



The Montessori OBSERVER

*Same Routines
All the Time*

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Montessori in China

Since the early 1900's, people in China have been interested and aware of Montessori teaching. Until very recently, however, this interest has been primarily limited to the business of making and selling high quality, low-cost materials for the global Montessori market.

Now, a growing number of parents and educators in China have been looking for Montessori teaching for their own children as well. Based on this interest, IMS has offered several two-day training workshops in the country, one in Shanghai, and two in Hong Kong.

In Chongqing, the IMS recognized *Buzon Montessori School* has been active in outreach for the "new education" since its director, **Pang Wee Heong** attended an IMS workshop in Malaysia several years ago. Beyond that, **Cindy Ho** in Hong Kong, has been preparing for Montessori teaching by studying in the IMS distance learning course.

In 2016-17, **Linda Liu**, professor at the Beijing Language and Cultural University, visited the USA for several months to study Montessori teaching practices with IMS teacher, **Sally Korte** in Kansas. Linda also spent several days with Lee Havis which included a visit to several nearby IMS Montessori schools in Virginia. On return to China,

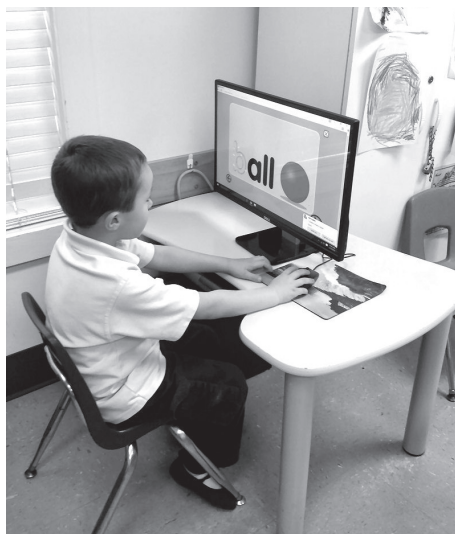
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Innovation and Excellence in Maryland Education

In the state of Maryland, a *commission on Innovation and Excellence in Education* was recently established to help improve their system of education. Members of the Commission include representatives of the state Department of Education, elected officials, and various other public and private interest groups in the field.

On April 26, 2017, the commission held its latest meeting, this time primarily to hear a presentation from the *National Center on Education and the Economy (NCEE)*, which compared Maryland education with several countries; Finland, China (Shanghai), Canada (Ontario), and Singapore, which NCEE considered "top performing" in student achievement. Based on this comparison, NCEE suggested several changes to education in Maryland, such as higher wages and benefits for teachers and restricting teacher preparation to only a limited number of select state-approved institutions.

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Child doing language work on computer at Londonderry Montessori Christian Preschool in Goose Creek, South Carolina

Londonderry Montessori School in South Carolina

In April, 1989, **Dawn Malcolm** and her mother, **Elaine Williams**, established the *Londonderry Christian Montessori Preschool* on the basis of their strong calling from God to work with children. They started as an ordinary Christian preschool, but as the years progressed, decided that Montessori was the right choice after having spent some of their training hours in a Montessori classroom.

Dawn Malcom, the owner/operator, serves as the current school director, with Elaine Williams as director emeritus who has since retired. **Kellie Drennon-Malcom** and **Lana Russel**, both former students at the school themselves, are now key members of the teaching staff. And, many other staff members have been with the school for 10 years or more.

The school serves children from ages 3-6 in variable time schedules throughout the day. In addition to the typical Montessori environment, the program includes afterschool care, summer camp, foreign language, dance and theatre. Dawn especially points out that "Children are encouraged to respect others as well as themselves, and in the process, develop a strong inner discipline and sense of self-worth."

For further information, contact: Dawn Malcolm, director, Londonderry Christian Montessori School, 174 Londonderry Road, Goose Creek, South Carolina 29445, Tel. 843-764-4549. <http://www.londonderrychristianmontessori.com> londonderryoffice@gmail.com

Studying the Walter Method

by Lee Havis

In a prior issue of the "Observer", I reported on the close connection between Montessori teaching and the Walter Method, a metaphysical healing and teaching approach pioneered by **William Walter** in the early 1900's. Like "true natural" Montessori teaching, the Walter method is grounded in a commitment to laws of nature, applying these laws in a practical, scientific manner. In 2013, I discovered this method, and began my personal study of it, which I have since incorporated into the most recent revisions of IMS teacher education.

The Walter method comes from Walter's own experience of healing himself and others through purely mental means of self-awareness and reasoning built on the ultimate truth of complete peace, goodness, and harmony in present moment reality. After he passed away in 1942, his work continues now through a Trust he organized to make his publications and training available through a team of specially prepared and certified Walter teachers. The Walter study course moves you through different levels of self-awareness, culminating in a "Teacher's Graduate Course" (TGC), which then qualifies you to conduct classes yourself as a certified Walter teacher.

