



# The Montessori *Death* OBSERVER

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Outdoor activity at Kiddy Planet Montessori School in Libreville, Gabon West Africa

## Global Citizens in Gabon, West Africa

In the continent of Africa, the *Kiddy Planet Montessori School* in Libreville, Gabon, West Africa has been introducing the concept of "global citizenship" to their students within an international, bi-lingual, French and English curriculum.

Kiddy Planet owner and director, **Nissrin Makarem**, reports that her school's commitment to "global citizenship" is taking shape as she has been extending her initial pre-school program into the elementary (6-12) level. In 2020-21, she started Grade 1, and then later Grade 2 in 2021-22 and Grade 3 in 2022-23. Now, they are planning their program to open Grades 4 and 5 during the 2023-24 school year.

As part of this "global citizen" aspect of their elementary level curriculum, Kiddy Planet has recently earned membership in the *Council of International School (CIS)*. In this membership, Nissrin is looking forward to receiving more guidance and connection with the international community by sharing knowledge and diversity in many ways. She sees this as part of their ongoing journey in understanding global citizenship and its implications for their professional practice.

Nissrin says, "We teach our students that a global citizen is someone who knows that they are part of a worldwide community. They understand there are people who have completely different lifestyles, appearance, cultures and routines, but with whom we share common values and responsibilities."

Nissrin also points out that "The diversity we have at Kiddy Planet develops the intercultural learning whereby students from different cultural and ethnic backgrounds learn with and from each other, developing a greater insight and understanding of difficult cultures."

### Messages to IMS

Kuala Lumpur, Malaysia  
March 5, 2023

Hello Lee,

Both my schools are following your technology which I learned from our work together in the past. We practice and apply it daily, which is so effective in preparing the environment and resolving any conflicts. The challenge is always with the teachers to help them understand the application, and overcome their opposing mindset and patterns of behavior. Nevertheless, the technology works perfectly overall. Even parents are practicing it at home too.

Michelle Wong

Kuala Lumpur, Malaysia  
March 13, 2023

Hello Mr. Lee Havis,

We are thinking of you and want to keep in touch. I am sure you know by now that our dearest Anwar Ibrahim now is our tenth prime minister. I always remember when we saw him in the Malaysian Parliament House and I introduced you to him. You recall he helped put us through to the education minister, who we later met for you to introduce your method and ideas for advancing the "new education" in Malaysia.

My daughter, Serenade is now with me, making great improvements for the special children at *Tasputra Perkim*. We are now connecting with the HUKM hospital, so that all their team of specialists and therapists are visiting our program.

Elahe Norman, Director  
Trasputra Perkim

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## On Sale NOW! THE TECHNOLOGY OF Scientific Education

by Lee Havis, publ. Feb 2023

Finally here! In his new book "*The Technology of Scientific Education*", Lee unravels the long-standing mystery of how Dr. Montessori used scientific education to discover the child's true nature in 1907. What's more, he details the precise practical guidance for parents and teachers to achieve this same result in a consistent, scientific way that was never possible before.

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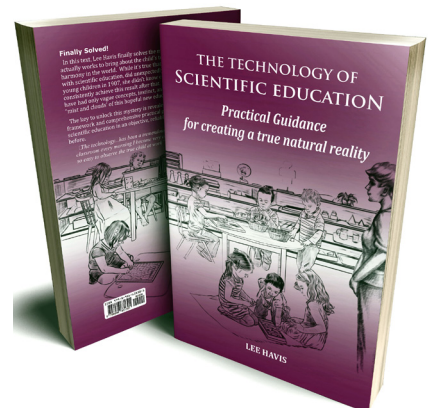
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THE TECHNOLOGY OF SCIENTIFIC EDUCATION  
Practical Guidance for Creating a True Natural Reality



# Death

by Lee Havis

*"...it may be said that the school has no concern with the dead. But every death is just a catastrophe in the midst of lesser accidents."*

**Dr. Maria Montessori**

from *To Ed. the Hum. Pot.*, p.79

The topic of death rarely comes up with young children, except perhaps to occasionally notice a dying house plant or the death of a small pet animal. For adults and older children, however, "death" is a more conscious issue, especially in the current uncertain times of virus pandemic, surging fatal drug abuse, and the ever-increasing presence of war and violence in the world.

