



The Montessori

# OBSERVER

Love

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## Montessori in Public Schools

The following is an excerpt from an article written by Lee Havis, IMS executive director, for publication in a book about ending corporal punishment in public schools. This book is being published by an organization known as "End Violence Against the Next Generation" (EVAN-G). Complete text of this article is available from IMS for \$2.00. Free upon request by IMS members. Contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

*"... the true concept of liberty is practically unknown to professional educators . . . A principle of repression that amounts at times to slavery has a firm grip on both schools and education."*

Maria Montessori

from *Discovery of the Child*, p. 9-10

Traditional school environments are generally dominated by fear and oppression of the child - the **antithesis** of Montessori education. Public school teachers and administrators have to assertively challenge and transcend such detrimental conditions to effectively apply Montessori principles within such environments.

The typical child in the public schools is over six and has not become "normalized" by prior experience in a genuine Montessori environment. Thus a pattern of persistent misbehavior and inattention can readily emerge to frustrate one's most courageous and well-intended efforts to provide a real alternative to the customary tyranny of traditional education.

*"... a child of six may show an accumulation of characteristics which are not really his own, but are a result of earlier misfortunes . . . Then we have a child devoid of character and unable to learn."*

Maria Montessori

from *Absorbent Mind*, p. 196

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## The "Blind Spot"

*"we speak of a blind spot in the heart of man . . . similar to that in the retina of the eye, which, nevertheless, is the organ by which all things are seen. The moral vision of the child falls upon the "Blind spot" of the human heart and there it strikes a barrier of ice."*

Maria Montessori

from *The Formation of Man*

(1971 ed., p.30-31)



Child engaged in Language activity at the Hudson Montessori School (Hudson, Ohio)

## Montessori Tower in Washington State

The Tower Montessori School, located in Federal Way, WA, is under the direction of **Joan Richmond**. This IMS Montessori school member began originally in Ms. Richmond's home in 1974 with an enrollment of eight children. Presently, the school serves 120 children ages 1-12 and is located in its own facilities which were originally built as a mortuary.

The Tower school program includes day care and a full range of classes from toddler age children through sixth grade. Special program features include instruction in Spanish, music and use of computers. The computers are available in the classroom for the children to experiment with as any other didactic material.

The school building also includes a portion dedicated to use by the "Tower Community Center" which is also operated by Ms. Richmond. This center offers classes in such areas as dance, gymnastics, drama, art, piano, karate, computers, aerobics for both children and adults in the late afternoons, evenings and weekends. Ms. Richmond notes that "The parents love it since it saves time from chauffeuring their children all over for lessons. I personally

am very enthusiastic about the idea of combining an arts center with a Montessori school."

For further information about this school, contact: Joan Richmond, Tower Montessori School, 1513 S.W. Dash Point Rd., Federal Way, WA 98003 941-7245.

## Mutual Support Means Organization

The existence of detrimental regulation of Montessori schools by governments throughout the world is evidence of the critical need for effective mutual support and cooperation among those schools affected. This need for cooperation has recently emerged most clearly in the United States in such states as **Illinois, New York and Maryland**.

In New York, Montessori schools are presently cooperating in an organization entitled "Unified Private Schools" which is collectively opposing the enforcement of

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# Love

“Love may be considered . . . as the reality of an eternal energy that nothing can destroy . . . the greatest energy of the universe . . . creation itself.”

**Maria Montessori**  
from *Absorbent Mind*, p.290

Dr. Montessori's view of "love" - denoted by the words "attraction" and "affinity" - contrasts sharply with one's common experience of life. Bounded by the limitations of adult society, the individual seems captive to one's inexorable external forces and circumstances. Beset by such external forces as "fear" and "disharmony" which define and restrict one's association with others, parents and teachers generally fail to recognize the opportunity to experience the limitless power of complete "love" and "harmony" available in one's relationship with the young child.

## Love in Society

“The master of all is a mysterious entity. The tyrant is all powerful, like a god. It is the environment that swallows up and crushes the man.”

