



The Montessori OBSERVER

Courage

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IMS in Federal Court

Oral argument in the IMS federal court case against the state of Maryland was held before the U.S. Fourth Circuit Court of Appeals in Baltimore, MD on March 9, 1983. The three-judge court panel consisted of: **Hon. Harrison Winter, Chief Judge; Hon. Sam J. Ervin, Judge; and Hon. Bailey Aldrich, Judge.** The case concerns the state of Maryland's refusal to permit an IMS teacher training program to operate in the state (*Observer, Oct. 1981*).

Lee Havis, representing IMS, argued that constitutional rights to liberty in the operation of private education were violated by the state's arbitrary and discriminatory actions against the teacher training institution. Such liberty of expression, Havis stated, may not be interfered with by state action which involves the "intimate and essential details" of the institution's curriculum.

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National Meeting Links New Zealand Montessori Community

New Zealand held its first national Montessori meeting in Oct. 1982 at Palmerston North, N.Z. The meeting was convened and organized by **Charlotte Hallifax** of Christchurch and hosted by the Palmerston North Montessori Association.

Thirty-five people attended this meeting from all over New Zealand to discuss issues of common concern to the New Zealand Montessori community: administration, staffing, funding, fees, wages, classroom management, equipment and the future of Montessori in New Zealand. A study group was appointed to look into the formulation of a New Zealand Montessori Association to continue the constructive efforts launched at the Palmerston North meeting.

For further information about the New Zealand Montessori community, contact: New Plymouth Montessori Association, P.O. Box 392, New Plymouth, New Zealand.



Elementary children working in classroom at the Willowbrook Montessori School (Langley Park, MD) — See article this page.

Communicating Commitment

IMS independent study courses — primary (2-6) or elementary (6-12) levels — consistently communicate a commitment to the effective application of Montessori principles: (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment". Such a commitment is the basis of Montessori and essential to creating Dr. Montessori's vision of a "new education".

The deep level of communication between IMS and the individual student inevitably challenges many common concepts, beliefs and attitudes in society which oppose and cloud one's inherent commitment to Montessori principles. Each lesson is carefully critiqued and returned to the student with a detailed response concerning the specific subject matter of that lesson. Throughout all IMS course work, the three powerful Montessori principles provide the vital linkage for all knowledge.

Ultimately, one's participation in IMS independent study reflects itself in a new and profound ability to create and realize an effective Montessori environment — completely from within one's self.

To apply for IMS independent study, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Montessori for the Elementary Child

The IMS elementary independent study course aims to enable Montessori schools to extend their programs on behalf of the 6-12 year old child. This course, offered only to Montessori teachers, examines the unique nature of the 6-12 year old child from the prospective of a commitment to Montessori principles.

The nature of the 6-12 year old child is fundamentally distinct from that of the younger child. Since the elementary child no longer has the younger child's absorbent mind and its special sensitivity to order and detail, the Montessori primary environment is inappropriate. The Montessori elementary environment must correspond with the child's wide ranging interest in acquiring clear understanding and complete knowledge about many diverse aspects of the entire universe. The older child's ability to engage problems through abstraction rather than strictly through its senses enables it to acquire an enormous quantity of knowledge.

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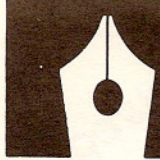
Teaching Out Of Control

If truth is a flame, then a truth bearer is a burning ember in a brazier of dark coals.

The material aspect of human mind tends to fear the spread of truth outside the influence of the initiating individual or group as teaching out of control. But from the higher spiritual perspective, truth should not — and cannot — be controlled . . .

To every bearer of truth is given the choice to try to hold one's trust in his or her own factual image or to let the flame of truth sweep on to its own glorious goal.

Ascender, Fall/Winter 1982



Courage

Courage . . . ! Courage for the harvest.

M. Montessori

(letter to E.M. Standing)

from Maria Montessori: Her Life and Work

Courage — the capacity for meeting opposition and danger — is vital to one's effective application of Montessori principles (i.e., "Observation", "Individual Liberty" and "Preparation of the Environment") which inevitably opposes and confronts the forces of fear, punishment and manipulation in society. Without courage, there is no "harvest" of changed natures of children and adults which Dr. Montessori foresaw through the application of her principles. The life of Gandhi, as portrayed in the current movie "Gandhi", reveals the quality of personal courage required to effectively confront detrimental social forces which deter the work of Montessori education.

