

MONTESSORI RESEARCH EUROPE (MO.R.E.)

(c/o Prof. Dr. Harald Ludwig, Montessori Centre of the University of Muenster, Germany,
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MONTESSORI RESEARCH & MORE NEWSLETTER 1-2008 (JUNE)

Dear members and friends of MORE (MO.R.E.),
Now we are at last sending you the first issue of our NEWSLETTER *Montessori Research & More*. It contains the following parts:

- 1.) Introduction to the new network MORE (=MOntessori Research Europe)
- 2.) Presentation of the members of MORE (biographical note; contact; selected publications)
- 3.) Reports on important Montessori research centres in Europe: University of Muenster (Germany); Roma Tre University (Italy); State University of Belgorod (Russia)
- 4.) Report on recent research on Montessori education in Germany:
A survey of research on Montessori Education in early childhood (by Hildegard Holtstiege, Germany)
- 5.) Some additional news:
 - a. A list of scientific works on Montessori education in Ireland (by Francis Douglas, Ireland)
 - b. Montessori Summercourse in Hengelo, Muenster, Amsterdam (by Liene Heemstra, the Netherlands)
 - c. "Open Forum" and "Strategic Plan" of the Association Montessori Internationale, Amsterdam (by Harald Ludwig, Germany)

We plan our 2008 informal meeting in connection with the IXth MONTESSORI EUROPE CONFERENCE, which is organized by the organisation MONTESSORI EUROPE from 10th to 12th October 2008 in Oxford, United Kingdom. Its main topic will be "Observation and Education – Montessori's Approach". The languages of the conference will be English and German. For more information visit the website of Montessori Europe: www.montessori-europe.com If you plan to participate in the meeting, please inform Prof. Dr. Harald Ludwig, University of Muenster, Germany: ludwigh@uni-muenster.de or haraldludwig@hotmail.com. If there are enough interested members of the network, we will try to organize the informal meeting there.

On behalf of the MORE group with kindest regards

Harald Ludwig

1.) Introduction to the new network MORE (=MONTessori Research Europe, MO.R.E.)

Here we repeat a short report on the foundation of MORE in Stockholm in November 2007. The report has already been published in the NEWSLETTER 4-2007 of Montessori Europe and in COMMUNICATIONS 2-2007 of the Association Montessori Internationale (A.M.I.)

Montessori Centenary Conference in Stockholm (Sweden)

Harald Ludwig

From 16th to 17th November 2007 a Montessori Centenary Conference was organized in Stockholm (Sweden) by the Montessori department of the Teacher College (Lärahögskolan) of Stockholm (Eva Maria Ahlquist, Per Gynther, Josefine Larsson) with support from Göteborg University, Lund University, Malmö University, and Kristianstad University. There were about 300 participants, most of them from Sweden and Norway. The speakers were scholars from different European countries: Prof. Gunnar Sundgren (Lärahögskolan in Stockholm, Sweden); Prof. Clara Tornar (Università Roma Tre, Italy), Prof. Harald Ludwig (University of Muenster, Germany), Prof. Nadeshda Tarassenko (Belgorod State University, Russia), Prof. Francis Douglas (University College Cork, Ireland), Prof. Christina Gustafsson (Uppsala Universitet, Sweden), Prof. Raniero Regni (Libera Università degli Studi Maria SS. Assunta di Roma, Italy). The lectures focused on and demonstrated the topicality of Montessori Education from different points of view. ... A short address on behalf of the Association Montessori Internationale (AMI) was given by Prof. Ludwig, member of the AMI Board, who invited everybody to participate in AMI's Open Forum.

An important result of the conference was the foundation of "MORE" (MONTessori Research Europe). It is intended to become a network of Montessori researchers across Europe, whose aim is to improve communication between universities and other academic institutions in Europe which are involved in research in the field of Montessori Pedagogy. An electronic newsletter with news on Montessori Research will be sent twice a year to the members of the network. The MORE group will meet once a year, probably in connection with the annual meetings of Montessori Europe. It is also hoped to establish a working relation with AMI as *the* worldwide Montessori organisation. All speakers of the conference and some other persons joined MORE in Stockholm. Harald Ludwig, Germany, agreed to be the group's coordinator.



