

Editorial

Here is the third and last issue of the AMI bulletin for 2006. Producing this bulletin was one of the many special and new projects AMI has embarked upon, and it has been an enjoyable and 'educational' experience. We have received feedback, tips and suggestions from some of our "hardcore" members, but we would be really interested to hear from you all. Are your needs being met? Would you like to contribute? Do you have ideas for new features? Let us know. A "letters to the editor" section would be an interesting addition.

The start of the Centenary year—2007—is only weeks away. From all the telephone calls, emails, etc. that we receive, we know the Montessori community worldwide is extremely busy planning all sorts of varied activities to mark this very special year. In fact, the interest in the January 6-7 Centenary Conference in Rome surpassed all our expectations, and a bigger hall had to be secured. We look forward to the event immensely.

We hope you all can enjoy some peace and rest before the centenary year sets in with "drums and fanfares". You will have much work lined up, preparing special events, conferences, and other centenary activities. Good luck, and enjoy.

Mary P. Hayes

Mary Hayes
chair
editorial board

One hundred, and counting... !



*Buon Natale e buon
Anno Santo!
Eva Maccheroni*

Season's greetings in Maria Montessori's own handwriting, in a card addressed to Anna Maccheroni, date unknown. Montessori archives.

CONTENTS

1	Editorial	8	Parent Section
2	Centenary Celebrations San Francisco	9	Through the eyes of a student
3	New Venue for the Rome Centenary Conference	9	Science
3	AMI Board Committees	9	Miscellaneous
3	Date for AGM & Open Meeting	9	An historical 'funny'
4	News from the Training Centres	10	Unesco
6	The Montessori Bells	10	Alumni Database
7	Music for Children	11	Refreshers & Conferences
8	News from the societies	12	Centenary Quiz

Centenary Celebrations San Francisco

February 16-19, 2007

Yesterday's Discovery, Today's Science

In 1915 the world came to San Francisco. Less than nine years after the devastating earthquake and fire of 1906, the Panama Pacific International Exposition drew over 18 million people to a rebuilt and reborn San Francisco. Originally organized to commemorate the opening of the Panama Canal, the exposition's theme of "Human Progress Through Human Endeavor and Accomplishment" drew the social, artistic, and mechanical innovators of the time to the city. Incredible new inventions were showcased.

Dr Maria Montessori was considered one of the pioneers of her day, making inroads in the world of education. The Fair organizers invited her to come to San Francisco to introduce her new method of education to America and the world. The resulting Glass Classroom, a live exhibition at the Palace of Education, featured a glass-walled Montessori classroom with a group of children busily going about their work while the public watched from surrounding bleacher seats. Before 1915, a number of American teachers and visitors found their way across the Atlantic to study with Dr Montessori in Europe and visit the Casa dei Bambini in Rome. McClure's Magazine published articles detailing the theory and practice of Dr Montessori's educational methods and the public's reaction to them. Now millions of people were able to witness the "New Child" that her work heralded. The Glass Classroom captured a number of prizes at the fair and created a storm of interest in Montessori that swept across the world.

The United States are availing themselves of the Annual Refresher Course (joint AMI/USA and AMI-EAA effort) to celebrate the Centenary of the Montessori Movement and are exceedingly pleased with the venue for the Gala celebration: The Palace of Fine Arts Theatre, the last remaining building from the 1915 Panama Pacific Exposition, is a perfectly fitting historical environment.

The Refresher and Celebrations offer a varied and interesting programme, as well as a component open to the public, which includes:

- **Bruce D. Perry, M.D., Ph.D.**
Relational Poverty in Modern Educational Models: Understanding the Neurodevelopmental Wisdom of the Montessori Approach
Opening Night Soiree included.
Dr Bruce Perry is the Senior Fellow of the ChildTrauma Academy, a not-for-profit organization which promotes innovations in service, research, and education in child maltreatment and childhood trauma.
- **Angeline S. Lillard, Ph.D.**
Study of Montessori Outcomes
Angeline Lillard, Ph.D., is a professor of psychology at the University of Virginia. The author of the

educational bestseller, *Montessori: The Science Behind the Genius*, her research was recently featured in the journal *Science*.