**Maria Montessori**  
from *The Formation of Man*  
(1955 ed., p.17)

In society, the adult is surrounded by awesome hidden forces, such as fear and oppression, unconsciously built up and established over many generations of human history. Within such detrimental circumstances, one's complete experience of love and affinity with all being is well-camouflaged by the mask of society's common conceptions of "love"; e.g., the entanglement of romantic attachments, blind obedience to external authority and unquestioned loyalty to various beliefs, prejudices and assumptions about the nature of life. Traditional "education" perpetuates these superficial conceptions of love to each new succeeding generation of children through a sort of unconscious tyranny imposed by parents and teachers.

## Traditional "Education"

“The struggle between the adult and the child finds its expression . . . in what is still called by the old name of 'Education'.”

**Maria Montessori**  
from *Peace and Education* (1943), p.20

In general, parents and teachers suppress the young child's expression of genuine, complete love through a process commonly called "education". This process of conventional "education" is evident in every violation of Montessori principles with children. By contrast, Dr. Montessori's "new education", completely com-

mitted to the principles of (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment", actualizes a reality within which the young child's boundless love emerges as a natural and spontaneous expression of its true "normalized" nature.

## Source of Love

“The study of love and its utilization will lead us to the source from which it springs, The Child.”

**Maria Montessori**  
from *Absorbent Mind*, p.295-296

One's commitment to Montessori principles - the antithesis of traditional "education" - fully frees the child to communicate a true, complete love through its experience of a deep affinity and assimilation with its environment. The young child, through its "absorbent mind", naturally seeks to incorporate every minute detail of its environment into its own being. This natural, instinctive "incarnation" of one's environment reveals the full depth and power of complete love - far beyond the superficial conceptions of love recognized as such in adult society. Freed of detrimental influences in a genuine Montessori environment, the "normalized" child readily actualizes that full expression of love which is ultimately destined to overcome and extinguish all opposing countervailing forces in society.

## A Real Force

“love . . . holds the universe together because it is a real force and not just an idea.”

**Maria Montessori**  
from *Absorbent Mind*, p.295

Dr. Montessori recognized in the "normalized" child a love which far exceeds mere feeling of affinity with others. Ultimately, Dr. Montessori observed that this absolute love is a "very complex universal force, which . . . rules the world, keeps the stars in their course, causes the conjunction of atoms to form new substances, holds things down on the earth's surface." (Id., p.293) As such an absolute "ruler of the world", the young child's love is the empowering eternal force of nature which creates life itself. The adult committed to Montessori principles inevitably discovers this ultimate, supreme power of the universe in one's relationship of love with the young child.

“The child is the only point on which there converges from everyone a feeling of gentleness and love . . . Whenever we touch the child, we touch love.”

**Maria Montessori**  
from *Absorbent Mind*, p.288-289

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Practical knowledge of Montessori principles for parents and teachers

Primary Level (2-6)

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Write for course application and tuition information to:

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

Look for the  
**February Observer**  
featuring  
**Observation**

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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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### SUBSCRIPTION

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 *Montessori News*. 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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Nov. 25, 1983

To IMS:

We have been receiving "Montessori News" and appreciate receiving it. Since we have not paid for the paper and would like to continue having it, I am enclosing a check to become an Associate School member.

I am presuming that this entitles us to receive "Montessori News" as well as the "Montessori Observer" which we have also been receiving.

Thank you for taking care of this matter.

Sincerely,

Sister Angelo Grose  
Owatonna, MN

**Ed. Note:** The "Montessori News" and "Montessori Observer" are regularly sent to all IMS members throughout the one-year membership period. Non-members have no such assurance of receipt of these publications.

Dec. 6, 1983

To IMS:

Why was IMS formed when AMI and AMS exist? What are the philosophical differences?

Rebecca Janke  
Hudson, WI

**Ed. Note:** IMS was formed to support the effective application of the three fundamental Montessori principles; (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment". Organizations which employ the "Montessori" label in their title do not necessarily reflect, express or agree with this IMS purpose. Notably, AMS and AMI have both specifically opposed approval of IMS teacher training in the state of Maryland.

"Differences" between IMS and other "Montessori" organizations must ultimately be judged by the observer. IMS views such "differences" as invariably implicating the issue "What is 'Montessori'?" IMS asserts that "Montessori" is essentially an approach to the child actualizing a commitment to the three fundamental Montessori principles.

