



The Montessori *Corruption* OBSERVER

Published by the International Montessori Society web: <http://imsmontessori.org> Tel. (301) 589-1127

IMS completes 4th Webinar on Scientific Education

by Lee Havis

On August 13, 2022, the latest IMS webinar, "Technology of Scientific Education" concluded with the final session focusing on the technique "Imagination-Previsioning" (IP). This 8-session study of the IMS technology, which began on Saturday, June 25, 2022, was conducted on a weekly basis, for about one hour for each session.

This unique webinar presentation of the IMS technology was first held in 2020, as a substitute for live workshops, which were not possible during the pandemic "Covid-19" time of universal lockdowns. Since then, three further webinars have been held, each one building on the experience and success of the one before. Throughout this process, the webinar has proven to be a most valuable and convenient means for teachers and parents all over the world to benefit from this extraordinary practical guidance for scientific teaching.

Following each session, participants ("websters") were sent a home study report to practice and reinforce knowledge covered at each one. After the last session, websters were invited to request a certificate of attendance to validate the time devoted to this learning event. One webster, **Natacha Guinover**, a teacher in Florida, offered the following remarks:

"This was an amazing learning experience for me...I loved that I was able to contact Lee Havis personally. The conversation we had outside of class time was important in reinforcing the content for me...It increased my confidence as a Montessori teacher to be able to talk about the techniques with such a scientific person...The techniques I learned... all combined with the protocols and safe words, are great tools for the teacher."

Further webinars will be offered based on interest in this type of learning experience. Visit the IMS website for more information about the technology, and the 8-session webinar on the subject. Contact IMS at havis@imsmontessori.org



Lee's new book, entitled "The Technology of Scientific Education". Publication date set for October, 2022

NEW BOOK ON TECHNOLOGY Practical Guidance for Creating a True Natural Reality

by Lee Havis

Although the breakthrough "Technology of Scientific Education" emerged in 2003, it has taken many years to compile all this innovative knowledge into one single text. Now, finally, this publication on the subject will soon be available for public sale throughout the world.

Until now, this unique technology has only been available in various summary and fragmented forms, such as through workshops, webinars, a distance learning course, and the Danbury study guide and audio cd. Now, this knowledge is becoming available in a single comprehensive text of some 370 pages, consisting of many illustrations and ten separate chapters, summarized as indicated here.

Chapter 1, Introduction, provides the basic premise of scientific education to bring about the child's true nature; and the use of technology for scientific teaching within a unique individual child framework.

Chapter 2, Analytical Framework, explains how to use the technology within the individual child framework described in Chapter 1.

Chapter 3, Scientific Teaching Techniques, describes each of the ten distinct "techniques" of the technology. These techniques are things to do in conducting scientific teaching.

Cont'd. on Page 4, Col 3

My Shalom School

by Sally Korte ('15 IMS)

I always had a desire to open my own Montessori School, where the spirit of Shalom, perfect holiness, would be always present. This seed was planted many years ago, but for a long time, I wasn't prepared to let it germinate outside myself.

The reason? Even after preparation as a scientific teacher, and successfully conducting a classroom of my own, wounds from childhood brought about a false sense of humility: "I am not good enough", "I don't deserve it". These lies and many more were engraved deeply in my soul.

Then, during the 2020 "pandemic" shut down, I experienced an inner-healing that helped me to "remove the beam from my eye"; a healing that transformed me. With that healing came a new sense of confidence and inner peace, which led me to share my vision of a new school with others. And soon, with the great heart and generosity of a small community of supporters in our local Augusta, KS area, the seed of my new school was finally planted.

Now, every morning when I come into our classroom, I see a perfect harmony, children working in total freedom and showing me their perfect being. I feel so overwhelmed by their great goodness!

A very important part of our program and what makes us unique is that we have an "Atrium" for the *Catechesis of the Good Shepherd* in our environment. The children are able to visit it every day in a very holistic way.

Our school is located in the downtown area, which allows us to take neighborhood walks, which the children find very exciting. They enjoy saying, "Good morning neighbor" to everyone they meet, who in turn find great joy in being acknowledged in this way.

Having my own school now gives me the benefit to shelter and protect the spiritual being of children by following laws of nature. It lets me live in SHALOM.



Corruption

by Lee Havis

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

Dr. Maria Montessori

from *Peace and Education*, p. 18

In nature, corruption is a normal part of life that we can witness every day. So too, in the affairs of human life, there is a cycle of birth and death as well.

