



The Montessori

OBSERVER

Tyranny

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Children engaged in piano keyboard work at the Kindermusik school (St. Louis Park, Minnesota)

Making Music in Minnesota

Kindermusik, Inc. is an IMS Montessori school member in St. Louis Park, Minnesota which features a unique musical approach to all learning in the environment. The school is conducted in the home of its director, **Hestia Abeyesekera**, and provides children aged 2-6 with a complete year round program of art, dance, foreign language instruction, as well as the customary subjects of reading and mathematics, all related with Hestia's musical approach she terms "Education Through Music" (ETM).

Hestia's ETM program creatively employs music in all phases of learning. "Music emerges whenever the need arises" states Hestia. "Music is a vehicle for total growth. Elements of music can encompass and challenge more of the senses simultaneously than any one academic subject . . . Music opens a child's receptivity and enhances language awareness and refines all the other skills vital to reading readiness and mental development."

The kindermusik school includes piano and voice instruction for all children on a routine daily basis. Such instruction employs Hestia's original two-volume "Making of Music" series to introduce the piano

Cont'd. on Page 4, Col. 2

California Recognizes IMS Independent Study Course

The California State Department of Social Services recently determined that the Society's 22-lesson independent study course is now accepted as fully qualifying individuals for teaching in Montessori schools in that state. In his letter of November 1, 1984, **Mr. Fred Miller**, Chief of the Central Operations Branch of the Department informed the Society that "students, upon completion of the course, would meet the licensing requirements for teachers in Montessori programs". Mr. Miller indicated that for licensing purposes, verification of completed coursework would be made by viewing the Society's certificate issued upon completion of the course.

Under California Day Care licensing regulations, Title 22, Section 31209, teachers in Montessori programs are required to possess an academic preparation consisting of "12 semester units or the equivalent in Early Childhood Education . . .". The Department's recognition of the Society's Independent Study Course as meeting such requirements is an important contribution to encourage further participation in the IMS course and thereby enhance the effectiveness and quality of Montessori educational programs in the state.

The IMS Independent Study Course is also recognized as meeting similar staff training requirements for Montessori teachers in other states. Since qualifications for teaching in Montessori schools vary widely among the different

jurisdictions and often depend on individual circumstances, interested individuals and schools should contact the Society to inquire as to any specific situation and jurisdiction.

Advisory Committee Accredits IMS Course

On October 12, 1984, the accreditation advisory committee of the International Montessori Society met and approved for accreditation the Society's basic certification course for Montessori teaching. Such accreditation recognizes the 22-lesson Independent Study Course as fully meeting applicable Society standards in all areas of course operation, including administration, faculty, operating policies, finances and curriculum.

The advisory committee which conducted the review and approval of the course consisted of: **Dr. Jerry Duvall**, private economist, **Dr. John Garvey**, law professor at the Catholic University of America (Washington, D.C.) and **Dr. Richard Matteson**, faculty member of the Institute for Child Study at the University of Maryland (College Park, Maryland). Accreditation review involved the advisory committee's examination of a self-study report of the course and meeting on October 12, 1984 with **Lee Havis**, course director, to discuss the report in light of the Society's accreditation standards.

The Society's accreditation standards for Montessori training recognize such training as a life-long process of preparation beginning essentially with a deep and probing examination of one's self. The Independent Study Course, offering Montessori teacher certification to acknowledge one's complete mastery of Montessori teaching at the 2-6 age level, is thus the first course accredited in a series of "phases" which will be offered in the future as the need arises. Further phases in the Society's program of preparation for

Cont'd. on Page 3, Col. 3

A Good Teacher

"In America . . . a good teacher meant one who had studied all the things that do not help the child, and was full of ideas which were opposed to the child's freedom . . . with teachers from the usual types of Training Colleges . . . prejudices are so deeply rooted that they are incurable"

Maria Montessori
from *Education for a
New World*, p. 66-67



Tyranny

"Tyranny defies discussion. It surrounds the individual with the impenetrable walls of recognized authority. Adults dominate children by virtue of a recognized natural right . . . Rather than disobey, a child must keep silent and adjust himself to everything."

Maria Montessori
from *Secret of Childhood*, p. 152

Ordinarily, the child's life in society is subjected to many forms of repressive adult "tyranny"—i.e., the imposition of arbitrary adult authority and will over the child.

