



The Montessori

# OBSERVER

Pride

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Participants in the IMS Montessori Materials Workshop in August, 1982 (Santa Rosa, CA). Standing (left to right), Jane Huser Maxwell, James Robinson, Jane Mitchell, Roberta Templeman, Glenn Canterbury, Paula Boon, Cecilia Barrela, Sr. Marian Bradley; Seated (left to right), Sylvia Solis, Olynda Peters, Dan Grattan, Deborah Wolfe, Ray Colarullo, James Lowe.

## Interns Complete Montessori Teacher Training

The IMS Montessori teacher training course in northern California is scheduled to complete its final evaluation seminar June 10-12, 1983 in Santa Rosa, California. Upon completion of this final seminar, IMS Montessori teacher certification will be issued to graduates.

Since September 1982, the students in this IMS course have been engaged as interns in various Montessori schools in the San Francisco and Santa Rosa, California areas. One intern is completing the internship phase in an IMS member school in Corpus Christi, Texas. Prior to internship, the students completed a three-week materials workshop in Santa Rosa, California in August, 1982.

IMS internship aims essentially for practical mastery of the three fundamental Montessori principles: (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment." In essence, the internship offers an opportunity to discover that the effective application of these principles

does indeed enable the child's "normalization" to realize its "true nature" — loving order and constructive activity, independent, joyful and spontaneously self-disciplined.

The IMS internship provides daily experience with the young child under the guidance of the regular classroom teacher. In addition, the interns are offered a series of challenging assignments

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### THE BATTLE FRONT

*The individual treads the path of life, beset with dangers on all sides! Life is a veritable battle front; one may come through, but be crippled or scarred . . .*

**M. Montessori**  
from **To Educate the**  
**Human Potential**, p. 119

## Harmonizing the Montessori Community

The *Montessori Community* - - those groups, schools and individuals associated with the name "Montessori" - - readily defies harmonious interaction in the conventional sense. Confrontation, dissonance and controversy seems the appropriate "harmony" for this unique community of interests.

Since the name "Montessori" is not registered by the U.S. Patent and Trademark Office, its use is available to any group or individual in the United States for whatever purpose desired - - subject only to whatever local government restrictions which may be imposed with regard to the regulation of public

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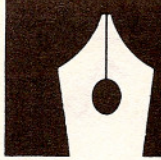
## Maryland Opposes Freedom in Education

On March 19, 1983, the Maryland House of Delegates Constitution and Administrative Law Committee voted to reject a proposal to enhance freedom in private education in the state.

The legislation, introduced by Del. **Ida Rubin** as H. 1240 and 1244, would provide an alternative to the state's present requirements for certain Montessori and other private schools to have their curriculum reviewed and approved by the state prior to operation. IMS is presently challenging these censorship laws as unconstitutional in its federal court suit against the state.

At the March 17, 1983 hearings of H. 1240 and 1244 before the Committee, **Lee Havis**, IMS executive director and **Barbara Collier**, former staff member of a Montessori school, testified on behalf of passage of the legislation. Mr. Havis stated that the existing laws constitute a censorship system imposed on private schools which deny them their legitimate exercise of "Individual Liberty." Specifically, he stated that under existing law, the state may prohibit and censor private schools based on its own subjective disagreement and difference of opinion with a school's educational content or approach.

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# Pride

"... How would it be if the master should seek the truth in the soul of a child? ... he would have to be initiated into the ways of humility ... and to destroy the pride which is built on the void of vanity."

M. Montessori  
from *Spontaneous Activity  
in Education*, p. 135

Dr. Montessori recognized adult "pride" as a significant barrier to expression of the child's "true nature." She stated that:

One who would become a teacher...  
must rid his heart of pride...  
He must learn how to humble himself.

M. Montessori  
from *Secret of Childhood*, p. 153

The effective application of Montessori principles — i.e., (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment" — inevitably requires engagement with "pride" as an influence in the child's environment which deters "normalization" — i.e., the realization of the child's "true nature."

