



The Montessori OBSERVER

*Creating a
New Reality*

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Children engaged in diverse work activities at the Child's World Montessori School (Kansas City, MO)

The NEW Danbury Study Guide

Revised edition — November, 2021

In 2003, when the technology of scientific education was completed, it was presented in its comprehensive whole in various IMS workshops I conducted around the world since then. To make this knowledge more widely available however, in 2006, I recorded and published an audio tape of portions of a workshop I conducted on the subject in Danbury, CT. Along with this 4 ½ hour audio, I prepared a 40-page study guide to accompany the audio cd to provide a whole home study introduction to the technology.

Although the basic terms and format of the technology have remained essentially the same as presented in 2006, there have been further new insights and knowledge gained on the subject which call for occasional revision. The most recent revision, in 2021, is actually a very substantial one, which brings to light many important details that were not present in the prior Danbury materials.

The Danbury audio cd is still available for purchase, and remains a very clear, useful verbal presentation of the basic material. However, the new revised study guide brings even greater clarity on the subject. Taken together or separately, these materials are useful for staff training seminar or individually to learn the basic elements and practice of "true natural" scientific education. A further, more comprehensive text on the subject is also planned for publication in the near future.

Visit the IMS website, <https://imsmontessori.org>, for more information and to purchase these materials. By itself, the new revised 2021 Danbury Study Guide is only \$12.95 (10 or more, \$9.95) plus shipping. Complete set, audio recording and Study Guide, \$49.95 (plus shipping).

Unifying for the New Education

In today's lockdown-mandate Covid madness, it is more important than ever to unify together in the challenging work of creating Dr. Montessori's "new education" in the world. IMS has always been the unifying voice and light for parents, schools, and educators to uphold the hope and promise of this new reality of true natural peace, order, and harmony.

Do you have a Montessori school? If so, IMS can recognize its role as a guiding light for the "new education" to overcome the darkness that is so pervasive in such times as these. Schools committed to laws of nature, according to the IMS criteria, qualify for this recognition, which then informs the general public of your official status and practice in the field of "true natural" scientific education.

IMS welcomes the following two schools which have recently joined with the IMS family of recognized schools, and are now listed with others at the IMS website.

Child's World Montessori School

512 NE 107th St.
Kansas City, MO 64155
Josie Dean, Director
Telephone: 816-734-8804
Email Address: montessoriteacher40@gmail.com
Website: <https://childsworldmontessori.com>

Princeton Community Family Learning Center

16 All Saints' Road
Princeton, NJ 08540
Lori Musa, Director
Telephone: 609-558-7694
Email Address: lori.director@usamontessori.org
Website: <https://www.usamontessori.org>

IMS membership is available for individuals and schools. To join IMS and more information about these different categories, including IMS recognized school status, visit the IMS website: <https://imsmontessori.org>

Montessori Tools and Tips

Question: I am a mother. Can you please help me to use some of your skills to teach my child at home? Thank you.

Answer: Look at your child as an "unknown entity". When you don't see perfect order, peace and harmony coming from the child, look around that child to see what is not in "order" - look at physical objects, other children, and your own adult personality. Remove the disorder, and you will discover your child's true nature. IMS has a technology for removing the disorder in a very clear, objective, scientific manner. For a quick hint to get you started, focus on the "eye contact" technique; and protocol "eye contact before talking". Also, never use words like "no" and "don't" to a child. Rather, keep your mouth shut; or if you must say something, try asking a question or using a "safe word" instead, such as the phrase: "Come over here. Let me show you something". More details are at IMS website <https://imsmontessori.org>

NOTE: This group, "Montessori Tools and Tips" on FACEBOOK is being transferred to another platform to assure more free and open discussion. The new IMS discussion is on the MeWe platform - entitled "Exploring IMS Scientific Education". You can join that platform for free to carry on our conversation here if you wish: . At MeWe, I also have a page for IMS and personal contact page as well. Let's pick up our conversation on MeWe. <https://mewe.com/join/imsscificeducation>

Apply to Serve on IMS Board

The IMS Board (Board of Directors, Educational Services, Inc.) is now inviting qualified candidates to apply for service on the board. Here are the categories of qualification:

3.2.1. IMS Montessori schools: A person who is a current owner, director, or other designated representative of the owner of a Montessori school that is currently recognized by IMS.

3.2.2. IMS certified Montessori teachers: A person who has graduated from an IMS teacher education program, and holds a currently valid teaching credential with IMS.

3.2.3. IMS associate and individual members: A person who is a current IMS member, either as an individual member or representing an associate school member.

