

2



Renilde
Remembered

5



New Trainers and
Auxiliary Trainers

7



AMI Courses,
Current and New

12



Signing up for
Affiliation

15



Update on Corner
of Hope, Kenya

20



Amsterdam
Save the date
13 April 2013

Contents

1 Editorial

2 Renilde Remembered

5 Who are the AMI Board

6 New Trainers and Auxiliary
Trainers, & Seminar Format

7 AMI Courses, Current and New

12 Signing up for Affiliation

15 Corner of Hope Project, Kenya

16 Unesco Page and News

18 Montessori Passion Montessori
Fashion

19 Montessori Summer Seminar
Amsterdam

20 Calendar

21 AGM—Visual Impressions

22 Books from the Montessori Pierson
Publishing Company

23 A Dynamic Archive:
Finds at AMI and in Your Attic!

24 Back Page

"For the child's potential to be achieved, its educators must have acquired the disciplines of peace and these can only be attained when the source of their pursuit is unconditional love of the earth, of the natural environment and of the material and spiritual constructions of humanity." Renilde Montessori

Editorial by Lynne Lawrence

Perhaps some of you are enjoying a small fall break, before the days really start to shorten. Our Amsterdam trees have taken on a golden coat, shaken by the occasional quirky autumn winds. We could easily fill as many paper leaves on Montessori news, as the ones that fly past our windows in such upward motion.

So many exciting projects are evolving or being planned, that it is a privilege to be a part of such a vibrant community. More and more people realize that they themselves are AMI. It is their energy and ideas that push us forward, help form alliances and create the future. Thanks to these efforts the goals of our Strategic Plan are being realized, fertilizing the soil for more Montessori.

The International Congress in Portland, Oregon next year—while traditionally under the auspices of AMI—is enjoying support from many groups. With registration just open, make sure you do not miss out on the Early Bird rates. <http://montessoricongress.org/about-the-congress/registration/>

Our growth is also made possible by the increasing number of AMI trainers that graduate from the Training of Trainers Programme. They help us venture into old and new territories. For an update and new faces, see page 5. New graduates, thank

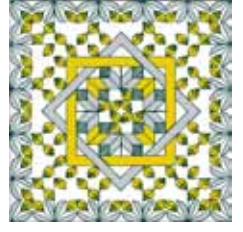
you for bringing Montessori forward and enabling the expansion of our courses!

In the spirit of Renilde Montessori, we are raising the profile of Educateurs sans Frontières (EsF) outreach or community type projects: we also recently presented EsF to Unesco, see page 16. Additionally, we are stepping up our efforts to identify charities that feel connected to the EsF mission and would consider contributing to deserving projects.

Renilde's voice resounds on pages 3 and 4 where she outlines our shared heritage. We will celebrate her life during the Annual General Meeting in Amsterdam on April 13, 2013, and hope you will mark your calendar.

And finally, a very warm welcome to all our new students, enrolled in our many courses across so many continents. We hope you will be enriched by your training and will feel connected to the Montessori community at large. We look forward to building a lasting and rewarding relationship with you, as you will be constructing the new Montessori foundations, whether you will use Montessori in or out of the classroom.

Remembering Renilde



Renilde Montessori, youngest granddaughter of Maria Montessori died peacefully in Spain on September 14.

Born in Barcelona in 1929 to Mario Montessori and his American wife Helen Christy, Renilde was part of an at times “itinerant” family that revolved around the work and ideals of Maria Montessori: she was destined to become a true citizen of the world, and an eloquent multi-linguist.

As a young girl she attended a Montessori school in Barcelona. In 1936 the family had to leave this town, due to the uncertain times caused by the Spanish Civil War. Eventually the Netherlands became their new permanent home, where Renilde was a pupil at Montessori’s lab school in Laren. During her teens she studied at the Montessori Lyceum Amsterdam, the first Montessori school for secondary education. Those early years in the Netherlands must have been eventful: her father left with Maria Montessori to give a course in India, not to return for another six years, due to the outbreak of the Second

World War—something which Renilde also experienced living in occupied Holland.

In 1946 Maria and Mario Montessori returned to Europe from India but soon went back to that country to give more courses, and on this occasion Renilde accompanied them, auditing her grandmother’s course in Adyar.

With Montessori philosophy part of her genetic make-up, a new career in Montessori was inevitable. In 1968 she started working together with her father Mario as his personal assistant. She obtained her primary diploma from the Washington Montessori Institute in 1971 and worked as much sought-after

In 1995 she accepted responsibility for the running of AMI, when she took on the position of General Secretary at the head office in Amsterdam, and later in her role as President of AMI. It was a challenging time when our community turned to Renilde for inspiration and vision which she generously gave. It is a legacy for which we are still thankful, and on which we can continue to build.

One of Renilde’s initiatives gave new meaning to

Dr Montessori’s vision—the creation of the Educateurs sans Frontières (EsF) programme, which has grown into a vibrant pillar of AMI’s work. She brought us back to the ideals of San Lorenzo, and stressed the importance of placing that inheritance in a contemporary context.

She saw the Educateurs as educators without boundaries, “able and willing to go where their presence is required. Never to intrude, not to indoctrinate, but to help and encourage others to learn, to rediscover the wise and ancient plan for wholesome growth with which all humans are endowed.”

Renilde also recognized the need for dynamic



In her young adult life she sought a career outside of education. She trained as a personal assistant, travelled the world as an air hostess, worked as a script girl on European film sets, married and became the proud mother of two sons.

speaker, AMI lecturer, trainer and examiner. She went on to become a Director of Training at the Foundation for Montessori Education, Toronto, Canada, a centre which she had helped establish.

conservation of the Montessori archives. Under her guidance, AMI took the initial steps in the Archives Project, with a view to preserving Maria Montessori's writings and enabling research to be carried out.

She shared her grandmother's dream of establishing a research centre and Montessori university. She encouraged the establishment of the Montessori-Pierson Publishing Company to work closely with AMI to bring out new material, in addition to ensuring that the well-known Montessori books are kept in print.

At the Annual General Meeting on April 13, 2013, in Amsterdam, AMI will honour Renilde Montessori as a true ambassador of Montessori and for her contribution to the work of our Association. It will be a celebration of her life.

The following words from Renilde marked the end of the AMI Trainers Meeting in 1992: they sum up the traditions from which she hailed and how she envisioned the Montessori role and future.

Closing Remarks

1992 International Trainers Meeting

Renilde Montessori

We are the last of the third generation Montessorians, the ones who knew and worked with Mario Montessori, some who knew and worked with Maria Montessori, the few left who were touched by their presence. It is therefore incumbent upon us to find a way of perpetuating the essence of what they taught and lived for.

It is AMI's mandate to follow and maintain Maria Montessori's vision of education as an aid to life, keeping it vital and inspired.

Maria Montessori left clear, explicit guidelines to last as long as the human species lasts. The beauty of her pedagogy is that it is rooted in life, in reality, and thus not bound in any time, to any space. It is not merely adequate for a certain historical period, a certain race, a certain social class, for children of just such geographical regions and no others. It is timeless, and universal.

On the other hand, a condition to following her vision appropriately is absolute awareness of time and space, and the capacity to see ourselves objectively, in our own particular place and moment, as ephemeral, significant, essential bits, intelligent cells in the evolutionary plan.

