



# The Montessori OBSERVER

Parent  
Education

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## New IMS Independent Study Course for Teachers and Parents

The new IMS "Montessori Independent Study Course" intends to communicate the ability to effectively apply Montessori principles with children ages 2-6. This carefully guided dialogue with IMS - completed entirely through independent study - enables parents, teachers and other individuals to enhance the quality and effectiveness of their engagement with children at home or in the classroom.

Course work consists of a series of specific lessons sequenced within four distinct, yet interrelated, areas: *Montessori Principles, Observation, Child Development and Introduction to Montessori Materials*. Upon enrollment, students receive a Study Guide and various Montessori texts to enable the completion of specific written assignments associated with each lesson. Completed assignments are sent through the mail to IMS according to an individually determined submittal schedule. IMS evaluates each lesson and returns to the student pertinent comments for further study and review. This personal dialogue between IMS and the individual student considerably enhances the clarity and communication with regard to the subject matter engaged in each lesson.

## Montessori in South America

IMS acknowledges its new Montessori school member in **Huacayo, Peru** (South America) - the **Maria Montessori School**. **Jely Acosta** is the owner and one of the teachers at this school located near Cuzco in the Andes mountains.

The school program provides a full-day, 8-hour daily Montessori session for children ages 0-6. Special program features include music, art and English as a foreign language. Spanish is the regular language at the school.

For further information, contact: Jely Acosta, The Maria Montessori School, Prolg. Libertad 1830, El Tambo, Huacayo, Peru, South America, Tel. 23-39-17.

The following components are included:

### Initial Observation Report

This "Initial Observation Report" requires the student to observe a Montessori classroom and complete a written report based on a specific outline format. The completed report is then submitted to IMS for its evaluation and comments. This initial report clarifies the student's prospective of Montessori education and enables IMS to more effectively communicate with the student in subsequent lessons.

### Montessori Principles

This section consists of a series of nine separate lessons which develop basic knowledge of Montessori principles. Each lesson provides a specific substantive IMS commentary, a reading assignment from certain Montessori texts and a written assignment which is submitted to IMS for its evaluation and comments. Written assignments generally address the student's own personal experiences with regard to the subject

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## Montessorians Oppose New Illinois Regulations

In October, 1982, Illinois is threatening to impose new child care regulations which could adversely affect many Montessori schools in the state. Such new regulations would apparently include certain inflexible teacher-child ratios, group size limitations and teacher training requirements adverse to Montessori education.

The **Montessori School of Champaign-Urbana** and other schools and individuals in Illinois have recently taken a stand in opposition to these regulations. **Rita Young**, director of the IMS member school in Champaign-Urbana has specifically recommended to the state that a waiver provision be established to enable licensing representatives to make exceptions when it can be shown that "such exceptions can be made without loss of quality in a program". IMS has likewise

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Students and children participate in "Cued Speech" seminar in Santa Rosa, CA  
- Aug. 14, 1982 -

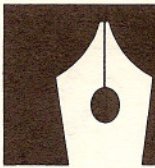
## IMS Adopts "Cued Speech"

On August 14, 1982, **Joan Rupert** conducted a "Cued Speech" seminar for students in the IMS/Santa Rosa Montessori Teacher Training Program (Santa Rosa, CA) to enable the use of this unique visual phonetic system with children in the Montessori classroom. "Cued Speech", developed by IMS Advisory Board Member **Dr. Orin Cornett** in the 1960's, is a phonetically based system of eight hand shapes and four hand positions which are combined with speech to produce visually different patterns for each syllable of the spoken language.

Although originally developed for teaching the deaf to speak and read, "Cued Speech" has been found valuable to develop phonics skills in normal children. The value of this system seems particularly apparent in the discrimination of vowel sounds in words and with children with learning difficulties.

IMS believe that "Cued Speech" fills an important and needed function in the Montessori classroom and that facility in this system would be extremely useful for Montessori teachers. Accordingly, IMS plans to include a "Cued Speech" seminar in the regular required

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# Parent Education

Nature inspires both parents with love for their little ones . . . all parents renounce their own lives to dedicate them to their children."