For further information, please contact Lee Havis, IMS director. Beyond meeting the specific criteria stated here, the candidate must have a sincere, serious interest in continuing the work and purpose of IMS. Inquiries to: havis@imsmontessori.org; Tel. 301-589-1127.



Creating a New Reality

by Lee Havis

"If...man remains earth-bound and unconscious of the new realities, he will soon attain that goal."

Dr. Maria Montessori
from *Education and Peace* p.23

In the 1930's, on the eve of a devastating world war, Dr. Montessori spoke about the danger of "new realities" with powerful modern technology that could so destructively effect the future of mankind. However, she also envisioned another, more hopeful "new reality" as well, one that could be created by children becoming "normalized" during the formative early period of life.

Early Period of Life

"What the child has absorbed, remains, a final ingredient of his personality...every grownup person has an individuality indelibly stamped upon him in his early period of life."

Dr. Maria Montessori
from *Absorbent Mind*, p.60

In the early 1900's, Dr. Montessori's research with young children made her aware of their extraordinary faculty to absorb the environment. And so she also found that the adult could influence the child's whole basic way of being by creating the right type of environment during his early period of life. In Dr. Montessori's unique environment, she found that the young child could change his ordinary way of being from a state of inattention, disorder, and fantasy, to become a whole new being, showing such new normal outward qualities as self-discipline, independence, order, peace and harmony with others.

Since Montessori created this environment for the child's free, spontaneous activity, she realized that this "new being" was actually the child's true nature. And, if enough parents and teachers could also engage in this same type of creative activity with children, a whole new reality of this true natural, peace, order, and harmony could arise in the world as well.

Creative Activity

"Creative activity...begins in confusion and then moves on to making distinctions, and ultimately to creative activity."

Dr. Maria Montessori
from *Secret of Childhood*, p.42

In her experiments with young children, Dr. Montessori saw natural creative activity in the child, beginning with his newborn state of unconscious confusion, to finally emerge as child's

reality of personality by about the age of six. But even after this age, Dr. Montessori observed a further type of conscious creative activity as well to ultimately bring about the solidarity of adult society.

Solidarity of Adult Society

"The solidarity of adult society...assumes the power of suggestion and the appearance of an absolute truth on which all agree."

Dr. Maria Montessori
from *Formation of Man* p.69

After age six, the child naturally continues his creative activity, except now in a conscious way to integrate and harmonize his self-identity as personality with others to form the stable and predictable reality of adult society. In this way, adult society becomes the solidarity of one's own culture, with its distinctive customs, beliefs, language, and patterns of behavior. And this cultural reality persists as a collective subconscious in all from one generation to the next.

Collective Subconscious

"All lean upon each other....The whole of society forms a collective subconscious wherein all act in complete agreement when they remove and suppress the child."

Dr. Maria Montessori
from *Formation of Man*, p.66

Although each culture differs from each other, they all have some measure of the same fear, prejudice, and repression that represents a clear deviation from the perfection of laws of nature. And this repressive cultural reality imposes itself on the young child through the collective subconscious and automatic action of parents and teachers.

The young child therefore absorbs the surrounding reality of society within himself, which later becomes hidden and forgotten, although still functioning, within the adult personality for life. In 1907, Dr. Montessori's discovery of a different reality in the child's true nature, the thought of a new reality in the world arose as well to replace the long-standing conventional one that seemed so persistent in the past.

Thought

"...thought begins to construct works by means of which the external world becomes transformed; almost as if the thought of man had assumed a marvelous power: the power to create."

Dr. Maria Montessori
from *Spont. Act. In Ed.*, p.241

History teaches that progress is slow to overcome deeply held prejudices locked into the established reality of the human personality. Nevertheless, Dr. Montessori's new thought of the child's true nature inspired many with creative activity to bring this about, even though it has been widely denied, dismissed, or misunderstood for many years. In fact, only in recent years, has any serious thought been given to such a radical new possibility through the application of positive science.

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. Of Ed.*, p.188

Over the long history of mankind, the scientific study of man has been slow to emerge, even though it was briefly evident in the writings of such ancient Greek philosophers as Aristotle. More recently, however, in the 1800's, positive science in this field took a giant leap forward with the research of French physicians, Gaspard Itard and Eduard Seguin. Their study of deficient children was, in fact, the beginning of a novel type of scientific education carried out in close collaboration with nature.

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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 ADVISORY BOARD

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/imsscienfiteducation>

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Moment of Peril

by Lee Haviv

Throwing Things

Three-year old Jonah throws and scatters objects from his work on a regular basis. (See *Observer*, September, 2021). *What to do?*

Analysis: In this scenario, Jonah is the “hub” child, and the main cause of the disorder is in the “physical objects” of his environment. Since there are no “other children” in this scenario, you must first address the disorder of the physical objects as the “primary detrimental influence”.

