



The Montessori OBSERVER

Creating
the Future

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

“A Book is like a Friend...”

by Sally Korte (IMS '15)

Have you ever read a book and fallen in love with it? This is what happened to me when I read Lee Havis' new book “*The Technology of Scientific Education*”. This book has become my best friend, the friend that you always want to have with you because his presence guides you to the light. A friend that walks with you and shows you the way to greatness.

This book has been accompanying me in different ways this summer. First it has enhanced the “Montessori” lectures that I present for *Catechist of the Good Shepherd* (CGS) in the states of Kansas and Oklahoma. It has been a great resource on how to structure and simplify my lectures.

In the past I felt that my talks were complex and couldn't really transmit the main focus of Montessori education that is to discover the child's true nature. My talks were impractical and didn't make a difference in the work of CGS. Now I can really transmit the main point of the Montessori principles. Many participants were so touched by the lecture that they ended up buying their own book.

I opened my school “*Shalom Prince of Peace*” two years ago, which has been well accepted in the community. As a result of this, the opportunity to add a second Montessori Primary room to the school was at hand. So, I had to mentor and train new teachers. Since I was unsuccessful in doing this in the past, I had some fear of failing in this area again. However, as I started reading the book, I knew I had found the “Pearl of Great Value”.

Now, each staff has their own book, which I use as a basic text for training my new teachers. Before school started, we studied it together, and now that school is in session, I keep using it as a training tool for all. We are now in the fourth week of school and our new classroom is led by a new teacher and aide, which is functioning positively, thanks to this book.

This book has become my best friend. I keep savoring it every night before bed. Last night I read about how to handle tantrums. I examined myself and saw that I could do better when this problem happens again in my school. I went to work this morning with the intention to solve tantrums by bringing the child to the present moment...



Child working in the “*Shalom Prince of Peace*” school, directed by Sally Korte in Augusta, Kansas

Character Teaching in Kenya

by Lee Havis

In May, 2023, the *Character Teaching (CT) project* in Kenya took a step forward when I wrote to the President of Kenya, **Dr. William Samoei Ruto**, on behalf of IMS to introduce him to the CT project and ask for the support and approval of his government. In my letter, I explained the project and made reference to **Everline Oiyee**, the local Kenyan CT representative.

In response to this initial correspondence, The president's office replied by referring the matter to **Dr. Belio R. Kipsang**, Principal Secretary of the State Department of Basic Education, to review the contents of my letter with the aim of establishing a partnership, if viable.

Thereafter, I wrote directly to Secretary Kipsang, to express our interest to assist and cooperate with his review of the project. In addition, Everline Oiyee also contacted the office directly to request a personal meeting to discuss the project as well.

The project may be initiated in any country where there is at least one local volunteer to serve as a member of that country's CT consultation board. Contact IMS at havis@imsmontessori.org for more details. Images and videos about the project are located at the IMS website: <https://imsmontessori.org/programs/character-teaching/>. In Kenya, contact: Everline Oiyee, evalineoiye@gmail.com. Tel. +254-720-362739.

Laws of Chaos

by Lee Havis

“The end of education was to subject the child to an adult, who substituted himself for nature and replaced the laws of life with his own desires and interests.”

Dr. Maria Montessori
from *Secret of Childhood*, p. 212

Scientific education is a “*new education*” committed to laws of nature, rather than the desires and interests of conventional adult society. Although such desires and interests vary widely in outer form from one personality, group and culture to another, they all have the same basic character, which is controlled by certain unseen *laws of chaos*.

One publication, “*A Course in Miracles*” (CM), Publ. [The Foundation for Inner Peace](http://www.acim.org), www.acim.org, describes these laws of chaos in some specific detail. Consider the following:

1. **Truth is different for everyone.** (CM) This “law of chaos” sets up a wall of separation between men, which invariably brings about conflict in many different forms, including the extremes of war and violence. By contrast, the truth of natural laws unifies men in common purpose of love and harmony, so that each functions for the ultimate good and well-being of all.

2. **Each one must sin, and therefore deserves punishment, even unto death.** (CM) This law views man's true nature as invariably wrong and destructive, leading to each one's justifiable punishment and condemnation. By contrast, scientific education views the true nature of man as perfect and good. So in the child, apparent sin is only seen as a reflection of some harmful influence from the child's environment. Therefore, removing that influence will allow the child's true, perfect nature to outwardly emerge entirely of itself.

3. **A perfect God hates man for his sin.** (CM) This law points to the justified wrath of God to inflict various forms of evil, pain, and suffering on man. In scientific education, following laws of nature is about correcting mistakes, which, with children, is about controlling the environment, not the child.

