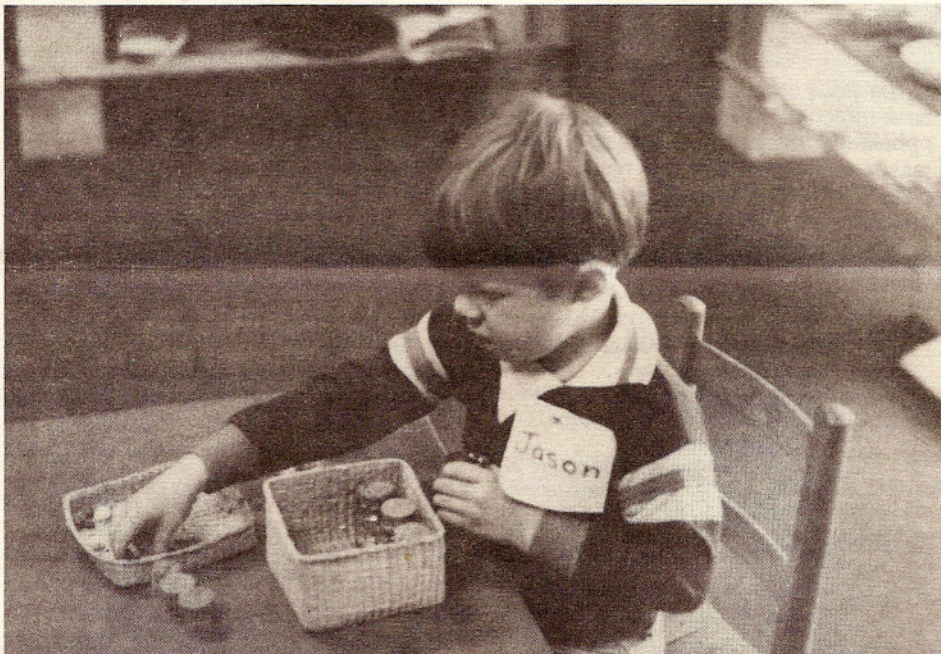




The Montessori OBSERVER

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Child engaged in practical life activity at the Family YMCA Montessori School (Dearborn, Michigan)

Fairlane Family YMCA Montessori

The Fairlane Family YMCA Montessori School, IMS member in Dearborn, Michigan, was recently established under the sponsorship and management of the local YMCA. **Gerry Hunt**, director of the school, notes that "we are one of only two Montessori schools that is owned and operated by a YMCA. The other is in Bristol, Tennessee."

The Fairlane school, in its first year of operation, currently has 20 children ages 2-6 enrolled in each of two half-day sessions. Ms. Hunt states that due to high unemployment in the area, the school has decided to allow attendance of children for less than five days per week. However, preference is given to families wishing the full five day program. A scholarship is offered to families that could not otherwise afford full tuition. This scholarship program is made possible by funding received from the United Way.

The Cause of War

"... the cause of war does not lie in armaments, but in the men who make use of them."

Maria Montessori
from *Peace and Education*
(1943), p. 25

Dearborn, Michigan

Special features of this unique YMCA Montessori program include art, music, gymnastics and motor development. In addition, a parent education program is offered. For further information, contact: **Gerry Hunt**, Fairlane Family YMCA Montessori School, 19500 Ford Rd., Dearborn, Michigan, 48128, Tel. (313) 271-3400.

"Transforming" Education

"Man . . . is destined to do a great task on earth. He must transform it, conquer it, utilize it and construct a new world full of marvels which surpass and overrules the wonders of nature."

Maria Montessori
from *The Formation of Man*,
1955 ed., p96

Man is inevitably destined to perform a great work of "transformation" - to create a new world wherein "the whole of mankind

Cont'd. on Page 3, Col. 2

Limited Outlook on "Montessori"

"Envy and competition are signs of a . . . limited outlook. He who has a vision of a 'paradise' to be conquered, cannot be satisfied by the whole world and he easily renounces transitory and limited possessions."

Maria Montessori
from *The Formation of Man*,
1955 ed., p. 49

The widely-accepted view in society of "Montessori" is that of a certain specified body of knowledge which is provided through the form of a "Montessori" teacher training program. Such a limited outlook constitutes a significant barrier to the real work and purpose of Montessori education as a "force of nature" creating Dr. Montessori's vision of a "new education."

The state of Maryland's denial of a license to the International Montessori Society to operate a teacher training school in that state reflects the common "limited outlook" associated with traditional education. Such a "limited outlook" now appears widely-accepted by many individuals, schools and organizations associated with the term "Montessori".

In essence, the state of Maryland's censorship of the IMS teacher training curriculum was based on an adverse "consensus of opinion" among certain individuals selected by the state to evaluate a written outline of the IMS course. Among those evaluators who opposed issuance of a license were included certain individuals and organizations associated with the term "Montessori".