Practical Advice: The first step is to identify the precise time and situation of Jonah’s “throwing” behavior. This is then the “*moment of peril*” when you must address the disorder with some specific action. At that point, the first logical technique is *proximity* to get close to the scenario.

For example, if Jonah’s “throwing” behavior occurs at the point he is completing some work, watch to see and approach when he seems to lose interest in that activity. The outward evidence of “losing interest” commonly occurs when he starts to engage in fantasy with the physical objects involved, such as by waving around an object in the air, moving the objects in a disorderly, random manner, or making strange noises while handling some object.

So, when you sense Jonah’s fantasy with the work, approach with *proximity*, and, if necessary, use *distraction* to get his attention, such as by touching one of the objects he is using for fantasy. Then, with *eye contact*, use questioning to ask, “Are you finished with this work?” If so, give him a *clear direction*, such as, “Put it away now”. (If he responds to continue with the work, give him some specific direction to handle the objects in a particular intelligent, orderly manner.)

If Jonah’s “throwing” behavior occurs with other children as well as physical objects, the resolution is more involved and complicated. Here, for example, the “other children” may be the “primary” detrimental influence, which you can most easily address by redirecting them to other work away from Jonah. Or, call the children to sit in an orderly manner together, as you demonstrate the orderly use of the materials to all. In any case, once the “other children” are no longer detrimental in the situation, you can then more directly resolve Jonah’s individual disorderly use of physical objects.

If you only notice Jonah’s throwing behavior AFTER he has already thrown some objects, practice the *present moment* protocol to focus in what is happening NEXT in the situation. For example, if Jonah moves to some other activity, handling objects with concentration to work, leave him alone to do that. Only approach him later when he finishes that work, and gives you eye contact. This is when to interact with Jonah, such as by pointing to the objects he threw on the floor by asking,

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Collaboration with Nature

“...we have to adjust our minds to doing a work of collaboration with nature.”

Dr. Maria Montessori
from *Absorbent Mind*, p.89

In the early 1900’s, the Italian physician, Dr. Maria Montessori, applied the scientific education of Itard and Seguin to preschool aged children, which brought surprising new results that were not apparent with the deficient children before. While Montessori’s experiments followed closely the same path of collaboration with nature as before, her children responded in a very unexpected, different manner. As a result, the experiments she conducted with these children in her first Children’s House in 1907 became the model for a whole “new education”.

First Children’s House

“The environment in which the first Children’s House had their origin must have been extremely favorable, since the surprising results obtained during those first years have never again been equaled.”

Dr. Maria Montessori
from *Discovery of the Child* p.37

On the surface, Dr. Montessori’s first Children’s House was just a humble teacher observing children in their free, self-directed activity. However, their response to this environment was very strange and unexpected at the time, since each child came to concentrate on one particular piece of work, which somehow brought about a profound change in their behavior, which Dr. Montessori later realized was an expression of their true nature. As parents and teachers sought her help to achieve these same results with their own children, Dr. Montessori set up training to show them how to do this outside of her personal control and direction.

Control

“The continuity of anything that nature has not fixed, but which evolves gradually as a social pattern must do, is only possible if the new individuals born into it have a creative power...it is a creative operation, which may come our control.”

Dr. Maria Montessori
from *Absorbent Mind*, p.174

After 1907, Dr. Montessori’s training spawned a growing community of schools and teachers following her instruction and guidance, which eventually came to be known as the “*Montessori Method*”. However, this training only allowed practitioners a measure of effective control in their own environments. In fact, practitioners had to rely on instinct and intuition to employ Method which was not enough to achieve the full results of the essential underlying scientific pedagogy involved.

Scientific Pedagogy

“Scientific Pedagogy has never been definitely constructed nor defined. It is something vague... which does not in reality exist...the mere intuition or suggestion of a science which...must emerge from the mist and clouds that have surrounded it.”

Dr. Maria Montessori
from *Montessori Method*, p.1-2

While Dr. Montessori’s Method became well-known and popular around the world, its underlying scientific pedagogy yet remained a mystery, hidden behind a “mist and clouds”, even after her death in 1952. Happily, in 1979, this mystery was solved with my discovery of an “individual child framework”. Even so, however, practical problems still remained, especially as related to the self-creation process required to detach from the earth-bound reality held in place from childhood within the “adult personality”.

Self-Creation

“A man is capable of becoming anything...Making use of his own will in his contact with the environment, he develops his faculties and then becomes in a sense his own creator.”

