



The Montessori OBSERVER

Patient
Waiting

Published by the International Montessori Society web: <http://imsmontessori.org> Tel. (301) 589-1127

International Peace Day Celebrating in India

On September 21, 2009, Wonder Kidz Montessori School (IMS) in Kolar Gold Fields, Karnataka, India, participated in the special project sponsored by the United Nations to "sing peace around the world". The project is to sing the song "Light a Candle for Peace" at each participating school, one by one, country by country, time zone by time zone until it has traveled all the way around the earth.

The song starts in New Zealand and finished 24 hours later in the Hawaiian Islands. In the process, the song will be sung in over 20 languages and in all 24 time zones. Wonder Kidz International Montessori School (IMS) represents India in this special event. At the Wonder Kidz School, the song, *Light a Candle for Peace*, the school started to sing at 11:25 am in the morning of September 21, 2009, the exact time slot given to the school in this project.

Sudev Suchan, school owner also celebrated the event by releasing a dove as part of the celebration. Sudev is a member of the "Character Teaching" (CT) consultation board, and has written a letter of support for this project to operate in India to implement true natural Montessori teaching to overcome cultural poverty in his country.

Contact Sudev and Wonder Kidz School at 91-8153-278720; wonderkidz.kgf@gmail.com The CT consultation board also welcomed **Vishwas Bansode** as another member. Vishwas is director of a school in Nagpur, Maharashtra, India, tel. 09765813785; vwbansode@rediffmail.com

IMS Montessori Workshops Technology of Montessori Teaching for the Scientific Approach to Normal Being

Kuala Lumpur, Malaysia

December 5-6, 2009

December 12-13, 2009

(special needs)

December 7-11, special topic seminars

Contact: **SuccessMarks** (Malaysia) web: www.1m.my/ Kelly Ng, Tel. 603-6280-4125 kelly@1m.my



Staff and faculty of Wonder Kidz Montessori School release a dove as part of their celebration of United Nations International Peace day, September 21, 2009. On right, is Sudev Suchan, Principal director.

IMS Workshops and Seminars in Malaysia

From December 5-13, 2009, **Lee Havis** will be presenting various workshops and seminars in Kuala Lumpur, Malaysia, showing how to employ IMS technology of Montessori teaching with children to bring about their true natural development. These events are being sponsored by **SuccessMarks** (Malaysia), the same Malaysian company that sponsored the 2009 International Montessori Convention which included Lee's presentation of the IMS technology in May 30-31, 2009 to some 400 participants from over 20 countries.

The lead-off workshop will be the weekend of December 5-6, 2009, which will include a presentation of true natural Montessori teaching, with particular attention to using the technology of techniques, protocols, safe words, and lesson presentations to create the right conditions for normalizing young children in a group situation. Another workshop, December 12-13, will provide a presentation of the technology, relating specifically to its use with special needs children.

Between these workshops, Lee will be presenting one day seminars, such as "Presenting Montessori Materials", "Elementary age-level Montessori", "Converting Conventional Programs to Montessori", "Managing Misbehavior", and "Parent-Home Montessori". All seminars and workshops will include a slide-show presentation of the technology, and relevant video clips, demonstrations, and illustrations to highlight the use of the IMS technology in specific settings.

For his current Malaysian events, Lee will include certain "objective observation" exercises to improve skills in controlling the adult personality. Lee says "The key to controlling the adult personality is to recognize its separation from your being, which is primarily an experience of space versus form. Since we ordinarily experience human beings as material form, we need to experience space as a distinction, which then allows us to view our personality in the same impersonal, objective way as physical objects and other children."

Cont'd. on Page 4, Col 3

Reflections

By Wendy Lieberman

Wendy is a student in IMS course, teaching at New Way Montessori School (Meridian, ID), reporting on her experiments in using IMS technology with children.

Sudden Realization

...There was one point when I was using *cooperative touching* to help Drew scrub a table and Liam came over and told me to stop it because it was Drew's work. I said to Liam that Drew was letting me work with him. I told him that I knew it was OK because Drew was not telling me to stop and he was cooperating with me. Liam went away and later came back and started grabbing Drew's sponge. Drew started screaming. I told Liam to listen to Drew. Liam seemed to have a sudden realization that Drew didn't want help and let go of the sponge. After Drew put away the scrubbing work, Liam got it out.

Cont'd. on Page 3, Col 3



Sudev Suchan with children at celebration of Peace Day at Wonder Kidz Montessori School (Karnataka, India) September, 2009



Patient Waiting

by Lee Havis

"The teacher must be quiet and passive, waiting patiently, and almost withdrawing herself from the scene, so as to efface her own personality and thus allow plenty of room for the child's spirit to expand."

