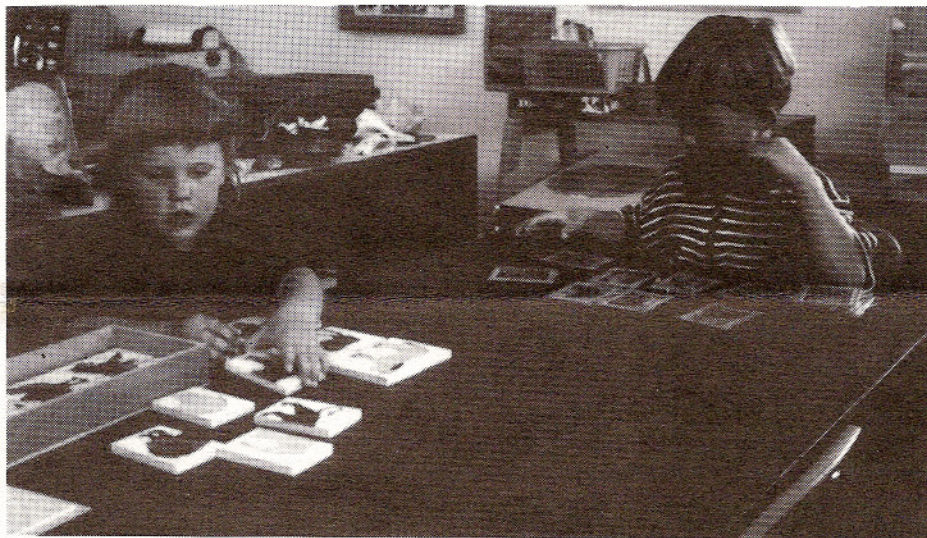




The Montessori OBSERVER

Peace

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • (301) 589-1127



Children engaged in sensorial and language activities at the Casa Montessori in Farmington, New Mexico.

Casa Montessori in Farmington, New Mexico

Casa Montessori was established in 1976 to offer a Montessori educational program for children in the northwestern corner of New Mexico. In 1983, **Teresa Fleming** became the owner — and she has been its active director and primary classroom teacher ever since.

The school is located in the four corners area of New Mexico near Colorado, Utah and Arizona. It serves a diversity of families in the local community. Several children from the nearby Navaho Indian Nation attend under tuition grants provided by the tribe.

The building and grounds of the school were especially designed and constructed to operate as a Montessori program. Two classrooms are provided — separated by an office which has one-way viewing mirrors for parents and other visitors. The school serves children aged 2-6, on a half-day daily basis. The program includes art, music and instruction in the Spanish language.

Ms. Fleming is a 1977 graduate of the University of New Mexico, and is active in many community outreach activities to improve the quality of education. She serves on the board of a private foundation which helps the local schools by awarding small grants of money for teachers to implement their creative ideas for better education.

For further information, contact: Teresa Fleming, Casa Montessori, 4300 College Blvd., Farmington, NM 87401. Tel. 505-325-0656.

Public Assembly Elects Permanent Committee

On July 9, 1997, the *Maryland Public Assembly* confirmed the election of its permanent central committee: **Jack Jones** (Prince George's County) and **Lee Havis** (Montgomery County). Havis was elected Assembly chairperson.

The Assembly is a grassroots non-partisan citizen organization that closely follows Montessori principles in all aspects of its operation. It is open to all voters in the state — and each county forms a local committee with representation on the state central committee. Each local committee will conduct its own candidate selection and endorsement procedures.

The July meeting also designated members of its Platform Committee and Public Information Committee. The Platform Committee is presently considering all offerings for inclusion in the Assembly's platform of issues. The final version

Cont'd. on Page 4, Col. 1

IMAC Presents Testimony before US Department of Education

On June 18, 1997, the United States Department of Education heard testimony to consider the further recognition of the *Montessori Accreditation Council for Teacher Education* (MACTE). **Lee Havis**, director of the *International Montessori Accreditation Council* (IMAC) presented testimony opposing such recognition in view of the other accrediting agency's failure to demonstrate a proper purpose under the relevant criteria.

Since both agencies accredit Montessori teacher education, Havis believes that IMAC should be recognized to assure a more balanced presentation of this field to the general public. Havis noted also that IMAC standards are more inclusive of the entire Montessori community.

Havis specifically noted that not a single MACTE institution had become qualified for federal funding and achieved a successful federal loan or grant to even one of its students. He stated that without this participation in federal funding, the Department's recognition criteria are not properly met. He also indicated that the IMAC petition for recognition was denied on these same grounds — and this represents an unfair advantage to the other agency.

