



The Montessori OBSERVER

Personality

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IMS Awarded Costs on Appeal

On Sept. 2, 1983, the Fourth Circuit Federal Court of Appeals (Richmond, VA) issued an order granting to IMS its costs on Appeal No. 82-1098, decided June 23, 1983. Such order awarded IMS an initial amount of \$910.64 and was entered "at the direction of Judge Winter with the concurrence of Judge Ervin and Judge Aldrich, Senior United States Circuit Judge for the First Circuit, sitting by designation."

The Fourth Circuit's ruling on costs of Sept. 2, 1983 permits IMS to recover from the State of Maryland its costs expended for printing appeal briefs and other papers needed for the appeal. Lee Havis, counsel for IMS, argued that such costs were properly taxable to the state of Maryland since IMS "substantially prevailed" on the issues presented on appeal. Further costs of the June 23, 1983 appeal decision are now pending taxation in the lower federal court.

The IMS law suit to enable operation of Montessori teacher training in Maryland has now been remanded to the Federal District Court (Baltimore, MD) "to allow the case to proceed." Various preliminary motions are presently pending resolution before the District Court, including an IMS motion for preliminary injunction to enable operation of Montessori teacher training pending final disposition of the case scheduled for trial in March, 1984.

NOTE: The Fourth Circuit's appeal decision of June 23, 1983, has been published by the court and is reported as *Educational Services, Inc., et al. v. Maryland St. Bd. for Higher Educ., et al.*, 710 F2d 170 (CA4, 1983), available in most law libraries.

AN ORDERLY SOCIETY

Children unaided can construct an orderly society. For us adults, prisons, police, soldiers and guns are necessary. Children solve their own problems peacefully.

Maria Montessori
from *Absorbent Mind*, p. 285



Practical life activity at the Montessori Manor School (Des Moines, IA)

Montessori Manor in Iowa

The recently opened Montessori Manor School (Des Moines, IA) is the newest such Manor school established by its director and owner, Mary Quick.

The first Montessori Manor School was founded by Mary Quick 25 years ago. In addition to a master's degree and three Montessori certificates, Mrs. Quick has studied under E. M. Standing who worked closely with Dr. Montessori. (Mr. Standing is the author of *Montessori: Her Life and Work.*)

Presently, 60 children are enrolled at the Manor School which offers full and half day sessions for primary ages (2 - 6) and a full day program for children 6 - 9. The daily schedule extends from 7:30 a.m. until 5:00 p.m.

Special program features include: art, dance, music, parent education and Spanish and French as a foreign language. The school's parent education program is based on Mrs. Quick's belief in close cooperation between school and home. For example, Mrs. Quick provides parents' meetings and individual conferences throughout the year and maintains progress reports on each child.

For further information about this IMS Montessori school member, contact: Mary Quick, Montessori Manor School, 1344 SW Herold, Des Moines, IA 50315, (515) 287 - 6206.

"Montessori News" Free to IMS Schools

The new October issue of the "Montessori News" was recently mailed in bulk quantities to IMS Montessori school members - *absolutely free.*

The "Montessori News," regularly published three times a year in October, January and May, is distributed free to IMS Montessori school members to extend and enhance their communication of Montessori principles to parents and the child's home. Each member school receives a free bulk mailing of the "Montessori News" three times a year in sufficient quantities for distribution to all parents and staff at the school.

Multiple issues of the "Montessori News" may also be ordered by non-member schools for distribution to parents at the special rate of \$0.10 each in quantities over 100. To order the "Montessori News" or to apply for Montessori school membership (annual fee, \$45.00), contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

"Creativity" Applied to National Defense

Lee Havis, IMS executive director, was recently invited to present Montessori education to a class at the *Industrial College of the Armed Forces* studying the area of "Creativity." The Industrial College, a branch of the *United States National Defense University* (Ft. McNair, Washington, D. C.) provides high-ranking government and military officials with a broad-ranging curriculum addressing the problems and planning associated with crisis management in the area of national defense.

Mr. Havis's presentation of Montessori education, held on September 22, 1983, was his second such appearance at the Industrial College, presenting the "Montessori Principles of Observation, Individual Liberty, and Preparation of the Environment." The September 22nd session considered Montessori

Cont'd. on Page 4, Col. 2



Personality

The teacher can be the greatest obstacle of all.

Maria Montessori
from *Absorbent Mind*, p. 264

The adult's presence in the child's environment — one's "personality" — is a valuable tool in the hands of an effective Montessori teacher. By contrast, such "personality" can also represent a very significant obstacle and barrier to the child's normal development.

The Montessori principle "Preparation of the Environment" teaches that the adult must control all elements in the child's environment — including one's own "personality." Such control is vital to enable the child's full realization of its true "normalized" nature; loving order and constructive activity, independent and spontaneously self-disciplined.

The Child's Environment

... the teacher must learn to control herself so that the child's spirit shall be free to expand and show its powers; the essence of her duty is not to interrupt the child in his efforts...