- **Noah Sobe, Ph.D.**
The Attention of the Child in Montessori's 1915 Glass Walled Classroom
Luncheon included
The 1915 glass classroom helped introduce Montessori's methods in the United States. Dr Sobe is Assistant Professor in the Cultural and Educational Policy Studies department in the School of Education at Loyola University Chicago.

Centenary Closing Celebration, includes:

- **Andrew Meltzoff, Ph.D.**
Born Learning: The Science of Learning and What it Reveals About the Mind of the Child
Andrew Meltzoff, Ph.D. is an internationally recognized expert of cognitive and social development in infants and children.
- **Carol Bellamy**
Closing Address
Carol Bellamy served ten years as the Executive Director of UNICEF. She is currently President and CEO of the World Learning School for International Training.

Venue

San Francisco Marriott Hotel, 55 Fourth Street, San Francisco, California.

More information on exact dates, times, prices, and a downloadable brochure is available from the AMI website www.montessori-ami.org.

Glass Classroom, 1915



New Venue for the Rome Centenary Conference



The new venue: Sala Sinopoli

Interest in the Centenary Conference on 6 and 7 January is surpassing everyone's expectations. In October we had already reached full capacity for the original hall booked. We were lucky that at such late notice a larger hall was still available at the same congress centre. Registrations continue to pour in. We look forward to meeting many of you in Rome.

3

AMI Board Committees

In the second bulletin we profiled all the members of the board committees. What the graph did not show is that some committees also work with co-opted people. The chairs of the five board committees can co-opt members from outside the board for specific tasks and purposes, and some have already made use of that mandate.

Membership and Partnership

Mr Steve Huffman (USA) has been a guest member of the Executive Committee since he retired from the AMI Board in 2005. He had been co-opted by Mr Rinze Hoekstra, chair of the Membership and Partnership Committee. Owing to professional commitments, Rinze has stepped down from the chair of this committee and Steve Huffman has agreed to be the liaison person for matters referred to the Membership and Partnership Committee.

Human Resources

The mandate of the Human Resources committee is rather wide. This committee has co-opted Ms Shannon Helfrich (USA). The special task for Ms Helfrich, and those who will assist her, is collecting information on the concept of a "Montessori World University". Ulla Wikefeldt, member of the Human Resources Committee, is responsible for this particular aspect.

If you would like to send information to any of the Board Committees, please send emails to the secretariat at info@montessori-ami.org and we shall forward them to the relevant persons.

Date for AGM & Open Meeting

The report on the Annual General Meeting did not include the correct date for the 2007 Annual General Meeting. The date you should have pencilled in your diaries is Saturday April 14, 2007.

Please also note that in the morning of April 14 (from 10-12) AMI is hosting an open meeting where individual members and groups can exchange views and engage in active discussion of all sorts of topics. Last year we organised the very first Open Meeting, and many members thought this was an inviting and refreshing meeting.

NEWS FROM THE TRAINING CENTRES

Canada, Toronto

The Foundation for Montessori Education is pleased to announce that we have moved to a newly renovated building less than 1 km from our old location. Our new address is 291 Jane Street, Unit B, Toronto, ON, M6S 3Z3. We are looking forward to many wonderful years in our new custom designed environment.

The new location provides us with more space and thus more possibilities. Our space was designed by Lett Architects who have designed several Montessori



environments over the years. Our alumni members were most generous in giving of their time and energy to assist with the packing. Felix Bednarski was instrumental in assisting with the renovations and overseeing the work. We are also most grateful for the financial donations we received to assist with some of the renovations and the move. Our current students, and staff, are enjoying the new location and have found it to be aesthetic, comfortable and functional.

Lynn Woodward

Canada, Vancouver

On the eve of its 25th anniversary, the Montessori Training Centre of British Columbia in Vancouver, Canada (MTC-BC) is glad to announce a pilot project that could have a positive impact on Montessori education in the province. It has just founded The Montessori Children's Community (MCC).

The Pilot Project

The MTC-BC has been granted special permission by the Vancouver Coastal Health Authority to develop a Montessori prepared environment for children 3 to 6+ years of age following the criteria required by the Association Montessori Internationale for school recognition*. Current B.C. regulations restrict Montessori schools from following such criteria and we are fortunate and honoured that the Montessori Children's Community will be a Pilot Project for British Columbia, the objectives of which are:

- To establish a model class demonstrating the excellent quality AMI promotes
- To define a procedure that can be followed by other Montessori schools in B.C. which choose to operate according to the high standards required and laid down by AMI



Cutting of ribbon: Caroline Loughran, MTC-BC Administrator and Teresa Sankey, Vancouver Coastal Health Authority Licensing Officer.