Dr. Maria Montessori
from *Absorbent Mind*, p.240

Montessori teaching follows *Observation* as one of its three main principles that lead to the child's true natural being. Unfortunately, many practitioners misunderstand this principle as a passive function only, to "stand and watch", regardless of whatever misbehavior there may be taking place at that time. Others interpret it to mean the academic evaluation of teacher-given curriculum. In fact, neither of these ideas accurately describe how scientific observation works to bring about the child's true nature.

In 1979, true natural Montessori teaching came to light to clarify observation as a total sensory awareness of a situation or event. In this sense, observation is balanced by two other Montessori principles, *preparation of the environment*, and *individual liberty*, which function together as a unity and interrelated whole. Even then, however, the exact nature of observation has remained largely confused and incomplete due to deeply entrenched limiting habits of thought and action built into the ordinary personality from conventional childhood conditioning.

In 2003, a technology arose to further clarify the use of observation, placing it now within a more precise context of commitment to laws of nature. Within this context, observation is moderated in its use by 20 protocols that align closely with laws of nature. In addition, there are 10 techniques to delineate specific ways of following these laws in practice. One of these techniques, *patient waiting*, calls particular attention to the delicate use of observation in its most practical functioning with children.

Patient Waiting – the Technique

"Patient Waiting: Technique involving teacher withholding any physical interaction, while watching to observe what happens..."

Lee Havis from GMT

In Montessori teaching, observation can be most actively employed at times to control the environment around each child in question. For example, controlling other children and physical objects, your observation must often involve approaching and questioning children, such as by using *proximity*, *distraction* and

questioning. However, controlling the adult personality requires a much lighter, psychological type of polishing, such as with the techniques *eye contact* or *patient waiting*.

The technique *patient waiting* is particularly useful to control the adult personality when it is projecting negativity in the typical power struggle situation. Confronting an angry, hostile child, for example, approaching and questioning will likely cause fear and reaction, bringing about more misbehavior. Using the *patient waiting* technique, however, you just stand still and watch in a state of alert attention, showing no negative facial expression or body expression at all. Now, you are observing your own inner thoughts and feelings from the space of commitment to laws of nature. Even a few seconds of this *patient waiting* may be enough to observe your personality until it diminishes as a significant detrimental influence in the situation.

Observation

"The quality of observation comprises various minor qualities such as patience."

Dr. Maria Montessori
from *Spontaneous Act. In Ed.*, p. 131

Observing in Montessori teaching takes patience to see beyond the surface drama of what is happening in the situation. Here you are observing more as a type of self-awareness to discover the inner cause of the misbehavior, which is often deeply buried in your unconscious mind.

Ordinarily, human nature tends to direct us away from deep self-examination because it takes too long and often brings up uncomfortable feelings of tension and confusion in the process. Our inner attitude is often a "respect for time", that really keeps attention to the external effects of our actions alone.

Respect for Time

"Our civilization is not based upon 'respect for life' and 'respect for the soul', but rather it is based upon 'respect for time.'"

Dr. Maria Montessori
from *Spontaneous Act. In Ed.*, p.201

Human nature urges us to repress unpleasant thoughts and experiences by giving priority attention to immediate superficial pleasure. So, faced with misbehavior, we tend to repress it with abusive shaming, punishment, or emotional manipulation to achieve a short-term remedy to the uncomfortable feelings involved. In this way, we ignore the cause of the problem which remains dormant and growing, only to surface again due to the harmful effects on

the child's spirit. When the misbehavior emerges again later, we don't usually see its logical connection to our prior repressive actions. Impatient persons generally dismiss this reoccurring misbehavior as normal and necessary, or perhaps as part of the child's inborn evil nature.

Impatient Persons

"...impatient persons are like those busy bodies that always make off when there is really work to be done."

Dr. Maria Montessori
from *Spontaneous Act. In Ed.*, p. 133

Impatient persons typically justify their quick movements around children as part of a necessary solution to immediate misbehavior. In essence, they dismiss these actions with an elaborate defense

Cont'd. on Page 3, Col 2

Look for the
March 2010
Observer
featuring
Power Struggle

ISSN 0889-5643

The Montessori Observer

Published by
INTERNATIONAL MONTESSORI SOCIETY
Tel. (301) 589-1127
havis@imsmontessori.org

Worldwide Web:
<http://imsmontessori.org>

Lee Havis, 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
John Bradshaw, Author, Public Speaker

SUBSCRIPTION

Subscription to this Observer publication may be obtained by requesting Society membership, which is open to all individuals for a \$30 annual fee. Associate schools, \$35 annual fee. Society members also receive a subscription to the Montessori News and other membership benefits.

