



The Montessori

OBSERVER

Happiness

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Trust Tutoring*... for all subjects and ages*

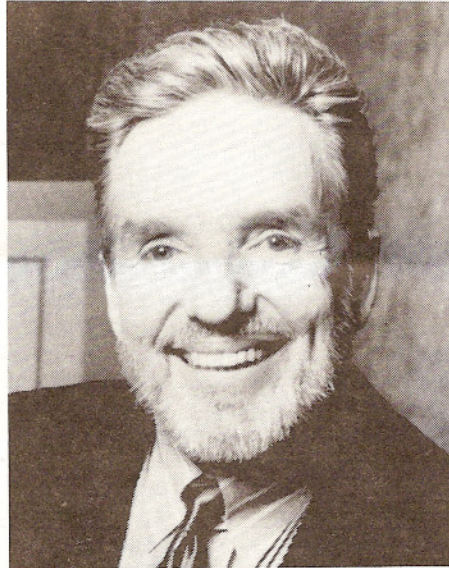
The *International Montessori Trust* (Lee Havis, trustee) has recently initiated a new in-home instructional program for children of all ages in the Washington, D.C. area. Known as *Trust Tutoring*, this organization provides tutoring services to meet a wide range of individual learning needs and interests.

Trust Tutoring reaches out to many different persons in the community with a very practical support for commitment to Montessori principles. Directed by Lee Havis, *Trust Tutoring* selects tutors from a diversity of backgrounds and fields of expertise; e.g., public and private school teachers, college professors, graduate students and specialized professionals in various occupations. Beyond the immediate interest of clients for academic achievement in some specific subject matter area, the tutoring program helps students to improve overall study skills and mental focus of attention. More importantly, the student gains a greater self-confidence and a more positive mental attitude towards all aspects of learning in life.

Havis states that "our tutoring services are sometimes vitally necessary to overcome learning difficulties which are not otherwise successfully resolved in the home or classroom situation. Such tutoring can be a valuable extension of regular classroom teaching - to help children excel beyond the ordinary expectations of traditional education. A supportive relationship with a skilled and patient tutor can enable the student to achieve remarkable progress in some specific subject area - and this can set in motion many favorable changes in one's whole attitude towards learning throughout life."

Trust Tutoring begins with an initial interview or formal evaluation of the student to determine the most suitable type and format of tutoring. One of several reliable standardized tests may be given to help provide useful objective data about the student's relative skill level of academic performance. Thereafter, a specific tutoring program is established with an assigned tutor, subject matter and term of sessions.

The assigned tutor may be given special directions and suggestions to help structure the individual tutoring situation. In addition, tutoring is supervised by various forms of continuing communication. After each session, the tutor completes a progress report which is

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John Bradshaw, author and speaker on the "inner child"

Healing the Inner Child*... A Metaphor*

"We must heal our past wounds so we don't pass them on..."

John Bradshaw

John Bradshaw (PBS TV Series, "Home coming") speaks of an "inner child" within each of us - a metaphor for all the repressed, untreated and unresolved abuse, neglect and hurt feelings which remain from our own childhood past. Bradshaw suggests that this "inner child" gives unconscious expression to past abuse in many forms of addictive behavior; i.e., alcoholism, drug addiction, smoking, chronic nervous disorder, over-eating, child abuse and other less obvious forms of "acting out".

Dominated by the unmet needs of the wounded "inner child", parents and teachers tend to "act out" these needs by their projection in children they supervise at home or in the classroom. Likewise, Montessori teachers can experience this metaphoric "inner child" as the detrimental influence of their own "adult personality" - an aspect of the environment which must be effectively treated and resolved.

Controlling one's "adult personality" may then be seen essentially as a process of healing the wounded "inner child". To the extent that this healing process is not completed by our preparation outside the classroom, its effects will unconsciously emerge in the children we

*Cont'd. on Page 3, Col. 3***Arousing Interest by Looking for Anomalies**

How to help children become interested in the environment is a primary initial task of Montessori teachers - far more than simply leaving children to their own devices to choose some work that is displayed on the shelves. Even simple conversations and questions like "What work would you like to do?" may be insufficient to arouse any real interest in the child.

Many teachers may feel frustrated with children who seem to refuse every opportunity and invitation to work with materials. Unless the

*Cont'd. on Page 3, Col. 3***Montessori Conferences***Creating the New Education*

Edinburg, Texas
October 10-11, 1992

Columbia, South Carolina
November 7-8, 1992

The Society's two-day weekend conference is planned for about 30-40 persons with a discussion format centered on the needs and interests of those attending. Led by Lee Havis, the discussion aims to help those attending to create an effective environment for the emergence of the "normalized" child. The time is Saturday, 8:30 am - 6:00 pm; Sunday, 8:30 am - 5:00 pm.