This natural dissolution of visible form in the world is also evident in the defusion of ideas as well, including, for example, even Dr. Montessori's profound "new education", which has now become so popular as the Montessori "Method". While her original vision rested on eternal and infinite laws of nature, which never corrupt over time, the widespread idea of her method has faced considerable dilution and corruption as part of its history to the present day.

Widespread Ideas

"...ideas lose strength in becoming widespread."

Dr. Maria Montessori

from *From Childhood to Adolescence*, p. 24

Dr. Montessori's initial discovery of the child's true nature was indeed a pure experience of an eternal being in harmony with unchanging laws of nature. However, Montessori's hopeful idea of such a "new education" soon became confused and distorted as it was practiced by others around the world. This gradual erosion, therefore, did not exactly duplicate the amazing results Dr. Montessori achieved in her first experimental Children's House in 1907.

First Children's House

"The environment in which the first Children's House had their original 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

Even in her first Children's House, Dr. Montessori's concept of scientific education was always surrounded by a "mist and clouds" that made her "method" a virtual mystery as it was practiced by others. Even the best trained teachers were therefore unable to reliably bring about the "new child" that Dr. Montessori first discovered in 1907.

The New Child

"The great majority of teachers, in the absence of sufficient training and experience, end by thinking that the 'new child', so eagerly expected and of whom so much has been said, is nothing but a myth or ideal."

Dr. Maria Montessori

from *Absorbent Mind* p. 270

Despite the "mist and clouds" surrounding her method, Dr. Montessori valiently

sought to train practitioners, relying only on such principles as observation and freedom for the child to engage in the self-teaching materials she provided in the environment. And while Montessori's books and publications clearly documented the validity of her "new child", would-be practitioners had only their own instincts and a few vague concepts to actually bring this about in their own situation. Even so, "Montessori schools", committed to her method, sprang up around the world, often achieving some remarkable success as compared to other more conventional types of education.

Montessori Schools

"Why are there so many difficulties, so many contradictions, so much uncertainty with regard to what are commonly called 'Montessori schools?..."

Dr. Maria Montessori

from *Formation of Man*, p.3

In 1929, Dr. Montessori sought to control the integrity of her growing network of teachers and schools by establishing an organization to issue certification and recognition of all those seeking to identify with the name "Montessori". Nevertheless, since Dr. Montessori could not herself personally supervise each of these "Montessori schools", the corrupting influence of personality and culture emerged to erode their original visionary function as intended. Even the most loyal and gifted of her certified teachers finally came to see the "new child" as a myth or ideal, and so became satisfied only to meet the superficial standards and expectations of their own personality or local culture.

Satisfied Teachers

"Now we see the class calm. Usually the teacher is satisfied...Many of the schools get no further than this."

Dr. Maria Montessori

from *Absorbent Mind*, p.245-46

Far removed from the inspiring presence and authority of Dr. Montessori herself, practitioners gradually limited the "new child" to fit within the customs and expectations of their local community. So, when the visionary "new child" didn't immediately emerge, they were quite well satisfied to gain the approval and respect of others in their particular situation. By contrast, however, the type of scientific education that brings about the child's true nature calls for a more complete, persistent study of man as an unknown entity.

Man the Unknown

"The basis of the reform of education and society which is necessary for our time must be the scientific study of man the unknown."

Dr. Maria Montessori

from *Formation of Man*, p.12

Scientific education fundamentally rests on viewing the child as an "unknown entity". From this perspective, the function of scientific teaching becomes a matter of removing disorder around that central "hub" child.

Holding this perspective of the child as an "unknown" entity, however, is difficult, since the well-established concept of human nature is very different from man's true nature as first revealed by Dr. Montessori.

Cont'd. on Page 3, Col 2

Look for the
November 2022
Observer
featuring
Transformation

ISSN 0889-5643

The Montessori Observer

Published by
INTERNATIONAL MONTESSORI SOCIETY

Tel. (301) 589-1127

havis@imsmontessori.org

Worldwide Web:

<https://imsmontessori.org>

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/imsscscientificeducation>

Copyright © IMS, 2022

Moment of Peril

by Lee Havis

Non-cooperating Child

The *moment of peril* here involves 5-year-old Lucy, who refuses to cooperate with the ordinary schedule of activity in the group. (See *Observer*, May, 2022). What to do?

Analysis: Lucy is the hub child in various scenarios taking place around her misbehavior pattern of non-cooperation with the schedule of group activity. Here, the *adult personality* is the primary detrimental influence, which comes out as the child's disobedience, such as in her refusal to get in line with the other children when it's time to go outside. Since physical objects and other children are not primary problems around Lucy, focus your attention to remove the detrimental influence of the "adult personality"

Practical Advice: In any disobedience situation, the cause is either (1) the child "can't" follow the direction, or (2) *doesn't know how*. The ordinary reason is (2), because the child is not paying attention in some way.

