



*The Montessori*

# OBSERVER

*Patience*

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## IMS Prevails on Appeal

Fourth Circuit finds "broad-ranging and intricate constitutional challenge"

On June 23, 1983, a three judge panel of the Federal Court of Appeals for the Fourth Circuit unanimously ruled that IMS was entitled to have its "broad-ranging and intricate constitutional challenge" heard in federal court.

In its 18-page, published decision written by Chief Judge Harrison Winter, the Fourth Circuit stated that "we reverse the judgment of dismissal and remand to the district court to allow the case to proceed." Accordingly, IMS will proceed with its efforts to win an injunction against the state of Maryland to prevent its enforcement of laws which have thus far prohibited IMS from training Montessori teachers in the state.

The June 23rd appeal decision overruled a lower federal court decision to "abstain" from hearing the IMS case on the grounds that the Maryland

state courts should have the first opportunity to consider such a "sensitive matter" as that state's laws regulating private schools in the state.

However, the Fourth Circuit overruled application of "abstention" in this case since such an application "would displace federal jurisdiction over all challenges to state educational regulations." The Court further noted that the issue of "vagueness" in the challenged state laws regulating private education was a federal constitutional issue not properly left to state court interpretation.

*Cont'd. on Page 3, Col. 3*

## The Danger of Computers

Beti Wyn Holcombe, director of a Montessori school in Columbia, S.C. believes that the careless introduction of computers to children can seriously threaten the integrity and effectiveness of a Montessori classroom. Notably, she states that some computer-aided instruction subjects the children "to drills that emphasize rote memorization, and the computers ('the teachers') are regarded as robots with 'knowledge.' This kind of computer usage, indoctrination and data-gathering, is not compatible with the Montessori philosophy of freedom to learn through discovery."

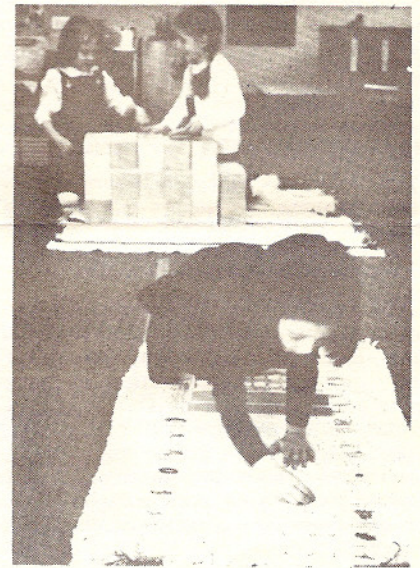
Ms. Holcombe offers a computer course to train teachers to effectively introduce the computer to children, consistent with Montessori principles. Her course features the use of "Logo" language using an Apple II Plus computer. "The Apple II Plus/Logo Package includes an excellent manual that can

*Cont'd. on Page 4, Col. 3*

### FORCE OF NATURE

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

Maria Montessori  
from *Absorbent Mind*, p. 89



Children working at the Little Flower Montessori School (Mishawaka, IN)

## Little Flower Grows Big in Indiana

The Little Flower Montessori School (Mishawaka, IN) has grown considerably since its start with a single teacher and classroom in 1969 associated with the Little Flower Church. Since 1969, the school has acquired its own building and a prominent reputation in the South Bend, Indiana area.

Donna Durish, administrator and head directress of Little Flower reports that the 83-84 school year will have an enrollment of 235 children with 21 staff members.

This IMS Montessori school member has expanded gradually since 1969 in response to its very considerable public support. After its organization as a private non-profit corporation in March 1970, an expanding enrollment soon demanded new facilities. In October, 1980, the President of Notre Dame dedicated a new building for the school in Mishawaka, IN where the Little Flower program is presently conducted.

Currently, four 3-6 classes meet Monday through Friday. Six classes for Toddlers meet two or three days a week. There is one Extended Day

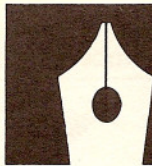
*Cont'd. on Page 3, Col. 2*

## Regulations in New Zealand

Rosalie Hay reports from New Zealand that new, more restrictive regulations are being imposed over Montessori schools in that country. Such regulations, recommended by a national group known as "Advisory Committee on Child Care Centers," will attempt to reduce the maximum enrollment in any one center from 50 to 24 and will seek to lower the teacher-child ratio from 1:10 to 1:8 for pre-school age children. In addition, the Advisory Committee has suggested an accreditation board be set up to make decisions on training needs.