M. Montessori  
*Absorbent Mind, p. 31*

Dr. Montessori recognized and admired the naturally powerful and nurturing bond between parent and child. Montessori education strengthens this natural, supportive bond by communicating to parents a commitment to the principles of individual liberty, observation and preparation of the environment. This communication appears as the "Parent Education" program of the Montessori school - a vital and natural extension of Montessori principles beyond the classroom.

## Parent-Child Relationship

Effective parent education begins with the recognition that the foremost reality in the young child's life - whether at school or at home - is the status of its relationship with its parents. Educational efforts on behalf of the child cannot avoid the fundamental parent-child relationship without seriously limiting their impact and effect on the child. The Montessori school functions essentially to support and nurture this fundamental relationship. Thus, the parent-school relationship is a critical component of the child's total experience at school.

## Parent-School Relationship

Parents naturally relate to the school by providing their financial support and by leaving and picking up their children. Thus, the parent is brought into close contact with Montessori education on a frequent basis. For example, parents are able to observe the classroom and speak with the teacher during certain "transition points" when the child is dropped off or picked up. These daily "transition points" are useful opportunities for parent-school communication. In a recent study of day care centers, Dr. Douglas Powell noted that:

"The highest frequency of communication between parents and caregivers occurs at the 'transition point' when parents leave and pick up their children. Telephone communication is moderately used. Parent-caregiver conferences are infrequently used . . . visits to home by center staff are almost non-existent."

*Child Care Information Exchange  
July/Aug. 1982*

## A Matter of Communication

A school's "parent education" program is essentially a matter of communication; e.g., informal communication with parents on an individual basis, regular newsletters, monthly meetings, special events. The basis for the effectiveness of such efforts is the quality and openness of the communication between parent and school - reflecting admiration and esteem for the substantial commitment parents have made on behalf of their children. Lacking such admiration and esteem, parent education efforts will have only limited impact and value.

## The "Enemy"

School staff and teachers can readily fail to realize their admiration and esteem for parents who openly employ punishment, manipulation and fear with their children. Such parents are easily perceived as ignorant, stubborn, cruel, insensitive and generally incompetent with children. To the extent that school staff view parents within an attitude of blame and resentment for such behavior, parents are considered essentially as the "enemy" of the child - tolerated only to the extent of receiving tuition payments and bringing the child to and from school. Such alienation of the parent fundamentally denies the parents' primary and critical function in support of the child's development. To effectively resolve such alienation and attitudinal barriers towards parents, school staff and teachers need to engage the blame and resentment they carry towards their own parents.

## Blame and Resentment

The normal adult carries considerable blame and resentment resulting from painful early childhood experience - parents are inevitably recognized as the target of such hostility. Nicholas Barton of the *Primal Institute* (Los Angeles, CA) indicated in the *Primal Institute Newsletter* (June, 1982) that, with respect to painful early childhood experiences, "parents who not only determine the development of their children but are their very origins are bound to be implicated". Mr. Barton noted further that *Primal Therapy* engages such painful early experiences through a process of expressing feelings associated with those experiences.

## An End to Reproach

In *Primal Therapy*, parents are the target of blame and resentment only to enable completion of certain reactive

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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

## Look for the November Observer featuring **Self-Image**

### The Montessori Observer

published by  
INTERNATIONAL MONTESSORI SOCIETY

912 Thayer Ave.  
Silver Spring, MD 20910  
(301) 589-1127

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.

### IMS ADVISORY BOARD

Elizabeth Hainstock, Educator, Author  
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Dr. R. Orin Cornett, Research Professor

### SUBSCRIPTION

Subscription to this publication may be obtained by requesting IMS membership which is open to all individuals for a \$15 yearly fee. IMS school members also receive a subscription to the *Observer*. 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

### The Montessori Approach to Special Education

by Lena Gitter

Pub. Mafex Associates, Inc.

Lena Gitter, noted Montessori author and educator, has provided an abundance of useful, practical information about the special child in her publication - - **The Montessori Approach to Special Education.** This 227 pg. publication, complete with numerous photos and illustrations, encompasses a wide range of applications, uses, exercises and procedures drawn on Mrs. Gitter's considerable practical background participating with and observing the work of Montessori schools dealing with children with learning problems.

A unique feature in *Special Education* is some rare and insightful historical data including a reprint of early lectures by Dr. Montessori about special education (Circa. 1900) and a detailed discussion of ideas and procedures employed by Itard and Seguin in the 1800's.