Location/Accommodations: The conference is located in a hotel. Sleeping rooms at the hotel may be reserved separately. The registration fee includes a lunch on both days, and refreshments in the conference room at all times. Advance study material is provided to prepare for a successful conference experience. Specific study material and location information is sent upon registration.

Registration: \$200 per person (\$160, member rate) by October 7, 1992. After that date, a \$50 late fee applies. For every three registrations received from the same school, a fourth person may attend at no extra cost. Send registration to:

International Montessori Society
912 Thayer Ave. #207
Silver Spring, Maryland 20910
Tel. 301-589-1127

Happiness

By Lee Havis

"Happiness is not the whole aim of education. A man must be independent in his powers and character, able to work and assert his mastery over all that depends on him"

Dr. Maria Montessori
from *Absorbent Mind*, p.170

Montessori teaching may not always seem like a happy experience – full of the joy and satisfaction we imagine in working on behalf of the visionary "normalized" child; i.e., self-disciplined, independent and in complete harmony with its environment. Feelings of confusion, frustration and even anger can readily emerge with young children who may appear at times quite rude, ill-mannered and disruptive in the social group. Unable to control the constant inner flow of negative thoughts and feelings, we seem to find happiness only as a rather fleeting accidental experience – limited considerably by our constant tendency to repress our spontaneous instincts which were fixed within our personality during early childhood.

Adult Happiness

"The adult . . . feels happy only when he is immersed in an environment sharing the characteristics that have been fixed in him"

Dr. Maria Montessori
from *Formation of Man*, p.89-90

Ordinary adult happiness is only found over time in the comfortable familiarity of known and established patterns of thought and action. Forced to contend with other conflicting life styles, beliefs and values in society we may feel very little, if any, of the creative energy, interest and spontaneous joy of our early childhood. When our expectations for certain results are not fully satisfied in present reality, we tend to emotionally lash out or recoil with the unhappy, frustrating feeling of anger.

Anger

" . . . when there is anger it means one is not happy . . . the secret of the happiness of the child is a secret of life."

Dr. Maria Montessori
from *Voice*, 19 Nov. 1941, b-c

Adults feel, deny or resist the experience of anger whenever some unresolved pain from early childhood is triggered in the present moment. A present-moment thought, word or visual image reminds us of deep-seated past abuse or neglect, and then we impulsively tend to act out our anger in some emotional drama of self-hatred or blame and resentment towards others. By contrast, the unformed little child is gener-

ally free of such defensive personality structure and can express its happy, spontaneous harmony towards others as a magic influence on all who fall under its wonderful spell.

The Magic Influence

" . . . man's life contains many contradictions, for when his heart is touched by the magic influence of the child he is made happy, yet it is only momentarily and he falls back into his old barbarism."

Dr. Maria Montessori
from *Voice*, 15 Jan. 1942, k

Viewing the child as an "unknown entity", adults can discover the magic influence of the young child's normal way of being happy in the present moment. However, such a happy moment with children tends to diminish and disappear as we are constantly returned to the ordinary mental state of prejudicial expectations and negative beliefs about ourselves and others. As we control such detrimental "personality" influences, we become more able to witness the child's happy spontaneous nature unfolding itself according to a precise inner timetable of events and purposes.

A Precise Timetable

" . . . the child . . . labors indefatigably in joy and happiness – following a precise timetable – at the work of constructing that greatest marvel of the universe, the human being."

Dr. Maria Montessori
from *Absorbent Mind*, p.8-9

The young child's secret of happiness is found in its strong natural tendency to follow a precise inner plan of creation. Instinctively, the young child reaches out to interact with the environment according to an inner timetable which reflects itself as sensitive periods of need and interest in the present moment. Engaged with its own self-creative work, the child is immensely happy in obeying the fundamental laws of natural growth and development.

Obeying Laws

" . . . the child is happiest when he is able to develop that activity which corresponds to his inner plan . . . the happiness of the child . . . is the possibility of obeying those laws which will make him a man."

Dr. Maria Montessori
from *Voice*, 15 Dec. 1941, B

By obeying universal laws of creation, the child expresses its happy true nature – quite distinct from the appearance of childhood hap-

piness associated with escape into a world of make-believe fantasy. Such fantasy play provides at best only distracting sensory stimulation – a brief relief from some painful present-moment reality. Young children experience a much deeper, long-lasting sense of happiness in life by exerting a natural effort to overcome the ordinary difficulties of daily living.

Natural Effort

"When the child is able to develop his natural effort then at that moment he is happy. The real happiness of the child, happiness that many do not know, that many have not recognized when they have seen it, is this, that he is happier when he is able to accomplish a cycle of these spontaneous activities."