IMS and local educators interested in Montessori education have sought to create a waiver or exemption for Montessori schools under the new restrictive regulations. However, such efforts thus far have not proven successful.

For further information, contact: Rosalie Hay, 128 Tukapa St., New Plymouth, New Zealand.



# Patience

*"Wait while observing" – That is the motto of the educator.*

**Maria Montessori**  
from *Dr. Montessori's Own Handbook*, p. 132

Dr. Montessori urges patience in one's approach to the child. However, such patience can be severely tested when confronted with the disorder and disobedience encountered with children first entering the Montessori environment.

## The Primary Purpose

*The new education has as its primary aim the discovery and freeing of the child.*

**Maria Montessori**  
from *Secret of Childhood*, p. 110

In September, many school scheduling requirements and other organizational demands may contribute significantly to a general condition of impatience among staff, parents and teachers. Rushing to meet the school's demanding requirements and goals can readily divert one's attention from the true primary purpose of such activities; i.e., the discovery and freeing of the "normalized" child.

## Busy Bodies

*... impatient persons are like those busy bodies that always make off when there is really work to be done.*

**Maria Montessori**  
from *Spontaneous Activity in Education*, p. 133

The true work of Dr. Montessori – creating the "new education" – requires a genuine patience in the face of countervailing outward demands. One's impatient tendency to busily react to outer demands readily compels inappropriate behavior with children; e.g., insisting on rigid classroom time schedules and procedures to meet the demands and dictates of staff, teachers and parents; urging children into advanced work before "normalization" has occurred; and unconsciously manipulating activity in children to show an outward appearance of a "normalized" classroom. Such "busy body" behavior imposes a hostile environment on the child which retards or even destroys the opportunity for a genuine expression of the child's true "normalized" nature.

## The Child's Schedule

*"The child has not been able to actualize his primitive plan of development because*

*of the hostile environment he encountered in his formative period.*

**Maria Montessori**  
from *Secret of Childhood*, p. 155

The adult's unconscious tendency to rush to accomplish goals such as a superficial appearance of "normalization," to which one may be deeply attached, can significantly interfere with the young child's actualization of its own individual "primitive plan of development." Such an impatient adult tendency lies hidden deeply within each individual emanating from detrimental experiences in one's own early childhood. Ultimately, one's unconscious impatience emerges as an adult society in which "respect for time" and accomplishing external goals takes precedence over all else.

## Time in Society

*Our civilization is not based upon "respect for life" and "respect for the soul" but rather it is based upon "respect for time."*

**Maria Montessori**  
from *Spontaneous Activity in Education*, p. 201

Society inevitably involves every adult in a web of impatience which urges the accomplishment of external goals within a minimum period of time. Such a "web of impatience" must be assertively confronted by the adult committed to the effective application of Montessori principles. The "normalized" child cannot emerge within the hostile time-dominated environment of adult society.

## Wait for the Child

*... it is not so easy ... to stand still and watch.*

**Maria Montessori**  
from *Absorbent Mind*, p. 272

The effective adult needs to exercise considerable patience in the face of challenging initial disorder and disobedience in children. Lacking sufficient patience, the ineffectual adult readily yields to a sort of well-meaning tyranny over the child which further deters the child's opportunity for true "normalization" and natural, spontaneous development.

## Patience Implies Humility

*... humility is an element of patience.*

**Maria Montessori**  
from *Spontaneous Activity in Education*, p. 134

*Cont'd. on Page 4, Col. 1*

## Montessori Study Courses

*Practical knowledge of Montessori principles for home and classroom use.*

**Primary Level ( 2 – 6 )**

**Elementary Level ( 6 – 12 )**

– *Independent Study*

– *Credit towards IMS Teacher Certification*

*Write for course application and tuition information to:*

**IMS, 912 Thayer Avenue  
Silver Spring, Maryland 20910**

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## October Observer

featuring

## "Personality"

## The Montessori Observer

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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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## 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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# Legal Briefs

## The Name "Montessori"

*The American Montessori Society, Inc. v.  
Association Montessori Internationale*

155 U.S.P.Q. 591 Decided Sept. 20, 1967

In 1967, an organization known as the **Association Montessori Internationale (AMI)** sought to register the name "Montessori" for its exclusive use in the United States. Opposing this registration, another organization, known as the **American Montessori Society, Inc. (AMS)**, appeared claiming that such registration by the AMI organization would deter the right of AMS to freely use the term "Montessori" with respect to its own separate teacher training and educational activities.