There are instants in our existence when this awareness is acute—when, with deep contentment,

we know ourselves to be transient beings, complete unto ourselves, intrinsically a part of the universe, of the earth that brought us forth, to which we shall return. These inklings of ourselves in some eternal order come sporadically, unexpectedly; often, for some inexplicable reason, in the solitude of a city at night.

Very early this morning, I looked out of the window, down into the quiet, empty street, silent in the lamplight, and upwards to the profound blackness of the sky. Across, the sedate domesticity of lace curtains in the windows, and further down the great Amsterdam Concert Hall, comforting and still; above, the brilliant, distant stars. A cat sat on the sidewalk, paws tucked under, tail curled around, immobile. Two life forms, the cat and myself, caught in a frozen second of infinity, in perfect compliance with our condition.

It is necessary to perceive a bond with all living things, to accept the divinity within ourselves so that we may recognize it in all others.

In a restaurant some months ago I sat near a large aquarium. A gentle, venerable lobster sat by me, leaning against the glass, waving its many feelers and antennae in what surely was a slow and stately message of companionship. Who am I to deny a lobster consciousness? Anthropomorphic or not, I choose to think that the moment of delicate friendship between the lobster and myself has meaning in the greater scheme of things.

In Mario's beautiful legend lies a further lovely guideline for our pursuit of truth as proposed by Maria Montessori. We must realize that revelation is our most sacred source of knowledge, otherwise we shall never inspire. Revelation is not a divine gift—it does not come without preparation, indeed, it is invalid without patience and perseverance. Maria Montessori, as a great scientist and a great worker, had cause to trust her revelations and, not without close and careful scrutiny, did.

To be true Montessorians, scrutiny is necessary. Constant, steadfast, profound scrutiny of, first and foremost, her work, her teachings. Also of universal wisdom, past and present, of the sciences and the humanities and their evolution, without, however, trying to adapt or fit her pedagogical principles into any contemporary framework. To endeavour to reduce her grandiose vision to the measurable is a crime—it is to kill a glorious living thing so we may dissect its corpse.

To maintain and perpetuate Maria Montessori's unique, enlightened view of education, we must seek within, and find, and celebrate that inherent delight in life, in existence, in our world, our universe, our cosmos; we must confirm the awe, reverence and joy that are the true basis of all knowledge and understanding.

Again—where do we go from here? During her life Maria Montessori had a dream. She dreamt of a centre where the entire body of her work in all its material and

ideological expressions could be contained, perpetuated, studied, pursued and made manifest. Several times in her long existence she founded the beginnings of such a centre, but hers was not a peaceful era where any degree of permanence could prevail. Wars and exile interfered and when, perhaps, such a place could have come into existence, her own life came to an end.

I remember once when we were driving in the mountains in India, we came to a green and peaceful hilltop, misty and enchanted. 'Ah', she said, 'this would be a good place to build our ashram.'

She did not build her ashram, but we could do it for her. We could commit ourselves to this dream of hers, finding a green and peaceful place to found a centre for her work to be studied, and her pedagogy to be taught at all levels. Above all, a place to create perfect prepared environments for children of all ages, allowing us to "follow the child" under the best possible conditions.

This would give AMI a very definite aim and purpose, adding new meaning to its mandate and existence, making it truly a universal centre for Education as an Aid to Life.

Legacy, Inspiration, the Future



AMI's 2002 Christmas Card
Designed by Renilde Montessori

Who are the AMI Board ?



Guadalupe Borbolla
Outreach & Development

Guadalupe (Mexico) has all three AMI diplomas: 0-3, 3-6 and 6-12 and is a trainer at the 3-6 level. In addition, she has participated in the Adolescent Orientation Studies offered by NAMTA. With an MEd from Loyola University and degrees in political science and special education, she is well equipped to take a broad view of all the developments in which AMI is presently engaging.

Peter Davidson
Affiliated Societies Representative



Peter (USA) is the AMI representative for affiliated societies. Peter was the founding board president of the Montessori Administrators Association (MAA) in 2007. He is also the founding head at the Montessori School of Beaverton, an AMI school in Portland. He currently serves as a consultant for Montessori in Redlands, an AMI school in Southern California, and recently became involved in a Montessori project in Gaza.



Philip O'Brien
Memberships

Philip (Ireland) is a former UNICEF Regional Director and Senior Programme Officer in UNICEF's Office of Emergency Programmes, responsible for operational and policy support to UNICEF offices working in crisis situations. He is currently Executive Vice President for Communications Advocacy and Development at the Elizabeth Glaser Pediatric AIDS Foundation. Philip has a Master's in Economic Science from the University of Wales, Swansea, U.K.

Molly O'Shaughnessy
Pedagogy



Molly (USA) is an AMI teacher trainer, lecturer, consultant, and international speaker. She is Director of Training at the Montessori Training Center of Minnesota (MTCM) since 1996 and was a founding board member of the Minnesota Children's Museum, chairing the capital campaign to raise funds to open a new facility. Molly also raised funds to establish 'Cornerstone', a school for low income families, and her Training Centre offers many outreach programmes.



André Roberfroid, President

André (Belgium/France) is the President of the Association Montessori Internationale, and former UNICEF Deputy Executive Director for Programme and Strategic Planning. With André as President, AMI has implemented a 10-year strategic plan with

one of the goals being the global expansion of Montessori early childhood education programmes. André travels widely promoting Montessori education and is a passionate speaker.



Lynne Lawrence, Executive Director

Lynne (UK/Netherlands) has held this position since 2007. Her background in Montessori education spans over 35 years, which included being Director of Training and Schools at the Maria Montessori Institute in London. Lynne has

huge experience with outreach projects, particularly in Africa, where she has supported and initiated projects in Tanzania and Kenya. Lynne holds a BA in the humanities and is a Fellow of the RSA (Royal Society of Arts).



Mary Caroline Parker
Humanitarian & Child Advocacy

Mary Caroline (USA) is Head of School at The Barbara Gordon Montessori School in Colleyville, Texas. She holds the AMI 3-6 diploma, a BA in Latin American Studies, a JD from American University, and an MEd in Montessori Integrative Learning from Endicott College. She serves on the EsF Working Party, and the boards of the Montessori Institute of North Texas (MINT) and Neighbors United, operating East Dallas Community School and Lindsley Park Community School, public Montessori schools, and Bachman Lake Community School.

Ian Stockdale
Treasurer



Ian (U.K.) is Head of Personal Banking, London Branch, Danske Bank Group. He previously worked for National Australia Bank in corporate and property lending and has extensive experience in financial services. He is interested in exploring creativity, innovation and change with his clients. Ian has a BA in Economic History from the University of Leeds, and an MBA in Financial Services from Sheffield Hallam University.



Maria Teresa Vidales
Transitional

Maria Teresa (Mexico) is an AMI Director of Training at the Assistants to Infancy Level. She has directed courses in Dallas, Texas, China and Australia. Maria Teresa serves as AMI examiner, consultant, lecturer, and workshop leader. She also co-directed the Assistants to Infancy courses in Japan and San Diego, and collaborated with the course in Denver. Maria Teresa also holds the AMI Primary diploma. She has operated a school in Mexico since 1989, and has been working with children close to thirty years.