If you wish to join this network, please contact Harald Ludwig, Muenster University: ludwich@uni-muenster.de or haraldludwig@hotmail.com (website: <http://egora.uni-muenster.de/ew/mz>) or Eva Maria Ahlquist, Teacher College of Stockholm: eva-maria.Ahlquist@did.su.se.

Membership of the network does not come with a membership fee in money, but everybody who wants to join should be prepared to occasionally report on their own Montessori research or the research of others.

We plan our **2008 informal meeting** in connection with the IXth MONTESSORI EUROPE CONFERENCE, which is organized by the organisation MONTESSORI EUROPE from **10th to 12th October 2008** in Oxford, United Kingdom. Its main topic will be “Observation and Education – Montessori’s Approach”. The languages of the conference will be English and German. For more information visit the website of Montessori Europe: www.montessori-europe.com If you plan to participate in the meeting, please inform Prof. Dr. Harald Ludwig, University of Muenster, Germany: ludwich@uni-muenster.de or haraldludwig@hotmail.com. If there are enough interested members of the network, we will try to organize the first informal meeting there.

2.) Presentation of the present members of MORE (biographical note; contact; selected publications)

The presentation will be continued in our next newsletter

AUSTRIA

HAMMERER, Franz (*1956):

Master's degree, Dr.; teacher and practice teacher at a basic primary and secondary school; since 1995 professor for primary school teacher training, lesson science and educational studies at the educational academy of the diocese Vienna; publications on Montessori education and on didactics; author and co-writer of school books and learning material.

contact: hammerer.bildung@aon.at

GERMANY

BERG, Horst Klaus (*1933):

He is professor emeritus for Protestant theology and religious studies at the University of Education in Weingarten/Germany. He works as a trainer of Montessori theory in training courses in Germany and abroad. His main areas of work and research on Montessori education are: Religious education and aesthetic education.

Contact: HKBerg@berg-werke.de

Selected publications (referring to Montessori education):

Berg, Horst Klaus: Maria Montessori – Mit Kindern das Leben suchen. Antworten auf aktuelle pädagogische Fragen. [Maria Montessori – Looking for Life with Children. Answers to Current Educational Questions]. Freiburg, 2002. (translated into Polish)

Berg, Horst Klaus (in cooperation with Ulrike Weber): Montessori fuer Religionspaedagogen. [Montessori for Religious Educators]. Stuttgart: 31999.

Berg, Horst Klaus, Freiarbeit im Religionsunterricht. [Free Work in Religious Education]. Stuttgart/Muenchen 32005.

FISCHER, Reinhard (*1944):

Dr. phil. (Ph.D.); after his first state exam to become a teacher, he worked in Bremerhaven; from 1972 to 1977 he organized and carried out the school

experiment “continued Montessori method in the field of primary schools” in Vechta; in 1979 doctorate; since 1977 working at the Westfaelische Wilhelms-Universitaet (University of Muenster) in Muenster, currently at the department of educational studies, section school education; since 2005 head of the Montessori Centre; since 1979 member of the conference of trainers of the Montessori Association in the field of “theory” and collaborative work on a number of Montessori courses in which one can get a diploma; essays and lectures on topics of Montessori education and on problems in education of nursery and primary school children; member of the editorial department of the journal “Montessori”.

contact: r.fischer@ewetel.net

Selected publications:

Fischer, R.: Lernen im non-direktiven Unterricht [Learning in non-directive Lessons], Frankfurt/Bern 1982

Fischer, R.: Empirische Ergebnisse der Montessori-Paedagogik [Empirical Results of Montessori Education], in: Ludwig, H. (ed.): Montessori-Paedagogik in der Diskussion – Aktuelle Forschungen und internationale Entwicklungen [Montessori Education under Discussion – Current Research and international Developments], Freiburg 1999, p.173-218