Sandi McDonald-West represented the MACTE agency at the hearing, urging its continued recognition and expansion of its scope to include the participation of more review committees than were originally provided for in 1995. Following a staff report and lively debate of the relevant issues, the Advisory Committee hearing the matter voted to adopt the staff recommendation to:

- A. Grant continued recognition for a period of two year.
- B. Specify that recognition will only include the accrediting activities of the *American Montessori Society Review Committee* and the *Independent Montessori Consortia #1 Review Committee* (Those are the only Review Committees

Cont'd. on Page 4, Col. 3



Peace

by Lee Haviv

"The question of peace cannot be discussed...in the narrow sense of avoiding war and resolving conflict between nations without recourse to violence...peace is the positive notion of constructive social reform."

Dr. Maria Montessori
from *Education and Peace*, p.xi

Montessori teaching — applying fundamental principles of nature to the education of children — also provides an indirect basis for establishing a truly constructive peace in the world. No amount of teacher-dominated learning from a pre-determined curriculum could ever achieve the kind of real peace that emerges from an education based on the normal development of children. This "new education" of Montessori performs its great work for peace by freeing the child's true spirit of love and harmony for full expression with others in society.

Great Work

"It is not enough to preach an abstract principle or to attempt to persuade others. A 'great work' must be undertaken."

Dr. Maria Montessori
from *Education and Peace*, p.xiii

The great work of Montessori teaching lies in the adult's committed practical application of such fundamental laws of nature as (1) "Observation"; (2) "Individual Liberty" and (3) "Preparation of the Environment". These three Montessori principles can effectively guide our actions with children towards real peace in a most positive manner — to restrain our negative habits of repression, control and manipulation of the child, and to create new patterns of behavior which are more consistent with the child's truly normal development. Traditional education may well attempt to offer the concept of peace to children as a subject to study — but it would invariably arise only within the limited understanding of this term as known from human history.

Human History

"Human history teaches us that peace means the forcible submission of the conquered to domination..."

Dr. Maria Montessori
from *Education and Peace*, p.6

History shows us a concept of peace which is as transitory as it is negative in nature — a proposition implying only the absence of war. Such a limited notion of peace disregards the condition of resentment and inner feelings of fear, impotence and anger that persists in the per-

son subjugated to the dominion of others — the breeding ground for yet further continuing violence in the future. A broader perspective of peace would recognize the essential cause of war as within the human personality itself.

Cause of War

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

Dr. Maria Montessori
from *Education and Peace*, p.25

The motivating factors for human violence are found within a defective personality formation from early childhood — the legacy of past abuse and neglect which comes out in the adult's drama of repressed feelings, conflict and frustrated self-expression in society. No treaty or political accord among nations could ever fully eradicate these deeply rooted defects of personality formation. The blind struggle for power and control so often seen in adult society is, in essence, a continuation of the young child's battle with adults for normal development during the critical early years of life.

Blind Struggle

"The failure, the weakling, the slave and the arrested personality are, in short, always the products of an education that is a blind struggle between the strong and the weak."

Dr. Maria Montessori
from *Education and Peace*, p.18

At home, and later in school, the child must ordinarily struggle blindly with parents and teachers who do not understand and therefore cannot adequately respond to its normal needs for self-directed learning. Since the child's "absorbent mind" must necessarily adapt to the various detrimental impositions of adult personality, a separation occurs in the child's personality which fundamentally disturbs all its normal social functioning. The mistreated young child then grows to become the isolated, fearful and dependent adult — substantially unfit for a normal civic life of concern and caring for others.

Civic Life

"Society at present does not adequately prepare man for civic life...Human beings are brought up to regard themselves as isolated individuals who must satisfy their immediate needs by competing with other individuals."

Dr. Maria Montessori
from *Education and Peace*, p. xi

True peace in society requires a vibrant civic life of interrelated activity among individuals who work together

cooperatively in a state of mutual respect and trust. However, such a normal social harmony cannot exist with persons who are consumed by their own personal desires for power and control — and separated from each other by a basic sense of mistrust and disharmony. The only hope for real peace therefore lies in a new education for children — to establish the basis for a more normal, intimate and cooperative way of being in the adult society of the future.

Hope for Peace

"Our hope for peace in the future lies not in the formal knowledge that the adult can pass on to the child, but in the normal development of the new man."

Dr. Maria Montessori
from *Education and Peace*, p.58

Cont'd. on Page 3, Col. 2

Look for the
November, 1997 Observer
featuring
POSSESSIVE INSTINCT

The Montessori Observer

ISSN 0889-5643

published by

INTERNATIONAL MONTESSORI SOCIETY

912 Thayer Ave., Suite 207

Silver Spring, Maryland 20910

Tel. (301) 589-1127 • e-mail: haviv@erols.com

Worldwide Web:

<http://www.wdn.com/trust/ims>

Lee Haviv, Executive Director

The Montessori Observer is mailed four times each year, in March, May, September and November, to Society members throughout the world. The purpose is to provide news and information about the Society's work in Montessori education, and to extend awareness of Montessori principles throughout the world.

INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, USA. The Society's purpose is to support the effective application of Montessori principles throughout the world.

IMS ADVISORY BOARD

Elizabeth Hainstock, Educator, Author

Dr. R. Orin Cornett, Professor Emeritus

John Bradshaw, Author, Public Speaker

Dr. Clifford F. Thies, Economics Professor

SUBSCRIPTION

Subscription to this *Observer* publication may be obtained by requesting Society membership which is open to all individuals for a \$20 annual fee. Society members also receive a subscription to the *Montessori News* and other membership benefits.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Market-place ads are \$7/line. Position and placement ads are \$20 each and will be set and edited by the Society to conform to space requirements. Write for the Society's advertising outline for details about design advertising rates.

© 1997

Moment of Peril

by Lee Havis

Disturbing Negativity

Five year old Jenny is definitely the "hub" child in the midst of a very disturbing negativity in the classroom. (see *Observer*, May, 1997). However, the teacher here has become too involved in trying to resolve this matter directly with Jenny herself — and so she must reexamine her application of the approach of "control the environment, not the child".

The teacher's efforts in speaking with Jenny directly have involved some deeply hidden unknown errors in the teacher's "personality". Without being aware, she is probably using words with some negative or manipulative content herself — and this is reflected by Jenny in her continuing negative communication with the other children.

The teacher must therefore turn her attention to the "other children" — to control this more accessible element in Jenny's environment. Such control can be best implemented by offering encouraging words and positive praise for their efforts at every possible opportunity.

As the teacher speaks more positively with the "other children", Jenny will listen and learn indirectly — to recognize the errors of negative language and the benefit of becoming more positive with others. In time, Jenny will learn to control her own negative language habit — as she gradually acquires a more positive relationship and association with others. In this way, she will come into a more normalized way of being in harmony with her entire environment.

Fantasy Play

Four year old Frank seems to spend all of his time with the most simple activities of practical life, such as manipulating play dough. He has been using this material in a repetitive manner for several weeks — making snakes and balls of various sizes. Sometimes, he refers to his playdough activity to other children in connection with such cartoon characters as Batman and Ninja Turtles. In addition, Frank's mother has told the teacher how anxious she is for Frank to succeed in his academic activity. However, when the teacher invites Frank to choose other more challenging activity, he resists — stating his preference for the play dough activity. *What to do?*

Answer in November, 1997 *Observer*

PEACE

Cont'd. from Page 2, Col. 3

Dr. Montessori's *new education* serves the great cause of peace by helping children achieve a normal development — a way of being which is consistent with the cosmic order of the universe. Fundamental laws of nature, not the habits and prejudices of personality, are the guiding principles for this type of Montessori teaching with children. The adult applies the three basic Montessori principles to allow the normal child to fully emerge as a hopeful model of universal peace for all.

The Normal Child

"...the normal child is one who is precociously intelligent, who has learned to overcome himself and live in peace, and who prefers a disciplined task to futile idleness."

Dr. Maria Montessori

from *Secret of Childhood*, p.148

In the Montessori committed environment, even very unstable and disorderly young children can "normalize"; i.e., change to a state of complete and natural harmony with their entire environment. Such "normalization" occurs in a moment of profound concentration on some object of individual interest — and a new stable state of peaceful order, attachment to reality and sympathy with others is established in the child. From such "normalized" children, an orderly society will invariably emerge in due course.

An Orderly Society

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

Dr. Maria Montessori

from *Absorbent Mind*, p.285

While adult society still flounders in considerable discord and chaos, normal children show us the natural state of real peace in their spontaneous social activity. No imposing adult threat, coercion or force to the child is required to assure and maintain such an orderly society. However, to achieve this condition of peaceful order, teachers and parents must carefully control their own "personality" in the child's environment — to face the real enemy of unknown errors and prejudices within themselves through a constant process of inner preparation.

The Real Enemy

"The real enemy is man's impotence against his own products...To vanquish this enemy, man has only to react to and behave in a different manner towards the environment."

Dr. Maria Montessori

from *Formation of Man*, p.18

Montessori teaching requires our constant inner preparation to overcome and control the various negative patterns of thought and action that have become so deeply ingrained in our ordinary way of being as *personality*. We can, however, defeat this real enemy of peace by applying the three Montessori principles to "control the environment, not the child". Such Montessori teaching creates the very attractive picture of adult and child working and learning together in a growing state of peace, harmony and mutual respect.