Randi Yoder
Funds Development



Randi Yoder (USA) advises AMI on funds development. Her expertise in that field is extensive. She is SVP Development and Chief Development Officer at MPR/ American Public Media. She worked at United Way in St. Paul, Minnesota, where she oversaw Donor Relations, and giving and special initiatives. Randi was president of Yoder Henley Development Resources, giving professional advice and counsel to non-profit organizations. She is a graduate of the American Graduate School of International Management.

New AMI Trainers and Auxiliaries

Congratulations and well done!



Connie Black
3-6 trainer,
USA



Brenda Gonzalez
3-6 trainer
Mexico



Dolores Herrera
3-6 trainer
Mexico



Elise Huneke
6-12 trainer
USA



Coral Ruiz
3-6 trainer
Mexico



Rebecca Dallam
6-12 auxiliary trainer
Australia



Carmela Fierro
6-12 auxiliary trainer,
Mexico



Angela Gerstein
6-12 auxiliary trainer
USA



Nathalie Justine
3-6 auxiliary trainer
France



Karey Lontz
0-3 auxiliary trainer
USA



Neelima Mhaskar
3-6 auxiliary trainer
India



Jamie Rue
6-12 auxiliary trainer
USA



Mirani Smith
3-6 auxiliary trainer
USA



Vikki Taylor
3-6 auxiliary trainer
U.K.

We wish you all much joy and satisfaction in your work

The Seminar format is here to stay

Realizing the urgency to have more fully qualified AMI trainers in order to meet the increasing demand for AMI courses, in 2008 the Seminar Format at the Primary level was introduced. This format offers ample opportunity to work with fellow trainees on the programme, and is proving to be very productive, both for trainees and the Training Group that coordinates and oversees the training. The work of AMI's training group truly remains a unique set-up, and we deeply thank all the colleagues who work with such commitment to help the programme grow, whilst ensuring all our quality requirements are met, and refined.

0-3

The current seminar cycle is preparing trainees for the Assistants to Infancy level (0-3). On Maria Montessori's birthday (31 August) the group sent us a photograph of themselves with a card board photo of Dr Montessori, indicating she was "very much present in spirit and taking a keen interest in this gathering."

6-12

The next seminar cycle will prepare trainers at the Elementary level, and will start next autumn, October 2013. For details have a look at the AMI web site: www.montessori-ami.org or simply write off to Brenda for more background, trainingoftrainers@montessori-



Catching up on Courses ...

Some highlights from across the world

Started, Starting, Planned and Proposed

AMI is pleased to announce the following courses at new training centres: Vienna, Austria (3-6); Osaka, Japan (3-6); Santiago de Compostela, Spain (3-6); Barcelona, Spain (0-6); and Greenville, South Carolina, USA (3-6).

Training centres expanding their training programmes at additional levels to start next year are: Toronto, Canada (6-12); Kohn Kaen, Thailand (6-12); San Diego, California, USA (6-12); Portland, Oregon (6-12) Houston, Texas (3-6); and Milwaukee, USA (3-6).

Proposals and initial requests have been received from: Geneva, Switzerland (6-12); Bucharest, Romania (3-6); Prague, Czech Republic (0-3) & (6-12); Hyderabad, India (3-6); Paris, France (0-3); and India, Mumbai (0-3); Denver, USA (3-6).

The AMI Scientific Pedagogy Group is also following with interest the possibility of establishing AMI programmes in: Russia (3-6); Turkey (3-6); Mexico (6-12); Cape Town, South Africa (6-12); Norway (0-3); and USA, Arizona (6-12).

Full information on regular and upcoming courses can be found on the AMI web site. (www.montessori-ami.org)

Festive Events in Vienna

"Double Coup"! Launch of the first AMI Vienna Teacher Training Course and Celebrating 25 Years of Montessori

October 20 was a milestone in the expansion of Montessori in Vienna, Austria. The International Montessori



Trudy Dekleva and Julia Dekleva-Leko: instrumental in being able to celebrate these two achievements

Preschool Vienna and the Vienna Montessori Institute jointly celebrated the start of the first AMI Vienna Teacher Training Course in October 2012, together with the 25th anniversary of the reintroduction of Montessori to the Vienna school-scape in September 1987, in which the IMP played a pivotal role.

Inspired by the fact that Maria Montessori referred to her ideas as "scientific pedagogy", the celebration was appropriately hosted at the Academy of Sciences in Vienna, and the room was filled to capacity.

Julia Dekleva-Leko, Director of Studies at the IMP, gave a brief outline of the history of Montessori in postwar Vienna, where a fifty-year absence of Montessori came to an end with the opening of Vienna's first Casa in 1987.

AMI President André Roberfroid was among the distinguished speakers of the evening and paid particular attention to Montessori in the 21st century. He stressed that twelve years into the millennium Montessori is well prepared, and that it is the duty of the millennium to embrace Montessori's perennial teachings which, for more than a century, continue to provide a rich and inspirational alternative education the world over.



A stylish addition to the evening was a delightful performance by members of the Chamber Orchestra Klangvereinigung Wien, whose music made the evening in the heart of Vienna's first district that much more special. Felicia Gulda, the young lady with the

musicians, graduated from the International Montessori Preschool Vienna in 2005 and is pursuing a musical career.

Lilian Bryan, Director of Training of the Vienna Montessori Institute, welcomed the students on the 2012-13 academic year, and spoke about expanding the role of Montessori education in the world.

Following the formal speeches, Gregor Dekleva, Master of Ceremonies, gave a powerpoint presentation of Montessori in the classroom, after which guests were invited to gather in the courtyard of the academy to toast Montessori on this Silver Jubilee occasion and opening of the AMI Primary training course.

The Vienna Montessori Institute is housed in the landmark Fabiani House in Vienna's 3rd district.
<http://www.amicoursevienna.com/>

Sowing Seeds for Full AMI Courses

Prague

A 4-day workshop attracted some 60 participants, who were introduced to the basics of the Assistants to Infancy Course programme by AMI 0-3 trainer, Patricia Wallner. It was an enthusiastic group, many of whom expressed interest in following an AMI A-I diploma course in Prague in the future.



Uruguay

was “put on the AMI” map with our first ever activity there. Auxiliary Trainer Cristina de León gave a Children’s House Assistants Course hosted by La Scuola Italiana de Montevideo. Many of the students worked in the school itself, whilst others came from different locations in Uruguay. Also participating were several people from Argentina. Cristina is planning to follow up this first Assistants Course with a second one, and eventually it may be possible to realize an AMI Diploma Course in this new territory.



Building the Pink Tower is an inspirational US initiative to propagate Montessori and stress the importance of engaging all parties involved in a child’s life.



We quote from the web site <http://buildingthepinktower.org/montessori>

“Building the Pink Tower is a feature-length documentary film that opens our eyes to what Montessori education means today. With the help of educators, neuroscientists, families, and children, it answers our most challenging questions about what children need.

Most of all, Building the Pink Tower will allow us to see how the building blocks of rigorous teacher training, carefully prepared environments, deep respect of children, and warm and inclusive communities, fit together to support children in our changing world.