Fischer, R./ Klein-Landeck, M./ Ludwig, H. (eds.): Die „Kosmische Erziehung“ Maria Montessoris, Reihe: Impulse der Reformpaedagogik [Maria Montessori’s “Cosmic Education, series: Impulses of New Education], edited by H. Ludwig, volume 2, Muenster 1999

Fischer, R./ Heitkaemper, P. (eds.): Montessori-Paedagogik: aktuelle und internationale Entwicklungen, Festschrift fuer Prof. Dr. Harald Ludwig, Reihe: Impulse der Reformpaedagogik [Montessori Education: current and international Developments, Commemorative Publication for Prof. Dr. Harald Ludwig, series: Impulses of New Education] volume 10, Muenster 2005

Fischer, R. (ed.): Sprache - Schluessel zur Welt, 2 Bände., Band 1: Handbuch zur Theorie und Praxis der Spracherziehung in der Montessori-Paedagogik [Language – Key to the World, 2 volumes, volume 1: Guide to the Theory and Practice of Maria Montessori’s Language Education], Donauwoerth 2005; Bd. 2: Materialien zur Spracherziehung in der Montessori-Pädagogik [volume 2: Material on Language Education in Maria Montessori's Pedagogy], Donauwoerth 2006.

GEBHARDT-SEELE, Peter (*1931):

Dr.; I was born 1931, I am German and I am married to Heidi, born in Lissau. We have 5 children and 4 grandchildren. I am currently working as director of training at the AMI elementary teacher training course in Baldegg, Switzerland. It is the second course there for the age group of 6 to 12, it is laid out through 3 summers plus four 1-week seminars. The course is taught in two languages at the same time, in German and in French. This is unique in the world, a French and German AMI elementary course for the age group of 6 to 12.

My career: Originally, I studied electrical engineering and economics, pursuing a job in Computer programming. Then, I turned to education, graduated as Bavarian teacher at a secondary modern school and eventually became principal of a private high-school for 12 years. In the mid-seventies I took the AMI training course for the age group of 3-6 and for children with special needs in Munich, then the AMI training course for the age group of 6-12, run by Margareth Elisabeth Stephenson, in Washington, DC, USA. I taught elementary Montessori classes (age 6-12 years) in Washington and Virginia, USA.

My training as an AMI teacher trainer began in the Washington Montessori Institute, then, for a full academic year, I was in Ireland (since AMI requires a trainer's trainee to work at different AMI centres) As an assistant-trainer I served in the Washington Montessori Institute (WMI), among others, I assisted in organizing and running summer training courses in Cleveland, Washington DC and Kansas City, was finally pronounced AMI teacher trainer, and continued working at the WMI.

For 27 years, I worked as teacher trainer, conference speaker and workshop leader, mostly in the USA, but also in Canada, Mexico, Australia, Germany, The Netherlands, Italy, Switzerland, etc. After I had returned to Munich, Germany, I organized and ran elementary AMI summer courses in Munich, and now in Switzerland.

Contact: Zennerstr.4, D-81379 München, Germany (postal address);
Tel. 089-7240 3753
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Selected publications:

Gebhardt-Seele, G.: The Computer and the Child – a Montessori Approach

Author of many articles on Montessori education in the following journals: *Communications (AMI)* (e.g. *Metaphysical Implications of Maria Montessori's Great Story of God without Hands*), *The NAMTA Journal (USA)*, *Montessori - Zeitschrift fuer Montessori-Paedagogik (Journal for Montessori Education) (Germany)*, *Das Kind (The Child) (Germany)*

GRINDEL, Esther (*1972):

Dr. paed. (Ed. D.). She is the headmistress of the private Montessori school in Muenster, Germany. She studied to become a primary school teacher in Muenster and London and worked at the Montessori Institute of the University of Muenster and at the International Centre of Giftedness (ICBF) of the universities of Muenster (Germany) and Nijmegen (The Netherlands). Her

dissertation thesis deals with the learning processes of gifted pupils during free work in Montessori schools.

contact: esther.grindel@montessori-muenster.de.