Maria Montessori
from *Absorbent Mind*, P. 272

Among the three elements which comprise the child's environment — i.e., "other children," "physical elements," and the "adult" — the "adult" most frequently persists as detrimental to the child's full realization of its "normalized" nature. As an element of the child's environment, the "adult" is tangibly present in the form of "personality"; i.e., one's entire point of view, whether consciously recognized or not, including: body posture and appearance, facial expression, manner of speech, behavior patterns, thoughts, judgments, attitudes, etc. However, such adult "personality" — as other elements around the child — is not inherently destructive and can serve as a most effective support for the child's normal development in the Montessori environment.

Personality — A Valuable Tool

The teacher . . . before concentration has shown itself, must be like the flame which heartens all by its warmth, enlivens and invites . . . a lively teacher attracts more than a dull one, and we can all be lively if we try.

Maria Montessori
from *Absorbent Mind*, p. 278

Initially, the effective adult employs a lively personality expression to distract children away from disruptive misbehavior — towards constructive, concentrated work in the environment. However, such a lively presence in the environment is gradually withdrawn as the child's attention becomes concentrated on work with the physical elements of the environment.

Restraining "Personality"

The teacher must be quiet and passive, waiting patiently and almost withdrawing herself from the scene, so as to efface her own personality and thus allow plenty of room for the child's spirit to expand.

Maria Montessori
from *Absorbent Mind*, p. 263

Once the child begins to concentrate on work in the environment, the adult must restrain outward manifestations of "personality." Ultimately, the adult's presence actually must disappear completely so that it can be said that "The children are now working as if I did not exist" (*Absorbent Mind*, p. 283). Persistent failure to completely withdraw one's personality from the child's environment implicates an unconscious, yet fatally detrimental, attachment to and identification with such "personality."

Attachment to "Personality"

The adult who consistently identifies with one's own personality unconsciously suppresses the child's "true nature" by a persistent pattern of reactive behavior: e.g., being "necessary" to children; unconsciously dominating, controlling or manipulating children; compulsively "solving" problems presented by children. Such detrimental "reactive" behavior reflects the underlying nature and function of the "personality" itself — i.e., to serve as a protective shield and camouflage to hide from one's own true feelings.

The Nature of "Personality"

Camouflage, the concealing of one's true feelings, is the lie that a man builds up within himself so that he can . . . survive in a world at odds with his true sentiments.

Maria Montessori
from *Secret of Childhood*, p. 175

Adult "personality" — emanating originally from painful early childhood experiences — is, in essence, a protective

Cont'd. on Page 3, Col. 2

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November Observer

featuring

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The Montessori Observer

published by
INTERNATIONAL MONTESSORI SOCIETY

912 Thayer Ave.
Silver Spring, MD 20910

(301) 589-1177

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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Challenging Laws in New York

Montessori Schools Oppose Restrictive Regulations

Kerr, et al. v. Cesar Perales, Commissioner
of New York St. Dept. of Social Services

Filed: Sept. 2, 1983

Two IMS Montessori school members, **Bronxville Montessori School** (Bronxville, NY) and **Montessori Children's School** (Massapequa, NY) have joined with other private schools in New York to challenge the legality of licensing regulations imposed on them by the New York State Department of Social Services. Presently, the state of New York requires a license to operate many Montessori schools and accordingly imposes a severe set of licensing requirements, including: ratio of floor space per child, program content and curriculum, hours of operation, qualifications of staff, number of children and child-staff ratios. The International Montessori Society has already registered its opposition to such requirements with the Department of Social Services.

Mr. Bernard Sherwin, director and owner of the Montessori Children's School notes that the state's regulations have severely deterred the development of programs for children in his area. He states that "Six large nursery schools have closed up in the past 2 years and none has replaced them. They closed because the land they were on was too valuable and was sold to developers."

The complaint, filed Sept. 2, 1983 in the Supreme Court of New York in Suffolk County, alleges that the Commissioner of the State Department of Social Services is unlawfully enforcing Article 6, Section 390 of the State Social Services Law against certain private schools. Notably, the Department's licensing regulations are alleged to be beyond that Department's authority under the law and should not apply to private educational institutions which receive no government funds. In addition, the issue of unequal enforcement of the pertinent law is also asserted since some educational institutions are exempted from the Department's regulations.

For further information about this case, contact: Bernard Sherwin, Montessori Children's School, Central and Jerusalem Avenues, Massapequa, NY 11758, (914) 541-6365.

Personality

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shield which camouflages and avoids awareness of uncomfortable, painful feelings. Self-deception, confusion, generalities and unconsciousness are the means by which such a protective shield is maintained rigidly in place. Ultimately, one's "personality" is expressed outwardly as "society" itself; i.e., a total conscious reality psychically built up around each individual to avoid and deny the true source of "reality" within the individual.

Society as "Personality"

Conventions which camouflage a man's true feelings . . . help him adapt himself to the organized deviations of society . . .

Maria Montessori
from *Secret of Childhood*, p. 176

The apparent adult perception of "personality" is essentially as an emanation of "society." In fact, "society" itself is actually an extension of one's own "personality" created beyond the individual; a sort of ultimate expression of one's "personality" beyond the physical body to limit and define one's sense of "reality."