For example, **Marcella Dawson**, responding for the *American Montessori Society*, recommended disapproval of the operation of the IMS curriculum for several reasons. Notably, Ms. Dawson stated that "The Montessori curriculum is seriously deficient in content" since "approximately one-third of the Montessori materials are included in the program." Time allotments for presentation of materials were also cited as inadequate since the indicated schedule was "approximately one quarter of the time actually required." Such reasoning reflects a "limited outlook" with regard to Montessori education; that there exists some pre-determined, precise time and content specifications which can somehow assure effective and adequate preparation for Montessori teaching.

Cont'd. on Page 4, Col. 2

Creativity

"... a man is capable of becoming anything... Making use of his own will in his contact with the environment, he develops his faculties and thus becomes in a sense his own creator."

Maria Montessori
from *Secret of Childhood*, p.33

Creativity is an inherent function of man. Each individual indeed creates one's own unique reality in cosmic harmony with the evolution of the entire universe.

In Montessori education, one's creative function actualizes a reality committed to the principles of (1) "Observation", (2) "Individual Liberty" and (3) "Preparation of the Environment". Expressing such a commitment with children creates a "normalizing" environment within which the child's true "normalized" nature is free to emerge. Such creative application of Montessori principles contributes to the gradual appearance of Dr. Montessori's vision of a "new education" in the world today.

Creating the "New Education"

"... man himself is one of the great cosmic forces of the universe."

Maria Montessori
from *The Absorbent Mind*, p.50

The adult committed to Montessori principles serves as a "great cosmic force" to discover and free the child from the tyranny of adult society. The adult's function to create such a "new education" reflects the basic process of creation which occurs in the child's spontaneous formation of itself as a visible personality in society.

The Creative Process

"Creation... means that mysterious primordial occurrence which gives rise to something which at first did not exist, something that is later destined to grow in accordance with vital laws."

Maria Montessori
from *The Absorbent Mind*, p.190

The formation of the young child's personality follows the guiding laws of all creation and emerges "... as a series of lively emotions rising up from the subconscious which... begin in confusion and then move on to the making of distinctions and, ultimately, to creative activity." (*Secret of Childhood*, p.42). By analogy, the adult's creation of a "normalizing" environment for children reveals a similar "series of lively emotions" which accompany the creative process in Montessori education; i.e., confusion, distinction and, ultimately, creative expression.

Confusion

"... Just at the time when creation was bringing us forth out of nothing, not even the person concerned can tell us anything about it!"

Maria Montessori
from *Secret of Childhood*, p. 166

The adult's creation of a "normalizing" environment first emerges as confusion—a nebula of ideas and thoughts about Montessori principles and the nature of the child. Discomfort, tension, anger and fear are common emotions which accompany a sense of confusion.

Distinction

"The Montessori teacher is constantly looking for a child who is not yet there... In her imagination she sees that single normalized type, which lives in a world of the spirit."

Maria Montessori
from *The Absorbent Mind*, p. 276

Confusion invariably leads to an awareness of distinction; i.e., the image of the "normalized" child (loving order and constructive activity, joyful, independent, spontaneously self-disciplined) becomes distinct in one's mind from the child as it is commonly recognized in society by contrary outward behavior and appearance. Such distinction accompanies one's patient observation and inner expansive awareness as to Montessori principles and the child itself.

Creative Activity

"... man is seen as a being different from all others... His appearance on earth was... the starting point for new destinies."

Maria Montessori
from *The Absorbent Mind*, p.60

The ultimate creative activity in Montessori education is an awareness of a "new destiny" for the child's subsequent development; a natural destiny revealing the plan of growth given at conception. Obstacles to realizing such creative activity primarily implicate assumptions and prejudices in society about Montessori education and the child which lie hidden deeply within the adult.

Obstacles to Creativity

"... the adult looks upon himself as the child's creator..."

Maria Montessori
from *Secret of Childhood*, p. 16

The adult's false view of oneself as the child's creator tends to deter one's true

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Arthur Janov, Ph.D

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(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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Book Review

1001 Alternatives to Corporal Punishment

Editor: **Adah Maurer, Ph.D.**

Vol. 1

Pub. by: **End Violence Against the Next Generation (EVAN-G)**

"Corporal punishment has been abolished for adults as an insult to human dignity and a social disgrace. But is there anything so mean as to insult and beat a child? Man's conscience in this regard has certainly been dulled."

Maria Montessori

from *Secret of Childhood*, p. 213

Physical and psychological punishment, at home and school, is still a widely accepted practice in many societies throughout the world. *1001 Alternatives* examines the fundamental failure of such punishment as a means to "cure" misbehavior and disorder in children. In addition, this EVAN-G publication offers practical, effective alternatives to punishment.

