



The Montessori Nomenclature OBSERVER

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



Children engage in math lesson at the Joyful Kids Montessori School in Brunei (Borneo, SE Asia)

IMAC News

The IMAC accrediting agency provides accreditation for Montessori teacher education programs that comply with broad, inclusive standards and criteria to assure their basic quality to the general public. Recent IMAC activity includes the following:

GEAR Institute

Bangalore, India

(Director, M. Srinivasan)

In August, 2009, the IMAC accreditation committee issued "Accreditation Withdrawn" to this program for failure to meet certain administrative requirements. The GEAR Institute was originally granted provisional accreditation by IMAC in 2007 for a two-year period of time. The GEAR institute therefore is no longer accredited by IMAC.

Center for Jewish Montessori (CJM)

Teaneck, New Jersey

(Director, Leigh Maller)

In 2009, the CJM institute submitted an application to seek IMAC accreditation for its Montessori teacher education program that aims to incorporate Jewish culture and tradition into its basic operation. The current status of their application is pending final review of its self-study report by the IMAC Generic Review Committee (GRC)

Patriot Politics

Liberty and Limited Government

The election of **Barack Obama** in 2008 as president of the United States has alerted many Americans to the danger of a socialistic take-over of their national government. Since early 2009, over 2,000 patriot groups have therefore been forming around the country to address this threat to freedom, focusing primarily on the process of electing patriot candidates running for congressional offices in November, 2010.

This new type of patriot politics is closely aligned with Montessori teaching since they both touch on fundamental principles of freedom in the context of commitment to laws of nature. This is the only political context that allows for true natural Montessori teaching. Outside the United States, other countries are also struggling with similar issues of repressive government control over Montessori teaching as well.

In December, 2009, Lee Havis initiated the *Patriot Vetting Committee* (PVC) to help patriot groups work together to endorse and help elect suitable government leaders. Lee states that "The PVC provides tools and guidance for creating a political context committed to principles,

Cont'd. on Page 4, Col. 3

Character Teaching Recent Progress

The *Character Teaching* (CT) project contemplates an initial consultation visit by Lee Havis to conduct IMS workshop training for teachers who will serve in this project. The initial training visit is being planned for Nepal and Ecuador, whose respective ministries of education have issued favorable written letters of support.

During summer, 2010, IMS submitted several proposals for initial funding of the project in these countries. They were sent to various international agencies that seemed most likely to support innovative approaches to overcome poverty through education. The CT project has also been active otherwise in a number of countries, such as the following.

Pakistan

In July, 2010, **Rana Afzal** (Okara, Punjab) joined the CT board, which now includes a total of five persons. Members are located in the main population centers of Lahore and Karachi. Rana will contribute his leadership skills and support as head of a major Pakistani organization of schools.

Cont'd. on Page 3, Col 3

Montessori Workshops

*Technology of Montessori Teaching
in the Scientific Approach to Normal Being*

Kuala Lumpur, Malaysia

November 20-21, 2010

Jakarta, Indonesia

November 27-28, 2010

The IMS workshop features Lee Havis, IMS executive director, presenting the unique technology of scientific true natural Montessori teaching. Using the IMS technology allows anyone to follow this approach to bring about the child's true nature as discovered by Dr. Montessori in 1907.

Early registration and group discounts

To register and obtain more information, contact:

International Montessori Society (IMS)

<http://imsmontessori.org>

tel. 301-589-1127

havis@imsmontessori.org



Nomenclature

by Lee Havis

"...a special opportunity for training in clear and exact speech occurs when lessons are given in the nomenclature relating to the sensorial exercises."

Dr. Maria Montessori

from **Dr. Montessori's Own Hand**, p. 124

Nomenclature relates to the aspect of Montessori teaching that helps children associate words with various objects and concepts in their environment. In the IMS technology, the *nomenclature* lesson is one of three distinct types of interaction to control the environment, by following laws of nature. Each one of these interactions, *nomenclature*, *sensorial introduction*, and *resolving misbehavior*, has its own unique purpose and format. The *nomenclature* lesson incorporates the three-period method that **Eduard Seguin** used and described in the 1800's as part of his scientific education to improve the learning and academic development of retarded children.

Seguin's Method

"I have found that Seguin's method for obtaining an association between an object and its corresponding term in teaching defective children is also very useful for those who are normal."