Gandhi

A friend and admirer of Montessori education, Gandhi led 350 million Indians from the domination of the British empire by his simple exercise of personal courage. Without armies or wealth, Gandhi created the path of India's independence through a process of non-violent confrontation with the established detrimental forces in society. Such creative confrontation represents a clear example of Montessori principles as effectively applied in adult society. The courage of Gandhi was similarly reflected in the field of education by the life and work of Dr. Montessori.

Courage of Dr. Montessori

Dr. Montessori demonstrated great personal courage in opposition to established social forces. For example, she challenged powerful traditional beliefs of her time by becoming the first woman medical doctor in Italy. Such courage eventually led her to discover the young child's true nature and its unique ability to "normalize". Such discoveries now represent the basis for her vision of a "new education" — a universal commitment to her principles throughout the entire field of education. In Montessori education, courage is needed to confront one's personal circumstances in life which deter the individual's own knowledge of Montessori principles.

Courage in Montessori Education

Personal knowledge of the effectiveness of Montessori principles is not acquired without courage. The path towards realizing one's own commitment to Montessori principles presents a unique series of challenges which can only be mastered through the exercise

of personal courage; e.g., to face losing one's license to operate a school due to disapproval and opposition from adverse government regulatory agencies; to risk losing one's teaching position due to opposition from other school staff or school ownership; to risk losing enrollment and tuition due to opposition from parents. Each such challenge and circumstance represents a profound opportunity to realize the "new education" as a present reality through a simple, decisive act of courage. Encouragement — the communication of courage — to face these challenges is found in one's communication and participation with regard to knowledge about Montessori principles.

Knowledge is Power

Knowledge of Montessori principles is a powerful encouragement to the development of one's own commitment to Montessori principles. Small acts of courage — to acquire knowledge contrary to traditional values and beliefs — lead inevitably towards a decisive moment of opportunity in which one's personal commitment to Montessori principles can be realized. In such a decisive moment, Dr. Montessori's vision of a "new education" can be born within the individual — a reality completely independent of all external forces.

Courage Continues

Once the vision of the "new education" becomes an independent reality within an individual, such vision and commitment exerts a certain guidance to expand this vision throughout society. New challenges along this path of expansion are met by a continuing courage which springs from one's personal knowledge of the effectiveness and power of Montessori principles. A major obstacle to this spontaneous expansion is "pride" — one's sense of superiority to others — which can considerably retard the progress of the "new education" in society. The exercise of "courage" is the eternal response to "pride" and other obstacles along the path of creating the new education.

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.

Independent Study Courses

Practical knowledge of Montessori principles for home and classroom use.

Primary Level (2 – 6)

Elementary Level (6 – 12)

Credit towards IMS Teacher Certification

Write for course catalog, enrollment and tuition information to:

**IMS, 912 Thayer Ave.
Silver Spring, MD 20910**

Look for the
April Observer
featuring
Pride

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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Announcements

Arkansas Montessori Teachers' Association offers its newsletter at no cost to all Montessori schools in Arkansas. Newsletter includes ideas for classroom, useful resources and current events in the field of education. For further information, contact: Jyothi McMinn, Infant Toddler Montessori School, 2010 Newton, Little Rock, AR 72207, (501) 666-0025.

The Kodaly Center of America will hold its sixth annual summer course July 3-30, 1983 at Southeastern Massachusetts University (North Dartmouth, MA). For further information, contact: Kodaly Center of America, 1326 Washington St., W. Newton, MA 02165.

The Maine Montessori Association is planning a Montessori workshop on Sat., April 30, 1983 at the Kennebec Montessori School (Waterville, ME). For further information, contact: MMA, c/o Children's House, Box 622, Bangor, ME 04401.