In my own study, I was fortunate to obtain the services of **Gina Flanagan**, a highly skilled, certified Walter teacher in the state of California. Through weekly seminars, I was able to personally validate Walter's teaching by applying it to several practical problems in my own personal life. In this way, I found that various physical ailments disappeared through understanding and reasoning based on awareness of the truth.

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Gina Flanagan, Walter Teacher



Same Routines all the Time

by Lee Havis

"...the child...ought to find in his surroundings something organized in direct relation to his internal organization which is developing itself by natural laws...."

Dr. Maria Montessori
from *Spont. Act. In Ed.* p.70

Montessori teaching aims to create an environment that harmonizes perfectly with the child's true natural development. Only in such an environment, committed to laws of nature, will the child's disorder and disharmony completely disappear, leaving just his true natural being free to emerge in a state of perfect peace, harmony, and order.

Sadly, this type of "true natural" Montessori teaching has been difficult to maintain over time, due to the persistent obstacles of personality and culture. Now, however, breakthrough IMS technology provides powerful practical tools to overcome these obstacles through objective, scientific observation in a way that was never possible before.

The IMS technology includes 20 protocols to guide your actions with children in harmony with laws of nature. Following this guidance, you can therefore create the unique Montessori environment as a process of experimental interactions with children over time.

Some of these protocols, such as *same routines all the time*, aim especially to remove the detrimental influence of your own personality in the environment. Following this *same routines* protocol, for example, you must create and maintain patterns of consistent language and behavior with children to closely reflect the perfect order and harmony of nature. This is especially important to do with the young child who is such a keen and eager observer.

Eager Observer

"A child is an eager observer and is particularly attracted by the adults and wants to imitate them."

Dr. Maria Montessori
from *Secret of Childhood*, p.93

Prior to the age of six, the young child has an absorbent mentality that is highly sensitive to observe and imitate everything he sees you say and do. Following the *same routines* protocol, therefore, involves your projecting good patterns of language and behavior that the child will spontaneously adopt and later imitate on his own.

Another protocol, *model good behavior*, also points to keeping your actions in line with natural order, which young children will eagerly observe and imitate. So, in your initial relations with children, always project those distinctive patterns

of polite social manners that you want the children to observe and regularly practice on their own.

Distinctive Patterns

"The child...absorbs from the world about him the distinctive patterns to which the social life of his group conform."

Dr. Maria Montessori
from *Absorbent Mind*, p.173

The young child readily adopts the distinctive patterns of good behavior if you consistently act them out in your own language and behavior. So, for example, in your verbal expression, always say, "Please", "Excuse me", and "Thank you" at every appropriate time. And, in exchanging objects, show the polite routine for receiving an object from someone else without grabbing, such as by offering your hand, palm up, and saying "May I have that, please?" Repeating these practical life lessons of grace and courtesy in your regular daily routines, the young child watching will naturally do the same without the need for any lengthy instruction or special explanations.

Repeating Lessons

"...the first glimmerings of discipline have their origin in work...We can help stabilize such an experience by repeating lesson in silence."

Dr. Maria Montessori
from *Discovery of the Child*, p.304

Repeating the routines of polite manners is also important while conducting lesson presentations to introduce materials to children. Here, the best routine to follow is no language at all, which will most effectively remove any distractions of your personality. In addition, set up and follow consistent routines for positioning yourself with children to avoid adjusting your body or clothing in the middle of your presentation. In handling the work itself, you must also keep your movements always even, gentle and graceful.

Gentle and Graceful

"The teacher should study her own movements, to make them as gentle and graceful as possible."

Dr. Maria Montessori
from *Absorbent Mind*, p.253

It's true that children often display habits of grabbing, pushing, shouting, and hitting, when they first enter the Montessori environment. Following the *same routines* protocol, however, you must consistently offer an alternative model of gentle and graceful movement. In this action, you must strongly persist projecting calm, orderly routines because it may be a long time before new patterns of true natural behavior finally materialize in the child's outward behavior.

New Patterns

"The environment itself...is in reality an active and vital response to the new patterns manifested in the life of a growing child."

Dr. Maria Montessori
from *Secret of Childhood*, p.140

In the Montessori environment, children typically go through a transition from disorder, inattention, and violence to finally reach the state of true normal behavior. During this "normalization" process, your

consistent calm, orderly behavior is important to ultimately bring about the new patterns of true natural behavior in children. During beginning conditions, your own behavior must be an especially strong, persistent model for children to imitate.