Dr. Maria Montessori

from **Discovery of the Child**, p. 156

Dr. Montessori adopted Seguin's three-period method into her approach with children from the very beginning in 1907. The IMS technology likewise incorporates this method into its nomenclature lesson presentation for helping children learn certain aspects of the surrounding culture. The lesson consists essentially in a specific verbal procedure for describing differences in a particular material or piece of work.

Describing Differences

"...a teacher...intervenes to enlighten a child who has already succeeded in distinguishing differences through his own spontaneous efforts. It is then that she can...provide him with the words to describe the differences he has perceived."

Dr. Maria Montessori

from **Discovery of the Child**, p. 155

The *nomenclature* and *sensorial* lesson presentations both start by identifying the child's interest in the work. Then, the teacher takes that work off the shelf to a table or rug to make the actual presentation. The sensorial lesson, however, is limited to just showing the physical handling of some piece of work. By contrast, the nomenclature lesson employs a special verbal procedure to bring out some distinction in the materials, such as "smooth" or "rough", or "red" or "blue." Ideally, there are three separate objects to describe these differences, such as "red," "blue," and "yellow."

The nomenclature lesson procedure begins by showing the objects individually by

themselves. For example, the first step (1) shows one object by itself, saying "This is...(red)." The second step (2) has the three objects in a row in front of the child, and the teacher saying "Show me...(blue)," "Show me...(red)" and so forth. During this stage, the teacher mixes up the objects and repeats the question until the child can point to each one correctly every time. Finally, in step (3), the teacher prompts the child to verbalize the distinction by asking "What is this?"

This same three-step process applies to describing differences with many types of objects, concepts, and subject matter. With young children, the nomenclature lesson is especially useful to help develop articulate spoken language.

Spoken Language

"The development of articulate language takes place between the age of 2 1/2 and the age of seven...it is only at this age that it is possible to acquire all the characteristic modulations of a language which it would be vain to establish later."

Dr. Maria Montessori

from **Montessori Method**, p. 315

Dr. Montessori discovered that young children have a unique sensitivity to language while their absorbent mind is active from birth to about age 7. By the age of about 2½, children have normally mastered spoken language, and are then eager to learn written language skills as well. So, you must be prepared to offer suitable nomenclature lesson presentations in reading and writing.

Written Language

"The analysis of the transient is impossible. The language must be materialized and made stable. Hence the necessity of the written word represented by graphic signs."

Dr. Maria Montessori

from **Montessori Method**, p. 319

Young children readily become interested in written language by watching the reading and writing activity of others in the environment. Parents and teachers can also stimulate this interest by reading to children in a friendly, cooperative manner. In this way, children very soon take a keen interest in learning the basic mechanics of reading by about the age of three.

Reading

"...reading is the interpretation of an idea from the written signs."

Dr. Maria Montessori

from **Montessori Method**, p. 296

Given the opportunity, young children quickly come to recognize the value and

power of reading on their own. The nomenclature lesson responds to this interest in reading by showing how the written letter symbols associate with their corresponding common phonetic sounds. Following the protocol *basis of interest*, you must therefore be prepared to provide suitable lessons in this area whenever a specific child is ready.

Basis of Interest

"A child can find an intense intellectual interest in being able to represent a word by putting together the symbolic symbols of the letters of the alphabet."

Dr. Maria Montessori

from **Discovery of the Child**, p. 215-16

Young children show a basis of interest for a nomenclature lesson with letter-sound knowledge in very specific ways. For example, the child might ask a question, such as "What does this say?" (reading)

Cont'd. on Page 3, Col 2

**Look for the
November 2010 Observer
featuring
*Perceptual Mistakes***

ISSN 0889-5643

The Montessori Observer

Published by
INTERNATIONAL MONTESSORI SOCIETY
Tel. (301) 589-1127
havis@imsmontessori.org

Worldwide Web:
<http://imsmontessori.org>

Lee Havis, Executive Director

The Montessori Observer is mailed four times each year, in March, May, September and November, to Society members throughout the world. The purpose is to provide news and information about the Society's work in Montessori education, and to extend awareness of Montessori principles 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 Society's purpose is to support the effective application of Montessori principles throughout the world.

IMS ADVISORY BOARD

Elizabeth Hainstock, Educator, Author
John Bradshaw, Author, Public Speaker

SUBSCRIPTION

Subscription to this Observer publication may be obtained by requesting Society membership, which is open to all individuals for a \$30 annual fee. Associate schools, \$35 annual fee. Society members also receive a subscription to the Montessori News and other membership benefits.