## Guise of Good

Dr. Montessori observed a considerable difficulty in engaging "pride" since it is "concealed in the guise of good," *Id.*, p. 150; i.e. "pride" is obscured from examination and engagement by the unchallenged belief that one's actions are consistently directed towards the well-being of the child. Likewise, "pride" deters awareness and engagement of "personality" — i.e., one's own distinct beliefs, values, opinions, judgments, attitudes, feelings, behavior patterns, etc.

## Pride Reflected in Behavior

Adult pride is readily reflected with children in a wide range of detrimental behavior emanating from one's "personality"; e.g., reactive behavior, emotional attachment, dependency, excessive approval and judgment, over-involvement with individual children, psychological manipulation and unconscious intimidation. Such detrimental expressions of pride aim essentially to call attention to one's position and importance with respect to the child. The child is, in effect, subjected to a subtle form of tyranny.

## Tyranny

Dr. Montessori observed that the adult's expression of "pride" with the child "develops into a kind of tyranny ... Adults here adopt the attitude of primitive rulers who exact tribute from their

subjects without any right of appeal" *Id.*, p. 152. Such tyrannical behavior is particularly detrimental to young children since they "cannot defend themselves from us (adults), and they accept whatever we tell them. They not only accept abuse, but feel guilty whenever we blame them." *Id.*, p. 151. Adults associated with "Montessori" are particularly subject to subtle expressions of "pride" in relation to the child.

## Pride in "Montessori"

Partial application and knowledge of Montessori principles — reflecting "Montessori" as a conceptual system rather than one's commitment to Montessori principles — can readily realize impressive superficial results with young children. For example, knowledge of "Montessori" can be employed to achieve a considerable level of academic advancement and an outward appearance of significant change with respect to obedience, order and concentration. Pride associated with such superficial results reveals a significant attachment to approval and recognition from others which deters the effective application of Montessori principles and interferes with the purpose of the Montessori environment to enable genuine "normalization."

## Pride Beyond the Classroom

Beyond the classroom, pride in "Montessori" is expressed through collective identification and attachment with others in adult society. Such collective attachment with "Montessori" — determined and defined by forces and circumstances outside of one's self — is implicated as a significant aspect of society opposing the resolution of one's unconscious, prideful tyranny over the child.

## Commitment Resolves Pride

Pride in "Montessori" is ultimately resolved within one's own inherent commitment to Montessori principles — whether consciously realized or not. For example, commitment to the Montessori principle "Observation" compels confrontation, awareness and disengagement with respect to "pride" as a detrimental aspect of one's "personality." In addition, the Montessori principle "Individual Liberty" teaches one to restrain manipulative language and other

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## IMS Interns

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and projects such as: monthly seminars, progress reports, observation assignments and on-site evaluation visits. Such internship experiences aim ultimately to realize one's ability to create the unique Montessori environment from one's own commitment to Montessori principles independent of all external forces and circumstances.

IMS Montessori teacher training for certification begins with enrollment into the independent study course — a series of reading and writing assignments which engage Montessori principles at their most basic level. This substantial IMS dialogue provides the fundamental knowledge and preparation for effective completion of all subsequent requirements for Montessori teacher certification.

For information to enroll into this initial independent study course, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Look for the

## May Observer

featuring

## Normalization

## The Montessori Observer

published by  
INTERNATIONAL MONTESSORI SOCIETY

912 Thayer Ave.  
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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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## LETTERS TO IMS

Dec. 2, 1982

Thank you for the issue of "Montessori News" which were distributed to our parents, staff and friends of the College. Such publications are invaluable tools in the process of educating the public about Montessori . . .

Very truly yours,

Beti Wyn Holcombe  
Columbia, SC

Jan. 7, 1983

This is to thank you for sending me all the information. I am happy to be a member of the Montessori Society . . .

Thank you,

Radhika Mudalige  
Las Vegas, NV

Feb. 18, 1983

Your message entitled *Time* certainly had an impact on me. I am looking forward to the next issue. We need people like you to remind us of our mission in the world of education. Our responsibility is immense and sometimes awesome.

Sincerely,

Hestia Abeyesekera  
St. Louis Park, MN

Feb. 25, 1983

How pleased I was with the recent *Observer* and the coverage of our effective program . . . Thank you for all the interfacing you have done with me these past years.