From this solid base, we can work to build education that inspires children and prepares them for life.”

How new courses fared ...

AMI course in Greece, and some history

Irene Fafalios



In 1916 the Queen Mother of Greece, Queen Sofia, keen to improve the living conditions of the very young, set up a kindergarten in Athens which was later to become a Model Montessori Nursery School. Even though Dr Montessori had a signed photograph of Queen Sofia in her study, we are not sure whether the two ladies actually met, or whether Queen Sofia's interest in Montessori had arisen from visiting Montessori schools in other European capitals. In either case, the Queen Mother was a convinced and dedicated supporter of Montessori, eager to introduce the method to her country.

Towards this end, in 1921 Queen Sofia invited Prof. Stilianopoulos to come from Smyrna and train Montessori teachers in Athens. (One can only assume that he had received Montessori training of some kind, but what exactly, we do not know.) The kindergarten that had been set up by the Queen housed the first Montessori Training Centre in Greece. Unfortunately, only 40 days into the course, Prof. Stilianopoulos was recalled to Constantinople and so lessons came to a halt and the course was terminated. Queen Sofia contacted Montessori, who was in Spain at that time, asking whether she could send someone to Greece to train the young teachers who had been selected. Montessori recommended Caterina D'Erginiu Caterinici. So in January 1922, Caterinici arrived in Athens (most probably from Romania). The course, inaugurated by Queen Sofia and other members of the Greek and Romanian royal families, was attended by 30 young girls, in their last year of high school, who had been chosen in order to go out once their training had been completed and direct schools in the provinces and on the islands. Queen Sofia hoped that one day the Dottoressa herself would come to Greece and assess the results—but that was not to be.

How the course finished and what happened to these young girls, we do not know. There was much unrest in Greece at that time due to the political situation, and it is unlikely that new schools were opened either in the provinces or in the city of Athens which was having to accommodate the huge influx of refugees from Asia Minor. It seems that Montessori was forgotten, at least until 1934 when Maria Goudeli attended a 6-month training course given by Montessori in Spain (Madrid). Goudeli

returned to Greece to open a Montessori nursery and an elementary class, both of which are still running in the centre of Athens.

Since then, attempts have repeatedly been made to set up Montessori schools. There are many nurseries that bear the name Montessori, but there are also a few that have made valiant attempts to establish prepared Montessori environments which genuinely respond to the needs of the very young. Some of these have survived and continue to function in an educational climate which does little to support such initiatives.



In 2002, after a great deal of public lecturing, it was decided to organize an AMI Associated Course to train those teachers

working in the few Montessori schools. Ten students attended the first course. This renewed interest in Montessori set the pattern for the future. This was the first of three AMI Associated Courses held in Athens over the next 8 years. Throughout this time, the Training Centre, where the course was being held, continued organizing lectures, workshops, weekend seminars etc. for the general public, on a regular basis, in order to keep alight and sustain the interest that was steadily growing.

Mothers, grandmothers, fathers, teachers, students and nursery workers would come to the centre, and when they couldn't come to us, we would go to them! One of the outcomes of this was that a committed and enthused group of young parents set up a nonprofit organization, Ekpedefiki Protovoulia, with the aim of establishing Montessori environments for all ages in Greece. This organization works in close cooperation with the Training Centre and so far one school with two Children's Houses (Montessoriano Spiti Alimou), has been opened in the southern suburbs of Athens.

The Training Centre in Greece was finally able to offer the first AMI 3-6 Diploma Course. This was a part-time course, given in Greek and run over a period of two academic years. Several students who had graduated from the Associated Courses decided to upgrade their certificates to an AMI Diploma. In all, twenty students enrolled.

The Training Centre is in a beautiful old house in the northern suburbs of Athens, which can at times get terribly cold! The students, like all Montessori students, worked extremely hard. Their enthusiasm and commitment was impressive, as their awareness that in a time of crisis, such as Greece is going through at the moment, our only hope lies in providing children with more appropriate environments where growth and development can occur spontaneously. So our timing perhaps is just right, and the work we have to do is critical!

Our aim at the Training Centre is to be able to provide various types of course formats in the future, both in the Greek and English language. However, we are just beginning our work in this respect and we have a long way to go and a lot to learn. We are looking forward to creating a small team of committed individuals, prepared to spread the word not only at the Training Centre and to schools in Athens, but also to towns and villages on mainland Greece, and to the many islands of the Aegean and Ionian Seas, some of which are isolated but desperate to provide their children with a better alternative.

It seems that even though almost 100 years have passed since Queen Sofia expressed an interest in Montessori—the aim is still the same: to improve conditions for children, and to spread the word to the provinces and the islands of Greece. Let us just pray that the political crisis this time, rather than bring us to a grinding halt, will serve to propel us forwards to achieve the dream we all share.

San Diego, USA

Stimulating Student Research

Zoe Paul

The Montessori Institute of San Diego and the University of San Diego Partnership & Research-based Master's in Montessori Education.

“You are all here because I want leaders...I want you to make good research so we can prove that Montessori works.” So began our first lecture by Dr Silvia Dubovoy, Montessori teacher trainer and social psychologist, as we started our Montessori teacher training programme in San Diego, California. The programme, the first of its kind in the world, is a strategic partnership between the University of San Diego (USD) and the Montessori Institute of San Diego (MISD). In 13 months, the successful students in this programme earned a master's degree in education and the AMI Montessori teacher certificate for ages 0- 6. However, the truly unique feature of the USD/ MISD programme was the required research component. Over the course of the entire programme, students researched, designed and implemented a qualitative/quantitative study related to Montessori education and teacher practice.

Training commenced in June 2010 with the first half of the Assistant to Infancy Course. After a short break in August, we continued with the Primary Course in academic-year format. In addition to the Montessori courses, we had classes related to education and research taught by USD faculty with little familiarity with the Montessori method. And, of course, there were observations, supervised practice, and teaching practice in both infant communities and Casa classrooms. It was an extremely intensive programme requiring a high level of dedication and self-discipline to not fall behind. Between lectures, albums, observations, research papers, etc., we had very little time for exploring beautiful San Diego!

The USD/MISD master's programme trained us to be “practitioner researchers” using action research. This meant that not only did we learn to teach, but also how to analyse our classrooms, implement solutions based on empirical research, and document the results in a scientific manner. The complexity for Montessori teacher trainees is that we did not have our own classrooms to practise in. We had to learn to work alongside lead teachers who may or may not agree with our analyses or research goals—a vital skill for conducting Montessori research in a classroom.

Being the pioneer cohort for this programme brought us face to face with the many challenges facing future Montessori research and university partnerships. For example, a new relationship with local Montessori schools had to be formed. Rather than simply receiving students for observations and teaching practice, local schools accepting USD/MISD teacher trainees

opened up their classrooms to be a “mini-lab” for research. The schools actively collaborated with us to decide what type of research could be conducted, what the parameters were, and how best to execute the research without negatively impacting the regular on-goings of the class. Other challenges included merging the goals, visions, requirements, and policies of USD with those of MISD to form a cohesive coordinated program aligned with the Montessori philosophy and current education research.

