



The Montessori OBSERVER

Self-Image

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Montessori in New Zealand

The New Plymouth Montessori Association (*New Plymouth, New Zealand*) publishes a newsletter about its own school program and other activities concerning Montessori education in New Zealand. Jill Chivers, National Coordinator of the Association, has recently expressed her special interest in exchanging information with Montessori schools in other countries. She states that ". . . we are so very isolated here in New Zealand, please could you make a special effort to send a note or a newsletter of your own in return for our news?"

To exchange school information, contact: Jill Chivers, New Plymouth Montessori Association, P.O. Box 392, New Plymouth, New Zealand.

Montessori Challenged in Massachusetts

The Montessori Association of New England (MANE) recently reported the "shocking news" that the Massachusetts Office for Children is planning to toughen enforcement of its regulation of Montessori schools in the state. MANE has urged that the state Montessori community "let it be known that we have a serious problem with the regulations in relation to staff/group ratios, age groupings, and other issues which make it difficult to operate as a Montessori school."

MANE notes that an organizational effort among Montessori school administrators is underway to "deny the Commonwealth regulatory jurisdiction over Montessori schools under the Office for Children." For further information, contact: MANE, c/o Martha Logue, 130 Pleasant St., Lexington, MA 02177.

REMINDER

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

Elementary Montessori by Independent Study

IMS now plans to aid the development of Montessori education for the 6 - 12 year old child through a unique independent study format. The "IMS Montessori Elementary Independent Study Course" consists of a sequence of nineteen (19) lessons, with twelve (12) hours of classroom observation, which aims to prepare Montessori primary trained teachers to effectively apply the three Montessori principles, i.e., "Observation", "Individual Liberty" and "Preparation of the Environment" - with the elementary aged child.

In this new IMS course, the student follows directions in the IMS Elementary Study Guide to complete assignments in Montessori Principles, Observation, Child Development and Introduction to Montessori Materials. IMS commentary in the study guide is supplemented by specific reading assignments in various Montessori elementary texts which are included in the cost of the course.

All assignments are completed at the student's own residence in conjunction with a nearby Montessori school. The following components are included:

Montessori Principles

This component consists of seven (7) separate lessons directed to Montessori principles as applied to the elementary

child. For each lesson, the student submits a written assignment to IMS based on study of the subject matter in the study guide and the assigned portions of the required texts. IMS provides a detailed response to each assignment to clarify and refine the student's remarks. Specific lessons are:

1. The New Education
2. Cosmic Education
3. Ordering the Mind
4. The Outgoing Child
5. Role of the Teacher
6. Montessori Elementary Environment
7. Erdkinder and Beyond

Observation

Four visits to a Montessori classroom (12 hours total) are required in this component. During each visit, the student observes the classroom for a three hour period according to a specific format which aims to uncover certain essential aspects of the nature of the elementary aged child. Written reports are submitted and evaluated by IMS. Observation formats are: Physical Environment, Child Comparison, The Teacher, Teacher/Child Engagement, Child/Environment Engagement, and Total Classroom.

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Children's program at the Loving Tender Care Montessori

School (Warren, MI) - See Article, Page 3



Self-Image

The Cosmic Message -

"Old one," spoke the youth, "Change says 'I WILL BE,' and Form says 'I AM.' What is it that TRUTH says?"

"Listen.," whispered the old one.

And TRUTH spoke in the young one's heart. His eyes met those of the old one. And they both were filled with joy.

From the *Ascender*,
Vol. 1, No. 1, Spring 1982

"Self-Image" - the perception of one's "self" - has traditionally been viewed as either Form ("I AM . . .") or Change ("I WILL BE . . ."). Although "self-image" is a common subject for consideration among educators and psychologists, the fundamental truth beyond such a concept is seldom confronted.

The "Positive" Self-Image

Many parents and teachers consider a "positive" self-image as the foremost essential for a child's successful development in society. For example, it is commonly believed that a "positive" self-image ("I AM . . . worthy; powerful; socially acceptable") is vital to instill in young children.

"I WILL BE . . ."

In Montessori education, "self-image" has typically been associated with a process of change ("I WILL BE . . ."). For example, Dr. Montessori spoke of the child "creating the man he will become" and the Montessori teacher as engaged in a process of "self-perfectionment". However, Dr. Montessori clearly recognized a great truth even beyond the "self" as a process of change: ". . . one day as I looked upon the children with great respect and affection, I placed my hand upon my heart and asked 'Who are you?'" (The Secret of Childhood, 1981 ed., p. 115).

"Who are You?"

Dr. Montessori's discovery of a deep experience of awe and creative empowerment with children was a result of her superb ability to observe. Montessori teachers aim to re-create Dr. Montessori's mysterious experience of the child's true nature in the classroom by applying three specific principles: (1) "Observation", (2) "Individual Liberty", and (3) "Preparation of the Environment". Notably, Montessori teachers aim to observe the children as their primary classroom function.