This adult tyranny over the child ultimately emanates not from social institutions such as schools and government, but rather from within the adult oneself - a result of one's own personality formation and warpage during early childhood. As an adult, one's inner tyranny becomes externalized as repressive institutions, relationships and associations with others in society. Such inner tyranny is then indirectly imposed on children from external institutions such as schools and government.

The source of all tyranny in society is thus found in the earliest repressions of a child's natural demands for nurturing from parents and teachers prior to the age of about six.

The Repressed Child

"A child cannot develop and expand as it should because an adult 'represses' it . . . ordinarily this would be first the mother, then his father and finally his teacher."

Maria Montessori
from *Secret of Childhood*, p. 13

Dr. Montessori recognized the mother as the child's first "tyrant" imposing a regime of general disregard of the biological needs of the helpless and dependent infant; e.g., ignoring the infant's first natural cries for food and comfort justified by a belief that children should be fed or comforted only at certain times, or excused by the mother's own pressing "priority" demands for attention or approval from others. Ultimately, the "teacher" becomes the child's "tyrant" imposing a curriculum of subject matter, rules and social values which compel the child's absolute obedience to further the adult's absolute authority.

The "Dictator"

"The kind of education still in vogue condemns the teacher to be a dictator . . . teachers of the older school hold firmly to irrational rules and have little to guide them but illusion and prejudice."

Maria Montessori
from *Absorbent Mind*, p. 256

The traditional teacher functions as a "dictator" to repress the child's true nature according to the priority demands of a pre-conceived value system and curriculum. Such dictatorship commonly employs subtle psychological means such as threats,

peer pressure and approval/disapproval to compel obedience to the various superficial forms of "proper" behavior. Even the more notorious forms of domination and control over children are still quite frequently practiced—i.e., physical control, corporal punishment and other forms of violence.

Whether dominated by a government-prescribed curriculum in the public schools, by the economic priorities of a private school owner, or by one's own prideful opinion of what is "proper" behavior, the typical teacher generally represses the child, never questioning the harm inflicted by such tyranny.

Pride

"pride . . . is concealed under the guise of good . . . and develops into a kind of tyranny when confronted by the child's feeble attempts to express itself."

Maria Montessori
from *Secret of Childhood*, p. 150-152

The common tyranny of parents and teachers is well-camouflaged as such by a pervasive presumption of "goodness" which generally colors all adult behavior with children. Teachers, believing themselves "fair" and "good", fail to recognize the child's disobedience to their authority as the expression of commitment to a higher authority which transcends human logic. The adult's own limited experience of freedom as a child tends to become reinforced and justified by conditions in "society"—i.e., that mysterious outer environment which seems to dictate the ultimate bounds for all human experience.

Tyranny of 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*, p. 7

The adult's illusion of one's own "freedom" in society appears in sharp contrast with the true reality of tyranny with which the little child is ordinarily compelled to contend. Habituated to compromise and subjugation in one's own life from early childhood, adults unconsciously perpetuate their own inner tyranny in the lives of the children for whom they are responsible. Parents and teachers routinely compel children to submit to many forms of tyranny; e.g., the irrational whims and caprice of one's employer; the presumed wisdom of repressive, inappropriate government regulations and requirements; adult authority which is clearly contrary to a child's full self-expression as a free and independent entity.

The denial of the existence of tyranny in society may be nowhere more evident than in those "democratic" societies which purport to manifest a true freedom for all.

Democracy

"Democracy, i.e., that the people may give their opinion as to how they are to be ruled—that they may cast their votes at elections. What irony! To choose one's rulers! But those who rule cannot free anybody from the chains which bind all."

Maria Montessori
from *The Formation of Man*, p. 17

The recent national elections in the United States call to mind the wide-spread illusion of "freedom" and "independence" with which adults are generally dominated. Whatever individual or collective wisdom and knowledge the newly chosen "rulers" may have, their own misconceptions and prejudices about the child's true nature remain bound by the same repressive social conditions which bind all. Whatever protection society or government may provide for the physical well-being of the child, the child's spirit nonetheless remains repressed, disregarded and unknown.

To fully disengage from the mysterious tyrannical forces of adult society, the individual must ultimately examine oneself to discover and resolve one's own inner complicity with tyranny in society.

