



The Montessori *War and Violence* OBSERVER

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International Day Celebration at the Montessori School House in Rancho Cucamonga, CA.

IMS Webinar 2022 presents *Technology of Scientific Education*

Starting on Saturday, 7:00 PM (ET USA) June 25, 2022, the latest IMS webinar, "Technology of Scientific Education" will launch its 8-session weekly training into this breakthrough knowledge for creating the unique "true natural" reality for children. The latest in a series of four such webinars since 2020, it is open to anyone, parents as well as educators, who want to learn this vital practical guidance to bring about the child's true nature in the world.

The IMS technology, first consolidated in 2003, allows you to follow laws of nature with children, except in a scientific, experimental manner over time from one moment to the next. Lee Havis, inventor of this technology, will personally guide "websters" through various slides and videos of the presentation, as well as provide time for questions and regular home study assignments to practice what is learned in each session.

Lee describes the beauty and value of this technology as a critical breakthrough in the field of scientific education, which is the conscious way to bring about the child's true nature that Dr. Montessori discovered in 1907. As such, he says, "This knowledge is a giant leap beyond the "mist and clouds" of Dr. Montessori's general idea in the field. Using this technology, practitioners no longer have to flounder following just their instinct and intuition alone. Now, anyone can create the unique "true natural" reality, in a scientific, objective manner that was never possible before."

Here are some comments from those who have been using the technology directly with children:

"The Technology...has been a tremendous gift in my practice....when I enter my classroom every morning I become very conscious of this Technology that makes it so easy to observe the child at work." S.K. (Kansas)

"...how important the Technology is for allowing the child's true nature to emerge... To sit back and witness these magical moments in the Montessori environment is something I will be forever grateful for." C.L. (California)

For details, and to enroll into this webinar, visit the IMS website: www.imsmontessori.org/programs/webinar



Child working with number rod math material at the Montessori School House in Rancho Cucamonga.

Montessori School House of Rancho Cucamonga

The Montessori School House (MHS), located in Rancho Cucamonga, CA, was established and commenced operation there in 1988. Founded by Mrs. Linda Kaliher, it was the very first preschool and day care in the city at that time.

The MHS campus includes a well-equipped building facility and a large playground area on a spacious 22,000 sq. ft lot of land. The current director, **Lakshan Rajasinghe**, reports that MHS is well-known in the city for its educational excellence and diverse cultural programs that celebrate national events in a fun and informed way. He states that MHS especially honors its commitment to the new education of Dr. Montessori through careful planning and individualized care of every student.

For further information contact: Lakshan Rajasinghe, Director, MHS, 8968 Archibald Ave., Building C, Rancho Cucamonga, CA 91730. Tel. 909-948-8733; www.montessorish.com

Message to the Greek Montessori Community

by Lee Havis

In May, 2022, Prof. **Dimitris Chassapis** wrote me about his new project as editor of a "bilingual open access e-journal aiming to promote theoretical approaches and research studies on Montessori education." Funded and based in his home country of Greece, the journal plans to publish reports about new educational practices in Montessori schools, as well as promote the development of reflections on the current problems and future prospects of the Montessori education system in Greece and other countries.

This journal will be published published by *The Maria and Sotiris Goudelis Foundation*, a non-profit organization aiming to promote the Montessori system in Greece. Prof. Chassapis noted that the foundation runs the oldest Montessori School in Greece offering Montessori education from 1947 up to the current date.

At the request of Prof. Chassapis, I agreed to write a brief message for publication in their first issue. In my message, I pointed out the roots of Montessori education buried deeply in the ancient Greek culture. Indeed, such Greek philosophers as Aristotle laid the foundation for scientific education, which only arose in substance much later in the 1800's, which ultimately led to Montessori education through the discovery of the child's true nature in Italy in 1907.

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War and Violence

by Lee Havis

“Cruelty and exploitations, wars and all forms of violence have had to play their part, because men have not realized their common humanity.”

Dr. Maria Montessori
from *To Ed. Hum. Pot.* P. 77

Dr. Montessori lived through much war and violence in Europe even as she was unfolding her innovative research and bold vision of peace, love, and harmony through the education of children. Unfortunately, during her life, the world saw only a very small glimpse of the “new humanity” she envisioned would come from her “new education”.