Scientific teachers encounter death as a dissolution of form in many practical and useful ways. At a personal level, for example, this dissolution is associated with the end of ordinary life and being as a unique 'personality' to become a virtual non-existent nobody. Being in this space of "nobody", however, allows you to achieve your greatest success in bringing about the child's amazing true nature.

## Greatest Success

*"What is the greatest sign of success for a teacher?...It is to be able to say, 'The children are now working as if I did not exist.'"*

**Dr. Maria Montessori**

from *Absorbent Mind*, p. 283

In 1907, Dr. Montessori discovered the child's true nature by entering into a spiritual, non-physical type of observation. Now, scientific teachers must duplicate this same type of transformation of being with young children to achieve the same results.

Creating this new state of being, however, only comes about by dying to your ordinary sense of physical life and identity as a unique "adult personality". And, as with any loss of any cherished reality, this separation from your ordinary physical life may well come with great pain and confusion.

## Physical Life

*"We have something more corruptible than our bodies, a life more fragile than our physical life."*

**Dr. Maria Montessori**

from *Spont. Act. In Ed.*, p.344

Facing the dissolution of attachment to identity as a "personality", however, comes with a re-birth to a new form of spiritual being as a commitment to laws of nature. And being born into this new non-physical being, you may experience conflicts, contradictions, and confusion as you engage in a face-to-face encounter with the underlying mystery of life itself.

## The Mystery of Life

*"Neither the latest discoveries nor the theories that arise from them can explain fully the mystery of life and its development."*

**Dr. Maria Montessori**

from *Ed. For a New World* p.19

Facing any serious loss is a type of death, which typically raises fundamental questions about life, such as "Who am I?" or, more generally, "What is my purpose in life?" Today, scientific education helps you answer such questions by offering a unique framework for observing the child as an "unknown" non-physical being. This framework has adjust your mind to see the child as an "unknown entity", the hub of a cluster of energy, surrounded by an environment, consisting of the physical objects, other children and the adult personality.

Using this "individual child framework", your function is then to separate out, analyze, and remove the disorder from this environment, which will then allow the reality of perfect order of nature to fully emerge. And in this new reality, the child spontaneously returns of his true natural "normal" state of being.

## Reality

*"To be contented with the imaginary, and to live as if what we imagine actually exists; to run after illusion, and 'not to recognize' reality; is a thing so common that scarcely is it apprehended..."*

**Dr. Maria Montessori**

from *Spont. Ac. In Ed.*, p.265

To the ordinary person, "reality" amounts to an unconscious, unquestioned state of being, which is actually a mental construct built on limiting, beliefs, myths and prejudices from thousands of years of human civilization. In fact, this conventional reality is an optical illusion, a mental effect or projection that persists in society only because of its continuing imposition on young children from one generation to the next.

Scientific teaching aims to break the grip of this conventional reality by creating an entirely new, separate "true natural" reality with young children. Happily, this creative work can now be done in a thoughtful, conscious manner through positive science, using specialized tools and knowledge that are now designed and available especially for this purpose.

## Positive Science

*"...the method of positive science...puts man in the way of knowing the truth, of gathering up realities."*

**Dr. Maria Montessori**

from *Spont. Act. In Ed.*, p.243-44

Even with the aid of today's specialized technology of scientific education, applying this positive science to create a new "true natural" reality can still be quite confusing and difficult. The problem here is that while you are creating the new "true natural" reality, the old conventional reality continues to unconsciously and automatically unfold in the background of your mind as well.

Scientific teaching, therefore, must resolve this conflict of two realities, which is like projecting two movies on the same screen at the same time. One

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Lee Havis, Executive Director

The Montessori Observer is mailed four times each year, in March, May, September and November, to IMS members throughout the world. The purpose is to provide news and information about the IMS work scientific education to extend awareness of Dr. Montessori vision of a "new education" to bring about this reality of the child's true nature in the world.

### INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, USA. The IMS purpose is to support the scientific approach to true natural being throughout the world.

### IMS ADVISOR

Elizabeth Hainstock, Educator, Author

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# Moment of Peril

by Lee Havis

## Dressing Choice Issues

Three-year-old Barry doesn't choose suitable clothes to wear, and argues with his mother when she intervenes to correct the situation. (See *Observer*, November, 2022). How can Mom guide Barry to make more suitable dressing choices?

**Analysis:** Barry, the "hub" child is surrounded by detrimental influences from Mom's "adult personality" and the disorder of "physical objects" (Barry's clothing). The best tactic here is to first address the disorder in the physical objects (clothing) as the primary detrimental influence, and then later the "adult personality".