1001 Alternatives suggests a range of "preventions" for misbehavior in children, including: Body Language (**Dr. Frederick H. Jones**, see *Observer*, Vol. I, No. 4), Teacher Effectiveness Training (**Dr. Thomas Gordon**) and Conflict Resolution (**American Friends Service Committee**).

"Montessori Education" is also considered as a "Prevention" alternative to punishment. **Lee Havis**, IMS executive director, here describes the three Montessori principles to realize the child's true nature—a condition of complete harmony between the child and its environment.

Ultimately, **Dr. Adah Maurer** notes that "the only alternative to spanking is not spanking." EVAN-G proposes a second volume to include many more examples of alternatives to punishment. An open invitation is made to all to contribute their experiences, preferences, ideas and inspiration to finally end adult violence and tyranny commonly imposed on children at home and school.

For further information or to order this publication, contact: EVAN-G, 977 Keeler Ave., Berkeley, CA 94708-1498, Tel. (415) 527-0454.

Marketplace

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Educational discounts on *all* titles. Many artists including Hap Palmer, Pete Seeger, Ella Jenkins, Tom Glazer, etc. Write for inventory. Send SASE to: Spectrum Records and Tapes, 11507 Hitching Post Lane, Rockville, MD 20852 or call (301) 984-0356.

"Transforming" Education

Cont'd. from Page 1, Col. 2

is to be united into one brotherhood" (**Maria Montessori**, *Peace and Education* (1943), p.27). Dr. Montessori approaches this expansive purpose through the transformation of education as the most direct path to realizing "a new age when misery will . . . be . . . destroyed." (**Maria Montessori**, *Discovery of the Child*, p.330).

The transformation of education, a vision which Dr. Montessori shares with many others throughout the world, has been traditionally opposed by "a mysterious entity . . . the environment that swallows up and crushes the man." (**Maria Montessori**, *The Formation of Man*, 1955 ed., p. 17).

The "OMBIUS"

"In society . . . an Organization of Evil (Male) has been formed which assumes the semblance of good (Bene) and is imposed on the whole of HUMANITY by Suggestion . . . we then get: OMBIUS."

Maria Montessori

from *The Formation of Man*,

1955 ed., p.69.

A veil of evil disguised as good - the OMBIUS - blinds one from realizing the opportunity to "transform" education; i.e., to shift from education as "the struggle between the adult and the child" (**Maria Montessori**, *Peace and Education* (1943), p.20) to a "new education" whose primary aim is "the discovery and freeing of the child" (**Maria Montessori**, *Secret of Childhood*, p. 110). Unconsciousness and failure to recognize the existence of the "OMBIUS" concerning prejudices and assumptions about the child fundamentally deter the full realization of Dr. Montessori's vision of a "new education."

Genuine Transformation

"An attempt is being made to transform education . . . all this, however, is being effected around the same figure of the misunderstood child who is seen through eyes distorted by the "OMBIUS."

Maria Montessori

from *The Formation of Man*,

1955 ed., p.73

Modern efforts by parents, teachers, schools and political leaders to "transform" the quality of education commonly fail when the erroneous notion of the child as an entity already known is left unchallenged. To view the child as such a "known entity" compels the adult's efforts to change or improve the child through the process of "teaching."

By contrast, a genuine "transformation of education" must consider the child as it is - an inherently unknown entity which expresses and unfolds of itself. To support such a genuine transformation is essentially a work of discovery - a collaboration and assistance with nature to follow the *teacher within* the child.

Positions & Placements

Montessori Teacher: (3-6). Part-time/full-time to begin Fall, 1984. Parent owned and operated school founded 1971; full-time administrator. Located in resort community near Dunes National Lakeshore, 45 miles from Chicago. Salary depends on experience and qualifications. Send resume to: Johanna Miller, Montessori School, Tinkers Dam Arcade, North Karwick Rd., Michigan City, IN 46360, Tel. (219) 879-6233.

Montessori Primary Teachers: Three openings on staff of Cottage Schools in Boulder and Longmont next to beautiful Colorado Rocky Mountains. Full and part time options. Salaries negotiable. Starting dates June and Sept., 1984. Contact: Pam Creswell, Cottage School, 805 30th St., Boulder, CO 80302, Tel. (303) 494-3032.

Elementary Directress: (9-12) To join current experienced well-trained staff for ages 6-9 in five year old elementary program expanding to 55-60 students by fall of 1984. Experience with age group preferred. Competitive salary based on experience. Good fringe benefits and stable, supportive board in eight year old non-profit school. Write or call: Montessori in Redlands, P.O. Box 691, Redlands, CA 92373 (714) 793-6989.