AMS presented an affidavit of Mrs. Nancy Rambusch and other exhibits to show the active nature of their involvement with respect to the name "Montessori." The Patent Office Trademark Trial and Appeal Board considered this AMS evidence and accordingly refused to grant the AMI its requested registration. Specifically, the Appeal Board held that:

*"... the statements of Mrs. Rambusch and the documentary evidence submitted in support thereof conclusively show that the term "Montessori" has a generic and/or descriptive significance in respect to a certain type of education and philosophy and methods associated therewith."  
155 U.S.P.Q. at 592*

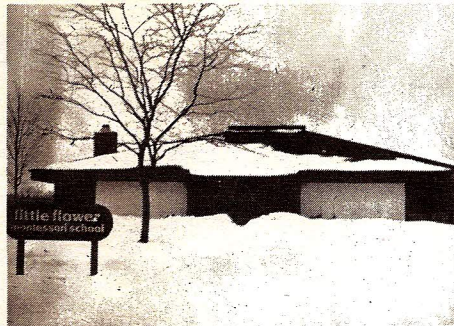
In brief, the AMI organization was denied registration and exclusive use of the term "Montessori" since such term was widely employed outside of that organization to designate similar types of educational activities. Since 1967, many new organizations and schools have emerged with no more apparent relationship with each other necessarily than the use of the common term "Montessori."

**Note:** Recently, the **International Montessori Society** has obtained official registration of its name "International Montessori Society" and its descriptive logo, IMS with globe. However, the IMS organization cannot lawfully deter the use of the term "Montessori" per se by non-affiliated organizations and schools in view of the above 1967 case.

## IMS Membership Directory

*New Spring, 1983 Issue*

*Price - \$5.00 - Prepaid to IMS*



**Little Flower Montessori School building (Mishawaka, IN), dedicated in 1980.**

### Little Flower School

*Cont'd. from Page 1, Col. 3*

class for five year olds and one half-day Kindergarten. The first elementary class was begun in the fall of 1982.

Special program features include a tutorial program for remediation and enrichment for children in grades 1 through 6. In addition, parent education and French as a foreign language are provided.

For further information, contact: Donna Durish, Little Flower Montessori School, 15767 Day Rd., Mishawaha, IN 46545, (219) 256-5313.

## Announcements

**Montessori Child Development Institute (MCDI)** will sponsor a workshop featuring musical and language experiences and first aid for the young child; October 15, 1983 (9-4) at MCDI, 2010 Newton, Little Rock, AR 72207. For information, contact: Jyothi McMinn, MCDI, (501) 666-0025.

## Marketplace

**Ohio School for Sale.** Most beautiful school in Central Ohio. Fully equipped, well-established, 5 spacious classrooms, 2 offices, carpeted, air-conditioned, next to elementary school, licensed for 140. Contact: Helen Moore, Montessori Community School, 621 Country Club Dr., Neward, OH, (614) 344-9411.

**Montessori . . . Creating the New Education.** IMS publication answer the question "What is Montessori?" Send \$1.00 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.

# Positions & Placements

## PLACEMENTS:

**Montessori Teacher:** (2-6). Sept. 1983 - May 1984. Send references and resume to: Debbie Scott, Batesville Montessori School, 623 Water St., Batesville, AR 72501, (501) 793-3174.

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

**Montessori Teachers:** (3-6). To start class August, 1983. Salary open to negotiation depending on training and experience. Strong and supportive administration. 2 classes per day. Established school, privately-owned, located in beautiful, wooded setting. Send resume or call: Lynne Rodney, Director, New Spirit Montessori School, 19010 Austin Way, Los Gatos, CA 95030, (408) 395-3085.