**Practical Advice:** Improper dress choices, such as sloppy, unbuttoned shirt, shoes on wrong feet, or absence of jacket in cold weather, can most directly be resolved by Mom's use of the technique *clear direction*, such as by saying "Look at your shoes" or "Let's button your shirt". From there, use further positive language to guide the child to make the necessary adjustment.

However, this simple *clear direction* becomes a "problem" when the Mom gets into a power struggle with Barry, which reflects a detrimental influence in the "adult personality". Here, you must control your adult personality, such as by first applying the technique *patient waiting*, which means to stop, look, and listen. Notice if your mistake is in violating the protocol *eye contact before talking*.

So, to correct the situation, apply the technique *repetition*, by using the *clear direction* again, except this time get Barry's eye contact attention first. For this, you may need to use the technique *distraction*, such as by touching or briefly holding whatever Barry is holding or touching with his hands, such as some specific article of clothing that has his attention at that time.

Once you have eye contact with Barry, give the clear direction in a calm, positive way, making sure your words are specific so that Barry can understand what exactly to do. If he doesn't seem to understand, try the safe word clear direction, "*Take my hand*" to then lead him to a place where you and he can give full attention to some specific article of clothing that needs adjustment.

In speaking with Barry, you may also use the technique *questioning*, such as by asking, "Where does this go?". The technique *cooperative touching* may also help as well, so that you and Barry can fix the clothing together to get a good, final result.

Since Barry is quite young, you will not likely need to engage in any complex or extended conversation, such as may be necessary with an older children. But if he

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## DEATH *Cont'd. from Page 2, Col. 3*

movie is the "true natural" reality you are consciously creating as if you are the film director and main actor in this life drama. Meanwhile, however, the conventional reality of your "personality" is projecting automatically in your mind as well.

In this confusing conflict of dramas, the one you are observing and aware of at the time is the one that you sense and experience as "real". So, while you seek to experience the "true natural" movie drama, the old conventional "movie" distracts your attention to its opposing drama, even though it is mostly hidden and unconscious.

### Hidden Drama

*"An inner wall is built up which closes the spirit and conceals it as a defense against the world. Behind these multiple barriers a hidden drama is unfolded.."*

Dr. Maria Montessori  
from *Secret of Childhood*, p.160

Reality is actually much like a dream or movie, whose drama (story line) seems very real while it is happening. However, it disappears as such when you wake up or step away from that particular experience.

In the same way, the reality of ordinary life unfolds a particular drama, which is however well hidden in your mind until you somehow "wake up" to its ultimate illusory nature. So, even in the death of some reality in time and space, life goes as a reality in the timeless "true natural" state of being here and now. This is like while you are asleep, ordinary physical life goes on, even though you don't notice it until you wake up.

While this mystery of shifting realities is hard to understand from the position of ordinary physical life, you can still witness it happening in the changing re-births of the child from one reality to another.

### Re-births

*"'re-births' of the child: ...at each new stage a different child who presents characteristics different from those he exhibited during the preceding years."*

Dr. Maria Montessori  
from *From Child. To Adol.* p.3

Dr. Montessori discovered the most profound shift of a child's reality in the event she called "normalization". Here, she observed the child's shift from ordinary to "true natural" normal being, which occurred in a moment of profound concentration on some particular piece of work.

Montessori also described other re-births in the child, in his transformation from one period of development to be re-born in another. In the child's first period (0-6) of life, growth is unconscious and instinctive with the absorbent mind, which ends by the age of six. Then, the child is re-born into the next elementary (6-12) period, characterized by a more stable, conscious time of growth.

Nature also goes through these mysterious transformations from death to re-birth in many other ways, such as in the crawling caterpillar's miraculous metamorphosis into a butterfly. Or, as a seed dying in the ground being magically transformed into the form of a plant bearing its own seeds of that exact same type. This transformation of reality is also evident in the three states of matter: solid (ice), liquid (water), and gas (vapor). Notice that the essential molecular structure of H<sub>2</sub>O that remains the same, even though its outer form changes from one state of being to another.

In human life, forms of reality change as well: solid (physical body), liquid (pure mental activity; thinking), and gas (spirit-being). All these changes take place under the mysterious sovereign power and control of perfect intelligence, the universal spirit that governs all wisely and well.