The Summit Child Care Center is sponsoring two conferences entitled "Caring for Infants and Toddlers", April 15-16, 1983 (Summit, NJ) and May 13-14, 1983 (San Francisco, CA). For further information, contact: Summit Child Care Center, 14 Beekman Terrace, Summit, NJ 07901.

Reactive Behavior

Disruptive circumstances readily persist in a child's environment as a result of the adult's "reactive behavior" - the tendency to attend to every inquiry, provocation or whim of the manipulative child. Such "reactive behavior" generally reflects the adult's lack of self-respect and dignity with regard to one's essential and unique purpose in the environment; i.e., to effectively apply Montessori principles.

Reacting to disruptive or manipulative children (e.g., over-involvement with problems of individual children) can severely deter one's ability to effectively observe the entire environment. In addition, such immediate reaction to problems of individual children tends to support and maintain a manipulative, dependent pattern in children.

Reactive behavior is most effectively controlled by maintaining a completely stationary observation location in the environment - refusing to move from such position even in the face of very convincing rationale; e.g., "come and see what I did"; "Michael and I need your help"; "Tell Jane to stop bothering our work". Eye contact and gestures alone are normally sufficient to effectively manage activity in the environment from a single location.

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IMS in Federal Court

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The Court also heard arguments relating to the merits of deferring the case to the state courts as ordered by the lower court. Mr. Havis noted that the IMS claim of violation of rights of speech and expression touched matters of primary concern to the federal constitution and that there were no "exceptional circumstances" to warrant the federal court's "abstention" from exercising its jurisdiction.

Ultimately, IMS aims to win a court injunction against the state of Maryland to prevent its enforcement of laws which, in effect, prohibit operation of the IMS teacher training institution in the state. Mr. Havis believes that this case represents a fundamental confrontation with detrimental government regulation of Montessori education whose impact will be felt far beyond the confines of the state of Maryland.

IMS has prepared a legal memorandum for private schools relative to the basic legal issues concerned in federal court litigation against adverse state regulation. Cost is \$5.00 prepaid. Free to IMS Members. For a copy or further information about the IMS case against the state of Maryland, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

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 Plamer, 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.

Virgin Islands - Montessori school for sale. In operation for 12 years under single owner. Two primary classes with potential for more. 4,200 sq. ft., over 1 acre play area. Beautiful landscaping with year round summer climate. Fully equipped for primary and elementary programs. Harmonious staff of long tenure. Many additional benefits. For further information, write: Elaine Estern, P.O. Box 1499, Kingshill, St. Croix, U.S. Virgin Islands 00850.

"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.

Positions & Placements

Montessori Teachers: (3-6) Two needed for 3-6 classes. One position requires assistant administrating. Salary negotiable. Send resume to: Julie Qunitana, 7416 Northlea Way, Citrus Heights, CA 95610 - (916) 966-3666.

Elementary Montessori Teacher: New or experienced elementary trained teacher wanted for growing school with extensive outdoor facilities. Salary negotiable. Please contact (404) 549-2240 or send resume to Athens Montessori School, 3045 Barnett Shoals Rd., Athens, GA 30605.

Montessori Teachers: Pre-School and Elementary Teachers needed for Fall, 1983. The Harborlight Montessori School is 1/2 hour north of Boston on the Historical North Shore. Close to beaches, wildlife sanctuary, museums and colleges. Salary is negotiable. Send resume to: Susan E. McDonough, Administrator, Beverly, MA 01915.

Montessori Teachers: (3-5) (6-7). Montessori teachers needed in the South Carolina sea islands: one teacher for a class of 25 3-5 year old children including extended day, with teaching hours 8:30 - 2:30; one teacher to set up a class for 6-7 year olds. Montessori certification required. Teaching experience preferred. Contact: Anne C. Pollitzer, Eleanor Christensen Montessori, P.O. Box 1091, Beaufort, SC 29902.

Montessori Teacher: (2-6). Bilingual Pre-school. Send resume to: Montessori Academy of Temple Terrace, 5804 Gibson Ave., Temple Terrace, FL 33617.