Selected publications:

Grindel, Esther: Lernprozesse hochbegabter Kinder in der Freiarbeit der Montessori-Pädagogik – Eine empirische Analyse auf der Basis von Einzelfallstudien in Montessori-Grundschulen, Reihe: Impulse der Reformpädagogik, hg. von H. Ludwig, Bd.17) Muenster: LIT-Verlag 2007, 305 S. (Learning processes of highly gifted children in the Free Work of the Montessori Method – An empirical analysis on the basis of individual case studies in Montessori Primary Schools, series: Impulses of New Education, Vol.17, 305 p.)

HOLTSTIEGE, Hildegard (*1927):

Dr. phil. (Ph. D.): Professor for educational studies at the universities in Worms, Dortmund and Muenster; in addition to the general academic studies of the subject, teaching jobs and research work since 1958, scientific research work and since 1971 teaching jobs in the field of Montessori education; since the end of the 1970s member of the conference of trainers and the Montessori Association in Aachen; work in training courses in Germany and abroad and in public relations; a great number of publications, especially on Montessori education.

contact: Rabertsweg 53, D-48329 Havixbeck, Germany (postal address)
e-mail: k.wedy@t-online.de (c/o Mrs Gabriele Wedy)

Selected publications:

Holtstiege, H.: Montessori-Pädagogik, in: Enzyklopädie Erziehungswissenschaft, Bd.7: Erziehung im Primarschulalter [Montessori Education, in: Encyclopedia Educational Studies, volume 7: Education at Primary School Age], Stuttgart 1985, p. 425-435

Holtstiege, H.: Studien zur Montessori-Pädagogik I: Maria Montessori und die „reformpädagogische Bewegung“ [Studies on Montessori Education I: Maria Montessori and the “Movement of New Education”], Freiburg 1986; II: Maria Montessoris Neue Pädagogik: Prinzip Freiheit - Freie Arbeit [Maria Montessori’s new Education: Principle of Freedom – Free Work], Freiburg 1987

Holtstiege, H.: Erzieher in der Montessori-Pädagogik [Educators in Montessori Education], Freiburg 1991

Holtstiege, H.: Montessori-Pädagogik und soziale Humanität [Montessori Education and social Humanity], Freiburg 1994

Holtstiege, H.: Freigabe zum Freiwerden – Interpretationen zur Montessori-Pädagogik [Release to become free – Interpretations on Montessori Education], Freiburg 1997

Holtstiege, H.: Das Menschenbild bei Maria Montessori – Grundzüge ihrer Anthropologie im Kontext der aktuellen Diskussion [The Conception of Man in Maria Montessori – basic Principles of her Anthropology within the Context of current Discussion] , Freiburg 1999
Holtstiege, Hildegard: Modell Montessori - Grundsätze und aktuelle Geltung der Montessori-Pädagogik [Model Montessori – Basic Principles and Topicality of Montessori Education], 14th edition, Freiburg 2007

KLEIN, Gerhard (*1932):

Dr. phil. (Ph.D.), Prof. emeritus, until his retirement in 1997, Gerhard Klein taught at the faculty for special education of the Teachers College Ludwigsburg/Reutlingen. His preferred expertise was education for learning disabled children with the focus of research on “early intervention“ and cooperation between regular and special schools. Since 1981, he is actively involved in the training of Montessori teachers in Baden-Wuerttemberg.

contact: Schlossgartenstr. 105, D- 72793 Pfullingen, Germany (postal address);
E-mail gewiklein@t-online.de

Selected publications:

Klein, G.: Lernbehinderte Kinder und Jugendliche – Lebenslauf und Erziehung [Learning disabled Children and young Persons – Career and Education]. Stuttgart 1985
Klein, G.: Das Kind als Akteur seiner Entwicklung [The Child as Actor of its Development], (with Kautter, Laupheimer, Wiegand) Heidelberg 1988 (4th edition 1998)
Klein, G.: Fruehfoerderung fuer Kinder mit psychosozialen Risiken [Early Intervention for Children with psychosocial Risks]. Stuttgart 2002
Klein, G.: Sprachentwicklung bei Montessori und in neueren Forschungsansetzen [Language Development according to Montessori and in recent Research Approaches]. In: H. Ludwig; Chr. Fischer; R. Fischer (eds.): Montessori-Paedagogik in Deutschland [Montessori Education in Germany]. Muenster 2001, p.324-331
Klein, G.: Montessori-Paedagogik und Gehirnforschung. [Montessori Education and Neuroscience] In: Montessori - Zeitschrift fuer Montessori-Paedagogik [Journal for Montessori Education] 43 (2005) nr.3, 97 – 115.

KLEIN-LANDECK, Michael (*1959):

Dr. phil. (Ph.D.), studied to become a teacher in educational studies, English, German and sports; from 1989 to 1991, teacher training at the Elly-Heuss-Knapp grammar school (with a focus on Montessori Education) in Bonn, worked three years at a grammar school; from 1994 to 1999 scientific assistant at the department for school education and general teaching methodology at the University of Muenster and member of the staff at the local Montessori centre. In 1997, doctorate to become Dr. phil. Since 1998, member of the editorial department of the journal “Montessori“ and lecturer for theory in Montessori training (courses to get a diploma or a certificate); since 1999, tutor of an

integrative Montessori class at a comprehensive school in Hamburg-Bergstedt; since 2005, head of the Montessori Association; in 2004, post-doctoral lecture qualification at the University of Oldenburg; author of a number of contributions to new education, Montessori education and foreign language teaching.

contact: Klein.Landeck@web.de

Selected publications:

Klein-Landeck, M.: Freie Arbeit bei Maria Montessori und Peter Petersen, Reihe: Impulse der Reformpädagogik [Free Work in Maria Montessori and Peter Petersen, series: Impulses of New Education], edited by H. Ludwig, volume.1, 4th edition., Muenster: LIT-Verlag 2008

Klein-Landeck, M.: Fundgrube fuer die Freiarbeit Englisch. Praxismaterialien zum selbsttaetigen Lernen nach Montessori, Donauwoerth: AUER-Verlag 2008 (Rich Source for free Work in English. Approved Material for Learning English in Montessori Schools)

LUDWIG, Harald (*1940):

Studied to become a teacher; from 1967 to 1975, teacher at grammar schools; in 1975, doctorate to become Dr. phil. (Ph.D.); from 1975 to 1991, working as lecturer in didactics at the teacher training college in Bonn and at the University of Bonn; in 1991, post-doctoral lecture qualification in Bonn in the subjects school theory and general didactics; from 1991-1993 holding the chair in primary education at the University of Koblenz; since 1993, professor for educational studies with the main focus on “New Education/Montessori education“ at the University of Muenster and head of the scientific Montessori Centre; since 2005 professor emeritus; editor of the journal “Montessori“; deputy chairman and member of the conference of trainers of the Montessori Association; board member of the Association Montessori Internationale (AMI); chairman of the “Stiftung Montessori-Paedagogik – Reformpädagogik – Wissenschaft“ [Foundation Montessori Education – New Education – Science]; lectures and publications in Germany and abroad on Montessori education and other educational scientific and philosophical topics; editor of the series “Impulses of New Education“, 22 volumes (since 1997).

contact: ludwigh@uni-muenster.de and haraldludwig@hotmail.com

Selected publications (concerning Montessori education):

Ludwig, H.: Montessori-Paedagogik, Kurseinheit I: Grundlagen, Kurseinheit II: Schule und Unterricht, Studienbriefe der FernUniversitaet Hagen [Montessori Education, Course Unit I: Basic Principles, Course Unit II: School and Lessons, Study Letters of the Open University Hagen], Hagen 2003