However, overcoming these challenges presented potentially great rewards in establishing protocols that will guide action research in Montessori classrooms. The majority of us in the programme found innovative ways to overcome the challenges by working with our lead teachers. By asking the teachers what their greatest classroom needs are and how our research might be able to help, we allowed them to be part of the research process and ensure that our research was relevant as well as scientific.

Also, we had the support and advice of Dr Dubovoy and USD’s distinguished faculty. Dr Dubovoy’s warm personality, strong vision, and deep understanding of the Montessori method created a strong pedagogical foundation in each of her students. Although most USD professors are unfamiliar with the Montessori philosophy, our programme and student questions challenged them to discover more about it, compare it with their previous knowledge, and suggest research avenues that will impact public education.

Dr Dubovoy and USD’s dedication reminded us on difficult days to stay focused and positive, knowing that our participation in this programme had potential benefits for people other than ourselves.

In May 2011, 11 members of our class presented

their research at the USD’s annual Action Research Conference. In attendance were distinguished speakers and researchers from around the world. The Montessori master’s students research presentations were met with excited interest and questions from the attendees. Our class made contacts with people interested in learning more about the Montessori method to discover new ways to engage their own students. Montessori participation in this conference was a smashing success on many levels.

The 12 women in the MISD/USD inaugural class hailed from all walks of life. There were recent college graduates, a former soldier, an English as a foreign

language teacher, a yoga instructor, a dancer, a Montessori school administrator, an opera singer, and even a nun in discernment! We were also an international group: Jamaica, Russia, Nicaragua, Nigeria, Taiwan, and the United States; —united by our love for children and the Montessori method, as well as having a deep desire to bring forward the Montessori cause through first-rate scientific research. At the end of our training, we recognized how meaningful our work is not only for children, but also for academia and teachers not involved in Montessori. We look forward to becoming leaders who can champion the rights of children supported by scientific research!



Silvia Dubovoy (left) and her students with their research project “story boards”

Postscript: Since this article was written, the University of San Diego Master of Education in Curriculum and Instruction, Specialization in Montessori Education has successfully graduated another cohort of seven students. The next admissions entry point will be September 2013, and applications are evaluated on a rolling basis throughout the year. Visit the programme page for more information (http://www.sandiego.edu/soles/programs/learning_and_teaching/graduate_programs/masters_degrees/curriculum_and_instruction/montessori_education.php) or contact the USD School of Leadership and Education Sciences Department of Admissions and Outreach at solesadmissions@sandiego.edu.

Signing up for affiliation ...

France, Romania, Sweden



Recent “signing sessions” were with France, Romania and Sweden.

France also enters into an affiliation agreement! Next to André Roberfroid is Nicole Thomas, President of the [Association Montessori de France](#), and vice president Benoit Ruaudel stands left to Lynne Lawrence.



Sweden: [AMI Montessori Alumni Sweden](#)
Christina Wahlgren Ek and Barbara Waller (left) are shaking hands on the affiliation agreement just signed with AMI.

Romania: André Roberfroid went to sign the new Affiliate’s agreement in Bucharest. The name of the new affiliated society is ADMER: [Association for the Development of Montessori Education in Romania](#). In the photograph we see Ana Maria Brezniceanu and Mariana Ulita, the president of ADMER, on either side of André.

Japan is raising AMI high up

Japan has a long tradition in Montessori and has always entertained excellent ties with the rest of the global Montessori community. They have endeavoured to make available to their membership in the Japanese language as many materials and articles as possible, and invested much in translation efforts.

Recently they have created the group Friends of AMI Nippon. Hopefully, they are on their way to full affiliation in the near future.

Pay them a visit at
<http://www7.ocn.ne.jp/~amitomo/11985.html>



Affiliated Societies

Affiliated Montessori Societies work within their country to further the aims of AMI and to promote Montessori in the broadest sense.

In the past few years AMI has professionalized the working relationship we have with Montessori groups around the world, and have invited both new and traditional partners to formalize our collaboration by entering a new agreement.

At the moment the following societies have affiliated with us:

Australia	Montessori Australia Foundation	www.montessori.org.au
Canada	Montessori Society of Canada	www.montessorisocietycanada.org
Finland	The Finnish Montessori Society	www.montessori.fi
France	Association Montessori de France	www.montessori-france.asso.fr
Germany	Deutsche Montessori Gesellschaft e.V	www.deutsche-montessori-gesellschaft.de
	Deutsche Montessori Vereinigung	www.montessori-vereinigung.de
India	Indian Montessori Foundation	www.montessori-india.org
Ireland	Association of AMI Teachers of Ireland	http://aati.ie/
Mexico	Sociedad Afiliada Mexico AC	http://montessori-sociedad-afiliada.org.mx
Pakistan	The Pakistan Montessori Association	www.pakistanmontessoriasociation.org
Romania	Association for the Development of Montessori	
	Education in Romania (ADMER)	www.montessori.org.ro
Russia	Montessori Public Fund	http://montessori-org.ru
Sweden	AMI Montessori Alumni Sweden	http://ami-kamraterna.se
Switzerland	Association Montessori Suisse	www.montessorisuisse.ch
	Assoziation Montessori Schweiz	www.montessori-ams.ch
United Kingdom	The Montessori Society AMI UK	www.montessorisociety.org.uk
USA	AMI/USA	www.amiusa.org
	AMI Elementary Alumni Association	www.ami-eaa.org
	Montessori Administrators Association	www.montessoriadmins.org
	North American Montessori Teachers Association (NAMTA)	www.montessori-namta.org

Launch of New Look and Logo

It cannot possibly have escaped you:

this year has seen the introduction of the new AMI logo across most of our media!



Three Circles

With its clear three-way colours, called Depths of the Ocean, and the strong font for the AMI acronym the logo is both contemporary and classic. The brief to the designing company emphasized the importance of our heritage and history: we asked them to incorporate those details in a look that better reflected the expansion of our activities and re-energized mission. Although the new look presents a metamorphosis, the connection with the past is easily made. We have kept the three circles, and opened them up to stress that AMI is inclusive and accessible. Moreover, by including the full name the logo projects more explicitly who we are and what our mission is. We expect that those visual elements will communicate the breadth of our vision, mission and work.

A major advantage of the new logo is that it is adaptable: by introducing changes in text we can easily cover other aspects of the work of our organization. For instance, by replacing the words Association Montessori Internationale with Educateurs sans Frontières, we have created a new logo to cover this division of our work. This flexibility allows us to create a 'family' of cohesive, innovative logos, as and when they are needed, to cover the expanding work terrain. And, all of these logos are easily identifiable with the 'parent'.

AMI's new strategic plan also uses the concept of the three circles to create the 3 pillar strategy Legacy, Capacity and Outreach.

Who can use the AMI logo ?

Before any organization other than AMI can use our logo a licence agreement needs to be in place. At the moment the only partners that can use the AMI logo are our affiliated training centres and affiliated societies. They have received clear guidelines on how to use the logo.

Individuals or schools currently cannot use the logo, a ruling that also applies to schools that are enjoying a recognized status through the consultation programmes in the United States and Canada.

Three manufacturers of Montessori materials that are approved by AMI can also use the logo in their catalogues and price lists of those materials (Nienhuis, the Netherlands, Gonzagarredi, Italy and Matsumoto Kagagu Kogyo Y.K., Japan).