Cont'd. on Page 3, Col. 2

Look for the

January Observer

featuring

Order

The Montessori Observer

published by
INTERNATIONAL MONTESSORI SOCIETY

912 Thayer Ave.
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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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LETTERS TO IMS

Dear Mr. Havis,

October 30, 1984

Thank you for sending the Observer and the other papers to our school. I read it with great interest. Our school is a state school, a so-called Grundschule, that means for 6 to 10 year old children.

I am very much surprised that there seems to be a new international Montessori movement in the States. What about AMI? Has it ceased to exist? . . . Please send me some more background information about the Montessori situation in America.

Yours truly,

Josef Rutten, Headmaster
Montessori-Schule
Monchengladbach, Germany

Ed. Note: The International Montessori Society has no present communication with AMI (Association Montessori Internationale) and no knowledge as to its current status. In 1980, the AMI organization in the United States expressed its official opposition to the Society's Montessori training program. The term "Montessori" is thus subject to varying interpretations according to a variety of organizations which employ the "Montessori" label in their title. Each Montessori organization offers its own distinct answer to the question "What is 'Montessori'?" and the individual is therefore free to choose one's own interpretation and association in this regard.

September 13, 1984

Dear Mr. Havis:

I have received and reviewed the text of the IMS independent study course. This course will be recognized as a method of completing one yearly training requirement for child care providers. A certificate or letter of completion kept in the employee's file at the child care facility will be verification.

Sincerely,

Patricia J. Hedgecoth, M.Ed.
Chief, Child Care Services Bureau
State of Nevada
Carson City, Nevada

October 31, 1984

Dear Mr. Havis,

I am interested in your training program and would like to explore possibilities of affiliating with your "society."

I am impressed with your commitment to the "new education" and perhaps if we join hands, greater energy can be generated for this "revolution." We are as committed to the Montessori education.

Enclosed is an application for your training. Thank you for your attention.

Sincerely,

Teresa P. Bonifacio, Principal
Maria Montessori Cooperative School
Pasay City, Philippines

Ed. Note: The Society's Montessori training program, conducted entirely through mail correspondence, readily overcomes the ordinary barriers of time and distance and enables English-speaking individuals throughout the entire world to benefit from this profound preparation for Montessori teaching. The course offers the Society's full Montessori teacher certification upon completion of the 22-lesson sequence of course work. Contact the Society for details and application.

Education

"Education is not what the teacher gives; education is a natural process spontaneously carried out by the human individual and is acquired not by listening to words but by experiences upon the environment."

Maria Montessori
from *Education for a
New World*, p. 3.

Tyranny

Cont'd. from Page 2, Col. 3

Examine Oneself

"Adults . . . refuse to admit that they are exercising any tyranny. And yet has there ever been a tyrant who has ever admitted that he has preyed on his subjects? One who would become a teacher according to our system must examine himself and forego this tyranny."

Maria Montessori
from *Secret of Childhood*, p. 152-153

The end of tyranny over the child will only come about as adults individually engage in a voluntary process of inner examination to "forego this tyranny." Such inner examination is therefore a vital imperative in preparation for effective Montessori teaching.

To truly create a "new education"—to free the child to express its own true nature—is to defy human logic and the approval of others to follow a path of commitment to higher laws of nature; i.e., the three fundamental "Montessori" principles: (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment". The expression of such a commitment in the world confirms the reality of the child's true nature and ultimately assures an end to all tyranny over the child as envisioned by Dr. Montessori's "new education".



On Thirty Years of Montessori Teaching

Mrs. Tidoni attended a teacher training course in Holland in 1938-39 which included lectures by Dr. Maria Montessori herself. She conducted Montessori classes in Holland in the 1940's and later in South Africa and the United States—a total of thirty years of children's teaching and fourteen years of training experience.

There is rather a big difference in the Montessori classes now and here in the United States and then, during the forties, in Holland. The children there (in Holland) were more independent and better involved in their activities. We had big classes and, very rarely, an assistant. My average classes there were 35 to 40. I feel that this fact was one of the main reasons for the children's better independence.

We teachers there expected, and required more from our students. Here with the smaller classes and assistants we have more time and, because of that, help sooner and, many times unnecessarily instead of suggesting the child to try once more, and "try to remember what I've shown you when I gave the lesson."

Marketplace

Outstanding children's Records/Cassettes

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.