IMS ON THE INTERNET

An on-line IMS discussion group, intmonsoc (International Montessori Society) is available for anyone to join at no charge.

To subscribe to this list, send an email to - intmonsoc-subscribe@yahoogroups.com, and then follow instructions to request placement on the list.

Copyright © IMS, 2010

Moment of Peril

by Lee Haviv

Helping Others

In this *moment of peril*, the teacher's problem is controlling the behavior of her staff assistant (See *Observer*, May, 2010). Although the teacher is quite skilled in her own direct interaction with the children, she is unable to adequately help the assistant correct the serious mistakes she is making in the environment. The central problem then is a matter of controlling the "adult personality" as it relates to the teacher's relationship and communication with her assistant.

The teacher's personality of abandonment-negativity is an obstacle here. Sometimes, she abandons the assistant to make mistakes without correction or accountability. At other times, she negatively judges the assistant so harshly as to bring about a defensive power struggle reaction.

Resolving this bi-polar personality expression requires first seeing the situation from the assistant's point of view. Then, the teacher must gently guide her to see and correct her mistakes in an objective, impersonal manner. In this situation, a four-step process is particularly useful: (1) establish a basic communication by following the protocol *be friendly, get acquainted*, (2) point out something positive in the assistant's behavior with children; (3) gently identify some key error at issue; and (4) agree to work through a plan for its correction. Using this process, the assistant will be using the *Imagination-Previsioning* (IP) technique to prevision a solution and then try it out in the actual real-life situation.

Besides the 4-step process, it is important for the assistant to practice the principle "Observation" by watching your Montessori teaching with the children. Later, the teacher and assistant must discuss the observation to apply what was learned in practice with children.

The teacher's calm, patient, and objective communication with the assistant will gradually resolve the problem, and help improve positive communication with parents and other adults involved with the environment as well. This wider community of support for true natural Montessori teaching will have an excellent effect on the children to support their long-term success and progress in expressing their true normal development.

Cont'd. on Page 4, Col. 2

Nomenclature

Cont'd. from Page 2, Col. 3

or "How do you make this letter?" (writing) Another *green-light* signal for interest is less direct, just by the child's touching the letters while looking at the teacher. Whether the language sequence is reading or writing first, the basic nomenclature lesson proceeds essentially the same in every situation.

Language Sequence

"Touching the letters and looking at them at the same time fixes their images...seeing will be employed in reading and touching in writing. According to their different types, some will learn how to read first and others how to write."

Dr. Maria Montessori

from Discovery of the Child, p.198

In the Montessori environment, letter-sound knowledge is incorporated into materials that have the letters written on separate cards. Traditionally, the letters are made out of sandpaper to enhance the child's interest in learning their shapes through tracing. Ideally, these sandpaper letters are maintained in a single container on the shelf to help children appreciate their unitary nature and purpose.

At the shelf, the teacher begins the lesson by saying, "Let me show you this," and then carries the letters to the table where she will actually show the specific work. Then, she takes them out and lays them in front of the child, one at a time. Beginning with the "c" "u" and "p" is especially useful since these letters can easily form phonetic words, such as "up" and "cup."

Phonetic Words

"It is not necessary to teach all the vowels before passing on to the consonants; as soon as one consonant is learned, it is immediately used with words."

Dr. Maria Montessori

from Discovery of the Child, p.212

With sandpaper letters, the steps are (1) "This is..." (2) "Show me..." and (3) "What is this?" At the end of step 3, lay out the letters in order to make the phonetic word "up." Then, prompt the child to say the individual letter sounds in order. Finally, blend them together by saying "faster" and "smoother" until the child verbalizes the word "up" to recognize its meaning. Once children acquire the basic concept that the letters make sounds, and sounds together make words, they normally advance quickly on their own.

Written Symbols

"Once...children grasp the principle that each sound of the spoken language can be represented by a symbol, they advance on their own."

Dr. Maria Montessori

from Discovery of the Child, p.218

With some children, just a single lesson may be enough to start them on their own independent further learning with others. However,

Cont'd. on Page 4, Col. 1

Character Teaching

Cont'd. from Page 1, Col. 3

The Pakistan board's primary current goal is to obtain a letter of support from the country's ministry of education. In addition, individual board members are seeking to gather interest for a fee-based IMS workshop training as well.

Ecuador

Sol Acosta (Quito, Ecuador) recently became the fourth member of the CT board in this country. She joins the board as head teacher of a school sponsored by a native cultural organization, known as *Comuna Tola Chica*. This NGO recently submitted its letter of support for the project, and will likely serve as a key element in the project's initial operation.