Sincerely,

Lee Bailey  
Ft. Wayne, IN

March 23, 1983

. . . I would love to hear about other Montessori directress' and what they are doing in their own programs.

Sincerely yours,

Janet Davies  
Airdire, Alberta, Canada

**Ed. Note:** IMS welcomes submittal of pictures, articles, information and ideas for publication in the "Observer."

## Harmonizing Montessori Community

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and private education. Such free public use invites a wide diversity of viewpoint and opinion with regard to the fundamental question: "What is Montessori?"

Certainly, the *Montessori Community*, per se does not represent a collective commitment to the effective application of the three fundamental Montessori principles: (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment." Indeed, one's own commitment to such principles inevitably challenges and confronts significant beliefs and opinions within the *Montessori Community* which oppose and deter the expression and recognition of such commitment.

The creative pathos of the *Montessori Community* - - controversy and dissonance to the casual observer - - is actually a very unique and distinctive "harmony" within the total interrelated functioning of the universe. The distinctive cosmic function of the *Montessori Community* - - to create the vision of Dr. Montessori's "new education" - - is a vital and lively component of the cosmic symphony, the "music of the spheres."

## Marketplace

**Learning Through Music, by Hestia.** Active songs designed for Montessori classroom. Also, wide selection of children's records/cassettes. Artists include: **Tom Glazer, Ella Jenkins, Hap Palmer, Barry Polisar.** Write for inventory. Send a SASE to: *Spectrum Records*, 11507 Hitching Post Ln., Rockville, MD 20852.

**Montessori . . . Creating the New Education:** now available at special quantity rates. Single copy, \$1.00 ea.; quantities over 10, \$0.70 ea.; quantities over 100, \$0.50 ea. This publication answers the question "What is Montessori?". A very useful hand out to prospective parents and others inquiring about Montessori education. Send order (prepaid only) to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

"Montessori" bumper stickers. Show support for Montessori education in the community. Distribute to parents. \$1.00 ea., \$0.60 ea. in quantities over 10. Send order to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

**School Consultation.** IMS review of school and classroom environment based on IMS membership criteria. On-site visit and written report included. For information, write: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

**Simple Musical Instruments.** *Montessori Harp* - \$175 plus \$15 pack/shipping; *Montessori Psaltery* - \$125 plus \$10 pack/shipping; 6 notation sheets for simple tunes for pre-school, \$30 extra; \$25 prepaid deposit with order; delivery in approx. 30 days; full size plans and instructions \$10 ea. Send orders to: John Maluda, 1901 Ashmoor Lane, Anchorage, KY 40223.

## Positions & Placements

**Montessori Teacher:** (6-9) to start class September, 1983. Salary open to negotiation depending on training and experience. Established school operated by parent-run board. Diverse enrollment. Contact: Patricia A. Meyer, Administrator, Calumet Region Montessori School, 2109 E. 57th Ave., Hobart, IN 46342, (219) 942-9410.

**Montessori Teacher:** Pre-school and Elementary Teachers needed for Fall, 1983. The Harborlight Montessori School is ½ hour north of Boston on the Historical North Shore. Close to beaches, wildlife sanctuary, museums and colleges. Salary is negotiable. Send resumes to: Susan E. McDonough, Administrator, Harborlight Montessori School, 243 Essex St., Beverly, MA 01915.

**Montessori Teacher:** Required for the 2½-6 year age group for this Fall. Excellent Salary. Supportive administration. Located 18 miles north of San Francisco, in beautiful Marin County. Please call or write: Genesse Gentry, San Anselmo Montessori School, P.O. Box 707, San Anselmo, CA 94960, (415) 457-3428.

**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.

**Montessori Elementary Teachers:** (6-9) and (9-12) trained elementary 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 Development Center, 620 Elizabeth Street, Denver, CO 80206, (303) 333-9478.

**Montessori Trained Person:** man or woman, is needed for a Primary (3-6), and assistants, men or women, for toddler, Primary and Elementary are needed for the school year beginning August 1983. Rosehill Montessori is in the western suburbs of Chicago, and was established in 1975. We serve children ages 2-9 and are growing by leaps and bounds. Send resume to: Sherry Wolfe Rewey, Director, Rosehill Montessori School, 5207 Kingston Ave., Lisle, IL 60532.