The *Montessori Approach to Special Education* appears to have amply filled Mrs. Gitter's intention "to draw attention to the special value of Montessori for children with learning problems". Readers outside the field of special education will also find value and interest in this publication.

Order from IMS. \$9.95, 8 1/2 x 11, paperback, 227 pgs.

### New IMS Member in Illinois

IMS acknowledges the **Montessori School of Lake Forest** - new IMS Montessori school member in Lake Forest, IL. **Lissa Hektor** is the administrator of this school.

The Montessori School of Lake Forest has an enrollment of 42 primary-level children and 110 children in an elementary level (6-9) program. A half-day program is provided on a daily basis.

Special features at the school include art, music, instruction in Spanish and German, and a summer Montessori program. Parent education is also provided.

For further information, contact: Lissa Hektor, Montessori School of Lake Forest, 1180 S. Western Ave., Lake Forest, IL 60045 - (312) 234-8653.

**IMS Membership:** Montessori schools complying with IMS criteria are eligible for IMS Montessori school membership. Annual fee is \$45.00. To apply, send fee and application to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

### Independent Study Course

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matter of the lesson - - e.g., students may be directed to relate specific experiences in one's own childhood to the subject matter of the lesson. Specific topics are:

1. Montessori Overview
2. Importance of 0-6 Age Range
3. Normalization
4. Freedom and Discipline
5. Fantasy/Imagination
6. Teacher's Function
7. Montessori Classroom Environment
8. Lesson Presentation
9. Montessori and Beyond

### Observation

Four visits to a local Montessori classroom (total 12 hours) are required in this section. During each visit, the student observes the classroom for a three-hour period according to various outline formats. Written observation reports are submitted to IMS for its evaluation and comments. The following outline formats are included: **Physical Environment, The Child, The Teacher, Teacher/Child Engagement, Child/Physical Environment Engagement, Total Classroom.**

### Child Development

This section consists of four separate lessons which engage basic knowledge of the child and its development. These lessons generally address practical problems which arise with children relative to personality and management of misbehavior.

Each lesson consists of a substantive IMS commentary and a written assignment relative to such commentary. The written assignments aim to relate personal experiences of the student with the particular issues addressed. These assignments are submitted to IMS which provides its evaluation and comments. Specific lessons are:

1. Child's Life in Society
2. Development of Intelligence
3. Classroom Management
4. Classroom Management Practicum

### Introduction to Montessori Materials

The four lessons of this section introduce and examine the use of Montessori materials. Each lesson consists of a substantive IMS commentary, reading assignments from certain Montessori texts and a written assignment reflecting basic knowledge of the subject matter in the pertinent lesson. Assignments are submitted to IMS for its evaluation and comments. The four lessons are:

1. Practical Life
2. Sensorial
3. Language
4. Math

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## Positions & Placements

**Elementary Montessori teacher:** for 1983. School is ten years old. Has three 3-6 classes, transitional class and two 6-9 classes. Call or send resume to Sr. Deanna, Montessori Child Dev. Center, 620 Elizabeth St., Denver, CO 80206 or call (303) 333 - 9478.

**Instructors:** Cultural Subjects, Language, Kodaly Music. For IMS Elementary materials workshop. Summer, 1983, 1984. Send resume to: IMS. 912 Thayer Ave., Silver Spring, MD 20910.

## Announcements

**The Center for the Study of Children's Literature** at Simmons College (Boston, MA) will hold a series of Saturday workshops for teachers on children's literature. On Saturday, Nov. 13, 1982, Boston poet Judith Steinbergh will direct a workshop on poetry in the classroom. For more information, contact: Georgia Bartlett, The Center for the Study of Children's Literature, Simmons College, 300 The Fenway, Boston, MA 02115 or call (617) 738-2257 or 738-2258.

**The College of Early Learning**, IMS Montessori school member in Columbia, SC, will conduct a workshop on "Advancement of the Montessori Method", Saturday and Sunday, Nov. 13 and 14, 1982. Mathematics for children aged 6-15 and "Apple Logo" (an easy to use, powerful computer language) will be presented. Enrollment fee is \$150; checks payable to "College of Early Learning". For further information, contact: B. W. Holcombe, College of Early Learning, P.O. Box 711, Columbia, SC 29202.

