



*The Montessori*

# OBSERVER

*Time*

## **IMS Consultation for Montessori Schools**

Inadequate staff training and inappropriate regulations and policies can severely hamper the administrator's efforts to assure a school's effective application of Montessori principles. To effectively engage and resolve such difficulties, IMS now offers its unique expertise and knowledge to schools through a program of direct personal consultation.

The new IMS school consultation service will provide a skilled representative to observe and critically evaluate the school's classroom environment and program operation according to the IMS Montessori school membership criteria. Based on such evaluation, IMS will

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Cheryl Hudson with children at the Blue Mountain Montessori School (La Grande, Oregon)

## **Private Schools Unify in New York**

Montessori and other private schools in New York are under seige by the State Department of Social Services - according to **Bernard Sherwin**, director of a private Montessori school in that state. Mr. Sherwin notes that some private schools have unified to confront this common challenge and to fight the state's onerous regulation and harrassment of individual schools.

**Unified Private Schools**, an organization of Montessori and other private schools, is presently considering what action to take during this next year as the State Department of Social Services continues "to pick off one school at a time as they have been doing." Specifically, Sherwin states that "one of our three schools was just handed a summons and complaint from the state because we operate for more than three hours per day."

For further information about legal issues concerning regulation of private schools in New York, contact: **Bernard Sherwin**, Montessori Children's School, Central and Jerusalem Aves., Massapequa, NY 11758.

## **IMS Montessori Schools**

### **La Grande, Oregon**

The **Blue Mountain Montessori School** was opened in Fall, 1982 by **Hank and Cheryl Hudson**. This new IMS member school now has an enrollment of 43 children in its full-day program for children ages 2-6. Mr. and Mrs. Hudson serve as co-directors and co-teachers at the school.

Special program features at the Blue Mountain School include music and art with German and Spanish taught as foreign languages. Mr. Hudson notes that future plans for the school include a summer Montessori program.

For further information, contact: **Hank Hudson**, Blue Mountain Montessori School, P.O. Box 1334, La Grande, OR 97850, (503) 963-6908.

### **Westerville, Ohio**

**Blendon Woods Montessori Academy**, sponsored by a non-profit corporation, is under the direction of **Suzanne Willson**.

Full day sessions are provided for children ages 2-12, including extended day care hours from 6:30 a.m. - 6:00 p.m. daily.

Special program features include art, music, gymnastics, parent education and Spanish as a foreign language. For further information, contact: **Suzanne Willson**, Blendon Woods Montessori Academy, 3427 E. Dublin-Granville Rd., Westerville, OH 43081, (614) 882-7738.

### **Hamden, Connecticut**

The **Vicarage School of Montessori** provides a full-day Montessori session for children ages 2-6. Day care services are available to extend the daily hours from 7:30 a.m. - 5:30 p.m. **Susan Abbett** is the director of this IMS member school.

A special feature of the Vicarage School of Montessori is a program for children during the summer months. For further information, contact: **Susan Abbett**, The Vicarage School of Montessori, 321 Ridge Rd., Hamden, CT 06517, (203) 288-2116.



"Consider how all things such as they now are, in time past also were; and consider that they will be the same again."

*Meditations of Marcus Aurelius,  
Chapt. X, Verse 27*

Teachers and parents often seem vexed with considerations about time in relation to young children. Patterns of impatience, boredom, frustration and procrastination reveal a significant barrier to realizing one's joyful and spontaneous harmony with children in the present moment.

#### Patterns

Roman Emperor Marcus Aurelius, a follower of Socrates and Plato, viewed "time" as a chaos of motion and change - a violent stream of events. He saw this stream of events as a repeating pattern of similar circumstances occurring throughout history.

"Place before thy eyes entire dramas and stages of the same form, whatever thou hast learned from thy experience or from older history . . . all those were such dramas as we see now, only with different actors."

*- Meditations of Marcus Aurelius,  
Chapt. X, Verse 27*

For Marcus Aurelius, the present moment was the all-inclusive decisive time in which one's life is genuinely lived. He stated that "every man lives only this present time, which is an indivisible point, and the rest of his life is either past or it is uncertain."

(*id.*, Chapt. III, Verse 10)

#### The Present Moment

Viewed as a "point in eternity," the present moment is both a point of arrival and a point of departure for one's life. In essence, the adult and child meet at this crucial point in eternity; the adult arriving, the child departing. Confrontation with the child in present time reflects the different views of "time" for the adult and child.