IMS ON THE INTERNET

An on-line IMS discussion group, intmonsoc (International Montessori Society) is available for anyone to join at no charge.

To subscribe to this list, send an email to - intmonsoc-subscribe@yahoogroups.com, and then follow instructions to request placement on the list.

Copyright © IMS, 2009

Moment of Peril

by Lee Havis

Grabbing and Squeezing

Three-year old Larry has been terrorizing the littlest, weakest children by grabbing and squeezing them ever since he entered the classroom. He seems to do this as a reaction to their misbehavior, or to show special desire for friendly contact (See *Observer*, September, 2009) The teacher has been trying to remedy this problem by staying close by Larry whenever he is around his most frequent tragets. However, she is not always fast enough to prevent Larry's quick hard grabbing and squeezing behavior.

In this *moment of peril*, Larry is clearly the "hub" child, and the other children are the primary detrimental influence. The teacher's first responsibility is to remove the detrimental influence of the other children, by protecting them from physical harm, and getting their attention to other activity when they are close to Larry. However, Larry's quick, impulsive move to the scene of disorder suggests a deep inner psychological need and habit as well that needs attention to remove the strong detrimental influence of the adult personalit.

Removing the detrimental influence of "other children" is a matter of staying close to Larry when he is around the younger, weaker children who he is most likely to attack. When he reaches out, the teacher must protect the other children by blocking Larry's hands from any hard touching of them.

Dealing with Larry's internal personalit disorder, the teacher must break the habit of hard grabbing by using a type of non-verbal *reflective language*. For example, at the moment when Larry reaches out to squeeze another child, instruct him instead to squeeze himself, making sure that he does it hard enough to experience the same level of pain he is inflicting on other children. If Larry is unsure about doing this, the teacher can help by having Larry squeeze her, or the teacher squeeze Larry, if necessary, until there is a recognition of the physical pain involved in this action.

It is also necessary to speak to Larry's parents so they are aware of this squeezing habit, and obtain their cooperation in a suitable resolution. For example, instruct the parents to emphasize gentle touching of Larry, and to use eye contact and positive language while interacting on issues of misbehavior. Repeating these instructions to the parents, and maintaining the

Cont'd. on Page 4, Col. 2

PATIENT WAITING

Cont'd. from Page 2, Col. 3

against repressed feelings of pain from the past during childhood. The first level of defense is usually a tension in the nerves which impatient persons are quick to repress with more impulsive behavior that aims for some immediate superficial relief of the symptoms.

Tension of Nerves

"He who is impatient cannot appraise things properly...He reckons times solely by his own activity...What impresses him as a loss of time is a tension of the nerves, a moment of self-control, an interval of waiting without an immediate result."

Dr. Maria Montessori

from *Spont. Act. In Education*, p 132

Controlling the adult personality is most important when your actions become fast and loud with children, usually following a period of tension of nerves. The best solution to control this behavior, therefore, is to use your initial feelings of tension as a signal to slow down.

Slowing down is an application of the technique *patient waiting* which tends to make you even more nervous, bringing with it a deeper level of defensive self-dialoging, such as "This isn't doing any good" or "The children will kill each other if I don't do something quick." Observing your thoughts and feelings further, you may ultimately reach and complete the underlying pain at cause from childhood, which then resolves that pain as well as all the other layers of defense against it as well.

Patient waiting ultimately leads you to a more calm and objective way of being as your observation of repressed feelings allows them to dissolve and disappear. Eventually, this process of self-awareness leads you to see true normal behavior emerge in children, while you just stand still and watch as a passive observer outside their activity area.

Stand Still and Watch

"...it is not so easy...to stand still and watch."

Dr. Maria Montessori

from *Absorbent Mind*, p. 272

As the children become less reactive to your presence, and concentrate on the self-teaching materials you provide, you can then remove yourself to a position to stand still and watch children as a virtual "nobody" outside their activity area. However, before reaching this ideal state of passive observation, you will still need to use *patient waiting* in combination with other techniques, especially to deal with small problems of fantasy and inattention which always exist at the beginning of all misbehavior patterns in children. The main obstacle in these small issues is the personality's detrimental projection of abandonment.

Cont'd. on Page 4, Col. 1

Messages to IMS

October, 2009
Kuala Lumpur, Malaysia

Hello Havis

I am very thankful that I have attended your May convention in Kuala Lumpur. It's the best and most beneficial learning that I have had in any workshop or convention. You have actually stressed the technology of how one should talk to the child, discipline in a firm but gentle way, and give children different process. I have used it on the different children as well as a group; for example, cross your legs, putting them aside whenever they bite their friends, etc., without making a fuss over little unacceptable action. I have noticed children more disciplined and happier. Thanks a million. It's so generous of you to share. God bless your good work.

