



The Montessori Transformation OBSERVER

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The Politics of Education by Lee Havis

In today's modern world, education has become highly politicized now that the government, through uniform public education and compulsory schooling has become so widely institutionalized everywhere. Over many years, government run public education has incorporated increasingly toxic political indoctrination to the classroom, which has locked out any effective competition within its system of censorship and monopoly in the field. And, now that the recent "covid" pandemic has exposed the nature of this dysfunctional system, many parents have become aware of this situation and are removing their children from its toxic environment, to set up a home school alternative instead.

With this growing pattern of home schooling, a strong and growing political movement has been brewing in the public arena to stand against this government control, which is outwardly most visible in the election of candidates for public office at the local, state, and national level. Sadly, much of the political discourse has

been limited to narrow issues of education funding, style, and curriculum, rather than the actual nature and quality of education itself.

For this reason, in recent years, I have chosen to become active as a candidate for various state and national public offices in the United States – to raise the dialogue on these issues at a deeper, more fundamental level. In my recent campaign for a seat in my state's general assembly, I emphasized the need to redirect government policy in support of parent choice in education, to open up the field of education to free market choice and competition.

Although this campaign ultimately failed to gain enough votes to win, the dialog and connection with voters and citizens were still very worthwhile and productive. For example, despite this personal loss, another candidate I supported for our local school board was successful in his campaign.

My campaign also gave me a good opportunity to connect with other groups and candidates who support our common goal for greater educational freedom. This inspired and encouraged parents especially to work with others to strengthen and support their primary responsibility for the education of their own children. In addition, I wrote up a series of key "questions" to guide federal candidates to implement educational freedom policies at the national level of government.

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Quietly say, "Goodbye"

by Robbyn German (IMS '02)

I run a very small center in CT. Towards the end of the summer we picked up a new family with a 2 1/2 yr. old girl. This was her first experience (because of the pandemic) with children of her own age.

At first, she was a little clingy to her dad, and did not want to share our materials with other children. She also wanted to bring materials home. We explained that they would be at the center when she came back. Other times we would put her name on the material and place it into her locker for the next time.

The bigger problem came at the end of the session, when she was having some difficulty in leaving her activity. When we sang a good bye song, she started to cry and became more dramatic and said loudly, "I do not want to leave yet!" The father became louder saying to his daughter, "We are leaving now!!"

The next few days I worked with the father.. telling him about the technology, such as not to give attention to negative behavior, (protocol: *no negative attention to misbehavior*). The next day he looked at her, practicing some of the technology we spoke about: (technique: *eye contact*; protocol, *eye contact before talking*). Then, he calmly said (technique: *clear direction*), "Time to go". He held out his hand to her (technique: *co-operative touching*). She took it without any crying or screaming.. and quietly said, "Goodbye."



Child working with practical life activity at MAUK School in Key Largo, FL

A Matter of Faith

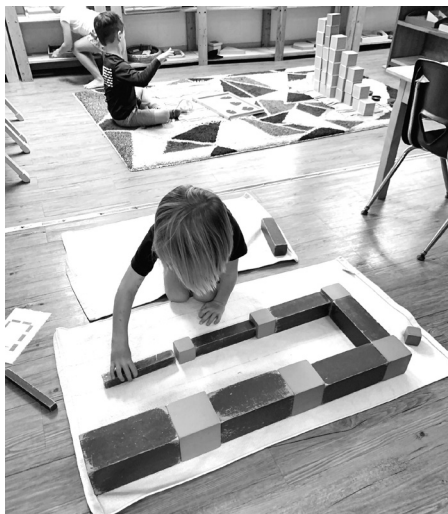
by Sally Korte (IMS '15)

Each day we are blessed with the opportunity to change the outcome of life for ourselves and others. But how can we make a better reality for humanity? By walking with each other, by walking with our students, by walking with parents. A good leader is the one that serves and not the one that judges. Happily, the IMS technology has empowered me with faith in the tools to help parent to be successful at parenting. Here is one example.

One young student in my classroom wasn't willing to sit down and eat his snack at the table. Instead, he would grab food in his hand and walk around with it in the classroom. Obviously, this was something he did at home. Everytime that I made eye contact with him and gave a clear direction, he would shout "NO" and throw himself down on the floor, crying: "I want Mommy!"

My first reaction was to ask the parents to wait another year for the child to mature at home, and to send him back next year. After all, this is what every preschool in town does. But I reminded myself that parents are the ultimate answer to their children's problem. So, all that I needed to do was to sacrifice some time and teach the parents to use IMS techniques. So, I made an appointment to talk with both parents.

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Children working with sensorial materials at the MAUK School in Key Largo, FL