Montessori Elementary Teacher: (6-9) or (9-12) Montessori trained elementary teacher to join current experienced, well-trained staff in four year old elementary program expanding to 50-55 students by fall of 1983. Competitive salary based on experience. Good fringe benefits and stable, supportive board in seven-year old non-profit school. Current 2 1/2-6 year old enrollment is 120 in four classes. Located in well-equipped facility in Southern California community of 45,000. Send resume to: Montessori in Redlands, P.O. Box 691, Redlands, CA 92373 or call (714) 793-6989.

Montessori Teachers: for programs for 1983-84. Two preschool classes, one extended-day, one class of twelve children beyond extended day. Good benefits, competitive salaries, school eight years old. Contact: The Children's House, Paula Lloyd, P.O. Box 622, Bangor, ME 04401, (207) 942-4354.

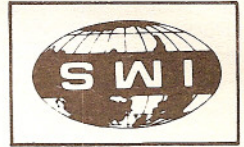
Instructors: Cultural Subjects, Language, Kodaly Music. For IMS Elementary materials workshop. Summer, 1983, 1984. Send resume to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

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 St., Denver, CO 80206, (303) 333-9478.

Address correction requested

912 Thayer Ave., Silver Spring, MD 20910

OBSERVER
The Montessori



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Individual Liberty

"Individual Liberty" — as a fundamental Montessori principle — is far more than merely leaving children to their own devices. The effective adult applies the principle of "Individual Liberty" as a continuing process of offering clear choices for the child.

To offer the child reality — as opposed to random fantasy — requires that the adult communicate clear directions to the child consistent with such choice: e.g., "come here"; "sit down"; "turn around"; "work quietly". Such directions awaken interest in reality and enable the child to continue to conform its behavior to such direction through its own self-disciplined action.

The child's response to supportive adult direction must always remain as the child's own choice — free of any adult coercion or manipulation. Physical force, even subtle applied, is never appropriate. The adult's patient observation of the child's actions after direction is given is the final step in the moment-to-moment process of applying the principle — "Individual Liberty".

IMS Montessori School Membership

Benefits include
free "Montessori News"
for distribution to parents

Send \$45 fee with response form to:

IMS, 912 Thayer Ave.
Silver Spring, MD 20910

Elementary Child

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During the 6-12 period, the child engages with its environment through certain faculties unique to this age: the power of imagination, sensitivity to acquiring culture and interest in social interaction. The Montessori elementary environment aims to enable children to employ their unique powers to adapt to their own time, place and group through the recognition of the total interrelated functioning of the universe.

For further information about the IMS elementary level study course, contact: IMS, 912 Thayer, Ave., Silver Spring, MD 20910.

Reactive Behavior

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Adults often unconsciously react to manipulative behavior in children by engaging in unnecessary, unproductive conversation initiated by the child. Normal adults can be fiercely tempted to respond to the manipulative child's persistent, provocative inquiry; e.g., "Why can't we go outside now?"; "Why won't you answer me?"; "Will you make James stop bothering us?" "Why didn't you call on me first?". Complete silence is normally the most powerful and effective means to respond to disruptive, unnecessary conversation of children.

Problems of individual children are normally most effectively resolved through the support afforded by the total environment. The adult's attention to this larger responsibility will eventually resolve the problems of individual children which so often seem to compel a relentless pattern of "reactive behavior".

**"Montessori News"
Diffuses Knowledge**

IMS regularly sends its popular eight page "Montessori News" free to all Montessori school members. Sufficient quantities are sent in bulk to assure distribution to all parents at the school.

The "Montessori News" features many useful articles about the application of Montessori principles at home and school. In addition, a wide assortment of Montessori books and IMS publications and materials is offered in this publication to further enhance the diffusion of knowledge about Montessori education to parents at the school.

The "Montessori News" is also available at the regular price of \$0.20 each — \$0.10 each in quantities over 100. Pre-paid only. Send orders to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

MCP Primary Readers

This series of phonetically controlled story books for young children are packaged in four sets of ten different readers.

- Set 1 Short Vowels
- Set 2 Long Vowels
- Set 3 Consonant blends
- Set 4 Consonant digraphs

Each set is \$7.96. Complete four set series is \$31.83 plus \$3.50 postage / handling. Order form is in "Montessori News." 20% discount for IMS members. Send orders to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.