Attractive Picture

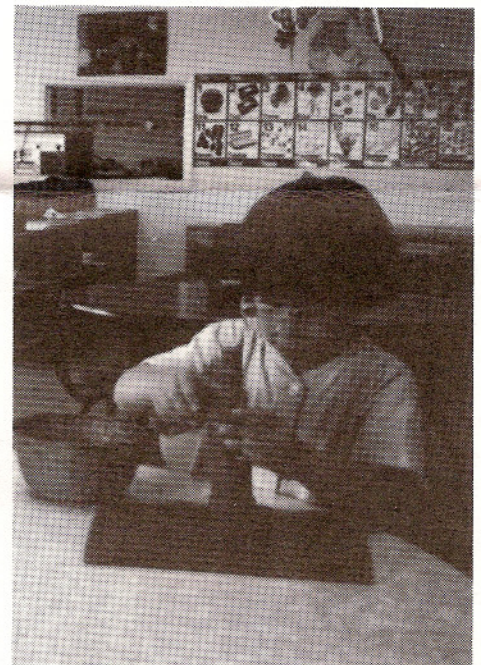
"The child developing harmoniously and the adult improving himself at his side make a very exciting and attractive picture."

Dr. Maria Montessori

from *Education and Peace*, p.24

Montessori teachers assist and cooperate with the "teacher within" the child itself — a commitment to follow Montessori principles over the ordinary repressive path of traditional education. While the child develops along its own path of peaceful normal being, the Montessori teacher also improves herself with such inner qualities as greater patience, order and humility. If this attractive picture of mutual harmony and love in the adult-child relationship were more widely recognized in society, an education for peace could be extended far beyond the confines of a particular school or classroom situation with children.

Cont'd. on Page 4, Col. 2



Child working with the "knobless cylinders" at Casa Montessori (Farmington, New Mexico)

Address correction requested

912 Thayer Ave. • Silver Spring, Md. 20910

OBSERVER
The Montessori



Non-Profit Org.
U.S. Postage
PAID
Permit No. 3875
Silver Spring, MD

Public Assembly

Cont'd from Page 1, Col. 3

will provide the basis for candidate selection and endorsement procedures.

The Public Information Committee will provide and distribute basic informational literature about the Assembly — to invite membership participation from throughout the state as widely as possible. This public information work has been a major aspect of the Assembly's initial activity, which has included the distribution of notices and the publication of a suitable web page on the internet. This web page provides a considerable amount of information about the Assembly's activity — and is updated on a regular basis to maintain its current status.

Havis stated that a further Endorsement Procedures Committee will soon be designated to work out the details of selecting candidates in an open and fair manner. He noted that "Hopefully, this process will result in the endorsement of candidates who closely reflect the genuine public interest of all."

For further information, contact: Lee Havis, chairperson, *Maryland Public Assembly*, 912 Thayer Ave., #205, Silver Spring, MD 20910 Tel. 301-589-0733. internet: <http://www.wdn.com/trust/mpa> e-mail to: havis@erols.com.

Watch for Report in November Observer

Montessori Conference
Columbia, South Carolina
September 20-21, 1997



Child working with "practical life" material, the bow tying dressing frame, at the Casa Montessori school in Farmington, New Mexico

Peace

Cont'd. from Page 3, Col. 3

Education for Peace

"Constructive education for peace must not be limited to the teaching in schools. It is a task that calls for the efforts of all mankind."

Dr. Maria Montessori
from *Education and Peace*, p.24

The work of establishing peace through education unfolds a little each day as we apply Montessori principles with others at every opportunity. We must therefore continually adapt our thoughts and actions to these infinite and eternal laws of nature — particularly in our interaction and engagement with children. Such a *new education* can then become a tangible present hope and support for a real peace in the world— even as we look forward to its complete realization in the *new humanity* of tomorrow.

IMAC Presents Testimony

Cont'd. from Page 1, Col. 3

that currently have an institution/program actively involved in the application process for approval to participate in federal funding)

- C. Deny the agency's request for an expansion of scope at this time
- D. Require the agency to submit an interim report by June 1, 1998 on the various issues and problems relative to its compliance

The US Department of Education staff particularly noted their concern that federal funding "is clearly not a high priority for the vast majority of MACTE-accredited program" — and that any grant of continued recognition not be abused by misleading information about the more limited scope of such recognition. It also pointed out the difficulty of limited communication with the various review committees that the Department must oversee to assure that they are actually performing the required site-visiting and recommendation-making.

Havis stated that IMAC will continue to dispute the other agency's federal recognition — and will raise the relevant issues at the next hearing to consider this matter before the Department.

In a related matter, the IMAC Advisory Committee met on July 23, 1997 to review the proceedings with the US Department of Education. It also voted to change the accreditation status of *Woodlands Training Centre* (Sri Lanka) to that of "probationary" until December, 1997.