

**BECOMING PARENTS,
THE CHILD'S FIRST TEACHERS**

The ideas within the pages of *The Joyful Child* have been chosen as a result of twenty-five years of our experience with children, and our communication with Michael Olaf customers. We hope that they are of value to you in whatever role you play in a child's life.

Geographically removed from family and the wisdom of elders, isolated from neighbors, tantalized by glamorized ads for "necessary" products, many couples need help in returning to healthy, solid parenting.

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. It is now common knowledge that the first three years have the greatest influence on the entire life of a person, not only physically, but emotionally and psychologically. That is where the Montessori 0-3 can help.

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 calm and gentleness, love and security, that will foster physical, mental, emotional, and social development, a positive self-image, and joy.

There is a natural instinct in the entire mammal community to protect bonding during this first period of life.

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 providing the newborn with two weeks alone with the family before meeting the larger community. Friends and relatives who want to assist the family in this effort can help by bringing food or running errands, knowing that they are helping the young couple in a very important way.

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 learn to balance one's personal life, family relationships, friendships, and work.

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 caregiver 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 also arrange a special time to be with the newborn each day in order to develop a strong relationship, scheduling a special daily time to talk, sing, dance or make music, participate in physical care—whatever pleases them both. The second adult will then be creating a bond of love and trust.

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 throughout life.

**HEALTHY CHILD,
WHOLE CHILD**

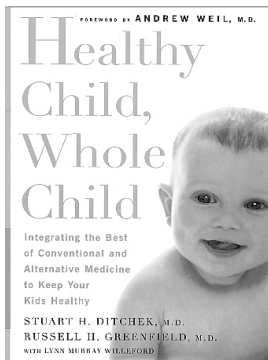
Just as safety

must come first in preparing the Montessori environment in the home or infant community, knowledge of the physical care and health of the child must come first in parent education.

This is a very complete and practical book, our favorite on the subject. There are chapters on eating, exercise, colds, colic, ear infections, and much more. *One book every family should have.* —Kenneth Pelletier, M.D., Professor of Medicine, Stanford University School of Medicine. Forward by Andrew Weil, M.D. Softcover, 6.5" x 9.5", 417 pages.

GB215

\$17.99



DIAPER-FREE BEFORE 3

There are so many problems that can come from improper "toilet learning" and this book is the best on the subject.

The author, a pediatrician and mother of three, quotes Judith Orion, the AMI (Association Montessori Internationale) 0-3 Assistants to Infancy trainer in the USA, Japan, China, and Australia.

There is no need for bribery, rewards, or cajoling, and the plan works even for the busy, on-the-go families. Help children become better aware of their bodies' signals, and boost their confidence to master this skill. Softcover, 5" x 8", 207 pages.

GB060

\$13.95



**BRINGING OUT THE BRILLIANCE
IN YOUR INFANT**

I have watched this 2-hour DVD twice

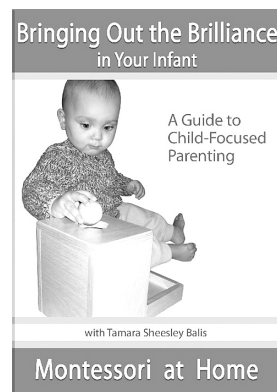
and consider it very helpful.

It was created by a parent who is also a Montessori teacher. It shows how to design each room of the home, select toys and materials, utilize Montessori philosophy, to honor your child's innate potential and support his or her optimum development.

Montessori professionals are interviewed and methods explained that will help you begin to support your infant or young child's happiness immediately. 2 hours.

(*) GB050

\$59.00



PARENTING & TEACHING — FROM BIRTH TO THREE

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 become very upset over things that we would not notice or think of as upsetting; for example the child who cried because an umbrella, which he had seen many times closed, was opened for the first time. Or a child being upset by a change in *temporal* order by 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 a feeling of security.