## Positions & Placements

**Teacher:** Experienced early elementary teacher sought for full-time teaching position in attractive medium-sized school. Good benefits, salary negotiable. Please contact Tina Bryan, Myrtle Beach Montessori School, P.O. Box 3705, Myrtle Beach, SC 29577.

**Montessori Primary Teacher; Administrator:** two openings on staff of school. One for Montessori-trained administrator with teaching and/or administrative experience in a Montessori setting. Salary negotiable. One position for Montessori-trained Directress for primary classroom. Salary negotiable. School is a non-profit Parent Corporation with two primary classrooms and day care program. Staff of eight work together closely. School located 2 hours south of San Francisco. Contact: Montessori Learning Center, P.O. Box 2051, 30 Hitchcock Rd., Salinas, CA 93902, Tel. (408) 455-1546.

## Public Schools

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Experimental application of Montessori principles with older "unnormlized" children seem to indicate that these principles provide a most potent and effective remedy and approach to peacefully resolve severe misbehavior and to enable maximum learning to occur. Certainly, the continued use of punishment, fear and manipulation with older children would only seem to deepen and exacerbate the detrimental influence of such similar wrong treatment suffered by the child at an earlier age - not serve as a constructive remedy or correction of the child's faulty character.

*"...every defect of character is due to some wrong treatment sustained by the child during his early years."*

**Maria Montessori**  
from *Absorbent Mind*, p. 199

## Reflections — Submitted by — Joan Foreman

### Positive Communication

I try very hard to word things in a positive way . . .

I try to observe children doing well, show behaviors that are desirable, and comment on them. I've seen that it's a lot more effective than saying "don't" all the time.

When the teacher models behavior that stresses the positive, the children will practice it with each other.

My students are very quick, also, to help a friend who has spilled something, forgotten something, etc.

### Wonder

I try to listen to children as they express their wonder at the world. I try to really listen when they share something with me that they see as beautiful or wonderful. I try to see it through their eyes.

One cloudy day, a child told me that when she looked at the church steeple as the clouds moved by, it looked like the church was moving and it made her stomach feel funny. I looked and it did appear that the church moved, and my stomach felt funny.

Encouraging a child's sense of wonder really means, to me, backing off and allowing the child space to be himself or herself and really listening when they share with me.

*Joan Foreman is a first grade teacher at the Westminster Day School in Oklahoma City, Oklahoma.*

## Giving "Space"

*"The usual conception of direct correction and suppression of defects in wrong . . . correction is possible only by expansion, by giving 'space', by opening up the means for the expansion of the personality."*

**Maria Montessori**  
from *The Formation of Man*  
(1971 ed., p. 49)



## Book Review

### Munchies, Morsels and Meals

Pub. 1980 by

Montessori School of Champaign

This cookbook "for children and adults to share" includes over 100 recipes divided into such areas as *soups and sandwiches, main dishes, vegetables, salads, breads, desserts and snacks and drinks*. Most of these recipes have been tested in Montessori school environments for their effectiveness in developing basic skills and offering opportunities for more advanced learning.

A special feature of this book is a focus on healthy non-meat alternatives to provide maximum protein. Price, \$2.95 ea.; 2 for \$5.00 (\$0.85 add. postage). To order, contact: Montessori School of Champaign-Urbana, 1112 Broadmoore, Champaign, IL 61821.

## Announcements

**The Minnesota Alliance of Montessorians (MAM)** will conduct a workshop on "Math Games", "Oceans" and "Land Forms" on January 18, 1984, 7-9 p.m. at the Bryant Glenwood Montessori School, 531 Bryant Ave. N., Minneapolis, MN. For further information, call 374-5065.

## Marketplace

### Munchies, Morsels and Meals

A Cookbook for children and adults to share, published by the Montessori School of Champaign-Urbana, Illinois; illustrated; 143 pages; \$2.95 each or 2 for \$5.00. (add \$.85 postage per book) Send order to: Montessori School of Champaign-Urbana, 112 Broadmoor, Champaign, IL 61821.

