



*The Montessori*

# OBSERVER

*Beyond the  
Cosmic Education*

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## Montessori Education vs. Day Care

### *Montessori Confronts State Regulations*

Montessori schools generally function in confrontation with restrictive and inappropriate day care regulations and other restrictive governmental conditions. In this regard, recent IMS investigation of state day care regulations in the United States under which Montessori schools must function has revealed that some states offer waivers or exemptions from such regulations if so requested and if proper justification can be provided.

Therefore, IMS has been communicating with state day care agencies to establish the unique and separate character of Montessori schools as contrasted with regular day care centers to provide the basis for a justification of waiver or exemption for Montessori schools from the otherwise applicable regulations.

IMS requests Montessori schools to complete the school questionnaire in this issue to advise IMS of difficulties encountered with state and local regulations and other problems to enable resolution of such difficulties through further appropriate action.

### *Making "Montessori" Real*

Creating the new education requires an extension of Montessori principles beyond the classroom. Although there are over 2,000 Montessori schools in the United States, there are many people who have never heard or seen the word "Montessori".

*Cont'd. page 3, col. 2*

### *IMS Engages U.S. Government Regulations*

IMS has recently submitted comments to the United States Department of Health and Human Services Secretary Patricia Harris regarding federal regulations affecting the American Montessori community. A revision to the federal day care regulations is proposed to allow an exemption from compliance with restrictive staff-child ratios and staff training requirements for Montessori schools at the request of state agencies.

The IMS recommended revision to the regulations would enable state agencies to request that the Secretary "...waive, exempt or further condition the application of specific requirements of these regulations". Each state governor has been sent a copy of the proposed revision and some supportive responses are being received.

The primary purpose of the revision is to provide an opportunity for Montessori schools to receive a waiver from the restrictive and inappropriate provisions of the day care regulations with which they would otherwise be required to comply in order to effectively participate in federally funded programs, such as Title XX. The revision would also enhance the opportunity for the development of Montessori programs among the poor communities where currently very little Montessori education is known.

To support the IMS initiative, write your state governor or contact: Secretary Patricia Harris, Department of Health and Human Services, Washington, D.C. 20201.

### *"Montessori" Certificate for the Public Schools*

Montessori teachers may soon be hired by public schools throughout the United States by qualifying for a special "Montessori" teacher certification standard proposed by IMS. The "Montessori" certificate for public school teaching will enhance the opportunity of school administrators to develop sound, authentic Montessori educational programs in their local school districts.

Presently, public school administrators may be deterred from establishing Montessori programs because they are limited to hiring only "certified" teachers prepared through completion of a traditional four-year education course which is normally required for such certification. Since there are relatively few qualified Montessori teachers who also possess traditional teacher certification, administrators would encounter considerable difficulty in locating qualified teachers and therefore may be reluctant to attempt the development of Montessori programs.

The "Montessori" certification provides a means of qualifying Montessori teachers from among the larger population of trained Montessori teachers who have not completed the full four-year traditional teacher training degree. In addition, the "Montessori" certificate will provide important guidelines in the selection of Montessori teachers to enhance the development of sound, effective Montessori programs.

Recent IMS research into the teacher certification issue has evidenced a significant interest in Montessori education in some public agencies and efforts are currently underway to achieve the needed certification category. The IMS proposal is as follows:

*Cont'd. page 2, col. 2*



## Beyond the Cosmic Education

"What happens to children after Montessori school?" is only partially answered by the assurance that the elementary Montessori environment and its commitment to cosmic education is now available. Although cosmic education is a completely effective approach for the child 6-12, parents and educators now ask "what is beyond the cosmic education?". Is the work of Montessori education completed once the child reaches the age of 12?

### **Erdkinder**

The *Erdkinder* farm-school model for the 12-18 year old child is a unique and appropriate physical setting for the teenage child, consistent with this aged child's fundamental nature. However, effective *Erdkinder* cannot be realized solely through the form of a particular physical setting and certain curriculum guidelines. There must be a commitment and communication with respect to appropriate fundamental principles. The recent research and experimentation with regard to these principles so far has revealed only partial knowledge.

What is known about the 12-18 period is that the teenage child must traverse barriers and engage issues which have not been completely resolved by adult society; economic survival, self-worth, commitment to the fundamental dignity of man, and a sense of adequacy and effectiveness. The challenge to discover the principles of Montessori secondary education is precisely the challenge before adult society; e.g., to confront the conditions of hunger, violence, poverty, inadequacy and ineffectiveness with a sense of joy and satisfaction.