## IMS Prevails on Appeal

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*No single interpretation of the statutory language questioned by Havis would conceivably narrow the Board's criteria in evaluating an applicant's "educational qualifications and standards" to the point where the constitutional issue, whatever its merits, could be avoided.*

**Slip Op. 82-1098, p. 14**

The Fourth Circuit noted also the basic First Amendment constitutional challenge which lies at the heart of the case:

*Havis asserts that the language of Section 12-203(b), requiring the Board to evaluate the "facilities, conditions of entrance and scholarship, and educational qualifications and standards (emphasis added) of IMS, admits of abuse through academic content censorship, and that such a standardless and subjective review of content occurred in the denial of his application.*

**Slip Op. 82-1098, p. 4, n. 3**

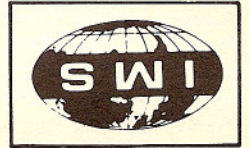
This claim, and other such related constitutional issues will now proceed to resolution in the lower federal court. For example, IMS continues its quest for a preliminary injunction to allow its teacher training program to operate in Maryland prior to trial on the merits, scheduled for March, 1984. Such trail proposes to include a disposition of monetary damages against the state party defendants as compensation for the constitutional deprivations inflicted upon IMS in this matter.

**Send \$5 to IMS to obtain a copy of the June 23, 1983 decision of the Fourth Circuit Court of Appeals. IMS Montessori school members may receive a free copy upon request.**

Address correction requested

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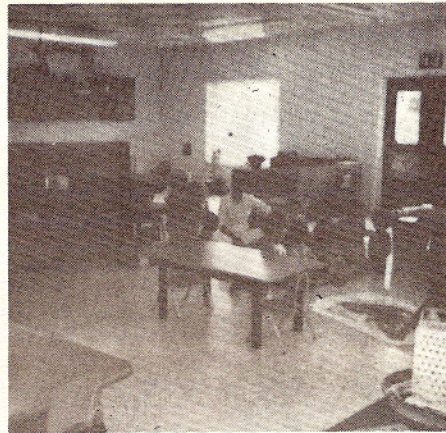
Imposing one's well-meaning tyranny over the child implies a sort of prideful superior knowledge over the child's own unfolding "primitive plan of development." By contrast, true patience implies a humility which foregoes immediate outward goals and results for a more permanent, profound experience of the child. Such a humility recognizes that true "normalization" follows insuperable natural laws and cannot be rused or otherwise directly induced by force, control or manipulation.

**Developing Patience**

Patience — an essential aspect of one's complete commitment to Montessori principles — develops through a conscious restraint of outwardly impatient "busy body" behavior. Such restraint reflects an inherent aspect of actualizing a commitment to Montessori principles with children. Ultimately, the "normalized" child emerges to acknowledge and confirm the perfection and completion of one's vital inner quality of patience.

*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.



Getting ready to go swimming - summer day care class at the Montessori World of Children (Chattanooga, TN)

**Montessori World  
in Tennessee**

Chattanooga, TN is the location of the Montessori World of Children — an IMS Montessori school member under the direction and ownership of **Roberta Spink**.

This school offers a wide range of program alternatives for children aged 2-12. Both full and half-day sessions are provided for children 2-6 and a full-day session is conducted for elementary aged children 6-12. The complete Montessori program extends from 7:30 a.m. to 5:30 p.m. daily.

Special program features include art, music, dance, day care and parent education. In addition, a summer Montessori program is offered.

For further information, contact: **Roberta Spink**, Montessori World of Children, 1080 McCallie Ave., Chattanooga, TN 37404.

**Danger of Computers**

Cont'd. from Page 1, Col. 2

be read and followed by students as young as five or six years of age. When a person approaches a computer that is equipped with the "Logo" language, he finds it necessary to teach the computer. There is no doubt from the start who has to be in control of the interaction, who gives the commands, who has to be creative."

The Holcombe computer course follows the approach of **Seymour Papert**, the creator of "Logo," which encourages children to learn through their own "hands-on" experiences. Ms. Holcombe sees Papert's work in the field of computer learning as fully compatible with genuine Montessori education.

For further information about computer learning or the Holcombe computer course, contact: **Beti Wyn Holcombe**, College of Early Learning, 2930 Broad River Rd., Columbia, S.C. 29202, (803) 772-3317.

*Camouflage & Conventions*

*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 . . .*

*Conventions which camouflage a man's true feelings are the spiritual lie which help him adapt himself to the organized deviations of society . . . this is the terrible lie lurking in the deepest recesses of the subconscious.*

**Maria Montessori**  
from *Secret of Childhood*,  
p. 175 - 176