### Spirit

*"...The spirit also has its nature, and it is the life of the spirit that should dominate human existence at every stage."*

Dr. Maria Montessori  
from *Discovery of the Child*, p.320

While the entire cosmos unfolds one whole spirit as life in the eternal present moment. This spirit nonetheless manifests through many separate forms and realities that emerge and dissolve in time and space. And each such form has its own particular purpose and function in the eternal unfolding of life. As an individual, we rarely experience this "true natural" universal spirit, since our senses are so confined to the immediate perception of our senses, which are bound within the time and space of some particular reality.

Modern science has now confirmed that matter itself is an illusion, since everything is pure invisible energy in one form or another. This energy reflects a universal eternal spirit, which is actually your true natural state of being, which you can sometimes experience. For example, notice the space or energy within your physical body, a moment of intimate eye contact with a young child, or as a flash of insight or love in a dream or near-death experience.

Although invisible like the wind, this eternal unseen spirit gives evidence of its supreme power by the effects it causes to be visible in time and space, such as in the great achievements made by man down through the ages. In scientific education, we see such achievements in the groundbreaking research conducted by Itard, Seguin, and Montessori. These and other great achievements down through the ages come through the

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# OBSERVER

The Montessori



## Moment of Peril

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does begin to argue, use *reflective language* to repeat back to Barry his statement. For example, if he says "I want to wear it this way!", just repeat back "You want to wear it this way?" Then, return to *clear direction* to have the child adjust his clothing in the manner you think best in that situation.

Of course, if Barry does express some strong opinion about his improper clothing choice, applying the technique *questioning* will help, such as by saying, "What do you like about that?" Ultimately, your calm, patient use of the right technology will gradually bring Barry around to making good dressing choices on his own in a sensible, independent manner.

### Training New Staff

Marilyn, director and owner of her small Montessori school, has lost her highly skilled, long-term teacher for a second classroom. She therefore needs to make a new hire to continue the same commitment and high quality as before. However, there is no readily available staff member to fill in, so she is unsure how to go about hiring and training a new hire to achieve this result. What to do? *Answer in Observer, May, 2023.*



Children working on the "hundreds board" math materials at the Montessori Farmhouse School in Burley, WA

## Messages to IMS

Cont'd. from Page 1, Col. 2

Travemier, FL  
March 4, 2023

Hi, Lee,

I am so happy for your book, and that finally we are going to be able to use it as a consultation guide for teaching with children. I am always trying to see the hub child in the "individual child framework", and asking myself which is the element, other children, physical objects, or adult personality that most needs attention. This is my priority every single day, because it really works! However, I am struggling to transmit the technology to other teachers. I get the best results by acting as an example, showing the teachers what to do, little by little.

The other day, the school owner asked for advice to resolve aggressive behavior of a child in the toddler room. After I pointed out that the behavior was the child's way to get attention, I later said to myself...the technology!!!...then I sent a message directly to the toddlers teacher to explain how to see the child in the framework of the technology.

Natacha Guivovart

## Death

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many sacrifices of the dead, which yet remain with us today as a foundation for our further elaboration of life in our own present time and space.

### Sacrifice of the Dead

*"Every achievement has come by the sacrifice of someone now dead."*

Dr. Maria Montessori

from *To Ed. The Hum. Pot.* p.17

Today, the modern age of computers, air travel, television, radio, and so much more gives clear testimony to a long history of sacrifice and achievement of those who are now dead. Building on such an extensive foundation, scientific education can now achieve even greater progress in this field, especially as help one another in this vital cosmic task to bring about the reality of man's true nature in the world.

### Help One Another

*"The only way by which the individual may escape is that by which all humanity may be saved...help one another or you will die."*

Dr. Maria Montessori

from *Spont. Ac. In Ed.* p.277

The cosmic task of scientific education is nothing less than a fundamental transformation of humanity itself. Alone and isolated, however, we are easily distracted from this vital task by the pervasive influence of conventional reality. So, we must help one another to safely remain consistently on the path of following laws of nature with children.

Scientific teaching carries out its uniquely creative work with the child in the realm of the spirit. Here, the adult's task is "spiritualizing" matter by dying to the ordinary life of physical being. And in this way, the adult allows the child to "materialize" his true spirit in the world in the form of his "normalized" personality. In this spiritual collaboration with nature, birth and death are necessary experiences in the eternal unfolding of the mysterious drama of life.