Dr. Montessori’s discovery of the child’s true nature in 1907 actually came at a time of great changes in society, so that her vision of peace and harmony among men was not entirely a new idea at the time. In fact, there were always a few rare individuals in history who had this idea in every generation. Nevertheless, the voice of these individuals was routinely drowned out by the persistent plague of warfare and strife that still continues even now in much the same way as before.

Warfare and Strife

“Noble ideals and high standards we have always had. Yet warfare and strife show no signs of abating.”

Dr. Maria Montessori
from *Absorbent Mind* p.3

In the ancient Greek civilization, Aristotle and other philosophers of his time wrote about the universal unity and brotherhood of man, even as warfare and strife were yet a constant reality in the world as well. Later, others arose to question the reason and inevitability of such warfare and strife in human civilization. Now, in more modern times, this issue is still raised by many so-called educational experts, some of whom assert the basic evil nature of man based on the outward misbehavior and disobedience of young children, and their seemingly great enjoyment and attachment to playing with toy weapons.

Playing with Toy Weapons

“Men do not go off to war because they are bloodthirsty or impatient to use their weapons...Men do not fight wars because they played with toy weapons when they were children..”

Dr. Maria Montessori
from *Education and Peace*, p.29

In the 1930’s, on the brink of a devastating World War, Dr. Montessori was often called on to address political leaders and educators about her revolutionary approach to peace through education. In

her lectures, she emphasized the complex nature of this problem, and that the solution does not lie in simply imposing an anti-war curriculum on children or by restricting their use of toy weapons. Instead, she saw the problem as a great mystery, requiring a much deeper level of study and research.

A Mystery

“War involves a mystery, for all the peoples of the earth, who profess to be eager to banish war, are nonetheless the very ones who concur in the starting of wars.”

Dr. Maria Montessori
from *Education and Peace*, p.68

Dr. Montessori spoke about war and violence as a logical result of evil built into the human personality from its formation during the early years of life. Even so, how to change this formation of human personality still remained a mystery to unravel. She did, however, recognize that the beginning of a solution is to see the cause and nature of evil as within man himself.

Man Himself

“The real first line of defense against war is man himself.”

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

All types of religion, philosophy, and spiritual teaching have recognized the inner cause of all outward reality. Based on this cause-effect logic, destructive outer behavior must come from some evil, if unknown, cause within man himself. It has therefore become common to see war and violence as the inevitable result of original sin or the total depravity of the human spirit. How to solve the problem, however, has been difficult because man’s inner evil nature is mostly well hidden behind the mask of a superficial outward façade of polite kindness and sympathy in society.

Hide Behind Masks

“Our will to power and possession enslaves us, and instead of a human society based on love and justice, we have a society in which all men hide behind masks in order to live.”

Dr. Maria Montessori
from *Education and Peace*, p.90

In many ways, the cause of ordinary greed for power and possession is hard to study, just as a magician or politician skillfully hides his trick behind the mask of clever distraction and misdirection. Only in time does the hidden inner nature of such evil intentions become evident in the later outward display of some specific pain, cruelty, suffering, or strife. Modern science, however, has recently been able to surmise the root cause of this evil as being the wrong path taken in life due to neglect and mistreatment in childhood.

Wrong Path

“If the adult had not taken the wrong path, as a result of his having been a neglected, mistreated child, he would feel a love for his environment and a love of work.”

Dr. Maria Montessori
from *Education and Peace*.90

In 1907, Dr. Montessori’s used scientific education to probe the mysterious nature of man’s basic character by observing young children in their free, self-directed activity. In so doing, she discovered an unexpected quality of goodness and love, which she later realized was a reflection of the child’s true nature.