School For Sale: Perfect opportunity to own a well-established school! Completely equipped ages 2½ - 7; full enrollment with waiting list. Asking \$10,000; owner financing; generates \$27,000+ yearly. Contact Mary Pancoast, 716-664-7095, 716-679-1479; Montessori Children's House, 120 Chandler Street, Jamestown, N.Y. 14701

IMS Court Suit Set for Summary Judgment

The Society's hearing of November 9, 1984 in U.S. federal court in its law suit challenging the constitutionality of Maryland education laws and regulations in that state was postponed "until further notice" by U.S. Magistrate **Frederic N. Smalkin**. Magistrate Smalkin noted the pendency of cross-motions for summary judgment in the case, stating that "the matter may be able to be decided without the necessity of taking testimony".

The IMS law suit arises from a complaint by the International Montessori Society in federal court in Maryland in September, 1981 asserting that laws and regulations over Montessori education in that state establish an unconstitutional system of academic content censorship by imposing a prior restraint on the operation of certain private schools based on a subjective review of their curricula. In addition, the laws are challenged as unconstitutional as being discriminatory since religious private schools are exempted by statute from similar compliance with state certification requirements.

The Society is now seeking a court order, issued upon its motion for partial summary judgment, declaring the Maryland education laws unconstitutional as a matter of law enjoining the state regulatory agencies from enforcing them against the Society in this regard. The Society thus seeks the right to pursue its efforts to train Montessori teachers and enable their employment by Montessori schools in that state, free of the unwarranted interference of state regulatory agencies.

Advisory Committee

Cont'd. from Page 1, Col. 3

Montessori teaching will offer certification in workshop and internship phases and a sequence of course work at the elementary (6-12) age level.

Address correction requested

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The Montessori



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Positions & Placements

Junior Directress/or: for a new class to be opened Sept. 1985. School is well established, 20 years old, with three excellent primary classes and is expanding into the elementary grades. Salary negotiable. Health benefits available. Send resume to: Massasoit Montessori School, 455 Island Pond Rd., Springfield, Mass. 01118.

Administrator: full time, master's degree in school administration, for June, 1985. Position involves supervision of the toddler, pre-school, elementary and after school programs that enroll 174 children between 14 months and 12 years of age. Send resume, college transcripts, and three references to Pat Meyer, Administrator, Calumet Region Montessori School, 2109 East 57th Ave., Hobart, Indiana 46342.

Physical Science Instructor: Work with self-motivated, elementary and secondary, individual students in objectivist/Montessori/Logo environment for discovery. Write New Banner Institute, Inc., Box 711, Columbia, SC 29202.

Montessori Teacher: Fall, 1985. Experience preferred. School is located in beautiful rural Vermont, one mile from Dartmouth College in Hanover, N.H. Applicant should have confidence in his/her teaching abilities, and show flexibility both with children and parents. Write or call: Montessori School of The Upper Valley, Inc., Box 368, Norwich, Vermont 05055. Tel. (802) 295-2872.



Children working at Kindermusik School in St. Louis Park, Minnesota.

Making Music in Minnesota

Cont'd. from Page 1, Col. 3

keyboard and her record album of original songs entitled "Learning Through Music". Hestia notes that "I have no goals for students. The student has his own goals and I move with the student . . . The learning is fun, and fun is learning at all points."

Hestia's educational background includes considerable teaching experience in her native Sri Lanka and more recently in the United States. Her ETM program emerged from this experience and led her in 1975 to write "The Making of Music" series to simplify the child's learning of the piano keyboard. Since then, Hestia's work has expanded to include workshops, recordings and other publications which

Kindermusik School

have now achieved a considerable acclaim throughout the United States. The success of the ETM program has been such that its use in the public schools has recently been proposed. In addition, the International Montessori Society has included "The Making of Music" among its publications for sale and promotion to the Montessori community.

For further information, contact: Hestia Abeyesekera, Kindermusik, Inc., 3503 Sumter Ave., St. Louis Park, Minnesota 55426 Tel. (612)933-5125.

IMS Montessori School Membership

Is your school committed to the effective application of Montessori principles? If so, IMS invites you to publicly acknowledge this commitment through IMS Montessori school membership. For an annual fee of \$45.00, your school receives a certificate of membership and listing in the IMS Membership Directory.

Send fee with response form to apply or write directly to:

IMS, 912 Thayer Ave.
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