### **Mysterious Preparation**

The work of preparing for Montessori secondary education is not just performed by those individuals engaged in experimental *Erdkinder* projects. The entire Montessori community participates in the preparation for the emergence of this final stage of

Montessori education by an essentially unknown and mysterious process of extending Montessori principles into adult society by engagement with social forces outside and beyond the classroom; creating new Montessori schools, providing public workshops, supporting the work of Montessori organizations and public interest groups and engaging in political and community action.

### **Time, effort and money**

There is no guarantee as to when the work of Montessori education will be completed. However, progress can be measured by a sense of joy and satisfaction as the results of work in society are increasingly acknowledged and realized.

The barriers associated with time, effort and money with which adult society seems to be entangled, are actually opportunities to realize the ability to create new conditions of adequacy and effectiveness in society. With boldness and courage, individuals can create a new society, independent of considerations of time, effort and money. Beyond the cosmic education lies the completion of the work of Montessori education, the transformation of adult society.

### **"Montessori" Certificate**

*cont'd. from page 1, col. 3*

"Candidates will be qualified for Montessori teacher certification when they have:

- (a) received a baccalaureate degree from an accredited four-year college or university; and
- (b) completed a course of study in Montessori education meeting the standards and requirements of a Montessori accrediting agency recognized by the State Board for the corresponding age level of children instructed".

IMS will contact each state's Montessori community as the "Montessori" certificate issue is raised for public comment. Contact IMS for further information with regard to any particular state.

## IMS Training Centers

**Alaska, Anchorage**  
Montessori Creative Training Center  
Margaret Green, Director  
2601 Fairbanks St.  
Anchorage, AL 99503  
(905) 272-5033

**Texas, San Antonio**  
Kriterion Montessori Teacher Center  
Joh Laven, Director  
611 West Ashby Place  
San Antonio, TX 78212  
(512) 735-9778

**Washington, Renton**  
IMS/Washington State  
Mary Ruth, Director  
P.O. Box 2019  
Renton, WA 98055  
(206) 255-9666

**Washington, D.C.**  
IMS/Washington, D.C.  
Lee Havis, Director  
P.O. Box 4338  
Washington, D.C. 20012  
(301) 589-1127

Look for the  
*October Observer*  
featuring  
**Montessori Accreditation**

### The Montessori Observer

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Lee Havis, Executive Director

*The Montessori Observer* is mailed eight times each year to Montessori schools in North America and IMS members throughout the world. *The Observer* is sent during the following months: Jan., Feb., March, April, May, Sept., Oct., and Nov. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and promote harmony within the Montessori community.

#### INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The purpose of IMS is to support the effective application of Montessori principles throughout the world.

#### SUBSCRIPTION

*The Montessori Observer* is provided at no cost to Montessori schools in North America. Subscription to this publication may be obtained by requesting IMS membership which is open to all individuals for a \$10 yearly fee. Complete the membership application form to obtain an individual subscription and other benefits of IMS membership.

#### ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are \$7/line. Position and Placement ads are \$10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about design advertising.

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## Announcements

**NAMTA Fall Workshop**, Oct. 24, 25, 26; sponsored by Edwardsville Montessori Society Children's House in cooperation with Villa di Maria AMI Montessori Center for the St. Louis Area. Presenters are **Charlene Trochta** and **Carol Alver**. For further information, contact: **Mary Beth McGivern**, P.O. Box 127, Edwardsville, IL 62025, (618) 656-9266.

**Cosmic Education**, by **Ursula Thrush**, interrelates Montessori education at all levels and provides descriptive lessons and diagrams. To order, contact: **Ursula Thrush**, Rt. #1, Box 7, Half Moon Bay, CA 94019.

**National Reye's Syndrome Foundation** provides information about a dangerous liver and brain disease which particularly affects children. Reye's Syndrome can be fatal and has no known cause. For further information, contact: **John E. Freudenberger**, President, NRSF, 509 Rosemont, Bryan, OH 43506.

### IMS Elementary Course Acknowledgements

IMS acknowledges and expresses its appreciation to the following individuals for their unique and valuable contributions without which the IMS elementary course curriculum would not have been developed:

—**Mary (Ruth) Quick** (IMS/Washington State) for her enthusiastic interest which first revealed the urgent need for such a course;

—**Joh and Hanna Laven** (IMS/San Antonio) for their willingness to share their experience and knowledge with respect to the fundamental principles of cosmic education...“the total interrelated functioning of the universe”.

—**Ursula Thrush** for her communication of the interrelated character of all Montessori education in her book “Cosmic Education”.

—All those individuals whose interest, inspiration, effort and courage was offered and shared with IMS on behalf of the child to develop the IMS elementary course curriculum.