Dr. Maria Montessori
from *Secret of Childhood*, p.33

Since creating the new “*normalizing*” reality is not possible within the old reality of conventional culture, practitioners needed help to carry out the delicate self-creation process to detach from that reality by creating a new separate being committed to laws of nature. For this, I initiated a series of workshops and further research, which, in 2003, led to my consolidation of a set of specific techniques, protocols, lesson presentations, and safe words, which I now refer to as the “*technology of scientific education*”. Using this technology, scientific teaching now actually becomes the functional equivalent of following laws of nature with children.

Laws of Nature

“A new education from birth onward must be built up. Education must be reconstructed and based on the laws of nature and not on the preconceived notions and prejudices of adult society.”

Dr. Maria Montessori
from *Formation of Man*, p.97

Since 1907, scientific education has always been about creating an environment that closely collaborates with the infinite and absolute laws of nature. However, until now, following such vast, undefined laws has not been consistently possible by relying on instinct and intuition alone. Now, however, the “individual child framework” and new technology in the field allows you to create the right environment with true precision and confidence.

The framework of this new “*true natural*” scientific education focuses your attention on observing a single “hub” child as an unknown spiritual being as the center of a cluster of energy. Around this “hub” child, is an environment consisting of three specific components: physical objects, adult personality, and other children. Scientific teaching now functions by

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using the new technology to conduct the various experiments required to remove the disorder of these three components.

Once all the disorder around the “hub” child is removed, there remains nothing but the pure, perfect influence of laws of nature. And in this new reality of the “*scientific environment*”, committed to laws of nature, the child’s true nature spontaneously emerges entirely of itself.

So, now, using the framework and technology indicated here, anyone can create the right “normalizing” reality for true natural being to emerge in an objective, scientific manner that was never possible before. And as this creative activity is repeated and multiplied by others, the new reality of true natural peace, order, and harmony will gradually arise in the adult society as well to dispel the long-standing conditions of fear, repression, and evil that have plagued mankind for so many thousands of years.

Moment of Peril

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“Where do these go?”

Once Jonah’s misbehavior pattern of “throwing things” is broken often enough in this way, he will show more independence in handling objects in an orderly manner on his own.

Unknown Error

4 year old Glen, usually cooperative, has come to ignore the teacher’s normal direction, even when given with eye contact in a kind, friendly way. His smiling reaction to her direction suggests that he knows he is disobeying. The teacher senses the problem is some unknown error in her “personality”. *What to do? Answer in Observer, March, 2022.*



Children engaging in food preparation activity at the Princeton Community Family Learning Center (Princeton, NJ)

The Shy Child

by Donna Curtis (IMS '02)

What about those children who are painfully shy and hide under tables and behind chairs? They repulse at close *proximity* so are difficult to draw in with that technique. I am only successful with patience and working with the shy child through other children.

One time I had a little guy transferred into my class because he was not successful in another class. He would roll out a Work Rug, go get the Trinomial Cube and lay it out and just sit there watching the class and not talking and not working. He was so shy he would not look anyone in the eye or move one bit! I think he was truly terrorized by the previous teacher.

He did this day after day after day so the Trinomial Cube was unavailable to the other children but the other children had a sixth sense to leave it be, that this little fellow needed to do this. One day the light switch just turned on for him and he began to do every lesson in the room correctly without presentations because he absorbed it all from the other children. The Trinomial Cube was no longer his safety net.

Spiritual Sisters

By Sally Korte (IMS '15)

What has the IMS technology done for me? One of the greatest things is that it has given me the tools to respect each child as a spiritual being. For example, I have especially noticed two girls, who demonstrate a perfect cosmic harmony and natural good in their collaborative work together. Like “*spiritual sisters*”, they just look at each other and, without talking, seem to agree on what or who is going to do the next move.

On one occasion, however, this majestic collaboration seemed to break down. While working together to arrange the color tablets into a chromatic design, their hands met on the same color tablet, and the issue arose as to who would actually lay it down. As they started to pull the color tablet from each other, there were no words, although their eyes met with great disappointment.

During this, I was sitting in my checking point, observing and waiting patiently from a distance, to see how they would solve their conflict. But this was not happening. Tense and concerned, I decided to just keep watching from a distance, practicing the technique *patient waiting*. Suddenly, another girl came and put her hand on the colored tablet and asked them: “So you both want the purple one? Look here. There are more purples. You take one and you the other. OK?” The spiritual sisters looked at each other’s eyes and agree, without speaking, to follow this direction. And so they returned to collaborating with each other in the same perfect cosmic order as before.

These two girls keep living God’s perfect plan of order and harmony for their lives each morning. And I feel so honored to be able to observe this as well. “*A faithful friend is a sure shelter. Whoever finds one has found a rare treasure.*” **Ecclesiasticus 6.**