A child has his own inborn *natural rhythms*, or knowledge of when to go to sleep and when to wake up, when to eat, what to eat, and how much. If the parent can take time in the beginning to observe the child, to learn and respect the inner guides—for example trying to never wake a sleeping child, or allowing him to nurse until *the child* wants to stop—life will settle into a routine more quickly.

THE CHANGING ENVIRONMENT

The child thrives when he has the secure knowledge that the environment, objects and schedules, will remain the same. But at the same time, as the child grows and changes, the environment must change, gradually and subtly, to reflect his changing needs. The child constantly grows in independence and responsibility, and the adults must strike a balance between offering to help, and holding back when the child can do for himself. There is a Montessori saying "Every *unnecessary* help is a hindrance to development."

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 to remove her own clothing, cut his own food, each new step toward participation in family life.

THE PARENTS' NEEDS

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.

What a pleasure it is for parents to slow down their own lives and match the child's speed, in order to share the 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. The most important gift we can give our children is **TIME**.

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. 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,

MONTESSORI FROM THE START:

THE CHILD AT HOME, FROM BIRTH TO THREE

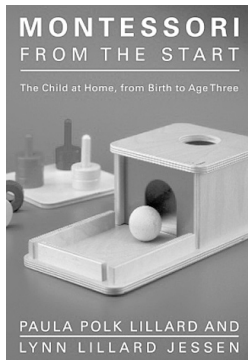
An extremely valuable book for parents, professionals, and Montessori teachers—anyone interested in how early childhood affects all of us. A practical and useful guide to raising calm, capable, and confident children.

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



HOW TO TALK SO KIDS WILL LISTEN AND LISTEN SO KIDS WILL TALK

This vital parenting book is in our *Child of the World, Age 3-12*, catalogue. But it is very important to help develop good communication skill from the very beginning of life. The book can be used alone or in parenting groups, and the tools provided are appropriate for all ages. We are still, after 22 years, constantly recommending this book to both parents and teachers. The authors have often been guest speakers at Montessori conferences. The book is based on the practice of PET (Parent Effectiveness Training). To find a PET course near you, phone: 800-628-1197.

GB270

\$13.95

THE WONDERFUL TWO'S: A VIDEO OR DVD

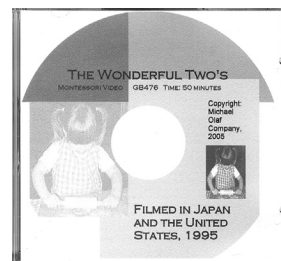
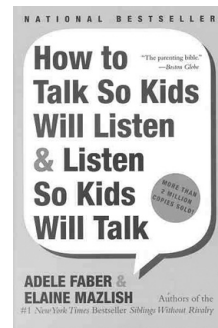
Susan Stephenson filmed children in the Infant Community at the first AMI Montessori 0-3 course in Japan, and then at the training center in Denver, Colorado. A friend helped her make this video/DVD from the film. It has been used in many countries, by parents and teachers of children of all ages, to see the amazing potential of the child under three years of age for concentration, real work, order, and care of others and the environment. *The Wonderful Two's* is often considered "required watching" in schools with 0-3 Montessori programs. Parents report that it helps them immensely in the home. **Note:** the picture on the cover is from a Montessori home in Portland, Oregon.

GB476 VHS

\$30.00

GB480 DVD

\$30.00



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

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.

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?

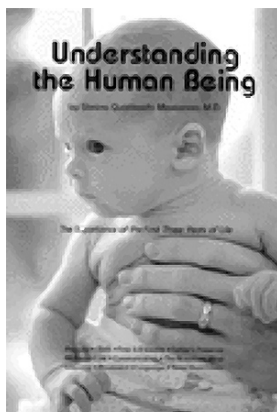
Would you prefer "Get out of this room immediately!" or perhaps "Say you are sorry and say it like you mean it!" or "Could I please speak to you in private for a moment" and then "Something must be very wrong for you to get this upset, shall we go home so you can rest?"

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.