#### Adult's Time

The normal adult approaches present time with the child by engaging patterns from the past; i.e., dramas from the past repeated in the present moment. To the extent that these patterns are not completely resolved in communication between the adult and the child, such

patterns persist as concepts which limit time; behavior patterns driven by inner compulsions which deter the experience of timeless joy, harmony and perfection in the present moment.

#### Child's Time

The young child expresses its true nature in present time - a joyful, spontaneous experience of life unencumbered by awareness of past or future events. For the child, events in present time unfold without consideration - essentially unconnected from past or future events or circumstances.

#### Time in the Classroom

Teachers can readily deter the expression of the child's true nature by compulsive actions involving limitation of time. For example, one Montessori teacher, reflecting on her inner compulsion to have the children in her classroom busy with "work" noted: "What is it in our culture that makes us feel uneasy if we are not constantly busy and teaching our children to be busy as well?" (Paula Polk Lillard, *Children Learning*, p.39). Effective teachers engage these inner compulsions by consciously slowing physical movements to maintain an observant, disengaged demeanor in the classroom; perhaps, to follow the counsel of Marcus Aurelius, to "Consider thyself to be dead, and to have completed thy life up to the present time; and live according to nature the remainder which is allowed thee." (*supra*, Chapt. VI, Verse 56)

#### Communicating Time

To enable the young child to follow its own unfolding path, the effective adult provides a considerable period of time for individual activity, free of disruptions, formalized "lessons" or group activities. The classroom schedule becomes that which is consistent with the normalized child - a flexible, spontaneous accommodation to the child's unfolding development and interest.

#### Infinite, Eternal Time

The normalized child - joyful, cooperative, and respectful - teaches the adult that "time" is endless. Adults learn the lesson of patience in life as the child's true nature emerges from the prepared environment of a Montessori classroom. The Montessori teacher will eventually realize the child's experience of profound harmony within the infinite eternity of present time.

## 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.

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IMS, 912 Thayer Ave.  
Silver Spring, MD 20910

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### 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.

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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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## Learning through Music

by Hestia Abeysekera

Pub. by Kindermusik, Inc. 1982

*Music, music, music.*

*Let's learn through music, music!*

Conscientious teachers are constantly in search of songs and lyrics to reinforce interest and learning in the Montessori environment. One Montessori teacher, Hestia Abeysekera, has employed her unique musical abilities to produce an album of her own original learning songs dealing with topics in history, geography and science.

"*Learning through Music*," Hestia's latest album of learning songs for young children, includes a wide assortment of subject including: *Weather, Clouds, the Rainbow, the Butterfly, the Story of a Seed, the Planets, the World, Land and Water, Great People, A History Quiz, A Patriotic Medley, December, and Spelling is Fun.* The words of all songs are printed in a separate publication so that the teacher can easily learn and remember the songs without the need for playing the record each time.

Hestia herself performs the songs accompanied by a piano and several young children (ages 4, 5, and 7). The audio quality and technical precision of the recording is excellent. Notably, Hestia's voice is clear and beautiful - well able to artistically convey the informative content of each song. The singing of the children, as soloists and as a group, is remarkably clear, precise and in-tune.

The lively, melodic songs are pleasant to listen to for their musical quality alone. However, Hestia suggests that her album is best used as "*a means for reinforcing what has been taught, by means of other learning tools.*"

Learning songs, such as included in "*Learning through Music*," are ideal and natural starting points for developing interest in many areas of study and investigation in a Montessori environment. The simple, repetitive melodies and lyrics can easily be remembered by children to be sung later in a group without the record. In addition, the creative teacher can adapt dramatic movements to accompany the songs to enhance the involvement and activity of the children.

Hestia's album of original learning songs would serve as a very useful resource for teachers seeking to incorporate more musical activity into the Montessori classroom. For further information about price and availability of "*Learning through Music*," contact: Hestia Abeysekera, Kindermusik, Inc., 3503 Sumter Ave., So., Minneapolis, MN 55426.

## IMS Consultation

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prepare a detailed written report identifying detrimental aspects of the school program and recommending a corrective course of action.