Instrument of Society

The adult — as "personality" — is hopelessly bound by the illusion and limitations of "society" as one's ultimate reality. Such an adult functions as an "instrument of society," inevitably bound by the dictates of external forces and circumstances. One begins to disengage from the self-deceptive notion of one's self as an "instrument of society" by considering one's inner commitment to Montessori principles; i.e., "observation," "individual liberty," and "preparation of the environment." Such consideration sets in motion a spontaneous outward actualization of this commitment as a powerful "force of nature."

Force of Nature

We have to adjust our minds to doing a work of collaboration with nature . . .

Maria Montessori
from *Absorbent Mind*, p. 89

Dr. Montessori clearly recognized the committed adult as an unbounded "force of nature" — not a limited "instrument of society." As such a "force of nature," one's commitment to Montessori principles actualizes a condition within which the new "normalized" child is compelled to emerge; regardless of any obstacles or adverse circumstances presented by society.

Cont'd. on Page 4, Col. 2

Positions & Placements

Elementary Montessori Teacher: with experience, needed to establish new program opening Sept. 1984, Lakewood County, a southwest suburb of Denver. Write Judy Huffman, 7429 S. Teller St., Littleton, CO 80123 or call (303) 973-8578.

LETTERS TO IMS

September, 1983

Dear Mr. Havis,

Thank you for the recent shipment of "Montessori News." Our parents and staff appreciate this informative publication . . .

Sincerely,

Catherine C. Ozark
Waukegan, IL

Sept. 27, 1983

Dear Mr. Havis,

Thank you for sending the May issue of "Montessori News" to our school and parents . . . We feel that it is a very worthy publication and would like to have some idea of your publication time-table and how many issues we may expect to receive this school year.

Sincerely,

Cheryl Smith
Norcross, GA

Ed. Note: The "Montessori News" is published in October, January and May each year. IMS Montessori school members receive a free bulk mailing of each new issue in sufficient quantity for distribution to all parents and staff at the school.

Sept. 9, 1983

Dear Sir:

. . . we wish to express our profound gratitude to you and your Society for what you have done so far for us.

The (Cross River State Pen Pals) Association was formed in 1981. At the moment there are a total of 850 members of the Cross River State Pen Pals in five countries, namely: Nigeria, Ghana, England, Somalia and Ethiopia. Plans are underway to extend our services to other countries.

The Cross River State Pen Pals Association is supported by the annual dues paid by our members. Each member pays an equivalent of 15 U.S. dollars. To be a member, one has to apply for our membership form with a registration fee of 5 U.S. dollars. . .

Once again, we thank your Society for showing interest in helping our organization.

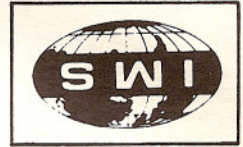
Sincerely,

Ita Anawa, CRSPPA
13 Stadium Rd., Oron
Cross River State, Nigeria

Address correction requested

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OBSERVER
The Montessori



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Announcements

Pen Pals: *The Cross River State Pen Pals Association (CRSPPA)* offers its membership association (\$15, U.S. currency, for individuals) to locate people in other countries to exchange views and enhance international communication. To join or for further information about their services, contact: **Ita Anawa, CRSPPA**, 13 Stadium Rd., Oron, Cross River State, Nigeria.

Personality

Cont'd. from Page 3, Col. 2

The Free Horizon

Society has built up walls, barriers. These the new education must cast down revealing the free horizon. The new education is a revolution. It is the non-violent revolution.
Maria Montessori
from *Absorbent Mind*, p. 215

Free of the bounds and limitations of "society" and "personality," the adult committed to Montessori principles serves as an unsurpassable "force of nature" to actualize Dr. Montessori's vision of a new education. In the Montessori environment, the adult as a "force of nature" controls one's personality as any other element around the child so that the new normalized child is free to emerge.

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.

"Creativity" Applied to National Defense
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education relative to the general area of "Social Climates and Constructs Which Encourage Development of the Creative Person."

Specifically, Mr. Havis's communication of Montessori principles was intended to enable the participants to experience their own unique inner creative ability — completely independent of external forces and circumstances. Substantively, the session considered the child's "normalization" in the Montessori environment as comparable to the creative process in adults. The event of the young child's "normalization" — as that moment of profound concentration on some piece of work — was presented as the critical focal point of the entire creative work of Montessori education.

Similarly, the class considered the adult's creative process and the function of "concentration" within such process. Notably, the exercise of such "concentration" was seen as vital to realizing and expressing one's inherent creative ability.

Lieutenant Colonel Daniel B. Chapla, USMC, instructor for the course, noted that future class sessions would investigate and expand further the child's "normalization" process in the Montessori environment and "concentration" as related to the class's continuing study in the area of "Creativity."

IMS Membership Directory
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SUPERFICIAL PERSONALITY
The child of three, when he first comes to school . . . has already adopted a defensive attitude which masks his deeper nature . . . All that remains is a superficial personality which exhausts itself in clumsy movements, vague ideas, and the effort to resist or avoid adult constraint.
Maria Montessori
from *Absorbent Mind*, p. 264