* Please note that school recognition is only available in the United States and Canada where AMI has a consultation programme in place.

Based on the above, the school will enrol most children at three years of age and they will stay on for a three- or four-year programme, so that the criteria for the project are met. To meet the objectives of the Pilot Project we are required to provide current research, being arranged with local universities.

The Observation Site

The MCC will be one of the observation sites used by the Training Centre. Its uniqueness lies in the possibility of seating all the trainees at the same time. Clear, strict guidelines are given to the observers, as it is important that this be done without interacting with the children. The ability to guide children's development based on keen observation of children's activity is an essential quality of a Montessori Teacher. The Montessori Children's Community will also be used as a Practicum site for the MTC of BC students.

The Intergenerational Aspect

We are very fortunate to be located at Youville Residence – a Seniors' Home operated by Providence Health Centre. The Youville co-coordinators have welcomed us enthusiastically, as we will coordinate with them moments when the seniors and the children may come together, a unique setup in western Canada. As our programme becomes established, we hope to find ways to positively affect the lives of seniors. This will add a wonderful dimension to our children's programme as well as to the lives of the residents at Youville.

In this way we will celebrate the Centenary of the first Casa dei Bambini, as well as adding a new dimension to it. Several other activities are being planned throughout the school year, one of them being a Montessori Film Festival.

Caroline Loughran & Eduardo Cuevas

Switzerland, Baldegg

On July 17, forty-nine students from France, Germany and Switzerland were welcomed to the second AMI Elementary Summer Course 2006-2008 at the International Training Center in Baldegg Switzerland. We are extremely grateful that Dr Peter Gebhardt-Seele agreed to be the Director of Training. The Foundation Course was directed by Patricia Spinelli.

At the same time, the first Summer Elementary Course 2004-2006 in German and French was drawing to an end, with the graduation ceremony on August 27, 2006. Twenty-seven students from France, Germany, Africa and Switzerland received their AMI diplomas from Mary Hayes.

Our special thanks go to Dr Peter Gebhardt-Seele, the guest lecturers Cheryl Ferreira, Dr Kay Baker, Greg MacDonald, and David Kahn, who have given their time and knowledge to this course. Thanks also go to the course assistants, translators, album readers, the sisters of the Kloster Baldegg for providing food and rooms for the students, the Montessori Schule Seetal for letting us use their rooms for lectures and practical work; Heiko Braun for sponsoring the Apéro at the Diploma Celebration and organising the materials from Nienhuis for the Foundation and the Elementary Course. Thanks also to all our colleagues on the organising committee for the tireless and voluntary efforts in setting up this course. Many many thanks to everybody that has helped in some way or another!

Christine Urand
President Executive Committee
Board Montessori CH

5

United Kingdom, London

We are having our usual busy and productive academic year and very much looking forward to the beginning of our new Elementary 6-12 Course, which starts in the summer of 2007.

Our first most visible contribution to the Centenary Year celebrations will be the Conference we will be holding on July 13 and 14 in conjunction with the Montessori Society AMI UK. At this gorgeous time of year here in London we usually have a two-day Refresher Course but this will be refreshment in spades.

A galaxy of Montessori speakers will be coming from all over the world, chosen to follow the Centenary themes of Celebrating the Past, Honouring the Present and Creating the Future. These include David Kahn, Baiba Krumins Grazzini, and others. A special non-Montessori addition to the group will be Sue Palmer, UK, author of the powerful tome *Toxic Childhood*. There will also be a musical element we are very excited about which will take place at London's famed concert recital venue the Wigmore Hall. We will be reporting more on all this in the next bulletin.

Our next most visible contribution to the Centenary will be in October 2007, when Angeline Stoll Lilliard will be here to speak on *Montessori: The Science Behind the Genius* and about the up-to-date research she has done in this area.