**The Montessori Association of New England (M.A.N.E.)** has a two-day workshop scheduled for Nov. 13 and 14, 1982. A combination of lectures, demonstrations and presentations is planned. For further details, contact: Martha Logue, Lexington Montessori School, 130 Pleasant St., Lexington, MA 02173.

### Illinois Regulations

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expressed its support for a waiver to inflexible regulation of Montessori schools in the state.

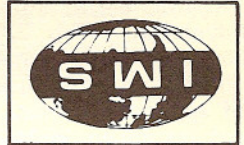
**Timothy V. Johnson**, member of the Illinois House of Representatives recently stated his support of Montessori education in the state: "... everyone believes Montessori has an advanced positive, beneficial program for children. To inflexibly adopt the proposed regulations ... would be an undesirable result."

IMS applauds the willingness of schools and individuals in Illinois to stand up for Montessori education in the state. To express a position with regard to the enforcement of these regulations in Illinois, contact: Ms. Nancy Silvers, Assistant to the Governor for Human Services, Office of the Governor, State Capital, Springfield, IL 62706.

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## Parent Education

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mechanisms associated with early painful experiences. Mr. Barton noted that "At some point a person must be done with reproach . . . full expression of feelings will lead to the end of blame and resentment." Such resolution of hostility towards one's own parents opens a new possibility for clear and empowering communication with all parents.

### A Partnership

Effective parent education responds to the expressed interests and concerns of parents - - providing opportunities for sharing and learning together based on these interests and concerns. School staff, teachers and parents thereby engage in a working partnership on behalf of the child. Such a cooperative undertaking eventually realizes benefits in parent loyalty towards the school and extended community support and communication on behalf of Montessori education.

### Montessori in the Home

Communication with parents at school and the changing behavior of the normalized child at home gradually and naturally lead parents to correct detrimental conditions at home and to realize a new, effective relationship with their children. Ultimately, a new home environment is created, consistent with Montessori principles. This ultimate result - - Montessori in the home - - confirms the full value and effectiveness of a school's commitment to "parent education".

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## "Collegiate News" in South Carolina

"Collegiate News" is the attractive new newsletter of the College of Early Learning - - IMS Montessori school member in Columbia, S. C. This informative publication features a combination of illustrations, pictures and articles - - written by both teachers and children at the school.

Articles in the most recent issue included: a description of the "school store" where elementary and junior children are able to buy their own school supplies; a "Weather Station" project at the school; and, an "entertainment" page about music and theater projects and other activities at the school.

The "Collegiate News" demonstrates a highly professional quality of both design and content in a school newsletter. For further information, contact: **B. W. Holcomb**, College of Early Learning, 2830 Broad River Rd., Columbia, S. C. 29210.

IMS welcomes information about school projects and activities such as the "Collegiate News" to enable sharing of ideas with the readers of the "Observer". Send to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

### Is this your Last Issue of the Observer?

If your IMS membership is now due for expiration, this may be your last issue of the Observer. If your mailing label shows an expiration date in the near future - e.g., "11/82" - renew your membership now to make sure of continued uninterrupted deliver of the Observer.

To renew expiring membership, complete and return the application and information form accompanying this issue of the Observer.

## Independent Study Course

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### Certification and Credit

Individuals completing all course requirements and meeting all financial obligations will receive an acknowledgement letter verifying completion of the equivalent of Phase I and II of the IMS Primary Montessori Teacher Training Program. Individuals completing subsequent required course work in an approved IMS Montessori Teacher Training Program, will be eligible for IMS Montessori teacher certification. The acknowledgement letter issued upon completion of the Montessori Independent Study Course is valid for credit towards IMS Montessori teacher certification as indicated here for five years from the date of such acknowledgement.

### Application Procedures

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

## Cued Speech

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schedule of IMS Montessori teacher training.

IMS will observe IMS/Santa Rosa interns using "Cued Speech" in their classrooms during the 1982-83 school year. These observations will enable IMS to confirm and study the particular value and benefit of this unique visual phonetic system as applied with children in a Montessori classroom setting.

For further information about "Cued Speech", contact: Dr. Orin Cornett, Office of Cued Speech, Gallaudet College, 7th and Florida Ave., NE, Washington, D. C. 20002.