The IMS elementary course will be offered only through IMS training centers. Courses will be held in 1981-82 at workshop locations to be announced. Contact IMS for further information.

### Making “Montessori” Real cont'd. from page 1, col. 1

The IMS “Montessori” bumper sticker is one example of a simple, effective means of engaging a wider public participation with Montessori education. Parents and others associated with Montessori schools can participate in the process of making “Montessori” real by displaying the bumper sticker on their cars and talking about “what is Montessori” to their friends.

Contact IMS for “Montessori” bumper stickers. IMS invites other ideas to extend participation and awareness with regard to “Montessori”.

### Completing the “School Questionnaire”

The September issue of the *Observer* contains a special “School Questionnaire” in place of the normal “Reader Response” form. Information about IMS programs normally requested on the “Reader Response” form will now be obtained by completing the “Membership-response” form.

The purpose of the “School Questionnaire” is to offer an opportunity to communicate with regard to operating difficulties encountered by schools to enable IMS to more effectively support the ability of schools to function successfully. The recent IMS investigation of government regulations affecting Montessori schools has evidenced that many government agencies are unaware of difficulties experienced by Montessori schools in their jurisdictions. These agencies and the regulations which they enforce can be more effectively confronted by IMS with specific information and knowledge about actual problems encountered.

IMS will respond to all questionnaires submitted and use this information to resolve individual difficulties and to enhance the conditions under which schools function in each jurisdiction. In some cases, IMS may seek revision of applicable laws and regulations.

## Positions & Placements

**Montessori teacher:** (2-6). Experienced, send resume to: St. Christopher's Montessori School, 2619 Currie Rd., Victoria, B.C. V8S 3B9, Canada.

**Montessori teacher:** (6-9). Begin Fall, 1980, to serve as second head teacher in large well-established school. Hours, 8:30 a.m. to 3:15 p.m. Send resume or contact: Hilltop Montessori School, 32 Lafayette Road, Sparta, N.J. (201) 729-5485.

**Montessori teachers:** (6-9), (9-12). In Florida rapidly growing area between Gulf coast and Disney World. Begin Fall, 1980, salary negotiable. Send resume and short personal philosophy to Melinda Chastain, Mid-State Montessori, 202 N. 11th, Dade City, FL 33525. (904) 567-6024.

**Montessori teachers:** (2½-6), (6-12). Full and half day. Growing school established 1976. Located 45 miles east of San Francisco in Valley. Salary, \$1,000-1,200 monthly. Valley Montessori School, P.O. Box 2192, Livermore, CA 94550.

## Marketplace

**“Montessori” bumper sticker.** Order from IMS. \$1 each, \$0.60 each for quantities over 10. Free to IMS members.

**MCP Primary Readers:** Interesting stories, 10 books in each set. Emphasizing phonetic elements. Order from IMS publication list. 20% discount to IMS members.

### Participate in the New Education

## JOIN IMS

#### Benefits include:

- 8 issues of the *Montessori Observer*
- Montessori publications at discount
- IMS program information

#### \*BONUS!

- FREE** copy of *The Essential Montessori* (pub. 1979, E. Hainstock)
- FREE** “Montessori” bumper sticker

**Complete and submit the  
Membership-Response Card**

*\*Bonus offer guaranteed only while supplies last.*

Address correction requested

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SCHOOL QUESTIONNAIRE

Complete and mail to: IMS, P.O. Box 4338, Washington, D.C. 20012

Sept. 1980/Vol. I, No. 5

Name of School Administrator Tel.

Street City State Zip Code

Ownership: \_\_\_ private corporation \_\_\_ Individual \_\_\_ Parent cooperative  
\_\_\_ non-profit corporation \_\_\_ Partnership \_\_\_ Other (specify)

Montessori school membership: \_\_\_ AMS \_\_\_ AMI \_\_\_ IMS \_\_\_ None \_\_\_ Other (specify)

What agency licenses or regulates school?

With regard to government regulations, what difficulties has the school encountered?

- \_\_\_ Staff-child ratios
- \_\_\_ Staff training requirements
- \_\_\_ Limited hours of operation
- \_\_\_ Program content
- \_\_\_ Nap-time requirements
- \_\_\_ Equipment requirements
- \_\_\_ Zoning restrictions
- \_\_\_ Fire safety standards
- \_\_\_ Fees/Financial requirements
- \_\_\_ Health requirements
- \_\_\_ Advertising
- \_\_\_ Other (specify below)

What other difficulties is the school experiencing?

- \_\_\_ Maintaining enrollment
- \_\_\_ Communication with parents
- \_\_\_ Obtaining qualified teachers
- \_\_\_ Other (specify)