Nigeria

Erinma Kanu, director and owner of the *Tenderminds International School* (Port Harcourt), joined the CT board in May, 2010. Her school is currently recognized by IMS as a Montessori school, and has submitted its letter of support on behalf of the CT project.

Another CT board member, **Erika Ereku**, has been active organizing a meeting of all board members in the country. She is also seeking to coordinate interest for several fee-based IMS workshops in Nigeria.

India

Velandi Thangavel (Chennai, TN) joined the CT board in July, 2010. His background is extensive in dealing with social problems in the southern region of India. Since 1972, he has served as a social worker and project organizer for the rehabilitation of oppressed women and children.

Another board member, **Sudev Suchan** (Karnataka) has been helping to coordinate communication among the 11 board members in the country by establishing an on-line discussion list for project board members. In addition, Sudev recently met with the administrative head of his state to discuss his support of the CT project. The immediate goal of these efforts is to obtain a letter of support from the Indian government.

Nepal

On August 10, 2010, **Ratna Maya Awal**, CT board member in Kathmandu, met with a number of persons from her NGO and the Ministry of Education to discuss planning for the initial consultation visit. At the meeting, it was decided to send notices about the project to certain schools, and to recommend the best location for conducting a model Montessori school program.

Return Service Requested

9525 Georgia Ave. #200 • Silver Spring, MD 20910 USA

Non-Profit Org.
U.S. Postage
PAID
Permit No. 3875
Silver Spring, MD

OBSERVER
The Montessori



Nomenclature

Cont'd. from Page 3, Col. 2

you can also help this learning by adding various exercises in letter-sound knowledge and the more advanced phonetic rules. In addition, your ordinary speaking with children will provide spontaneous nomenclature lessons as you associate words with the various objects and concepts they represent.

Speaking to Children

"Since children are so eager to learn and so burning with love, an adult should carefully weigh all the words he speaks before them."

Dr. Maria Montessori

from **Secret of Childhood.**, p.104

Spontaneous nomenclature lessons arise with children in many ways. For example, you may point to a picture of a "horse" while speaking to children about that specific subject.

Nomenclature lessons may also arise in the process of interacting to resolve misbehavior. However, here, you must carefully regulate your language by using only "safe words" to avoid negative or confusing terminology. With older children, the nomenclature lesson becomes more complex as you help children gain a total knowledge of a wide range of advanced cultural subject matter.

Total Knowledge

"The world is acquired psychologically by means of the imagination. Reality is studied in detail, and then the whole is imagined. The detail is able to grow in the imagination, and so total knowledge is attained."

Dr. Maria Montessori

from **Childhood to Adolescence**, p.34

After the age of about six or seven, children lose their unique sensitivity to

language, gaining instead new faculties for imagination and abstract reasoning. Now, nomenclature lessons serve to associate great, expansive ideas with terms that children use to build a network of knowledge about the total interrelated functioning of the universe. At any age, therefore, the nomenclature lesson helps children learn in a normal, self-directed manner at their own particular level of experience, interest, and understanding.

Moment of Peril

Cont'd. from Page 3, Col. 1

Confronting Authority

The new, inexperienced assistant teacher here has been placed under the authority of an extremely controlling, judgmental head teacher. Whenever the assistant makes the slightest mistake, the head teacher becomes extremely angry, judgmental and argumentative. At times, she is even harsh and judgmental about the assistant's behavior which is not actually wrong at all. At home, the assistant's husband is even more harsh and hostile to any Montessori teaching she attempts to conduct with their own young children. What to do?

Answer in Observer, November, 2010



Children engage in Practical life, art design work at the Joyful Kids Montessori School (Brunei)

Patriot Politics

Cont'd. from Page 1, Col. 2

over personalities and issues. The PVC website, <http://patriotvoting.com> includes a restricted access state page for PVC-affiliated groups to work in a secure setting to evaluate and compare candidates in a consensus-building manner. In Tennessee, for example, the PVC vetting approach was employed to unify some 25 groups to endorse a single patriot candidate for governor."

The PVC vetting approach is to identify a single coordinator for each state to launch a 'flight plan' for vetting that will, hopefully, include all offices in the state. This effort will continue on a regular basis after the 2010 elections to engage the many obstacles to creating liberty in society through patriot politics. For more information, contact the Patriot Vetting Committee (PVC) at its web-site: <http://patriotvoting.com>; E-mail: lee@patriotvoting.com