**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.

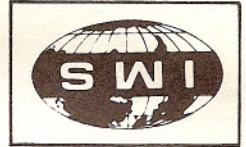
"Montessori" bumper stickers. Show support for Montessori education in the community. Distribute to parents. \$1.00 ea., \$.60 ea. in quantities over 10. Send order to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

**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.

Address correction requested

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*The Montessori*



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# Montessori in Hudson, Ohio

The Hudson Montessori School (Hudson, Ohio) was established in 1962 by a small group of parents who were interested in providing a good pre-school education for their children. It has since grown into a well known, fully enrolled school offering Montessori classes for children aged 3-12. There are four pre-primary and three elementary classes with a total enrollment of 165.

The school facility, located on 5½ acres of wooded land, is of modern architecture with large rooms, many windows, sky lights and clerestories. It provides excellent environments for the children including a library, observation room, children kitchen, office staff lounge and work area.

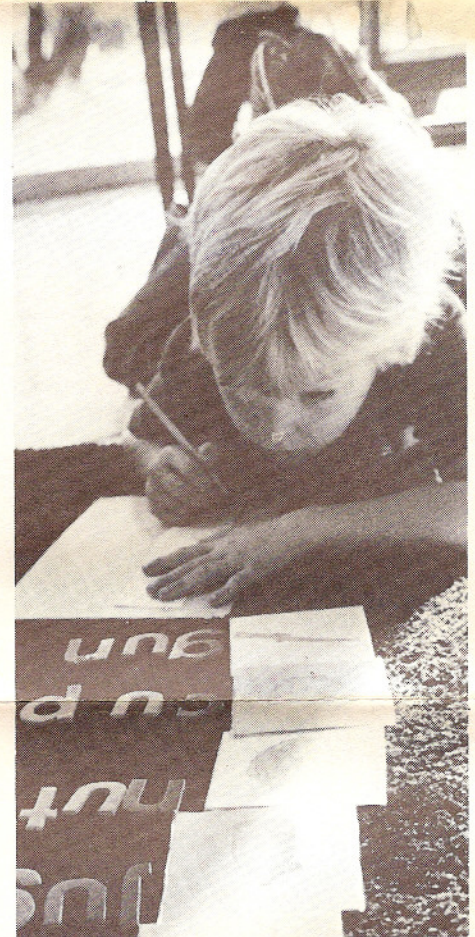
As a parent cooperative, this IMS Montessori school member has a ten member Board of Trustees. A committee system provides parents the opportunity to be come involved with the school.

The Hudson school received its state charter for K-6 in 1978. State monies for auxiliary services has helped the school meet the expenses for a Speech and Hearing Therapist, Reading Specialist and school Psychologist.

A continuing parent education program is offered throughout the school this year. This program includes orientation, parent discussions, presentations by staff members, outside speakers and open houses.

The school welcomes observation visits from the community. A Kent State University and University of Akron education department class visit the school each year for an introduction to Montessori program.

The administrative staff consists of **Ron Ackerman**, Principal and **Rebecca Montague**, Administrative Assistant. For further information, contact: Hudson Montessori School, 7545 Darrow Road, Hudson, OH 44236, Tel. (216) 650-0424.



Child engaged in Language activity at the Hudson Montessori School (Hudson, Ohio)

## Mutual Support

Cont'd from Page 1, Col. 3

detrimental regulations through appropriate legal action. See "Observer", issues of *January 1983* and *October, 1983*. In Illinois and Maryland, the formation of genuinely effective state-wide Montessori organizations could similarly provide a supportive basis for the resolution of detrimental regulations and laws affecting Montessori schools in those states.

The International Montessori Society stands ready to assist in the formation of effective local, state, regional and national organizations to resolve such issues as the adverse government regulation of Montessori schools in a particular geographical area. For specific information and support to form an effective Montessori support organization, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

## The "Miracle"

*"the world of official education . . . put our work aside! . . . The 'miracle' was officially relegated to oblivion. It did not succeed in attracting the interest of modern psychology. It was thus left to me to investigate the secrets of child-psychology . . ."*

**Maria Montessori**  
from **The Formation of Man**  
(1971 ed., p. 42)

## 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.*