Whatever the reason for disobedience, however, controlling the adult personality mainly begins the same way by using the technique *patient waiting*. So, once you have given Lucy a *clear direction*, such as "Come over here and get in line", stand still and alertly watch to see what Lucy does at that time. [Giving this *clear direction*, however, be sure you have the child's eye contact, applying the protocol *eye contact before talking*.] For example, notice what Lucy is looking at or touching while she is "not cooperating".

Observing Lucy in her "non-cooperation" status, notice if she is concentrating to complete some project or activity. If so, she probably "can't" follow the group order, because the urge to complete her work is a stronger natural instinct at that moment. However, if order in the group is a higher concern at the time, you may approach to gently assist her to complete the work, such as by saying, "Let's put this away now". Then, give specific directions and take action to cooperatively help her finish that activity.

More likely, however, Lucy "doesn't know how" to obey your direction because she is attached to some fantasy activity. [With physical objects, for example, this fantasy attachment is common in many children after the productive value of the work is over.] If so, this is the time to apply *cooperative touching* to guide Lucy to move through to completion of her activity to connect with the larger order of the total environment.

Cont'd. on Page 4, Col. 1

Corruption Cont'd. from Page 2, Col. 3

Human Nature

"Mentally as physically, people are lazy, wanting only to enjoy life. The more than is admiration due to those who are different."

Dr. Maria Montessori
from *To Educate the Hum. Pot.*, p.52

Throughout thousands of years of human civilization, the concept of man's basic perfect, good nature has become deeply corrupted into a pattern of lazy, dependent conditioning to the limits of surrounding society. Embedded in the ordinary adult personality, this degraded sense of human nature presents a serious obstacle to following the more challenging way of being that is committed to infinite and eternal laws of nature. So, even the best Montessori teachers easily succumb to the tenets of vanity that take control in their day to day care and interaction with young children.

Tenets of Vanity

"...desire for the admiration of others, the pretense at dignity, the demands for gratitude from the child, all these are tenets of vanity on the other side of human psychology, all of these will vanish."

Dr. Maria Montessori
from *Voice of Dr. Montessori*, 21 Jan. 42, p8

Outside the field of scientific education, parents and teachers unconsciously fall prey to many forms of vanity with children. The tenets of this vanity, such as the lust for power and control, as well as praise and appreciation from others, drive the ordinary individual away from the more important function of humble service to the child as a pure, spiritual being. In scientific teaching, you must abandon these vanities by removing harmful projections of the human personality from your daily experiences and interactions with children.

The Human Personality

"It is not in human nature for all men to tread the same path of development... Every human personality has its own way of doing things."

Dr. Maria Montessori
from *Absorbent Mind*, p.144

With young children, unconscious flaws and defects in your own human personality can be a most harmful influence to their free, self-directed development. To remove this detrimental influence, you must separate from this self-image of "personality". In practice, this requires some deep inner preparation to notice inner flaws that project outwardly with children through various types of "abandonment" or "negativity". Controlling such projections, requires you to detach "who you are" from the ordinary sense of self, so often controlled by negative influences of family, culture, and employment situation. Instead, identify yourself as a new "being" that is committed to the perfect truth and order of infinite and eternal laws of nature.

Laws of Nature

"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

While following the influence of personality or culture is easy and automatic, following abstract, absolute laws of nature is virtually impossible without specific practical guidance. And since the Montessori Method doesn't come with an "instructional manual" of specific rules and procedures, applying it in practice has remained largely mysterious, uncertain, and unreliable at best.

Happily, new practical guidance in the field is now available in the form of a specific individual child framework for observing children; and a technology for using this framework as well. So, now, anyone can use these tools to conduct scientific teaching in a reliable, objective manner that was never possible before. Using this new knowledge, therefore serves as the functional equivalent of conducting the type of pure Positive Science that lies at the heart of Dr. Montessori's new education.

Positive Science

"...the method of Positive Science...puts man in the way of knowing the truth."

Dr. Maria Montessori
from *Spont. Act. In Ed.*, p.242

Happily, using the technology of scientific education, anyone can break through the long-standing "mist and clouds" in the field. Following specific techniques and protocols, you can now conduct Positive Science to remove the corruption of past practice in the Montessori Method, to ultimately bring about the new reality of true natural peace, order and harmony in the world.