In her research, she consistently observed a shift away from the young child’s ordinary pattern of disorder and misbehavior, to a state of

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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

SUBSCRIPTION

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

IMS ON THE INTERNET

MeWe: <https://mewe.com/p/internationalmontessorisociety> An on-line IMS discussion group, “Exploring IMS Scientific Education” is available for anyone to join at no charge. To join this group discussion, visit <https://mewe.com/join/imssciantificeducation>

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Moment of Peril

by Lee Haviv

Danger in the Streets

The teacher is alarmed at the danger of walking her group of young children along the sidewalk of a busy street. Her concern is that one or another child will lurch out into the street. How to control the environment to keep the children safe from this danger in the process? (See *Observer*, March, 2022). *What to do?*

Analysis: Walking a group of 12 young children along the sidewalk, the “hub” child is the one you are noticing who is distracted and inattentive to staying on the sidewalk and in line at that particular moment. Around that hub child, there is likely disorder in the “other children” to resolve as well. Any “physical objects”, however, are only a secondary detrimental influence. The detrimental influence of the adult personality is most likely a projection of “abandonment”, since the teacher is not noticing the problem scenario until the disorder has escalated to some child actually wandering out into the street.

Practical Advice: Since this a continuing problem situation from day to day, begin by first applying the technique *imagination-previsioning* (IP) to examine the basic dynamics of the problem when you are quiet and alone away from the children. For example, imagine yourself walking along the sidewalk with the children, and then noticing one or more of the children talking in a distracting manner with each other. This is the likely ‘moment of peril’ which begins a separation from the present-moment activity of walking carefully along the sidewalk.

In IP, in that *moment of peril*, prevision yourself now changing our behavior, such as by stopping the line from moving altogether, to get attention of the “other children” involved in the particular hub child scenario you are noticing at that time. Stopping the line of movement, you are applying the technique *distraction*, and you may also add the technique *clear direction*, such as by using a word such as “Stop” or “Stand still”. (Avoid using any negative language, such as “Don’t walk” or “No talking”.)

If this gets attention of the “other children” involved with the hub child, and there is eye contact, you might also give a specific *clear direction*, such as “Watch the person in front of you.” If there are still children not paying attention, apply even stronger *distraction*, such as by using *proximity* to move closer to the scenario in question. Then, get attention on yourself and the action of walking carefully in a line.

In a long walk, even heavier polishing may be needed, to keep interest and attention focused on the present-moment activity of careful walking. For example, you might use *repetition*, so the children

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peace and harmony in a moment of concentration on a piece of work, which Dr. Montessori referred to as “normalization”.

Dr. Montessori therefore concluded that evil in the ordinary human personality was due to the wrong path in childhood development, set in motion by mistreatment and abuse from the surrounding environment during this formative period of life. Sadly, however, the radical nature of this discovery was so contrary to conventional thinking at the time, that most parents and educators simply dismissed this discovery as impossible and unrealistic folly. They therefore simply continued their secret struggle with children. And in this struggle, the adult sought to bring the child to a state of slavery and submission under the domination and control of conventional reality.

Secret Struggle

“The adult and the child...fight one another in a secret struggle...even more violent today in our complicated and nerve-racking culture..”

Dr. Maria Montessori

from Education and Peace, p.15

In our modern age of computer technology and complex social order, education has become even more deeply enmeshed in a secret struggle for control over the child, now forcibly centralized in a tyrannical system of political indoctrination under the guise of “public education”. Happily, however, an increasing number of parents and educators are rejecting this type of centralized government control by becoming aware of the alternative scientific path of freedom and indirect teaching. Along this new path of freedom, the adult is aligned with the child’s perfect guidance of laws of nature.

Laws of Nature

“Man must obey the laws that rule his life and, because they are hidden, he must look for them.”

Dr. Maria Montessori

from Education and Peace p.104

Following laws of nature directly with children would be ideal, although impossible due to the vast and incomprehensible nature of these laws. So, Dr. Montessori offered her general knowledge of scientific education, even though its complete value and impact with children was hidden behind a seemingly impenetrable barrier of “mist and clouds”. Practitioners therefore had to rely on the uncertain guidance of instincts and intuition alone, which ultimately becomes limited to the bounds of their own personality or culture.

In 1979, however, this “mist and clouds” disappeared with the discovery of an “individual child framework”. Now, using this framework, and a later

technology, practitioners have the necessary means to avoid the otherwise irreparable harm that comes with conventional teaching.

Irreparable Harm

“Any form of violence, in speech or action, does irreparable harm to the child...beware of this tendency to say ‘Don’t do this.’ ‘You mustn’t do that.’”