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Creating the Future

by Lee Havis

"We serve the future by protecting the present. The more fully the needs of one period are met, the greater will be the success of the next."

Dr. Maria Montessori
from *Absorbent Mind*, p.195

If "children are the future", then parents and teachers must certainly play an important role in creating the future of man. This is so since what you say and do with a young child can have a strong influence on the child's life as an adult, which will then also effect the collective adult society as well. Less obvious perhaps, however, is how to control and guide your words and actions to bring about the best type of future you want. And all this begins within you through the conscious use of your own individual creative power of thought.

Power of 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

Typically, parents and teachers don't consciously think much about how they influence children, since so much of what you say and do with them is automatic and unconscious. Instead, your great power of thought to simply used to thoughtlessly project and reinforce the popular prejudices and beliefs of mankind, which have been the same for thousands of years. In the ordinary world of thought, therefore, your influence only leads the child to recreate the future much as it was in your past as a child many years before.

World of Thought

"...even the intellectual people make little progress in the world of thought, looking with hostility on any idea that challenges mutual security."

Dr. Maria Montessori
from *To Ed. The Hum Pot.* p. 52

From childhood, we have been conditioned to think of the child as inherently bad, evil, or simply empty and unguided from within. So, in this world of thought, it is common to just unconsciously repress, control and manipulate the child to fit the prevailing story of your particular culture, often under the guise of necessary discipline, moral instruction, or education.

The child, however, has a separate inborn plan of creation that guides his own development in harmony with infinite and eternal laws of nature. So, this inner guidance comes into sharp conflict with the surrounding influence of the adult's

personality and culture, which erupts outwardly in the child's various forms of misbehavior, such as temper tantrums, power struggles, disobedience, fantasy, and inattention.

In 1907, Dr. Montessori, observing preschool children in their free self-directed activity, discovered that the young child can manifest a very different way of being, which she later realized was his own normal true nature. In her environment, she observed the young child shift from a state of inattention, fantasy, and disorder, to show such normal qualities as spontaneous self-discipline, attachment to reality, precocious intelligence, and perfect harmony with others.

The discovery of this radical "new" child led to much conflict, controversy, and opposition in the general public of her day, which still continues to the present time. So, if you seek to discover the child's true nature for yourself, you must set aside your old prejudices about the child by exercising a very special type of imagination.

Imagination

"We are able to 'imagine' things which do not actually present themselves to our senses."

Dr. Maria Montessori
from *Spont. Act. In Ed.*, p.245

Exploring any new or controversial subject requires a considerable break from past conventional ways of thinking. Even more so in the scientific study of man himself, you must exercise a great degree of imagination to unravel the mystery of long-held, deeply entrenched beliefs and prejudices on the subject. For this, you must first imagine the child as an "unknown entity".

In scientific education, this "unknown" child is the hub of a cluster of energy, surrounding by an environment consisting of other children, physical objects, and the adult personality. Through the lens of this "individual child framework", you then conduct experiments to remove any disorder you find around the child. Happily, the IMS technology gives you the practical tools to do this in a clear and precise scientific manner.

Using this technology, you are actually creating the right conditions for the child's true nature to emerge entirely of itself. Of course, in the process of creating this "true natural" reality, you are also projecting the distinctive patterns of language and customs in your particular culture as well.

Distinctive Patterns

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

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

The young child has a unique mental faculty that simply "absorb" the distinctive pattern of the words and actions you project in his environment. So also, the child absorbs other aspects of the environment, such as the order of nature that is built into the physical objects around the child as well.

Absorbing all these influences and experiences in the environment, the young child somehow combines them together to form a single reality that becomes his basic way of being as personality by the age of six. So, in this sense, the young child

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Look for the
November 2023
Observer
featuring
Lies and Illusions

ISSN 0889-5643

The Montessori Observer

Published by
INTERNATIONAL MONTESSORI SOCIETY
Tel. (301) 589-1127
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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/imsscificeducation>

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Moment of Peril

by Lee Havis

Security Toy

3 year old Jonathan is attached to an action figure toy, which he refuses to release at any time during the day at school. What should the teacher do? (See *Observer*, May, 2023).

Analysis: Jonathan is the hub child, and the primary detrimental influence in his environment is in the physical objects, specifically, the “action figure toy”. Of course, the adult personality is involved as a detrimental influence as well, especially if there is a power struggle or negligence in dealing with the toy. At times, even “other children” also get involved as well. In any case, the basic scenario is a low level 3 priority for your attention, since the toy is essentially just a fantasy escape for the child.