Child working on sensorial activity at Sally Korte's Shalom School in Augusta, Kansas

Moment of Peril

Cont'd. from Page 3, Col. 1

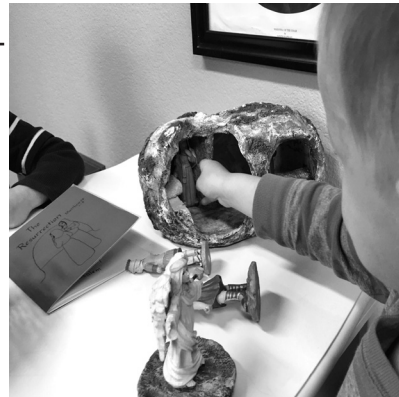
Also, however, Lucy's non-cooperation may be due to your impatient manner of giving a clear direction, so it amounts to a negative projection of the adult personality. If so, Lucy "can't" cooperate due to a power struggle with your personality. The solution begins by applying the *patient waiting* technique by standing still and quiet for a moment with a neutral, non-threatening facial expression. Then, in a calmer state, use *repetition* and *clear direction* to focus Lucy's attention back to the group activity again.

With any pattern of stubborn, persistent non-cooperation, practice especially the protocol *present moment*, by adjusting your behavior to the changing scenarios that typically arise during the process of resolving such misbehavior. For example, if Lucy's non-cooperation shifts to focus on physical objects or other children, shift your focus to remove the disorder of these other elements around Lucy. Here, for example, apply the *distraction* technique by touching the physical objects or by redirecting the attention of any other children who may be focusing on Lucy and what she is doing at that time.

With this type of patient, persistent use of the IMS technology, applying the various techniques, such as *patient waiting*, *clear direction*, *repetition*, and *distraction*, Lucy will gradually enter into a more normal routine of cooperation with the schedule and order of the total group situation.

Bed-time Problems

Approaching bed-time, 4-year-old Jeremy seems especially active and fussy, refusing to relax and quiet down to go to sleep. After completing toothbrush and bathroom routines, and even reading a pleasant story, his mother finds Jeremy still unsettled, agitated, and not ready to stay in his bed to go to sleep. *What to do?* Answer in *Observer*, November, 2022.



Child working with materials designed for Montessori's "Catechesis of the Good Shepherd" at Sally Korte's Shalom School in Augusta, Kansas

What's Wrong with Corporal Punishment?

In the modern age of permissive, negligent parenting, "corporal punishment" can seem like a logical, effective alternative to a child's disobedience, disorder, and misbehavior. In fact, it is simply the other side of a destructive and unnecessary bi-polar projection of the adult personality.

While corporal punishment, like appeasement and bribery, can often achieve a momentary stop to misbehavior, it will also provoke more serious, long-term harmful effects over time.

From corporal punishment, the child doesn't learn the wrong of the behavior, but rather fear of the imposing adult authority. Same is true of the alternative approach of appeasement, which only teaches the unwholesome benefit of demanding threats and aggression.

The real answer to misbehavior is neither abandonment nor negativity. Rather, control the environment around the child by following the guidance of eternal laws of nature.

NEW TECHNOLOGY BOOK

Cont'd. from Page 1, Col. 2

Chapter 4, Protocols and Safe Words, describes each of the twenty "protocols" that guide your use of the techniques. In this chapter, "Safe Words" to control language with children are also included.

Chapter 5, Applying the Techniques, presents specific practical examples to show how applying the techniques would work in a typical classroom situation.

Chapter 6, Polishing the Environment, describes how using the technology, from heavy to light, is a variable, experimental process over time.

Chapter 7, Lesson Presentations, describes how techniques and protocols combine together in various experimental interactions. This chapter also shows how the technology is employed in presenting "self-teaching" materials to children.

Chapter 8, Specific Adaptations, shows how the technology is adapted for use in various situations, such as early childhood, elementary level, home-schooling, and with poor, working children (project: *Character Teaching*).

Chapter 9, Practical Applications, presents a variety of specific common problem situations to solve with the technology. A number of model solutions to these problems are also included in the book's appendix.

Chapter 10, Challenges to Completion, provides solutions to a wide range of common obstacles that arise in using the technology. Included also is the "bigger picture" of scientific education, which relates to using technology to ultimately bring about a new humanity of true natural peace, order, and harmony in the world.

Once published, this book will be widely available through many commercial outlets on a global basis. However, a dedicated website for this text is also planned as well. At this site, readers will be invited to offer comments and reflections on the book and how they are using the technology in practice with children.