



The Montessori OBSERVER

Training
Montessori Teachers

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IMS/San Francisco to Train Teachers

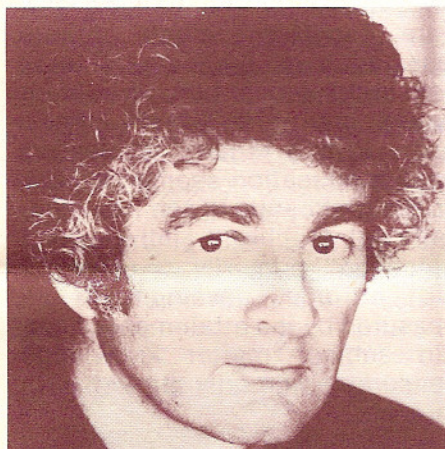
IMS has initiated procedures to establish IMS/San Francisco to train Montessori teachers in the Bay area for the 1981-82 course year. Sponsored by IMS, this center will be coordinated in the local area by **Meighen Tideman**, serving as Program Manager.

Ms. Tideman, owner of Big City Montessori School (San Francisco, CA) and Montessori educator in the Bay area since 1969, has held several important teacher training positions previously, including assistant teacher trainer and head teacher of the laboratory school for three years at the Montessori Education Center in Palo Alto, CA. In addition, Ms. Tideman founded and served as first president of the Northern California Chapter of the North American Montessori Teacher's Association (NAMTA), 1970-71.

The training center will be located at the Big City Montessori School where a materials workshop is planned for July after an initial phase of independent study has been completed. Internships will be arranged with area Montessori schools.

Staff for the course include: **Deborah Milikian**, philosophy/child development; **Meighen Tideman**, math and sensorial; **Cynthia Alexander**, language and geography; **Susan Rutynowski**, practical life; **Rebecca Keith**, biology; **Naseem Meer**, physical sciences and art.

Enrollment in this course will begin as soon as approval procedures are completed with the State of California. Direct inquiries to IMS.



Dr. Arthur Janov, new IMS Advisory Board member.

Janov Joins IMS Advisory Board

The IMS Advisory Board recently welcomed to its membership one of today's most knowledgeable individuals in the field of psychology, **Dr. Arthur Janov**. Founder of *Primal Therapy*, Dr. Janov is best known for his popular, revolutionary publication, *The Primal Scream*, which reveals the process of reliving childhood experiences to release tension.

Dr. Janov has been active in the field of psychology since 1960 when he received his Ph.D. in Psychology. His extensive background in psychology includes clinical practice in psychotherapy and work in the Psychiatric Department of Los Angeles Children's Hospital.

In 1967, Dr. Janov founded the Primal Institute in Los Angeles to carry out research into Primal Therapy. His recent publications include *The Anatomy of Mental Illness*, *The Feeling Child*, *Primal Man: The New Consciousness* and *Prisoners of Pain* (1980).

IMS particularly wishes to acknowledge the important contribution that Dr. Janov's work has made to the development of the child development sections of the

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Program Managers Needed

IMS offers an opportunity for individuals to apply now to serve as local program managers of IMS training courses for 1981-82. Responses and inquiries received by IMS thus far indicate that a critical shortage of well-trained Montessori teachers exists and that there is an urgent need for effective teacher training centers. As program managers are located and engaged, new IMS training centers will be developed to meet this vital concern for Montessori education.

Program managers receive a salary based on a commission of the tuition received from students enrolled in the course. The written agreement for the position of program manager will include an option to purchase the training center in the future.

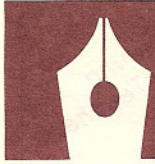
All IMS courses provided through local program managers will be sponsored by IMS and will offer graduates IMS certification for teaching children 2-6. The basic IMS primary curriculum guide will be followed, consisting of independent study, workshop, seminars, classroom observation and practical teaching experience over the course of about a year and a half.

For application and further details, write IMS promptly.

Study Supports Preschool Education

In a recently released study entitled "Young Children Grow Up" (Schweinhart and David Weikart), it was reported that early school experience is associated with stronger, more independent and ambitious student behavior in

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Training Montessori Teachers

Effective Montessori teacher training has traditionally been an uncertain matter stemming from considerable difficulty experienced by Dr. Montessori in communicating her discoveries to adults. Despite the many courses which Dr. Montessori personally conducted before her death in 1952, the legacy of early difficulties persists today as the search continues to discover a dependable means of effectively communicating a full commitment to Montessori principles. Since 1952, a significant effort has been made in training Montessori teachers, as noted by the existence of a wide variety of alternative approaches available today.

Government Regulations

In the United States and other countries where extensive government regulation exists over education, effective Montessori teacher training is frustrated by a system of traditional teacher education values essentially contrary to Montessori education. Authentic, creative efforts to achieve effective Montessori training are normally deterred through approval procedures and program criteria opposed to Montessori principles. Subject matter requirements, legal restrictions and attitudes of curriculum evaluators are often formidable barriers. The basis of the controversy between traditional teacher education and Montessori education appears to be that traditional teacher education aims generally towards conveying content while training Montessori teachers aims at communicating a commitment.