Practical Advice: The “*moment of peril*” is at any time Jonathan is holding the toy rather than engaged in some constructive work elsewhere. Being a low priority (fantasy) scenario, however, avoid any interaction at all if possible, following the protocols *least amount of adult involvement and well-being of the total environment*. Only after you have checked to resolve all higher priority scenarios in the group would you give any attention to this low-level “security toy” situation.

Assuming the rest of the group is calm and orderly, begin resolving Jonathan’s scenario by using just the lightest techniques, such as *eye contact* and *patient waiting* only. That is, watch what Jonathan is doing, and get eye contact if he looks up. Only after a period of this patient waiting, therefore, would you become more active, such as by using the technique *proximity* to approach him directly.

In approaching Jonathan, if he doesn’t look up, touch or hold the toy to get his attention. (technique: *distraction*). When he looks up or otherwise reacts to your presence, remove your hand from the toy. Then, more patient waiting.

If Jonathan returns to mishandling the toy, use the technique *repetition* to distract again, and more patient waiting. If Jonathan speaks to you, such as by saying, “Buzz off”, use *reflective language* or *questioning* to provoke an active verbal interaction. For example, say, “You would like me to leave you alone?” Use the protocol *eye contact before talking*, if you choose to initiate further dialogue, such as by saying (questioning) “What are you doing?”. Continue with this distracting presence, until you can use a *clear direction*, such as “Come over here. Let me show you something.” or “Where does this go?” pointing to some other object Jonathan has out at the time. [It’s important to make no direct comment about the toy, following the protocol *no negative attention to misbehavior*.]

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is a sort of link between the old epoch of the past reality and the new future one that is being created through his present moment activity in the environment.

Link of Epochs

“The child must be considered as a point of union, a link joining the different epochs of history”

Dr. Maria Montessori
from *Absorbent Mind*, p.66

In scientific education, you remove the harmful projections of your adult personality by keeping your thoughts, words, and actions in close alignment with the child’s own perfect inner guidance of nature. This allows the child to effectively link the old epoch of conventional reality to a new future one in harmony with the infinite and eternal laws of nature. In this mysterious creative process, man’s future would emerge as a striking distinction from all that has gone before.

Man’s Future

“...if education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it for bettering man’s future.”

Dr. Maria Montessori
from *Absorbent Mind* p. 4

The reality of man’s future gradually emerges from the past as each individual child grows and interacts with others to ultimately come out as the language, culture, and society of a new epoch in human history. While these changes in reality are often too subtle to notice in the young child when they are actually being created, their outward effects will ultimately emerge in the form of new inventions, ideas, and customs in adult society. While these outer changes are taking place much faster than ever before, the deeper inner changes of man himself seem to be taking place at a much slower pace by comparison.

Scientific education, however, has been instrumental in a recent speeding up of man’s shift towards true natural being. For example, several key events stand out as significant markers in this process: discovery of the child’s true nature in 1907, the “individual child framework” in 1979 and finally a new technology for its precise practice in 2003. Now, using this knowledge, practitioners have precise practical tools to finally realize Montessori’s great hope for peace in the world.

Hope for Peace

“Our hope for peace in the future lies... in the normal development of the new man.”

Dr. Maria Montessori
from *Ed. And Peace* p.58

Dr. Montessori envisioned a hope for peace and unity in the future, which would naturally arise from her discovery

of the child’s true nature. However, during her lifetime, this hope was opposed and repressed by the chaotic violence of two world wars and a basic “mist and clouds” that surrounded Montessori’s understanding of scientific education itself. And even now, after so much amazing new insight and practical knowledge in the field, the work of creating her great vision of a new world still has many challenges and obstacles yet to address and overcome.

Creating the New World

“All humanity that works for the common good, even though it may not be aware of it, is creating the new world that must be the world of peace.”

Dr. Maria Montessori
from *Education and Peace*, p.115

The obstacles that are holding back Dr. Montessori’s future “new world” are as complex and variable as there are individuals engaged in the work of scientific education with children to bring this about. Among these obstacles are age-old prejudices, childhood fears, cultural beliefs, and doubts about the perfect nature of man. All these are deeply hidden in the human personality, and therefore hard to even recognize at all. Needed is an awakening of the sleeping consciences of humanity.

Sleeping Consciences

“Sleeping consciences are the greatest obstacle to true progress...the first and most difficult step towards social reform is to arouse this slumbering humanity.”