The Montessori Bells and “The Barber of Seville”

The Royal Opera House, London, recently staged a production of “The Barber of Seville” and instead of the tambourines or triangles used in the productions of the last century, they decided to try to find the original instrument, called a Sistri, that the composer, Rossini, himself had used.

Unfortunately, no one at the Opera House knew what a Sistri was, or even what it should sound like, until they came across a manufacturer who had once made them. The Sistri was then “re-invented” and played in the production, and the sound Rossini had wanted, which was very different, was heard once again.



6

The Sistri was such a find that the news received a lot of publicity, including a piece on BBC radio. The story of the search for the instrument, with its photograph, was written up in the ROP’s Programme notes for “The Barber of Seville”.

This was when our Montessori scouts were alerted. The Sistri, considered so rare and nearly obsolete, looked exactly like our very own musical Bells that every Montessori child is familiar with.



We contacted Nicholas Ormrod, the Royal Opera House’s chief percussionist and the initiator of the search, and he immediately came to the Maria Montessori Institute (London). He saw, heard and played the Bells himself and was astounded that what he had searched the world for has been in common use by Montessori children all these years.

If you would like to see the Royal Opera House programme containing the story of the search for the Sistri, please contact the Maria Montessori Institute (info@mariamontessori.org).

Jethryn Hall

A member of the training staff took him through the finer points of the Bells and their use, how we present them to the children and what they gain from them. He saw how we use the Bells as a means to educate the ear in regard to the gradation of the pitch of sound, to recognise matching notes, and generally to refine the children’s hearing sense. He understood how they give a sound foundation for the children’s later appreciation of music, and that there are no limits to where the children can go in exploration from this base.

We took him to visit our Children’s House on the premises and he got to see the children working with the Bells. He then visited the Elementary classroom and saw what the older children are able to do with their more advanced use of the Bells.

We all knew that Maria Montessori was an experimenter and innovator, but that she was possibly inspired to use the bells for children’s musical development by hearing the Sistri played in a Rossini opera was a most appealing idea, and one that Nicholas Ormrod found extraordinary. We most definitely agree!

1912, and the bells are already part and parcel of the classroom.



Man's Spiritual Expressions: Language and Music

“Man's Spiritual Expressions: Language and Music” is an article written by Mario M. Montessori to announce a publication by Anna Maccheroni about the Montessori music material. We are publishing the sub-section entitled “Music” here, as we thought it might be an interesting complement to the article on “The Montessori Bells”.

Music for Children

‘If language and music are natural needs of the human being, why is the study of music such a tiresome burden?’ This question is asked even today. The answer is simple. There is nothing in the environment that enables the child to grow into music as he grows into language. Without a suitable environment the child is unable to carry out his constructive activities. We have seen that Greek is difficult to learn when studied at school but the three-year-olds of Greece speak it fluently.

Professor Maccheroni (...) has dedicated fifty years of her life to the preparation of a musical environment suitable for children of different ages, to the determination of the nature of activities and, following the lines laid down by Dr Montessori, to the establishment of methods of introducing them to the children. It is impossible to illustrate adequately what Professor Maccheroni has accomplished. Her work is an exquisite miniature of tiny details in which music and the child's psyche are closely interwoven. Beginning with the child who, at two-and-a-half, seems to fall in love with the sound of a single note that he produces by striking a bell with a tiny wooden hammer and passing through many activities which, at three, include ‘Walking along the Melody’, she accompanies the child until he is twelve. By then, the child has had experience in singing, in executing dance steps, in the playing of simple instruments and in listening to concert music.

But the impressive fact is that without effort, without tiresome drudgery, through a process that gives the child the feeling of having discovered it all himself, he becomes familiar with the various aspects of musical theory. Incredibly, he is conversant with rhythmic design; with the degree and the family of scales; with transposition and modulation; with the analysis of musical phrases and graphics, writing of music; homophony, polyphony and harmony. Nor is that all. Through Professor Maccheroni's efforts the child has at last been enabled to enter into possession of the second part of the spiritual inheritance humanity bestows upon its children.

Mario M. Montessori

7

Further reading on music

By **Maria Montessori**:

- *Dr Montessori's Own Handbook*
- *The Discovery of the Child*
- *The Advanced Montessori Method. Vol. 2*
(also published as *The Montessori Elementary Material*)

By **Anna Maccheroni**:

- *Music and the Child*
- *Orecchio, Occhio, Voce, Mano.* (Developing the Musical Senses)

If you wish to obtain a copy of Maccheroni's books, please go through an interlibrary lending system, or try Internet sites such as E-bay, as these titles are unfortunately out of print.