Ludwig, H.: Montessori-Schulen und ihre Didaktik [Montessori Schools and their Didactics], 2nd revised edition, Baltmannsweiler 2008

Ludwig, H. (ed.): Montessori-Paedagogik in der Diskussion – Aktuelle Forschungen und internationale Entwicklungen [Montessori Education under Discussion – current Research and international Developments], Freiburg 1999

Ludwig, H. (ed.): Erziehen mit Maria Montessori [Educating with Maria Montessori], 1st edition. 1997, 5th revised edition, Freiburg 2003 (translation into Czech Prag 2000)

Ludwig, H./ Fischer, Ch./ Fischer, R./ Klein-Landeck, M. (eds.): Sozialerziehung in der Montessori-Paedagogik – Theorie und Praxis einer „Erfahrungsschule des sozialen Lebens“, Reihe: Impulse der Reformpaedagogik [Social Education in Montessori Education – Theory and Practice of an “Experience School of social Life”, series: Impulses of New Education], edited by H. Ludwig, volume 12, Muenster 2005

Ludwig, H./ Fischer, Ch./ Fischer, R./ Klein-Landeck, M. (eds.): Musik – Kunst – Sprache. Moeglichkeiten des persoenlichen Ausdrucks in der Montessori-Paedagogik, Reihe: Impulse der Reformpaedagogik [Music – Art – Language. Possibilities of personal Expression in Montessori Education, series: Impulses of New Education], edited by H. Ludwig, volume 13, Muenster 2006

SCHUMACHER, Eva (*1960):

Eva Schumacher is professor of Elementary and Primary Education at Paedagogische Hochschule (University of Education) Schwaebisch Gmuend, Germany. Her main research areas are progressive education incl. impact on teacher training, transition processes between elementary, primary and secondary education, intercultural transitions between domestic and foreign schools (focus on South East Asia), inter-age learning and empirical social background studies based on SINUS milieus models. She emphasizes the interdependence of pedagogic theory and practical teaching and involves students in all research projects. She received her Montessori Diploma in 2006 and is Director of the Montessori Centre at the University. Member of various Montessori associations, she is active in the development and implementation of novel Montessori training courses. Recently, she founded the Stuttgart based Steinbeis Centre for Education and Teaching, an extramural research and consulting unit for the transfer of research results into real life applications. This unit is inter alia organizer of Montessori qualification courses.

contact: eva.schumacher-og@gmx.de

WEDY, Gabriele (*1967):

Academically qualified teacher with the focus on preschool education, training as course director for parent-child groups at the diocese Cologne; advanced vocational training with Prof. Dr. M. und H. Papousek, child centre in Munich; practical work in the management of parent-child groups and as educator in a mother-child shared living arrangement; member of the team “early education”

of the Montessori Association; currently working at a research project on early education in Montessori education.

contact: kwedy@t-online.de

IRELAND

DOUGLAS, Francis Gustave:

Francis Douglas is professor of the Department of Education, University College, Cork. He holds the following academic qualifications: B.Sc. (Hons) Economics (New University of Ulster); Grad Cert Ed. (Queens University Belfast); M.A., Education (New University of Ulster), Ph.D., Early Childhood Education (University of Hull). His present appointment is Director of Early Childhood Studies. Current Experience (including teaching, examining and administration): Lecturing to the undergraduates of the BA (ECS); Lecturing on the M.Ed. Programme; Supervising Ph.D. Students and Post Doctoral Students and having total responsibility for administering more than 300 students in Early Childhood Studies. He is External Examiner for the Waterford Institute of Technology and the Institute of Technology, Tralee (Early Childhood Studies). In the last few months he has given lectures in Portugal, Norway and Ireland.