The specific function and approach of each IMS consultation will be determined in advance by mutual agreement between IMS and the particular school. Normally, consultation would include an on-site observation of the school's classroom environment to assess: (a) teacher's observation skills, (b) classroom management, (c) lesson presentation effectiveness and (d) teacher-child communication. The primary aim of such observation is to uncover detrimental aspects in the classroom which deter normalization.

Following the on-site visit, a formal written consultation report and recommendation is submitted to the school. Further follow-up consultation may be arranged to assess progress and enhance the development of effective self-evaluation procedures at the school.

IMS believes that its new consultation service will enable schools to considerably enhance the quality and effectiveness of their educational programs. For further information about fees and scheduling of consultation, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910, (301) 589-1127.

## "Montessori News" for Parents

Parents at many IMS members schools recently received free copies of the new eight-page IMS newspaper, "*Montessori News*." This attractive new IMS publication, regularly sent free to all IMS individual and school members, aims to extend knowledge and information about Montessori principles to parents and others throughout the general public. IMS Montessori school members receive additional free copies for distribution to their parents and school staff.

The first issue of the "*News*" (Fall, 1982) featured a discussion of the correct use of Montessori materials and the essential aspects of Montessori principles. Future issues of the "*News*" will include articles about effective classroom management, the new IMS elementary independent study course, Kodaly music, legal issues and programs and activities of IMS Montessori school members.

IMS membership is required to receive a regular subscription to the "*Montessori News*." To receive a free copy of the latest "*Montessori News*," contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

## Positions & Placements

Montessori Elementary Teachers: (6-9) & (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 St., Denver, CO 80206, (303) 333-9478.

## Announcements

Unified Private Schools will hold its annual meeting on Saturday, January 15, 1983 from 12:00 Noon to 4:00 p.m. PLACE: Merrick Marlin, 196 Merrick Rd. in Merrick, NY. Fee is \$10.00 per person. Meeting will include a report of legal issues concerning regulation of private schools in the state. For further information, contact: Bernard Sherwin, 60 Lagoon Blvd., Massapequa, NY 11758, (516) 587-3408.

## Dolmetsch Aids Montessori

John Maluda, inventor of musical instruments for young children (*Observer, Vol. III, No. 6*) recently observed that Arnold Dolmetsch met with Dr. Montessori in the early 1920's concerning the design of certain simple musical devices for use in Montessori schools. Dr. Montessori specifically acknowledged Dolmetsch for his work on behalf of musical education for young children in her book *Discovery of the Child* (pub. Ballantine Books, 1967 ed., p. 286). Notably, Mr. Dolmetsch demonstrated the use of his "*simple musical instruments*" in an orchestra concert conducted especially for Dr. Montessori in 1922.

Among the Dolmetsch musical devices are a "*psaltery*" (stringed device which is laid flat on a table) and a *soprano* recorder. Presently, the work of Dolmetsch is carried on through the Dolmetsch Musical Instrument co. (Surrey, England).

Mr. Maluda is presently conducting research on simple musical instruments in conjunction with Hayfield Montessori School (Louisville, KY). Specifically, plans are underway to manufacture various devices, such as harps and psalteries, for sale to schools. Mr. Maluda also plans to create a "*fiddle*" of particular benefit to children in the Montessori environment.

For further information about Dolmetsch and simple musical devices for young children, contact: John Maluda, 1901 Ashmoor Lane, Anchorage, KY 40223, (502) 425-2198.

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912 Thayer Ave., Silver Spring, MD 20910

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## International Montessori Society



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Lee Havis, Director

### 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

## Music Literacy

" . . . whoever studies an instrument should sing first; free singing without instruments is the most effective way of training musical abilities . . . We should give an instrument to a child only when he can already sing. His ear develops only as his first notions of sound are formed from his own singing and are not connected with any external visible (visual) or hand movement (motoric) motions."

Zoltan Kodaly, 1945  
From *Kodaly Envoy*,  
Vol. IX, No. 2, p.8

## "What is Montessori?"

IMS answers the question "What is Montessori?" in its new capsule publication *Montessori . . . Creating the New Education*. This brief article by Lee Havis describes the essential aspects of the three Montessori principles: *Observation, Individual Liberty, and Preparation of the Environment*.

This concise IMS publication was prepared especially to enable Montessori school administrators to communicate the essentials of their educational program to parents and others in the general public.

To receive this useful publication, send \$1.00 with request to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

## 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.