Model to Imitate

"The commonest prejudice in ordinary education is that everything can be accomplished by talking...or by holding oneself up as a model to be imitated."

Dr. Maria Montessori
from *Absorbent Mind*, p.254

After an initial period of strong modeling behavior, you must shift the child's attention away from the imperfect modeling of your own behavior, and towards the more perfect model of order in physical objects. In the environment, you therefore lay out exercises

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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 in Montessori education, and to extend awareness of Montessori teaching that brings about the child's true nature 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 IMS purpose is to support the scientific approach to true natural being throughout the world.

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IMS ON THE INTERNET

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Moment of Peril

by Lee Havis

No Support

The teacher receives almost no support from the school director who allows others outside her classroom to interfere and disrupt her Montessori teaching. (See *Observer*, November, 2016). In this "no support" situation, she must remove this detrimental influence of the "adult personality" as it comes from the actions of other adults who disturb her environment.

Analysis: The teacher is essentially projecting "abandonment" with the children by allowing other adults to interfere with her Montessori teaching. She must therefore control and remove this detrimental influence by resolving the matter with the other adults involved.

Practical Advice: Since the teacher enjoys the confidence and trust of the school director, she must use this positive relationship to gain his active cooperation by asserting an affirmative argument and request for the director's support in a strong and meaningful manner.

Resolving issues of conflict with other adults, you can best employ a basic four-step process: (1) initiate a friendly, casual relationship with the director; (2) give the director a sincere compliment in relation to your environment; (3) point to the issue to resolve in an objective, rational manner; and (4) achieve agreement on a practical solution to the matter.

For example, after step (1), move on to step (2) by telling the director how much you appreciate his respect for your skills and good work. For step (3) point to your need for calm and order to improve the quality of the environment; that you need cooperation from other adults to restrict and otherwise limit their interruptions and interference in the classroom. Finally, step (4), reach agreement with the director to respect your authority in the classroom, such as by having your prior approval for other adults to enter or get involved with your environment.

Since the school director is likely misinformed and not too involved or interested in Montessori teaching, you should also get his agreement for regular weekly or monthly seminars to help other staff and parents at the school learn more about what you are doing. Without this outreach, problems of interference and disruption are likely to re-emerge and continue. Therefore, aim to enlarge understanding and use of Montessori teaching by adults outside your classroom, throughout the whole school and by parents at home as well.

Punishment or Order

The mother of 9 year old Jason is concerned since he has been coming home crying and upset, complaining that he doesn't want to return to school. One recent incident pointed to the basic problem: Jason's teacher told him he could not participate in outside recess because he was talking during a period of silent reading in class. When the mother confronted the teacher about this, he said it was not punish-

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Same Routines all the Time *Cont'd. from Page 2, Col. 3*

and activities for interacting with these objects in such a way that will meet the young child's basic need for ordering his mind. This mental ordering then leads him back to his normal state of true natural being.

Need for Ordering

"The mind of a little child is certainly not a blank...but his concepts are confused...the chaos of his mind has greater need for ordering what it already knows than of gaining more knowledge."

Dr. Maria Montessori
from *Discovery of the Child*, p.172

From birth, the child begins to unfold consciousness, beginning first from a position of general confusion. Instinctively, the young child gradually builds up conscious awareness by exploring the environment through his

INNOVATION AND EXCELLENCE

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Lee Havis, IMS executive director, attended this meeting, and later wrote the Commission, pointing out flaws in the NCEE study. He also offered his own alternative suggestions to improve education in Maryland. First, he said, "since America is very different from the other countries in the study, what seems to work in these countries will simply not work here. For example, each of these countries have a closely knit culture coupled with an economy controlled by a highly centralized government. By contrast, American has great cultural diversity with a strong unifying tradition of individual liberty."

Lee argued that freedom from the censorship and monopoly of centralized government control is what will build excellence and quality in American education. He said, "The state of Maryland should therefore encourage MORE (not LESS) diversity and choice, including freedom for such innovative alternatives as 'true natural' Montessori teaching. In addition, the state-run school system itself should be de-centralized to allow greater local choice and control by parents and teachers to implement their own curriculum, staff hiring, and instructional priorities."

Since the Maryland General Assembly will most likely use the Commission recommendations to propose new education law, Lee plans to meet with legislators to further monitor this activity and urge the path of freedom, choice and competition as the best way to achieve excellence and innovation in Maryland education.

senses. In this way he meets his primary need for ordering his mind which is the basis for all later learning. After the age of six, the child loses this sensitivity for order, as he begins developing the higher mental faculties of abstract reasoning and imagination.

With the young child, you meet his need for mental order by providing motives to interact with the environment in an intelligent manner, such as by lining up, sequencing, and matching specific objects according to their shape, size, and color. Through this interaction with physical objects, the child naturally absorbs the basic order of nature through an intimate education of the hand.

