



"BUTTONS? ... THEY SHOULD BE MEDALS!"

STAYSKAL
BY TAMPA
TRIBUNE



Letters

Vote with thought

This is not another "go to the polls and vote because it is election day" letter. It is a "go to the polls and vote if you're informed" letter.

There are many reasons to vote for a candidate. Some of these include: qualifications, experience in office (if performance was good), performance in all past offices, accessibility, issues, innovativeness, and knowledge of the powers and limitations of the office being sought.

There are also qualities which are not reasons to vote for or

against a candidate. Qualities such as "new blood," a candidate's age irrespective of health, party affiliation, and incumbency are not reasons to vote for a candidate. They may be descriptive, but they are hardly evaluative.

Today, when casting your ballot, consider valid reasons why a candidate should receive your vote.

Mark Scudder
ASUN president
Curt Oltmans
ASUN vice president

Montessori method defended

Upon reading the article entitled "Pressure to Succeed Evident in Kindergarten, Even Earlier" (Oct. 24, Daily Nebraskan) and finding myself in agreement with its principal argument, I, nevertheless, noted with dismay certain misconceptions about the Montessori educational philosophy: i.e. The director of a non-Montessori day-care facility was quoted as saying, "Montessoris are too structured for children." Another statement was attributed to her, to the effect that these types of schools teach intellectual development, not social development. As a Montessori preschool teacher for many years, it is my view, based upon actual experience, that such characterizations of the Montessori approach are untrue and misleading.

The Montessori philosophy is based upon respect for the child as a whole: both the physical and social development of the child are essential elements of the program, and they go hand-in-hand

with mental development. A Montessori preschool is a "children's house," where everything is within the reach of the children, and they can interact with the materials, the adults, and the other children.

In this "small society" of primary children between the ages of approximately 3 and 6 years, there exists an orderly and relaxed atmosphere, which is conducive to productive interaction and learning appropriate to the readiness of each individual child. This is a well-balanced approach (neither "too structured," nor neglecting social development).

First-hand experience is one of the most effective learning techniques. Hopefully, persons interested in commenting on the Montessori approach will take the time to visit Montessori schools and see how they function before drawing conclusions about it.

Maria Schoch
Children's Circle Montessori School

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