Occasionally publishers use the AMI logo on the cover or fly leaf of certain editions; such an arrangement serves to indicate that either AMI has been involved in the (pre)production or has endorsed a particular translation.

We hope that you appreciate the new logo, an emblem that we believe portrays and signifies our movement forward, and our diversity.

Corner of Hope, Kenya



The **Corner of Hope** is a pilot project to help vulnerable people such as those in refugee, transit and IDP camps build a community using the principles of the Montessori approach. It is based on an ethos of self-reliance. With preliminary plans “hatched” two years ago, now 187 children have settled into their second term of school at the transit camp of Nakuru. Within an environment consisting mainly of tents and dry ground the community have worked hard to build a school, and encouraged people to be trained as Montessori teachers. Progress has been amazing, and we now see the school compound full of activity with children, happy to be back after the holidays.

Eight new trainee teachers are working hard and being mentored by the newly trained teachers (8) and the two experienced Mentor Teachers. They are busy making their sensorial materials and working daily with the children at the school. Recruitment for the elementary teachers has begun, and elementary training will start in 2013. All the classrooms have shelves, built by the camp carpenters, that are designed to fold and lock. The teachers are delighted to have their materials clean and safe in these shelves, which are referred to as lockers. This is a far cry from the days in the tented classrooms, when it was very difficult to keep the materials free from the dust and stop them constantly blowing away in the wind.

Rainwater harvesting: The rains have finally come at the perfect time for the newly constructed rainwater harvesting system to be tested. The tailor made fabrication of the guttering and drainage system has enabled water collection in tanks at vantage points. Carefully selected water distribution points have enabled the school compound, latrines and the kitchen to be provided with a supply of the much-needed water.

Building of houses has commenced starting with those for the teachers. Walls and roofs for the first three houses have been constructed and bricks for the fourth and fifth houses have been made. A total of eighteen houses will be built for the teachers and families selected by the community including those of the school construction teams.

Kitchen: The kitchen now has a brand new energy efficient stove installed. The cooks are very pleased to be able to prepare the meals, without the smoke getting into their eyes. The kitchen will soon have concrete worktables and storage spaces to enhance the organization of the kitchen and add to the efficiency of feeding the children.

In addition to the funds made available by our main donor, we have received many smaller gifts, for which we are extremely grateful, as they have enabled us to do many necessary extras. If you would like more information on the Corner of Hope, please write to our project manager Dipika Lakhani at cornerofhope@montessori-ami.org. Donations are still very welcome at <https://www.montessori-ami.org/cgi/DonationApply.cgi>.

UNESCO, "Early Childhood: Seeds of the Future" Symposium

Global Action week at Unesco, AMI presents Australian Indigenous Projects

NGO advocacy for Early Childhood. Last fall following the first International Conference on Early Childhood Care and Education in 2010 in Moscow, several UNESCO/ NGO EFA (Education for All) Working Group members decided to collaborate to heighten NGOs' extensive experience in expanding and improving Early Childhood Care and Education (ECCE). They realized that advocacy was also needed to raise awareness among colleagues in the UNESCO/NGO community (+50 in EFA working group and +400 total) and UNESCO delegations.

The Early Childhood NGO group proposed organizing a one-day symposium during the NGO Liaison Committee's annual international days, with the participation of the UNESCO Division of Basic Education. It developed a shared conceptual framework that emphasizes each child's uniqueness; all children construct themselves in all aspects, including their personalities, from infancy through early childhood and beyond. It considers that expanding appropriate quality programmes for families and communities with young children will contribute widely to the Six EFA goals. Adults who gain a fuller understanding of early childhood can advocate for more judicious use of resources to promote healthy, peaceful societies. One goal is to encourage closer NGO partnerships with UNESCO towards this end.

For its 2012 theme, the EFA/Global Action Campaign chose Goal #1 of the Six EFA Goals, i.e. expansion and improvement of Early Childhood Care and Education. The French EFA Global Action Campaign chair suggested that the "Early Childhood: Seeds of the Future" symposium become the 2012 EFA Global Action Week event at

UNESCO, to raise visibility within UNESCO and beyond.

The UNESCO-affiliated NGOs are involved in two principal areas: 1) Creating original, flexible and locally relevant ECCE services to support young children and families, and improving the quality of existing programmes that promote the Millennium Development Goals, the EFA Goals and sustainable development. 2) Training: teachers, educators, child care and health workers, and all other actors involved directly or indirectly in ECCE, including administrative and service personnel. Special attention is paid to parent education (pre- and post-natal) and to serving marginalized populations, e.g. extreme poverty, immigrants and people with disabilities.



Girl walking the line in Torres Straits Project, Australia.

NGO members shared their experiences with vulnerable groups and Africa, a UNESCO priority. These ECCE programmes collaborate with local communities and governments to reach poor and vulnerable communities in Argentina, Ethiopia, Togo, Haiti and indigenous populations in Australia. Examples described social and cultural contexts, program contents and methods. Outcomes, successes, failures, challenges and follow-up were included. Professor Tirussew Tererra, U. Addis Ababa, provided profound food for thought about disabled Ethiopian children's needs, including culturally-appropriate toys and services. The "Clos des Enfants" in 5 West African

countries merits reflection. Neighbourhood children go to a local mother's home. She is trained and mentored. Her personal status is enhanced as both she and the community realize the importance of providing young children with activities that enhance health, language, movement and personality development.

A film can be viewed at: http://www.cemea.asso.fr/spip.php?article7311&var_recherche=plaidoyer



AMI, following agreement with Torres Strait Islanders Regional Education Council (TSIREC) and the Montessori Australian Foundation (MAF), proposed the example of the Torres Strait Islands programme with the indigenous population. Lynne Lawrence presented "Strait

Start" Montessori parent education and birth to three diploma programmes functioning in close partnership with the indigenous community and local governments. André Roberfroid, Evelyn Greenberg and Victoria Barrès also attended.

Background

The first World Conference on Early Childhood Care and Education (Moscow, 2010), organized by UNESCO and the Russian Federation, gave a fresh impetus to accelerating efforts to support Early Childhood Care and Education worldwide. In 2012-2013, UNESCO will intensify its support to "strengthen Member States' capacity to attain and monitor quality ECCE as a base for quality basic education and learning effectiveness for all" in partnership with various stakeholders.

Global Consultation of NGOs on Education for All, October 22-24, 2012

For the first time the Global Consultation of NGOs on Education for All took place at UNESCO headquarters. The NGO community was invited to provide input, including suggestions to reach the Six Education for All goals that were decided in Dakar in 2000. The NGO contribution will then be shared at the governmental meetings on EFA in November at UNESCO. The Association Montessori Internationale was invited to make presentations at the 'Open Spaces' Forum held during the consultation. Although some countries have measured improvements in access to education, particularly for girls, early childhood programmes are not widely developed, and quality of education remains a major problem, linked to inadequate training and positive policies for teachers. The global financial crisis and conflict areas have had decisive negative impacts on schooling in certain countries. Discussions on which strategies to pursue increasingly focus on 'beyond 2015'.