Montessori vs. Traditional

The ultimate aim of Montessori teacher training is a profound character development in the teacher, not the conveying of subject matter information. The mastery of the ability to create a psychic environment through a commitment to certain principles is senior to any concept development which may occur in the training process.

Therefore, intangible qualities, such as joy, satisfaction, confidence, integrity and courage in the teacher are the qualities which most accurately measure the success of the training program. Tangible symbols of success, such as grades and tests measuring a quantum of subject matter, are of secondary importance. In this regard, Montessori teacher education seems to differ most significantly in aim from conventional teacher training which is focused primarily on concept and attitude development as measured by the attainment of certain subject matter knowledge measurable primarily through written tests.

Character Development

To the extent that Montessori training programs attempt to measure success in terms of content conveyed, rather than in the intangible inner qualities of the character, results will remain uncertain and unpredictable. IMS believes that a full commitment to Montessori principles can be effectively communicated and that the purpose and objectives of Montessori courses must aim at the level of profound character development which is needed to assure satisfactory results.

All Participation Needed

IMS recognized that many existing training programs are seeking conscientiously to improve and enhance the quality of their efforts through workshops and other means. IMS supports such efforts by providing the accreditation process of the International Montessori Council with which non-IMS training courses can become identified.

IMS believes that it is vital that effective Montessori teacher training be realized throughout the entire Montessori community. Therefore, IMS supports all participation and efforts in teacher training as important and needed in the process of realizing the "new education".

Back Issues of Observer Offered

IMS announces that all seven back issues of the *Montessori Observer*, since its first issue of *Creating the New Education* (Feb., 1980) are available for purchase while supplies last.

These first seven issues relate the development of IMS from its initial efforts and include the following substantive topics:

- Feb./1980, No. 1
Creating the New Education
- March/1980, No. 2
Montessori Elementary Education
- April/1980, No. 3
Montessori Organizations
- May/1980, No. 4
Montessori Materials
- Sept./1980, No. 5
Beyond Cosmic Education
- Oct./1980, No. 6
Montessori Accreditation
- Nov./1980, No. 7
Creating the New Society

Look for the February Observer featuring *Classroom Management*

The Montessori Observer

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P.O. Box 4338
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(301) 589-1127

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 \$15 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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Book Review

Children Learning

Pub. Schocken Books (New York, N.Y.), 1980

By Paula Polk Lillard

Paula Polk Lillard, author of *Montessori—A Modern Approach*, presents in her new 1980 publication, *Children Learning*, a diary of her classroom experiences with 4-5 year old children. Although the setting of this classroom experience is a non-Montessori private school, there is much that Montessori teachers can identify with in the daily record of progress, events, frustrations and insights expressed by Mrs. Lillard chronologically over the course of the school year.

A primary focus of Lillard's observations relate to academic progress of the children in the use of Montessori materials. Notable is the apparent ease of adaption and effectiveness of these materials with the children in her classroom, who apparently had not had previous experience with such materials.

Children Learning reveals Mrs. Lillard's willingness to expose her feelings of doubts, frustration and anxiety with regard to social conditions and values contrary to her aim of independence and self-discipline for the children in her classroom. Insightfully, she recognizes the common American social value of "being busy": "What is it in our culture that makes us feel uneasy if we are not constantly busy and teaching our children to be constantly busy as well?"

Montessori teachers and other adults who relate to young children can genuinely benefit from Mrs. Lillard's open and candid comments about her personal experiences with young children. There is a great deal to be learned from *Children Learning*.

Children Learning (Hardcover, 262 pages, \$12.95) can be ordered from the IMS Montessori publications list in this newsletter. A 20% discount applies to IMS members.

Study, Cont'd. from page 1, col. 3

later years. This study, begun in Ypsilanti in 1962, followed preschoolers through high school and is one of the first such longitudinal studies to formally reveal its findings.

The study tested 123 subjects at intervals since 1962 through written instruments and interviews with their parents and teachers. Subjects were from low-income families where normally unfavorable school achievement is expected. The study revealed that subjects with preschool experience were 20% less in need of special education in later years. In addition, there were 16% fewer subjects who had committed five or more delinquent acts among the students who attended preschool programs.

Announcements

National Reye's Syndrome Foundation reports incidence of deadly Reye's Syndrome high during flu season, Jan.-March. Disease affects young children suddenly. For free brochure on symptoms, write IMS.

N.A.M.T.A. workshop on the elementary level. Contact: Julia Wright, 3781 N.E. 185 St., Seattle, WA 98155. (206) 524-4244.

Marketplace

Charlie Chopper Grows and Grows by Anne Goresht. A new fun book encouraging preschoolers and elementary children to become involved in learning about **nutrition**. 23 full color illustrations. 54 pages. Hand-lettered. Song and recipe included. Soft cover. \$7.95 pre-paid. Send check to: Wholesome Press, 908 Elizabeth Rd., S.W. Calgary, Alta. T2S 1M9, Canada.