NEWS FROM THE SOCIETIES

AAAA, Australia

AAAA has several events planned for 2007 but the highlight will be a combined Centenary Conference and Whole School Refresher Course. We are thrilled to announce that the speakers will be Dr Kay Baker, Dr Annette Haines, David Kahn, Amy Kirkham, Dr Jean Miller, Pam Nunn, Dr Silvana Quattrocchi Montanaro and Ginni Sackett. The event will be held from 8 to 10 June 2007 at the Manly Pacific Hotel located at one of Australia's premier tourist destinations—Manly Beach!

Programme Highlights

Friday June 8, 2007

Centenary Conference

"The Universal Child – A Timeless Revelation"

Saturday June 9, 2007 & Sunday June 10, 2007

"Whole School Refresher Course"

- **0-3 AMI Refresher Course**
Dr Silvana Quattrocchi Montanaro
"How Assistants to Infancy can Recognise and be Prepared for the Developmental Crises of the First Three Years"
- **3-6 AMI Refresher Course**
Dr Annette Haines
"Practical Life: The Centrepiece of the Montessori Approach"
- **6-12 AMI Refresher Course**
Dr Kay Baker
"The Universe of Mathematics: What Does It Mean for the Child in the Second Plane?"
- **Administrators' Workshop**
Dr Jean Miller, David Kahn, Amy Kirkham, Pam Nunn as well as Special Guest Speakers and leading Australian Montessori School Administrators
"Montessori Leadership in the School and Beyond"
- **Montessori Workshop**
Ginni Sackett with Dr Jean Miller
"Adult Energies – Child Development"

We are also particularly excited that Dr Montanaro will be extending her stay in Australia so she can offer the "Preparation for Parenthood Course." This is truly a once in a lifetime opportunity. The course will be held from 13 to 16 June 2007 at Novotel Brighton Beach and is open to all.

For further information contact:
Australian AMI Alumni Association Inc.
Email: montessori@bigpond.com
Web: <http://montessori.org.au>

AMI-EAA, United States

AMI-EAA will host its next Summer Conference (July 12 – July 18, 2007) at a retreat centre near Juneau, Alaska, in the largest temperate rainforest in the world. Activities will likely include performances and storytelling by native peoples and a day cruise to view calving glaciers, whales and bears. AMI-trained elementary teachers are welcome to join their peers for a ruggedly beautiful Alaskan experience! Visit www.ami-eaa.org, for more information. Last summer's well-attended conference in Colonial Williamsburg, Virginia, featured trainer Greg MacDonald and his American History Timeline.

We are looking forward to co-sponsoring the Centenary Celebration & Refresher Course in San Francisco, where Dr Kay Baker will present Mathematics and the Reasoning Mind, including presentations appropriate for advanced work at the elementary level.

Parent Section

To make the bulletin more relevant to parents (as well as teachers, students and other professionals), we have enlisted the help of one of our active members. Charlotte Elliott will "scour the Montessori parents' market" for your experiences as a Montessori parent. Choose an aspect to tell us about – it can range from the general to the individual. For example:

- Your "Top 10 Tips" on how you made your home a Montessori environment for your child
- Establishing good habits (sleeping, eating, reading, exploring)
- How your own attitudes or habits changed to enrich your relationship with your child

- Why you chose a Montessori education for your child
- Something special that occurred for you or your child at school
- An outstanding question (that you haven't dared to ask) about why Montessori schools operate in the way that they do

We are interested in hearing about your experiences. All submissions will be reviewed and you will be notified when your contribution has been chosen for publication.

The next publication deadline is January 15, 2007 – so start writing now! Please mail your contributions to Charlotte Elliott at cmelliott@planet.nl.

Through the eyes of a student

Lynn Teale, one of the members of this bulletin's editorial board, was very fortunate to be able to follow the 2005-2006 Assistants to Infancy course in London. She was interested to hear from some of her fellow students, completely new to Montessori, what the course had meant to them. Monica Rossetto (Italy, 1980) wrote up some of her thoughts on the course. She is currently working as an Assistant to Infancy in the Fulham Montessori School.