Dr. Maria Montessori
from *Voice*, 19 Nov. 1941, b-c

The child's real happiness requires a certain effort in completing various cycles of goal-directed activity. When adults interfere with or fail to support these spontaneous cycles of activity, the child becomes frustrated and unhap-

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Lee Havis, Executive Director

The Montessori Observer is mailed four times each year to Society members throughout the world. The *Observer* is sent during the months of March, May, September, and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to 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 Society's purpose is to support the effective application of Montessori principles throughout the world.

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Moment of Peril

Abusing Materials

from *Observer*, May, 1992
by Lee Havis

When the child abuses materials, the effective "control" of such materials may be considerably frustrated by the detrimental influence of the "adult personality" (see *Observer*, May, 1992). In the present "moment of peril", the teacher's "personality" may be more detrimental than the materials themselves. The abuse of materials in this situation may be the result of (1) uncertainty and frustration in knowing their proper use; and (2) distraction into fantasy because of the teacher's abandonment and disconnection from present moment reality.

Discouraged, unnormalized children tend to fantasize impulsively with the materials and each other. In such circumstances, the disruptive child may strongly resist the teacher's initial efforts to intervene. Perhaps the teacher hesitates to firmly interrupt the abusive activity out of a concern that the child may be exercising some real choice and purpose with the materials.

If the teacher tries to control the physical objects at such times, the disruptive child may well view the intervention as part of its fantasy situation; e.g., a deprivation of some momentary pleasure in its sensory stimulation. A serious power struggle may then ensue in the adult-child relationship. Therefore, it may be best in this situation to limit one's intervention to verbal communication with the child – even while maintaining a cautious effort to control the physical objects to whatever extent possible.

The teacher's verbal interruption may well direct the child's attention to some new opportunity for activity in the environment. In the present situation, three-year old Johnny may well respond favorably to this type of friendly distraction. (With an older child, the teacher might focus attention more directly to its present behavior, and the consequences of harm to the materials in question)

In the long term, the teacher needs to become more directly involved with the child (1) in showing the proper use of materials and (2) in keeping in close verbal communication with the child on the issues of present moment reality. Often, just getting the child's attention and asking a friendly question will be sufficient to distract the child away from harmful, destructive fantasy activity.

At times, getting the child's attention may require a gentle touch and leading the child by the hand to some other area of the environment. As the teacher becomes more connected with this child, through frequent eye contact and direct verbal interaction, the child will gain a greater sense of confidence and connectedness in its environment – to feel the teacher's

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py. By exerting such a natural effort in activity during early childhood, the child is developing a fundamental inner mental order.

Order

"Order is one of the needs of life which, when it is satisfied, produces a real happiness."

Dr. Maria Montessori
from *Secret of Childhood*, p.52

Children happily create their own basic inner order during early childhood – a mental structure of thought and habit which is vital for all later learning and intellectual development. The Montessori environment supports this developing inner order by providing a condition of calm, simplicity and organization which is intimately absorbed within the child by its constant activity and interaction with others and physical objects. When such order is truly established, children become able to happily obey the direction and guidance of adult authority.

Able to Obey

"...a child...responds promptly and with enthusiasm, and as he perfects himself in the exercise, he finds happiness in being able to obey."

Dr. Maria Montessori
from *Discovery of the Child*, p.317

By exercising its own will in self-directed activity, the young child acquires the ability to freely obey others. Montessori teaching enables children to happily develop such obedience by allowing them to choose their own activity from an assortment of orderly, well-organized materials. When children show their happiness in this activity, we have some definite indication of the correctness of our endeavors on behalf of their "normalized" development.

Correctness of our Endeavor

"We can take as a guide to the correctness of our endeavors upon the child, the happiness of the child itself. In other words, we should try to make the child happy. That means simply to give the child the only possible happiness that we can give him, the happiness of being able to grow..."

Dr. Maria Montessori
from *Voice*, 19 Nov., 1941, b-c

When children seem happy in the environment, we can observe the successful results of our efforts for the "normalized" child. Within ourselves, we also have an inner guidance by reference to the three fundamental Montessori principles; i.e., (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Envi-

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Healing Inner Child

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supervise. Bradshaw remarks about these old wounds that "what you don't work out will be acted out". "Working out" the wounds of the "inner child" requires a grieving of painful loss in the past – a constant aspect of the vital "inner preparation" which is integral to being a true Montessori teacher with children.

In his workshops in the highly-acclaimed Public Television Series "Homecoming", Bradshaw uses guided imagery to help adults trigger and release their unresolved painful childhood experiences – to "grieve" the pain of past abandonment and unfeeling parental behavior in one's own life as a little child. By visualizing a little child in circumstances of one's own early childhood, powerful feelings of helplessness, pain and grief can be re-lived and completed in the present moment – to enable us to more freely act in the spontaneous, supportive manner of true Montessori teaching.