Montessori Observer(s): Back issues of the *Montessori Observer*, since the first issue Feb./1980, "Creating the New Education", may be purchased from IMS while supplies last. The seven-issue set of Vol. I, 1980 is \$5.00. Individual issues, \$1.00 ea. To order, complete order form.

Positions & Placements

Program Managers: to coordinate local management of IMS training courses. Salary a commission based on percentage of tuition income received. Contract includes option for IMS affiliation and program ownership in future. Write for application and details to: IMS, P.O. Box 4338, Washington, D.C. 20012.

Montessori teacher: (2-6) experienced; to serve as head teacher for preschoolers. Beautifully organized school with pleasant surroundings. Send resume or contact: Florence Foster Montessori 555 W. 115th St., Chicago, IL 60628, (312) 995-1174. Transportation, boarding and salary negotiable.

Montessori teacher: (2-6) full-day. College degree req'd. Contact: Marilyn Corbin, Principal, North Broward School, 3701 N.E. 22nd Ave., Lighthouse Point, FL 33064. (305) 941-4816.

Placements

Montessori teaching position: Certified primary Montessori teacher seeks teaching position in Montessori school in U.S. 1979 diploma from Marian Training Centre (Sri Lanka). Mature, responsible individual. Contact: Mrs. Sita Yapa, 3273 Southgate Rd., Ottawa, Ontario, K1V 7Y3, Canada.

Elementary sponsorship: Primary trained male seeks sponsorship for elementary training. MED., 5 yrs., experience. Wife primary trained desires ½ day position if possible. Contact: Dave Gray, 609 N. Mill, Eldon, MO 65026. (314) 392-3409.

Elementary sponsorship: Montessori primary aide seeks sponsorship for 81-82 elementary Montessori teacher training. Holds BA with art background. Proficient in French. Contact: Camilla Wolf, 314 N. Prairie, Kalamazoo, MI 49007. (616) 342-8463.

Dr. Janov, Cont'd. from page 1, col. 2
IMS curriculum guides for Montessori teacher training. His insightful orientation towards the development and structure of personality is vitally needed by teachers to fully comprehend deviant childhood behavior in the classroom. Dr. Janov's research represents a fundamental breakthrough in psychology, extending significantly the basic discoveries of Sigmund Freud in the early 1900's.

It is an honor to announce the association of Dr. Janov with IMS and to acknowledge the relationship between his work and that of Montessori education.

For further information about the work of Dr. Janov or the Primal Institute, please contact IMS.

Address correction requested

P.O. Box 4338 • Washington, D.C. 20012

OBSERVER
The Montessori



PUBLICATIONS & MATERIALS

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

Jan. 1981/Vol. II, No. 1

Montessori Publications

Quan.	Title	Price	Quan.	Title	Price
_____	<i>Carinato, Sister Mary Ellen et al</i> Montessori Matters	14.00	_____	<i>Montessori, Maria</i> Dr. Montessori's Own Handbook	3.95
_____	<i>Goodwin, Mary</i> Creative Food Experiences for Children	5.95	_____	From Childhood to Adolescence	2.75
_____	Hainstock, Elizabeth		_____	Montessori Elementary Material, The	6.75
_____	Teaching Montessori in the Home: The Preschool Years	3.95	_____	Montessori Method, The	5.50
_____	Teaching Montessori in the Home: The School Years	3.95	_____	Secret of Childhood, The	2.95
_____	The Essential Montessori	1.95	_____	Spontaneous Activities in Education	4.95
_____	<i>Janov, Dr. Arthur</i> The Primal Scream	5.95	_____	To Educate the Human Potential	5.00
_____	<i>Lillard, Paula</i> Children Learning	12.95	_____	<i>Motz, Sister Mary</i> Montessori Matters—A Language Manual	15.00
_____	Montessori: A Modern Approach	2.75	_____	<i>Orem, R.C., ed.</i> Montessori Handbook, A	2.95
_____	<i>Malloy, Terry</i> Montessori and Your Child—A Primer for Parents	4.95	_____	Maria Montessori: McClure's Magazine Articles	3.95
			_____	<i>Standing, E.M.</i> Maria Montessori: Her Life and Work	2.95
			_____	Montessori Revolution in Education, The	3.95

MCP Primary Readers

_____	Set 1, Short Vowels	MCP 1	6.96
_____	Set 2, Long Vowels	MCP 2	6.96
_____	Set 3, Consonant Blends	MCP 3	6.96
_____	Set 4, Digraphs	MXP 4	6.96

Montessori Observer(s)

_____	Seven issues, Vol. I	\$5.00
_____	Single issue(s), No. _____	1.00 (ea.)

TOTAL PRICE FOR PUBLICATIONS _____

"Montessori" Bumper Stickers

1 free to IMS members
Non-member price: \$1.00 each
For quantities over 10: \$0.60 each

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