Since I arrived in London three years ago, a new reality presented itself to me, which had been unknown to me: I heard about Maria Montessori. And for three years the idea of taking the AMI Training course kept coming to my mind but from the start I had promised myself that I would only take the AMI 3 to 6 Course if and when I could afford to do it in its one-year intensive full-time format. This ideal situation did not come about and so I abandoned the idea until to my great surprise, the opportunity to attend the AMI Assistant to Infancy Course presented itself to me. I knew immediately that I could not let it pass.



Monica has just received her diploma

The result? I completed the course successfully and I realise now, as I did while attending the course, the great quantity and quality of information I received, on the cognitive and professional levels of course, but especially on the human, personal level.

Would I recommend an AMI Course to a friend? Indeed I would, and my advice to him or her would be to live it, if possible, as an enrichment that is firstly personal and as a precious opportunity to get to know oneself better.

Monica Rossetto

9

MISCELLANEOUS

Encyclopaedia Britannica

The online edition of Encyclopaedia Britannica identifies and screens other web sites to supplement their own content. These web sites, called iGuide sites, are then

presented as recommended resources for online readers. To cut a long story short: the AMI web site has been approved as a Britannica iGuide site.

Science

If the world did not know, now they do. *The Study of Montessori Outcomes*, featured in the renowned journal *Science*, has meant worldwide press coverage for the authors Angeline Lillard and Nicole Else-Quest. In their study they have analysed students' academic and social scores in a Montessori school with those of students in other elementary school education programmes. Montessori students did better academically, especially in the early years. But the lasting conclusion to be drawn is

that Montessori children turn out to be more creative, more empathic, with better developed social skills and a keen sense of responsibility towards others and their environment.

A summary of the article can be downloaded as a PDF file from the AMI website www.montessori-ami.org from the section "Research".

An historical 'funny'

Het Centrum, Dutch newspaper, reported on June 28, 1912 'The most extraordinary news has reached us from London. The London County Council Education Committee has decided to test a new type of education which leaves the children completely free to learn when they want, without the teacher exercising the least coercion. Initially this system, widely propagated by the Italian lady signora Montessori, will be applied in one class of a primary school. The classroom will not be equipped with screw-down (inflexible) benches, but will be furnished with loose tables and chairs, and the children

will be at liberty to walk around, to play or to learn, as they fancy. The Montessori system says that the child should develop in his own time and manner in an environment which allows him maximum freedom. The pupils are therefore allowed to play as often as they want, and or start a new play or game when they get bored by what they are doing. And should they feel in the mood to learn, they are free to do that.

What utter nonsense the world is coming to when the right principles and traditions of centuries are just thrown overboard.'

Unesco

UNESCO launches Strong Foundations: Early Childhood Care and Education

2007 is the Montessori Centenary of the first Children's House, established in San Lorenzo, a poor Roman neighbourhood. A major conference in Rome, January 6-7, 2007 on the theme, "The Child's Mind" and "Education and Peace" will initiate the centenary year.

Serendipitously, UNESCO has just published the "2007 Education for All Global Monitoring Report: Strong Foundations: Early Childhood Care and Education." For the first time since 2000 when early childhood care and education finally became an EFA goal, this report attempts to measure progress in reaching this goal. It calls upon countries to expand and improve comprehensive early childhood care and education, especially for the most disadvantaged children. Although UNESCO's Director General, Koichiro Matsuurai, stresses that 'such interventions are crucial to improving children's present well-being and future development,' the report also clearly reveals that 'the evidence suggests that young children in greatest need, who also stand to gain the most, are unlikely to have access to these programmes.'

Early Childhood Care and Education combines health, nutrition, care and education and requires exploring new forms of teamwork and collaboration with communities, governments and NGOs. Although progress is more difficult to measure than other EFA goals, the report indicates various good practices. Combined with parent outreach programmes, these opportunities for illiterate



mothers and girls stimulate synergy and contribute to progress on other EFA goals. Over seventy-seven million people remain illiterate worldwide, mostly women and girls. Reading and writing are essential tools in defending basic rights, both for oneself and one's children. In Africa and elsewhere, with many AIDS victims, youth are often "heads of households" for younger siblings. They need support to continue their own learning, while assuming family responsibilities.