Primary Montessori Director/ess: To take over year-old class Sept. 1984. Located on Martha's Vineyard, small, beautiful island off Massachusetts coast. 9-year-old Teacher-Board run school with 2 primary classes and hopes to expand. Salary commensurate with qualifications and experience. Contact: Vineyard Montessori School, Box 994, Vineyard Haven, MA 02568.

Montessori Teachers: To lead established classes. Enrollment of 275 primary and elementary children from 2½ to 12 years of age. Staff members have continued input in curriculum direction and work as cohesive teams. School located 20 miles north of downtown Houston and serves an upper middle-class professional community. Housing, educational and cultural opportunities abound. Contact: Mark Starford, The Pines Montessori School, 3535 Cedar Knolls Dr., Kingwood, TX 77389, (713) 358-8933.

Montessori Teachers: Well-established school with primary and elementary classes. We have openings in both primary and 6-9 Elementary classes for September. We would like to start the 9-12 Elementary level in September. The purpose of the school is to serve children on low income levels. If interested, send resume to Sister Deanna Randall, 620 Elizabeth St., Denver, CO 80206.

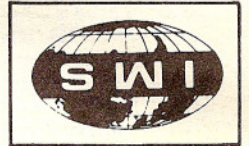
Montessori Directors/ess: (3-6) (6-9). School is well-established, 20 years old, and is expanding. Send letter of application, and references to Staff Search Committee, Montessori School of Champaign, 1112 Broadmoor, Champaign, IL 61821.

Montessori Director/ess: (2½-5). For school year 1984-85. Full time. Contact: Sr. Angelo Gross, St. Mary's Montessori Center, 730 Cedar St., Owatonna, MN 55060, Tel. (507) 451-2694.

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The Montessori



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LETTERS TO IMS

Feb. 24, 1984

Dear IMS,

... I am not presently certified as a Montessori teacher, but would very much like to take the training. My problem is that I do not clearly understand the differences between the various Montessori organizations, and I would greatly appreciate it if IMS could help clarify the subject. . .

Sincerely,

Sarah Sisk
Pecos, New Mexico

Ed. Note: "Differences" between the various Montessori organizations implicate the issue "What is 'Montessori'?". IMS views "Montessori" as actualizing one's inherent commitment to three fundamental principles: (1) "Observation"; (2) "Individual Liberty" and (3) "Preparation of the Environment". IMS Montessori training is a complete communication of such a limitless commitment. See also article in this issue entitled "Limited Outlook on 'Montessori'".

Feb. 20, 1984

Dear Sir:

... the society's fundamental principles of *observation, individual liberty* and *preparation of the environment* happen to relate very closely to the bases of the Gambian Curriculum renewal/revision programmes aimed at all levels of education. . .

It may interest you further to know that we in the Gambia, have adopted a spiral curriculum model which is inquiry/discovery orientated, thus allowing an inter-disciplinary approach that eliminates rigid barriers between subject areas, and facilitates interactions between the learner and all that constitute his/her environment.

... there is adequate reason to believe beyond all doubts that Gambian educational institutions and agencies would benefit tremendously from your shared professional experiences. . .

Yours sincerely,

Saihou H.O. Jones
for Acting Director of Education
Republic of the Gambia

Limited Outlook

Cont'd. from Page 1, Col. 3

By contrast, IMS views Montessori education as an ever-expanding experience of limitless commitment to certain absolute principles *within the individual*: **not** a pre-determined body of knowledge which can somehow be encompassed within the bounds of certain specified content and time requirements.

Preparation for Montessori teaching is a present-moment and continuing experience throughout one's entire life. Errors, correction and preparation are a continuing and essential expression of one's commitment to Montessori principles.

"The usual conception of direct correction and suppression of defects is wrong . . . correction is possible only by expansion, by giving 'space'."

Maria Montessori
from *The Formation of Man*,
1955 ed., p. 49

Censorship and similar forms of suppression of communication of a commitment to Montessori principles reflect the "limited outlook" and tyrannical tendencies of traditional education—the *antithesis* of Dr. Montessori's expansive, limitless vision of a "new education". One's participation in the IMS independent study course, communicating a *complete* commitment to Montessori principles, challenges the traditional notions, prejudices and erroneous assumptions which have recently arisen with regard to the widely-accepted limited outlook on "Montessori".

True Nature

"Man's true nature lies hidden within himself. And this nature, which we give him at conception, must be recognized and allowed to grow."

Maria Montessori
from *Secret of Childhood*, p. 148

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Creativity

Cont'd. from Page 2, Col. 2

function to create a "normalizing" environment. The adult's self-importance and god-like tyranny over the child is commonly hidden under a camouflage of "goodness", "love" and "sacrifice" with regard to one's association with the child.

Creativity in applying Montessori principles with children invariably challenges one's false self-concept as the "creator" of the child. Ultimately, the child itself is revealed as the true creator of its own "normalized" nature—a spontaneous expression of the mysterious creative power of the universe springing from life itself.