Dr. Maria Montessori
from *Secret of Childhood*, p.213-14

Montessori’s “new child” is still widely misunderstood or simply dismissed as impossible or non-existent to the great mass of humanity. “Waking up” to such a radical new reality, therefore, remains a remarkably slow and painful process for many. How to wake up humanity’s “sleeping consciences”, however, begins with small immediate steps we can each take on an individual basis with children in our own unique situation.

For example, use the “individual child framework” to practice seeing the child as an “unknown entity”, as if his brain were full of cotton wadding. Then, focus on the environment around this child, using the various techniques and protocols of the technology to conduct simple experiments, like *patient waiting* and *eye contact*, to remove any disorder you find there. With every small success, you will gain experience and confidence to try more. And soon you will come to recognize the larger possibility of a bright and hopeful future for humanity emerging in the world as well.

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The Montessori



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With fantasy scenarios, the drama tends to extend over time and take various unexpected directions. For example, Jonathan may start talking about his toy. If so, keep his conversation moving along, focusing on his feelings as much as possible [Fantasy is an escape from painful, unpleasant feelings towards reality. Focusing on the feelings will gently guide the child to face and resolve them through observation.] If painful feelings come up about home life problems, take the matter up with his parents to alert them to use the technology at home.

If you get stuck, confused, or don't know what to say next, move away and engage elsewhere with other children in the environment. When you are away from the children, use the *imagination-previsioning* (IP) technique to think about the problem, and prevision something different to try the next time you are in that situation.

When Jonathan becomes interested in work, he will readily obey a clear direction, to put the toy away for safe-keeping until it is time to go. Until then, focus attention on the light indirect approach that will ultimately bring Jonathan into a closer attachment to reality and his calm, orderly behavior. [See, *The Technology of Scientific Education*, p. 224 "Disengaging Fantasy" for analysis of a similar scenario.]

Trance-like Fantasy

2 ½ year old David is in his own little world of some deep, autistic-like fantasy trance. Although he moves his arms around in jerky, repetitive patterns, the teacher sees no other children or physical objects involved in this activity with him. When she approaches to get his attention, David gives no eye contact or any recognition that he notices her presence at all. What to do? Answer in *Observer*, November, 2023

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Future of Humanity

"Through long experimentation we have now arrived at...the possession of a key which can unlock for children the gates of a healthy and happy education. On our courage and perseverance in its use depends the future of humanity."

Dr. Maria Montessori
from *Discovery of the Child* p.330

On the surface, the future of humanity seems to depend primarily on the rich and powerful in the world. For you, however, the whole process of creating the future begins with what you choose to do and say with young children in your immediate life situation. So, you can either use the technology to follow the guidance of infinite and eternal laws of nature, or simply fall back to the safe, comfortable patterns of the past. On your decision between these two ways of being rests the whole future of humanity.

Evelyn in Nigeria

Since graduation from the IMS distance learning course, **Evelyn Onyekonwu** (IMS '22) has been building a new school in her home city of Asaba, Delta State, Nigeria. Touched by Evelyn's limited resources and commitment to this project, **Sally Korte** (IMS '15) decided to send her several extra pieces of classroom materials she had, along with some cash and a copy of Lee's book. But how to deliver this package from the USA to Nigeria?

By "accident", Sally found some missionary friends leaving for Nigeria who could transfer the package when they passed through Asaba. So, Evelyn waited for 2 1/2 hours with her motorcycle transport driver by the road where the pick-up was to be made. In this way, she received the package and held it on her lap for the motorcycle ride back to her home. Now, these materials are safe in Evelyn's school while she continues to complete building construction, enroll new students and use Lee's book to help her train the new staff person she has just employed.

For further information, contact Evelyn Onyekonwu, Joyful Haarlem School, Asaba, Nigeria. onyekaeve14@gmail.com

Laws of Chaos

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4. **You have what you have taken.** (CM) This law of chaos places you as a victim of circumstances, where the motivation of selfish greed prevails. For example, in any interaction with another, one must always win, and the other lose. By contrast, a law of nature follows the basic idea of cause-effect (karma). That is, you get what you give; "What goes around, comes around". In scientific education, give and take with a child is a harmonious exchange of value in every interaction.

Following "laws of chaos" will never achieve what you think you want in the end, because even the short-term value of some ill-gotten wealth and power will ultimately erode and disappear through fear of loss, feelings of mistrust, theft and eventual sickness and death. By contrast, following laws of nature will ultimately bring the real value and rewards of peace, happiness, and harmony in your own life as well as in the world as a whole.



Working with knobless cylinders at the Shalom Prince of Peace Montessori School in Augusta, KS.