Victoria Barrès



From left to right: André Roberfroid, Evelyn Greenberg AMI representative to the UN, Patricia Spinelli, Director of AMI 3-6 training at the ISMM, Paris, Lynne Lawrence, Victoria Barrès, AMI representative to Unesco, and Laura Peterson of the Hand to Hearts International Organisation.

Symposium proceedings at: www.ngo-unesco.org (link on French homepage). Powerpoint presentations are at www.ngo-unesco.org>Activités des CPM et Groupes de Travail>Groupe EPT. Paper versions of the proceedings have been distributed to all delegations included in the NGO examples and will be made available at the Global Consultation of NGOs on Education for All (see below) and at the International NGO Day in December, 2012. Volunteers who would like to translate texts are most welcome. Contact Victoria Barrès: vs.barrès@montessori-ami.org.

More details available on the Unesco web site:
in English: <http://www.ngo-unesco.org/english/>
in French: <http://www.ngo-unesco.org/francais/>

Montessori Passion

Pakistani Fashion

19 Montessori diploma holders in one family Habiba Thobani

My sister Arifa left Karachi for Washington DC in 1963 to enrol in the Montessori training course conducted by Margaret Stephenson. Little did she know that this action would change many lives.

After receiving her diploma, Arifa worked for two years in a Montessori school in Atlanta, Georgia. She returned to Karachi in 1966 with two complete sets of Montessori apparatus from Nienhuis and plans for a school. With the help of some seed capital from me, the large living and dining rooms of our parents' house were converted into two Montessori environments, similar to those of the model school in Atlanta.

The Montessori Children's House of Karachi opened its doors on 16 August 1966. No one had seen such a colourful and attractive environment set up for 3 to 6 year-olds! Seven of the first 11 children admitted were foreigners. It was a challenge to enrol Pakistanis at first. Not only did the parents have to be persuaded to enrol their 3-year-old, often the grandparents needed to be convinced as well. By the end of that year, our Montessori House had fifty children enrolled.

By this time the Pakistan Montessori Association (PMA) began to offer the Montessori diploma under Mrs Gool Minwalla. In 1966, Shahida became the second of the sisters to receive the diploma. The following year her sister Munira graduated from the programme and taught at the same school with her sisters. Three years later another sister, Farida, and I, the eldest sister, became the fourth and fifth of the sisters to receive the diploma. Two of my sisters-in-law, Abida and Noorun, received their diplomas in 1970 and 1984 respectively. Noorun opened a school in Rawalpindi and later moved to Karachi to open Hasan's Montessori, which she still runs.

Shahida soon married and moved to the US, where she continued her Montessori career, teaching for twenty-five years, initially in Bucks County in Pennsylvania and later at two schools in Columbia, MD. Both her children attended Montessori and now her grandson is enrolled at the Bryant Woods Montessori school, where both Shahida and her daughter Zahra, who received her Montessori diploma in 1996, had taught.

After teaching for a year in Karachi, Munira married and moved to Los Angeles, where she taught at the Downey Montessori School from 1969-1971. She then moved to San Luis Obispo and taught at the Casa de Montessori from 1971-1974. Later she moved to San Diego and established the Montessori School of Mira Mesa in 1978, which she ran for nine years. Her three children all graduated from the school.

My sister Farida taught for the longest time. In 1971

she set up her own "Montessori Home", which grew to four environments. She and her daughter Suroor, who received her diploma in 1985, taught at the school until 2006 when Farida retired. Suroor now teaches at Sam-rahi Montessori.

My involvement with Montessori began by being Arifa's silent partner at the Montessori Children's House of Karachi. After Arifa got married in 1968, she took time off to raise her own family but continued to attend the school she founded intermittently in a supervisory and consultative capacity. Her daughter Muneeza took the Montessori course in 1995, and is also still working.

I administered the school for 26 years, overseeing its growth from two to six environments and two transitory classes, with a total of 250 students. My daughter Faiza trained in 1979 and worked in our school from 1980 to 1982 and again from 1987 to 1993. She eventually took over most of the administrative responsibilities. I retired in 1993 and handed over the school to new owners. By this time we had begun to enrol the next generation of our original students!

My involvement with Montessori continued. Along with sisters Arifa and Farida, I served on the Managing Committee of the Pakistan Montessori Association (PMA). Over the years, I served the PMA as Treasurer, Secretary, Vice President and President, retiring in 2010.

While Arifa herself passed away in 2007, she spawned generations of Montessori trained directresses in our family as listed below chronologically under their married names and showing how they are related to me:

Arifa Saifie	sister	1963	Washington DC
Shahida Baig	sister	1966	Karachi
Munira Usman	sister	1968	Karachi
Salma Jamall	cousin	1969	Karachi
Habiba Thobani	self	1970	Karachi
Farida Fazal	sister	1970	Karachi
Abida Mohammed	sister-in-law	1970	Karachi
Samina Kaiser	niece	1970	Karachi
Shirin Lakhani	cousin	1974	Karachi
Maheen Pasha	niece	1975	Karachi
Faiza Thobani	daughter	1979	Karachi
Noorun Mohammed	sister-in-law	1984	Karachi
Suroor Saadat	niece	1985	Karachi
Sadia Mundh	niece	1986	Karachi
Muneeza Saifie	niece	1995	Karachi
Shehla Saifie Shad	niece	2002	Dubai (MCI)
Zahra Baig	niece	1996	Maryland (AMS)
Kausar Latif	niece	2007	Michigan (AMS)
Imran Nathani	sister's grandson	2008	Karachi

I wonder if any other family anywhere on the globe can match this "Truly Montessorian Family".

Montessori Summer Seminar Amsterdam

The third edition of the Montessori Summer Seminar was held in Amsterdam from August 26-31. Run in collaboration with Jacqueline Hendriksen of AVE.IK, a Dutch consultant of Montessori work, it is intended to provide a mixture of lectures, time for reflection and deepening of knowledge, interspersed with historical visits and information on the life and work of Maria Montessori, and, not forgetting, an experience of Amsterdam. Participants came from Brazil, Canada, France, Italy, Japan, Nigeria, Romania, South Africa, Sri Lanka, Taiwan, and USA. Workshops, presentations and lectures took place at AMI's head quarters in Amsterdam, with visits to Ajax Youth Football grounds, Noordwijk, and school observation visits in Pijnacker and Amsterdam.

We had a strong programme: Professor Adele Diamond (Professor in Developmental Cognitive Neuroscience at the University of British Columbia) spoke on Executive Functions; Dr Steve Hughes (paediatric neuropsychologist) made a strong plea for school 2.0; Developmental Coach Derk de Kloet (Ajax), and Montessorians Fred Kelpin, Liene Hendriksen and Lynne Lawrence gave various inspirational presentations. And thanks to school principals Tessa Wessels and Simone Davies the group could also enjoy school observations for age groups 0-9.



The group enjoying some sunshine in Noordwijk, on the Dutch coast.

The main theme was one of sharing and collaboration, or "society by cohesion". Hosted at the AMI Headquarters in Amsterdam, it meant presentations could be held in the adjacent new building, which, once renovation work has taken place, will house an attractive lecture room. Participants had access to the AMI library, and materials display room. Fred Kelpin, a former Montessori teacher trainer in the Netherlands and Montessori historian, shared some of Mario Montessori's prototypes with those who were interested. Participants had the opportunity to sign up for a walking tour of Amsterdam with Fred that included seeing the Montessori school that Anne Frank attended. There was time for a stop-off at the bookshop where Anne's father bought her diary.