**Montessori Teacher:** (6-12), to take over a class of 25-30 children ages 6-10. Well-equipped school in its ninth year with 125 enrollment. Pleasant environment, new facility. Salary negotiable, based on qualifications. Contact: Cindy Cain, The Discovery School, 4601 N. 2nd St., McAllen, TX 78501, (512) 687-1117.

**Montessori teacher:** Preschool level position available for Fall of 1983. Full or part-time. Established, growing school offers competitive salary. Please contact: Three Rivers Montessori School, P.O. Box 11078, Ft. Wayne, IN 46855.

Address correction requested

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*The Montessori*



## Health Problems in Infant - Toddler Programs

Susan Aronson, MD reports (CCIE, March/April 1983) that children in group programs for infants and toddlers may have a significantly higher rate of infection and illness than children cared for at home. Specifically, Dr. Aronson cites several studies which show that infants under one year of age in group care programs suffer significantly more days of fever, cough and runny nose than children of the same age group reared at home.

Dr. Aronson also reports that for children over one year of age, the incidence of respiratory infection — the most common form of contagious illness in young children — is roughly the same for children in group programs as compared to children reared at home. She notes that children ages one to five generally have an average of six to eight respiratory illnesses per year.

To reduce the spread of infection in programs for young children, Dr. Aronson suggests humidifiers or water pans in the environment to maintain humidity between 40% and 60% (to keep respiratory membranes coated with a resistive moist mucous barrier). In addition, she recommends a relatively cool room temperature (to reduce fluid loss through perspiration and evaporation) and daily outdoor activity, using the time to ventilate the room. Advice to speed recovery of ill children includes use of vitamin C, frequent fluids, rest and exercise.

### 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.

## Maryland Opposes Freedom

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Written testimony in support of the proposed bills was also submitted by several individuals. Notably, Susan Brattan, parent of several children in the state, wrote that "Our constitution guarantees our right to freedom of choice. It is not appropriate that the State can regulate and control this right when it relates to content . . . The freedom of choice is the freedom also to be different." In addition, Emily Gray, former Maryland teacher and parent, stated the ". . . I would encourage initiative and innovative ideas in education that otherwise might not be allowed to develop under such restrictive requirements as now exist."

Mr. Havis believes that legislation to bar the current State censorship of private education will eventually pass once the public becomes more fully aware of the detrimental effect of such censorship on the quality of education in the state.

## Pride

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tyrannical behavior with children. Inevitably, one's "pride" is destroyed to enable the child's "true nature" to emerge as a natural result of such commitment.

## The Child's Truth

Conscious commitment to the effective application of Montessori principles leads to the realization that "humility" is an integral, inherent aspect of such commitment. The adult so committed to Montessori principles is the "master" whose humility ultimately enables one to discover what Dr. Montessori refers to as "the truth in the soul of a child."

## Control the Environment, Not the Child

"Control the Environment, Not the Child" is an important guide in following the basic Montessori principle, "Preparation of the Environment." This notion teaches the absolute ineffectiveness of any efforts by the adult to control or force the child to "normalize" — i.e., realize a profound shift in its nature from chaos and disorder to its "true nature," loving order and constructive activity, joyful and spontaneously self-disciplined.

The effective adult enables genuine "normalization" through indirect engagement with the child through its environment. Such indirect engagement aims to resolve influences in the child's environment which deter and oppose "normalization."

The adult's own "personality" is often implicated as a persistently overlooked detrimental influence in the child's environment. Adults unconsciously allow such "personality" to deter "normalization" in circumstances such as: providing unnecessary "help" to children; promoting dependency on the adult; excessive and persistent involvement with individual children; emotional attachment; and reacting to a child's manipulative behavior.

Controlling one's own "personality" — i.e., beliefs, thoughts, feelings, judgments, attitudes, behavior patterns, etc. — is absolutely vital to support the child's spontaneous "normalization." Such control is an integral expression of the notion, "Control the Environment, Not the Child."

## IMS Membership Directory

New Spring, 1983 Issue

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