Wung Wei Foon

Participant, KL convention

Reflections

Cont'd. from Page 1, Col. 4

Objective Observation

I learned to do objective observation first by looking at meaningless objects in an objective way. I just chose an object and concentrated on looking at it without any judgment. After a time a feeling of peace would come over me and then I would look at other objects in the same way. Then, I tried looking at people in the same objective, non-judgmental way. I began to feel tension in situations when I was being judgmental towards people and situations and then I would tell myself to look at those people or objects in the same, non-judgmental way that I saw the other non-emotionally charged objects or people.

Sometimes I don't feel that I am capable of looking at a person in a non-judgmental way when I am feeling a lot of tension. So, then, I just look at another object or person until I am able to get into that objective frame of mind. Then, I can go back to looking at the problem object or person until I am able to see them objectively as well.

I have begun to use this same method in class with the children. When I am feeling tense I will look at a child who is not misbehaving or who is looking at me and try to get back into an objective frame of mind about them so that I can see them and what they are doing without making judgments about it. Then, I am able to look around at other children in the same way. I am finding it is helpful to get me back into a situation where I can better control my actions with the children. I think it was important for me to start with inanimate objects in order to get the experience of looking at something without judging it.

Return Service Requested

9525 Georgia Ave. #200 • Silver Spring, MD 20910 USA

THE OBSERVER

The Montessori



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

Patient Waiting

Cont'd. from Page 3, Col. 2

Abandonment

"...Time and patience can affect nothing by themselves. We have to profit by the chance offered in the creative period."

Dr. Maria Montessori
from *Absorbent Mind*, p. 209

Many teachers overlook small issues of inattention and fantasy in children because it appears "normal" or otherwise seems too slight to deal with it at all. Nevertheless, dealing with these issues when they are small is the key to avoiding their growing into more serious issues later on.

Resolving abandonment often then involves using *patient waiting* coupled with other techniques. For example, approach a child in fantasy (*proximity*), until there is eye contact. Then, pause, using *patient waiting*, to see what will happen next. If the child continues fantasy again, use *repetition* to conduct that sequence of techniques as before until the problem is finally resolved. *Patient waiting* functions to control the adult personality in ways that are very psychological and spiritual, expressing faith in the child's own inner guidance to return to true normal development in time and harmony with infinite and eternal laws of nature.

Faith

"The different types of deviated children do not shake the faith of the teacher, who sees a different type of child in the spiritual field."

Dr. Maria Montessori
from *Ed. for New World*, p.86-87

Whereas our senses perceive only the outward effects of the child, Montessori teaching requires us to observe with faith at a deeper spiritual level of truth. Here, we are observing the child as an unknown entity with its own perfect inner guidance for self-directed development.

The technique *patient waiting* is most useful at this spiritual level to get to an objective observation of your personality to notice and control its most deeply hidden unknown inner errors. Since these inner flaws are always involved in every misbehavior scenario, *patient waiting* is critical to ultimately bring children to their perfection of true normal being.



Lee Havis demonstrating use of IMS technology in giving lesson presentation with Pink Tower - Kuala Lumpur, Malaysia, May, 2009.

Moment of Peril

Cont'd. from Page 3, Col. 1

plan of habit-removal exercises with Larry in the classroom will eventually allow this misbehavior to disappear entirely. Then, Larry will be touching other children gently, and interacting with them in a manner consistent with normal harmony and order.

Hostile Aggression

5-year old Katy has a strong aggressive personality, often seeking out young children to participate in her fantasy games. At times, she become hostile and aggressive when they show a lack of interest to participate. The teacher has sought to remove other children as an obstacle, which angers Katy even more. When the teacher seeks to make friendly overtures to Katy to work on her own, she is often loud and negative. What to do?

Answer in *Observer*, November, 2009

IMS Workshops in Malaysia

Cont'd. from Page 1, Col. 3

At this second 2009 visit to Malaysia, Lee hopes to deepen his relationship with practitioners of true natural Montessori teaching in the region, and meet personally with key educators in the Asian-Pacific area who are interested in developing similar workshop events in their countries as well. He especially hopes to meet with representatives of the "Character Teaching" project who are seeking to employ this type of scientific Montessori teaching to remedy the acute problem of cultural poverty which is so widespread in many parts of the world.

To register, go to SuccessMarks website, <http://www.1m.my/> You can also obtain the relevant registration forms at the IMS website as well: <http://www.imsmontessori.org>