Jacqueline Hendriksen and Lynne Lawrence congratulating the participants on being part of the Summer Seminar.

An unusually interesting seminar was led by Derk de Kloet, a developmental coach with an elite sport training programme at Ajax Youth Football Academy.

The programme that he and others are hoping to develop and refine is based on the belief that children live what they learn. Their approach uses key elements of the Montessori approach to help ensure that players become more well rounded, involving parents in the process, so that training becomes more holistic.

We look forward to the next edition of this Seminar. Please write to summerseminar@montessori-ami.org if you would like to receive more background on the set-up and future dates we are currently deciding on.

Calendar

November 9, 10, 11. Toronto, Canada. Celebrating Hundred Years of Montessori during the Unfolding of the Human Being: Journey Through the Years Conference

www.montessoriconference.ca

November 30-December 2. First European Nienhuis Montessori Retreat

Download programme from: <http://www.nienhuis.com/nl/images/1st%20European%20Nienhuis%20Montessori%20Retreat%202012%20-%20Programme%20and%20practical%20information.pdf>

January 17-20, 2013. Dallas TX, Whole School Practical Life: A Comprehensive View of Community, Intelligence, and the Hand

check montessori-namta.org

January 17-20, 2013. Dallas, TX, Montessori Whole-School Management: A Professional Development Course for Administrators

Tier I: First Principles

check www.montessori-namta.org

February 15-18, 2013. Tampa, FL, AMI/USA Refresher Course, in collaboration with AMI/EAA and NAMTA

check www.amiusa.org/2013-refresher-course-workshops/
or www.montessori-namta.org or www.ami-eaa.org

13-14 April 2013. Amsterdam, Societies Meeting, AMI Annual General Meeting, and Open Forum

Programme Sections include the Saturday Morning meeting of AMI affiliated societies, the AMI business meeting, a celebration of Renilde Montessori's life and a keynote address by a guest speaker. As soon as the speaker has been confirmed, we send out a news flash! The day closes with a buffet dinner, allowing for a great time to socialize with friends and colleagues. The Open Forum on Sunday centres around EsF and EsF initiatives, a fitting tribute to Renilde.

June 8- 9, Canberra, Australia. Australian Montessori Centenary Conference

check <http://montessori.org.au/events/events2013.htm>

June 24-July 26 and October 24-27, 2013. Cleveland, Ohio, The AMI Montessori Orientation to Adolescent Studies

check www.montessori-namta.org

**July 31-August 3, 2013,
27th International
Montessori Congress,
Portland, Oregon**

www.montessoricongress.org
Registration is now open!



Amsterdam: Annual General Meeting visual impressions



Books from the Montessori Pierson Publishing Company

Recent “best sellers” from the Montessori Pierson Publishing Company (MPPC) are Maria Montessori’s *The 1946 London Lectures*, and *Psychogeometry*.

MPPC was created by the Montessori heirs, strongly encouraged to do so by Renilde Montessori. Alexander Henny, great grandson of Maria Montessori is charged with the day-to-day running of the publishing house. The company sees as its objectives to publish and distribute all kinds of publications of and about Maria Montessori as well as translations thereof; to uphold, propagate and further the pedagogical principles and practice formulated by Maria Montessori for the full development of the human being and to care for and maintain all the (publishing) rights and copyrights of the work of Maria Montessori, whether published or unpublished.



Alexander Henny at the Montessori Pierson Publishing Company book table which he manned at AMI's Annual General Meeting.

Psychogeometry was the first new title that MPPC was able to add to the list of Montessori primary literature in print. The same team of editors has just started work on the companion title *Psychoarithmetic*. The publishing company is preparing a few “surprise” titles to come out in time for the International Montessori Congress in 2013. All new titles are prepared together with AMI whose work in this respect is made possible by a generous donation from the Westridge Fund.

Edited by AMI trainer Annette Haines, and with a foreword by Renilde Montessori, *The 1946 London Lectures* was the second title to be launched; it is finding a keen and appreciative readership. The book, with its thirty-three lectures offers a clear overview of how Maria Montessori structured and built up the theoretical part of her training courses during the later part of her life. In the words of Annette, we hear Montessori speak in a mature voice.

Find more about MPPC on <http://www.montessori-pierson.com>

Readers in the USA can order books via

NAMTA: <http://www.montessori-namta.org/Books-by-Montessori>

AMI/USA: <http://www.amiusa.org/products-page/books/>

Nienhuis/USA: <http://www.nienhuis.com/books-1.html>

In the UK you can order via <http://www.montessorisociety.org.uk/shop/books-dr-montessori>



A Dynamic Archive: finds at AMI and in Your Attic!

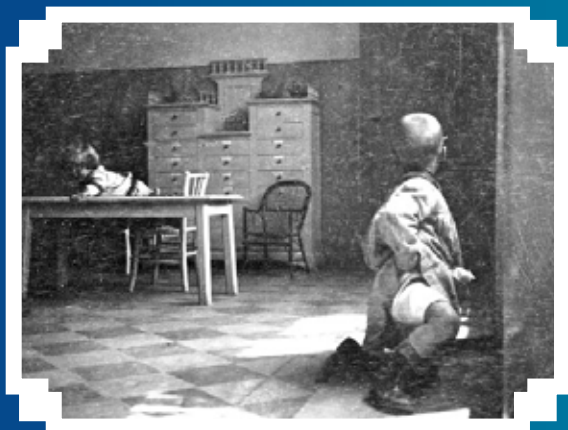
While we continue to raise funds for the creation of the Maria Montessori House, Museum, Open Archive and Research Centre, we are grateful for the growing realization in the Montessori World that Montessori treasures and inherited papers will find a respectful and welcoming home at AMI.

A Dynamic Archive:

In the past months we have received special donations to the archive and valuable papers on the following topics:

- History of Montessori development in the UK
- A student's personal notes from lectures given in Kodaikanal, India, 1942
- Documents and photographs from Anna Windle Paist, a student on the 1914 International Montessori Course
- Original 1913 national Italian Montessori diploma
- Photocopies of papers from Romania containing correspondence between Maria Montessori and Professor Sulea Firu.
- Papers owned by a former student on Montessori's 1938 Laren course, who had emigrated to the US and taken the early Washington course in 1963/4.

The 2013 International Montessori Congress in Portland will be the first to showcase some of these documents, particularly those with a relevance to celebrating hundred years of international Montessori teacher training.



Recent Additions to the historical photo library: 1914 environment and student group from 1938 Amsterdam course



Thank you

The heirs of Binda Goldsburnh, New Zealand
Rosie McCall, United Kingdom
Richard Balin and Deloris Verchere, USA
The Sulea Firu Family, Romania
The Steinitz Family, USA
Ana Maria Garcia, Argentina

Back Page



All of you will have been delighted to see the Google Doodle that marked Maria Montessori's birth anniversary on 31 August! Thanks go to AMI/USA for doing the necessary lobbying work.

Need or want to contact us?

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www.amiesf.org
www.aidtolife.org



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<http://www.facebook.com/AssociationMontessoriInternationale>

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