Without doing this "grief work" for one's own "inner child", Bradshaw suggests that the children we supervise today must take on the characteristics of our own inner fears, pain and anger from the past. By completing our "grief work" from childhood, Montessori teaching becomes more effectively focussed on the child as an "unknown entity" – to allow its own true "normalized" nature to fully emerge in reality.

For more information about John Bradshaw's work, contact: Bradshaw Events, Inc., 1760 High St., Denver, CO 80218, Tel. 800-323-3394

Arousing Interest

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teacher can arouse some interest in positive activity, the child may well feel itself abandoned to its various destructive impulses for negative stimulation and disorder with others.

Teachers can practice the skill of communicating interest in the physical environment, even when the ordinary activities of work with materials is opposed by the child. One such means may be to speak with children about anomalies in the environment.

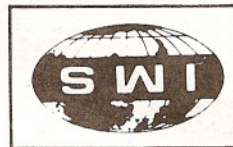
An anomaly, i.e., anything that is irregular, uneven or incongruous, presents one with a possible "point of contact" with the environment. By questioning the reason for some anomaly; e.g., "Why did you wear a red shirt today?"; "Why did you bring your sweater today?", the child is challenged to the task of creative thinking. If the teacher assumes that everything is anomalous, there is no end to the possible range of inquiry and interest to present to the child.

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Happiness

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ronment". These three guiding principles serve as our inner control of error to assure the happy education for children envisioned by Dr. Montessori.

Happy Education

"Through long experimentation we have now arrived at much elimination of error, and the possession of a key which can unlock for children the gates of a healthy and happy education."

Dr. Maria Montessori

from *To Ed. the Human Pot.*, p.118

Children are naturally happy in their learning from moment to moment. Montessori teachers work for this happy new education by offering real "individual liberty" in a well-ordered environment - a way of being committed to the three fundamental Montessori principles. The result of this new way of being is the emergence of the universal truth of the "normalized" child - a beacon of hope for the true happiness of all mankind.

Voice refers to *The Voice of Dr. Maria Montessori, Lectures, Madras, India, 1941-42*, Publ. by Joy Hardinge, RR5, Box 1073, Winding Hill Rd., Sussex, NJ, 02461, Tel. 201-875-9196

Misinterpretation of Motives

"In the majority of cases the friction between children and adults is due to the misinterpretation of each other's motives. This happens because - psychologically speaking - they live in different worlds."

Dr. Maria Montessori

from *Her Life and Work* p.257

Moment of Peril

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support for more goal-directed, independent behavior.

As the child becomes more interested in its own independent activities, interest in the teacher's activity and abuse of the materials will diminish and disappear. By concentrating itself on some freely chosen object of interest, the child will then come into more orderly "normalized" relationship with others in the environment.

Playing with the Teacher

Four-year old Steven becomes playful in touching other children. At times, this playful touching becomes rather rough and threatens physical harm of the other children. When the teacher intervenes, Steven starts to crawl up on and poke at the teacher in a fit of playful laughter. When the teacher directs the child to stop and turn attention to proper goal-directed activity, the child continues on playing with the teacher by running around the room and otherwise taunting the teacher to react. *What to do?*

Answer in *Observer, November, 1992*

Arousing Interest

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Even the most simple question can offer the child a "point of contact" with the environment - some interesting aspect of the environment that will lead the child to its own path of discovery, inquiry and constructive activity with materials. Once a single object captures the child's interest and attention, other aspects of the environment become more "interesting" -- so that the child can proceed thereafter with its own further inquiry into other anomalies in the environment.

Trust Tutoring

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submitted to *Trust Tutoring* for later follow-up, analysis and re-evaluation. One of the first three written reports is an "initial evaluation" to further determine the most favorable format and approach for tutoring. In this way, there is a constant supervision and a basic structure to help assure the most favorable circumstances for progress and successful results.

By engaging teachers and students in so many different learning situations, *Trust Tutoring* touches many persons and schools with its communication for Dr. Montessori's "new education". Tutors and parents see first-hand the benefit and value of individual learning, and may then apply this knowledge to other aspects of their life and educational experience.

Trust Tutoring has an organizational format which can be easily adapted for successful operation outside the Washington, D.C. area. Havis states that "as our basic approach is validated by success in this first local program, we will extend our efforts to other metropolitan areas. Major urban centers in the United States have a diversity of learning resources and population which is most favorable to our type of comprehensive service.

Havis indicates that the initial response to the Washington, D.C. area program is already demonstrating the need and interest for this type of educational program in the community. He states that "I would like to get in contact with qualified persons who are interested in offering this tutoring program in other major urban areas - to expand our efforts to the next level of its possible operation.

For further information about *Trust Tutoring*, contact: Lee Havis, trustee, *Trust Tutoring*, 6812 Dartmouth Ave., College Park, MD 20740, Tel. (301) 589-0733