UNDERSTANDING THE HUMAN BEING: The Importance of the First Three Years of Life



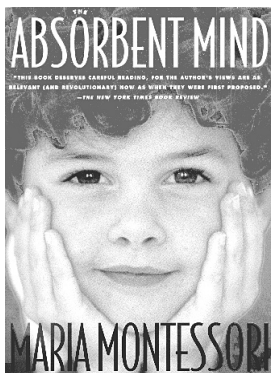
Many believe this to be the most important book for parents-to-be.

Topics include: prenatal life; the first 6-8 weeks; the father; communication; weaning; movement; language.

The author, Silvana Montanaro, MD is a specialist in psychiatry, a professor at Cristo Re Hospital in Rome, and the

international director of the Montessori Assistants to Infancy (Birth-3 years) training programs of the Association Montessori Internationale. She maintains that knowledge of the child should become the basis of a new form of education, helping human beings to reach a high level of emotional, intellectual and moral integration. Softcover, 6" x 9", 165 pages.

GB150 \$34.95



THE ABSORBENT MIND

The mind of the child does not just take in what we choose, but absorbs everything. This Montessori classic explains the phenomenon and helps us make use of it in the best way for a child. Softcover, 296 pages

This book deserves careful reading . . . the author's views as relevant (and revolutionary) now as when they were first proposed. —NY Times Book Review.

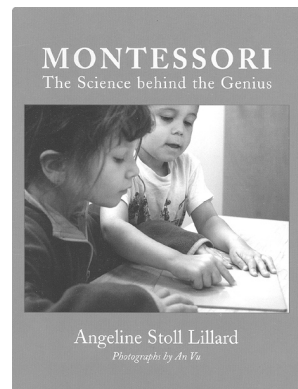
GB456 \$18.00

MONTESSORI, THE SCIENCE BEHIND THE GENIUS

At the beginning of your child's life is the best time to read this book. Although it is considered by many to be

the outstanding Montessori book on education in general, there is a lot of valuable information in it on the beginning of life. Dr. Angeline Lillard's book is full of scientific evidence that proves the value of Montessori philosophy and practice—and is very valuable for understanding the ideas presented in *Joyful Child*. Softcover, 404 pages, several black and white pictures. Dr. Lillard is a favorite speaker at Montessori conferences and this DVD contains a 104 minute lecture based on her book.

(*) GB055 book \$19.95
(*) GB080 DVD \$29.95



PARENTING & TEACHING — FROM BIRTH TO THREE

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 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

Uninterrupted periods of concentration on play or work that involves both body movement and mental intention toward a goal, fulfill the needs for order, movement, work, repetition, perfection, concentration, exactness, imitation, independence, and self-control. Pretty good for just one activity!

A sparse environment of carefully chosen materials supports this development, and a crowded or chaotic environment can cause stress. 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 invite the child to use them, to call forth self-respect and respect and care toward the environment, and to foster appreciation of beauty.

Montessorians are very cautious about allowing children to be guinea pigs for the use of new inventions such as walkers, swings, certain baby carriers, pacifiers, computers and televisions. Research supports the benefits of this healthy attitude to the child's environment.

CONCLUSION

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 gives a short introduction to the Montessori Birth to Three, or Assistants to Infancy. We hope you are inspired to learn more.

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. She said:

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 / 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. This is a reprint of a lecture given by Susan Stephenson (*The Joyful Child* author, 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



PARENTING ARTICLES, Set/3

Aiding the Development of Self-Esteem in Children, from birth to age 12+ is an article by Susan Stephenson (author of *The Joyful Child*) on how the child's 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 is written by 0-3, 3-6, and 6-12 Montessori teachers (Susan writing the 0-3 section). It gives valuable suggestions for using Montessori ideas in the home ANYTIME, not just in the summer! All of these articles were published by The Association Montessori Internationale.

GB782 Set/3 (*Technology, Self-esteem, Summer Ideas*)

\$6.00

CHILD OF THE WORLD 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. Bulk orders available wholesale. NOTE: Some of the books and materials in *Child of the World* are also suitable for the mature 0-3 year old.

GB010

\$7.00