Dr. Maria Montessori

from Ed. For a New World p.36-37

In practice, using the technology is actually the functional equivalent of following laws of nature with children. Except, however, you are doing this by using various techniques, protocols, and safe words in a scientific experimental manner as you move from one moment to the next.

For example, the protocol *no negative attention to misbehavior*, keeps you from using words like “No” and “Don’t” with children. And, safe words, such as “Come over here. Let me show you something.” are an effective way to replace many types of negative language that is otherwise so common with a misbehaving child. Applying the full scope of this technology therefore allows you to play an active, personal role in Dr. Montessori’s non-violent revolution for a new peaceful reality in the society.

Non-violent Revolution

“Society has built up walls, barriers. These the new education must cast down, revealing the free horizon. The new education is a revolution, but without violence. It is THE non-violent revolution.”

Dr. Maria Montessori

from Absorbent Mind p.215

Over her 40-year professional career, Dr. Montessori completely validated the truth of man’s good, perfect nature, and laid out the general parameters to actually bring this

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Child working on Seguin math materials at the Montessori School House in Rancho Cucamonga, CA.

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OBSERVER

The Montessori



War and Violence

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about as well through a "new education" for children. However, such a non-violent revolution in education is still difficult to achieve in practice due to the great forces of prejudice, fear, ignorance, greed, and pride that yet remain deeply buried and quite active in the ordinary human personality.

Happily, the new IMS technology now provides an effective practical means for finally realizing Dr. Montessori's great vision of a new education dedicated to peace, love, harmony, and order for all mankind. The path to finally end the plague of war and violence is therefore before us now, and the way is open and available to achieve this as well. Acting in this direction for a "new humanity only awaits those individuals who will take up this technology and put it into practice with children.

Moment of Peril

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hear the words "watch the person in front" as often as needed. Or, keep the children's attention collectively on you own personality as the point of interest (instead of side-talking), such as by singing a song or pointing out interesting, natural features along the walk (Avoid talking about traffic and danger of the street, however).

Happily, once the pattern of careful walking is established, there will be no need for any further special measures to keep attention to the walking activity, and away from the danger of some child bolting out into the street.

Non-Coopering Child

5 year old Lucy never seems to cooperate with the teacher's order and schedule for the group. For example, when it's time to go outside, Lucy seems to intentionally slow down with some routine activity, which holds up the whole group. When confronted, her common response is "I don't want to." What to do? *Answer is Observer, September, 2022.*



Wrestling team from highschool, 1961, at reunion on May 11, 2022. Lee Havis is on extreme right.

Wrestling is Life

"Individuality is the basic unit, the fundamental building block of society.... many individuals...associating with others for a common purpose."

Dr. Maria Montessori

from *Education and Peace*, p. 55

by Lee Havis

Although wrestling is an "individual" sport, it also teaches much about associating with others in life as well. After attending a recent reunion of our high school wrestling team, I thought especially how wrestling team competition reflects life in many ways.

In wrestling, for example, while you compete with one opponent on the mat, teammates also observe and share the experience as well. Like soldiers who struggle on the battlefield together, a special close bond and relationship develops between those who struggle together in the process.

In life, however, scoring of success or failure shows up only imperfectly and much later after each individual's "match". It seems that only with the passage of time, do we see the results of all those early struggles with long, painful hours of dedicated practice and commitment to the war with ourselves and others.

After our May reunion, I could see how each of us had achieved some

measure of success and value in life from those experiences with wrestling many years ago. As one proud team member reported, his grandson just recently achieved great success with state and national honors for his wrestling performance now. Others also shared similar experiences of helping youth succeed in life today. All this built on the foundation of wrestling so many years ago.

One common note in this experience, looking back, was the inspiration and encouragement we all received from our beloved coach who contributed so much to our lives during those uncertain, fragile adolescent years. So too, any good teacher, working with children and youth, can open up the path for success and value in later life in many ways. Guided by basic laws of life, such good teaching, especially with very young children, becomes the hope for better individuals and ultimately, a better and stronger society for the benefit of all.

Greek Montessori Community

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Hopefully, this publication will help advance further knowledge and research into Montessori education, such as the modern breakthrough technology of scientific education now available through IMS. For more details, visit: <https://www.montessoriani.gr/>