Moreover, millions of poor children are not officially recorded at birth, which may later prevent their access to schooling and make them easy targets for exploitation. A number of international organisations and NGOs have

Alumni

AMI Alumni - Database

We have been talking about it for years. It took us a long time to get started, but started we are!

Several thousand names are already in the AMI Alumni Database, which means that from now on we can stay in touch with our past and current graduates, and follow them in their further careers, wherever in the world that may be.

If you graduated before 2006 and would like to be part of the database, please contact Barbara Herrewijn (barbara@montessori-ami.org) and send the following details:

- your first name
- your surname
- the name in which the diploma was issued, if different from above
- name of the training centre
- level of training
- year of graduation
- diploma number
- permanent address
- telephone and email address
- nationality

We look forward to getting you digitalized!

launched a strategy for Universal Birth Registration. Over time this advocacy campaign will help millions of poor children.

Experimentation to broaden access to early child development and care is increasingly on the development agenda of UNESCO, UNICEF and other international organisations, almost a century after Montessori's discovery. Until her death in 1952, together with a few like-minded people, she advocated strongly to governments, to UNESCO and the general public through lectures, writings, radio programmes, that the harmonious development of the young child is a key to peace and needs broader support and research.

Montessori education is not the only pedagogical solution, but over the twentieth century despite wars,

disasters and disinterest by decision-makers, it has proven its worth with children of all milieu, cultures, and religions. Let's hope that the Montessori Centenary in 2007 will spark interest in exploring new avenues for Montessori programmes to reach millions of poor and vulnerable children, together with parents, communities, and governments who wish to provide quality education for all. The understanding of 'why' ECCE needs more massive support is increasingly clear. The issue for the next decades is 'how'.

Victoria Barres

For further reading:
www.efareport.unesco.org
www.montessori-ami.org
www.unesco.org

UNESCO promotes a holistic approach to education, summarized in the report, *Education: a Treasure Within* (1996). The four pillars are learning to know, learning to do, learning to live together and learning to be. Over 8,500 schools participate in the UNESCO Associated Schools Network, from Pre-K to teacher training institutes.

Sigrid Niedermayer, International Coordinator, UNESCO Associated Schools Network at the Peace Salon, Museum of Science and Industry, June 4-5, 2006, Paris, organized by the International UN Decade for Peace for Children of the World Coordinating Committee.

Sigrid Niedermayer



Refreshers & Conferences 2007

January 6-7

Rome, Italy

Montessori Centenary Conference

(www.montessori-ami.org)

January 6-7

Munich, Germany

Conference "The Child's Psyche"

(mroth@montessori-ami-edu.de)

February 16-19

San Francisco

Centenary Celebrations USA

(www.montessori-ami.org)

June 8

Manly Beach, Australia

Centenary Conference

"The Universal Child—A Timeless Revelation"

(www.montessori.org.au)

June 9 - June 10

Manly Beach, Australia

Whole School Refresher Course

(www.montessori.org.au)

July 12 – July 18

Juneau, Alaska

Summer Conference AMI-EAA

(www.ami-eaa.org)

July 13-14

London, U.K.

Centenary Conference

Maria Montessori Institute in conjunction with the Montessori Society AMI UK

(www.mariamontessori.org)

Centenary Quiz

(answers at the bottom)

1

Who was the first directress in San Lorenzo?

- a Candida Nuccitelli
- b Nutella Candido
- c Elena Casanuevo
- d Laura Tibaldi

2

Who thought up the name Casa dei Bambini?

- a Alessandro Montessori
- b Olga Lodi
- c Anna Fedeli
- d Marguerita Savonica

3

When was the second Casa dei Bambini opened?

- a January 4, 1908
- b September 18, 1908
- c December 1, 1907
- d April 7, 1907

4

What is the address of the first Casa dei Bambini?

- a Via di Marsi 58
- b Via di Marsi 53
- c Via Condotelli 7
- d Via Venedi 23

5

Who owned the block of apartments in San Lorenzo?

- a Edouardo Talamo
- b Istituto Romano di beni stabili
- c Barone Franchetti
- d Associazione Case Bene

12

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- NGO in operational relations with UNESCO (since 1962)

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