H. DEPT. 1 - AUG 1947 GOVERNMENT OF MADRAS

Ed. & P. H. Dept [B2]

The Director has not furnished any estimate of the extra expenditure involved by his proposal. For orders, whether an estimate of the extra expenditure may be called for, from the Director, and/or the matter may be placed before the S.F.C. or the draft order, as ~~suggested~~ added to by the Finance dept may be issued. the draft order with the additions suggested by Finance may issue. LPG 28/7/47 ar 31.7.47

NM 28/7/47 S 4/8/47 H.M. (Fin.)

I think we may accept the suggestion of Finance. The D.P.I. may be asked to report on the estimate of any extra cost that may have to be borne and he may be asked to submit it as a Part II Scheme for the year 1948-49.

I know in many parts of the country schools are conducted as Montessori schools which are not really so. I think if permission for these training schools is to be given, it should be given strictly only to institutions which can really take care to run as experimental schools.

TSA
31.7.47

A para has been added to the draft. For orders as to issue.

2.8.47

2/8/47 S

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