Observation

"Observation" - as a Montessori principle - aims to reveal those aspects in the child's environment which deter the expression of the child's true nature. Foremost among the detrimental influences which tend to persist in the child's environment is the teacher's "personality"; i.e., the teacher's entire system of beliefs, thoughts, judgments, opinions and feelings. At the core of such "personality" lies the teacher's own "self-image"; a perception of "self" hidden deeply within one's belief system, covered by layers of unconsciousness. One's attachment to such "self-image" readily persists within the massive detrimental conditions of adult society.

The Little Individual

In the face of atomic holocaust and massively destructive forces in society, the adult's traditional "self-image" is that of a "little individual" - a relatively insignificant part of the total evolutionary functioning of mankind. Thus R. Buckminster Fuller views the fundamental dilemma of modern man as "the greatest of problems ever to confront humanity - What can the little individual human do about the supranational corporate power structures and their seemingly ungovernable capability to corrupt?" (The Review, Nov./Dec. 1982, p.4) Such a fundamental dilemma is not effectively engaged from the perspective of one's "self-image".

Resolving the Dilemma

Any "self-image" based on form, regardless of how praiseworthy and noble, presents the individual as a fixed part of the existing structure of society. Such a fixed position, in effect, creates the very opposing positions which one seeks to deter. "Self-image" based on change, forever in process towards a state of being which is never fully realized, fails to address the present moment where one's true experiences occur. To effectively engage the fundamental dilemma of life, "self-image" must be transcended by the creative power uniquely within the individual.

The Creative Ability

A quality unique to the "little individual" is the ability to create - to allow something into existence, now, from nothing. Such creative power - e.g., to create an entirely "new reality" regardless of external circumstances - is normally hidden by one's tendency to react to circumstances according to "conditioned reflexes".

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IMS Montessori School Membership

Is your school committed to the effective application of Montessori principles? If so, IMS invites you to publicly acknowledge this commitment through IMS Montessori school membership. For an annual fee of \$45.00, your school receives a certificate of membership and listing in the IMS Membership Directory. Additional benefits include:

1. One-year subscription to "Montessori Observer";
2. 20% discount on all IMS Montessori publications;
3. 10% discount on outdoor activity equipment;
4. Free issues of IMS "Montessori News" for distribution to parents;
5. "Montessori" bumper sticker; . . . and much more.

Send fee with response form to apply or write directly to:

IMS, 912 Thayer Ave.
Silver Spring, MD 20910

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Lee Havis, Executive Director

The *Montessori Observer* is mailed eight times each year to 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.

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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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Lee Havis, Director

International Montessori Society

Independent Study Courses

Practical knowledge of Montessori principles for home and classroom use.

Elementary Level (6 - 12)

Course features include:

- Credit towards IMS Montessori elementary certification
- 19 lessons in: Montessori Principles, Observation, Child Development, and Montessori elementary materials
- All assignments sent through mail
- IMS Elementary Study Guide and required texts
- Montessori classroom observations

Primary Level (2 - 6)

Course features include:

- Credit towards IMS Montessori primary certification
- 22 lessons in: Montessori Principles, Observation, Child Development, and Montessori primary materials
- All assignments sent through mail
- IMS Primary Study Guide and required Montessori texts
- Montessori classroom observations

Elementary Montessori

Cont'd from Page 1, Col. 3

Child Development

This component consists of four separate lessons to examine the characteristics and unique nature of the 6 - 12 year old child. Development of personality and social relationships are specific areas considered. Two of the lessons relate specifically to the management of misbehavior in a Montessori elementary classroom environment. For each lesson, the student completes a written assignment and receives IMS response and commentary with regard to the student's remarks. Specific lessons are:

1. Child's Life in Society
2. The Elementary Child
3. Classroom Management
4. Classroom Management Practicum

Introduction to Montessori Materials

This component examines the use and purpose of Montessori elementary

materials in four separate lessons. A specific written assignment for each lesson enables the student to clarify and explore certain of the critical aspects of each of the various areas of the Montessori elementary curriculum. "Music" is considered in a separate lesson according to the Kodaly approach. The four lessons are:

1. Cultural Subjects
2. Math
3. Language
4. Music

Certification and Credit

Students completing this independent study course receive an acknowledgement of such completion valid for five years as satisfactory completion of Phase I of the IMS Elementary Montessori Teacher Training Program for certification. Thus students completing this independent study course are eligible to participate in subsequent phases of

elementary teach training - Materials Workshop (Phase II); Individual Research (Phase III); and Final Evaluation Period (Phase IV).

Admission Policy

Admission is open to all individuals having certification from a Montessori primary teacher training program. Practical Montessori teaching experience is preferred.

Enrollment Procedures

Enrollment procedures include completion of an application form and submittal of registration fee with official college transcripts. Enrollment is open at all times.

Send request for catalog, tuition and program information to: IMS, 912 Thayer Ave., Silver Spring, MD 20910. Upon enrollment, the student will receive the IMS Elementary Study Guide and required texts to begin the course.