Education of the Hand

"The education of the hand is particularly important since the hand is an organ of the mind, the means by which the human intelligence uses to express itself."

Dr. Maria Montessori
from *Discovery of the Child*, p.284

The young child naturally develops his mental faculties by touching and handling objects in an intelligent, thoughtful manner. The first step in this process is watching you demonstrate the basic use of each piece of work in a slow, deliberate manner. The child watching will then be able to see exactly how he must handle the work later on his own.

In carrying trays, for example, show the routine of always using two hands, one on each side. And, when carrying objects in a specific piece of work, hold each one with the same handhold grip each time, even if they vary in size from each other. So, when the objects are long rods of varying length, carry each one from the shelf vertically in the same way, one hand over the other. Following the protocol *same routines all the time* in this way helps to remove the obstacles of confusion and disorder that would otherwise result from changing your handhold procedures each time.

Removing Obstacles

"The teacher's happy task is...removing the obstacles, beginning with those which she herself is likely to present (for the teacher can be the greatest obstacle of all)."

Dr. Maria Montessori
from *Spont. Act. In Ed.* p.264

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Marketplace

Montessori teacher: Join our team! Seeking energetic, passionate Montessori teachers for the Apple Montessori Family of Schools in Northern New Jersey. Fantastic students, co-workers and benefits. Resumes to: hr@applemontessorischools.com

Same Routines all the Time *Cont'd. from Page 3, Col. 3*

Montessori teaching functions indirectly by removing obstacles around each child that would otherwise distract him from expressing his normal self-directed activity. The *same routines* protocol helps in doing this by keeping your movements always consistent from one situation to the next. For example, instead of holding objects in a random, changeable manner each time, such as one hand for small objects and two for larger ones, hold them ALL with the same basic two-hand grip.

In a lesson presentation, when you must speak, limit what you say to the same exact words each time. The IMS technology helps with this by offering various safe words such as “Watch”, or “Which one goes next?” to use at suitable times in your presentation. In addition, always conduct yourself in a smooth, calm and orderly manner to keep the child’s attention focused on the object of the lesson.

Object of the Lesson

“...the child’s attention must be isolated from everything but the object of the lesson.”

Dr. Maria Montessori
from *Discovery of Child*. p.153

The IMS technology has protocols, such as *emphasize the main point(s) – isolate variable and simplify complexity* that work like the *same routines* protocol, to remove the harmful influence of your personality while showing a piece of work. For example, presenting work with multiple objects, line up the objects for matching or sequencing from top to bottom or left to right as most logical for clarity and consistency. When finished,

turn the exercise over to the child, using the same safe word phrase each time, “Would you like to do the next one?” In this way, the harmful, distracting presence of the teacher’s personality is greatly reduced.

Personality of the Teacher

“The lesson must be presented in such a way that the personality of the teacher shall disappear. There shall remain only the object to which she wishes to call the attention of the child.”

Dr. Maria Montessori
from *Montessori Method*, p.108

Following the protocol *least amount of adult involvement*, helps reduce the distracting presence of your personality in every situation. In the same way, the protocol *same routines all the time* helps in this effort when you must be active with children. Using all 20 protocols together as they apply in each situation will then keep the environment close in harmony with the perfect order of nature. Then, each child will eventually come to deeply concentrate on some particular piece of work and thereby eventually return to his perfect state of true natural development.

Walter Method

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Since this scientific Walter approach to health is so different from ordinary experience, it is very helpful to have the support of a skilled Walter teacher, such as Gina Flanagan to guide you through the various written work in the course. For more information, such as to enroll into a Walter course of study, visit the Walter Method website, <https://eschatology-www.walter.org/>

Montessori in China

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Linda found great interest for IMS Montessori teaching among educators and parents she contacted in the Beijing area.

Based on this interest, Lee and Linda are now planning to conduct a two-day IMS training workshop in Beijing. Preparation for this training is now underway, such as by setting up Chinese language translation for some of the most important written materials of the workshop presentation.

For further information about the exact date and location of this Beijing, China workshop, contact IMS or in China, Linda Liu, 1910694323@qq.com Tel: 0086 13910063058

Moment of Peril

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ment, but rather asserting good and necessary consequences for Jason’s disruptive behavior. He said, for example, that if Jason can’t learn to control his behavior now as a child, he will not be prepared for self-control as required in any organized work situation he will encounter as an adult. Jason’s mother still sees this as punishment, even though the certified, experienced teacher insists it is a good, necessary part of order in the Montessori environment. What to do?

Answer in Observer, September, 2017



Meeting of Commission on Innovation and Excellence in Education - Annapolis, Maryland (April 26, 2017)