Previous appointments were: Director of Early Childhood Studies 1995- 2007; Head of Education Dept., U.C.C. 1999 – 2002; Education Dept., U.C.C. 1980 – 2007. Previous experience (including teaching, examining and administration) was: He was appointed to St. Joseph’s College of Education in 1975 and has been involved in teaching degree students ever since. (He was appointed to UCC in 1980).

Contact: FDouglas@education.ucc.ie

Selected publications (for period 1990-2005):

Douglas F.G. & Horgan, M.A. (1995) Early Childhood Education, Issues and Concerns (section 1) Dublin I.N.T.O.

Douglas F.G. (1994). The History of the Irish Pre-School Playgroups Association Dublin I.P.P.A.

Horgan M.A. & Douglas F.G. (2001). Some Aspects of Quality in Early Childhood Education in Understanding Children. (Vol 1) Ed. By Anne Cleary, Maire Ní Ghiolla, Phadraig and Suzanne Quin, Published by Oak Tree Press, Chapter 6, pp. 119 – 144.

Douglas, F.G. (2005) “Young Children: Their Television Viewing Habits and the associated influences on their behaviour” in Hayes, N. (Ed) Proceedings of the Conference held in St. Patrick’s College, Drumcondra, Dublin 23rd April

Douglas F.G. & Horgan M.A. (2000). "The Light Beneath the Bushel – a discussion paper on Early Years Education and Care in the Republic of Ireland". Irish Journal of Applied Social Studies, Vol. 2, No.2. Summer, pp. 186-210

Horgan M.A. & Douglas, F.G. (1995a). "Early Childhood Education in Germany and Ireland – A Study of Provision and Curricular Implementation in Two Unique Environments". International Journal of Early Years Education, 3 (3): 51– 67. Autumn.

Horgan, M.A. & Douglas, F.G. (1995c). "The Professional Development of Early Childhood Educators in Ireland and Germany". International Journal of Early Childhood 17 (1): 19-27.

Douglas, F.G., Horgan, M.A. and O'Brien C., (Eds), (2000). Project EYE: An Irish Curriculum for the Three to Four-Year-Old child. Published by the Early Years Unit, Department of Education, U.C.C. (Nine Volumes) Reprinted by OMEP 2006.

Douglas, F.G. (1994). "Language in the Montessori Environment." St Nicholas' Montessori Society of Ireland. Newsletter. (September)

Douglas, F.G. (1992). "Montessori in Ireland 1913-1987" St Nicholas News.

Further details relating to definitions of formal publications are available at <http://www.ucc.ie/acad/bib/>

ITALY

SALASSA, Monica

Monica Salassa, Ph.D., discussed a dissertation thesis about “The quality of Montessori schools in Italy: a multiple case study” (2007). She is qualified as “Cultore della materia” (Expert) in educational research working with Prof. Clara Tornar's academic chair and she contributed study research projects to the Montessori centre since its foundation in 2002 at Roma Tre University. She is lecturer and tutor within Master courses in Montessori Education at the same University. Her recent publication “The development of Montessori schools. A comparative analysis” (2004) presents, through a quantitative kind of analysis, an initial up-to-date picture of the current state of things in some European countries compared with today’s state of development of Montessori schools in Italy, whilst her second recent publication “Montessori secondary schools in Italy” (2005) narrates and confronts some important experiences carried out in Italy from the end of the 1950s up to now, with their historical and pedagogical profile. Her research interests include a historical documentary field aimed to arrange useful data, sources and documents for a reliable historical reconstruction of the Montessori movement worldwide.

contact: salassa@uniroma3.it

STRINGHER, Cristina

Cristina Stringher, PhD, is lecturer within the master for Coordinators of early childhood services at Roma Tre University, Italy, where she is also “Cultore

della Materia” (Expert) in educational research working with Prof. Clara Tornar as member of Cesmon (Centre for Montessori Studies). She is a member of the European Network on Learning to Learn of the Joint Research Centre, European Commission, and scientific advisor to the Ministry of Public Education on the same subject.

Her PhD dissertation merged these research interests in her work entitled *Learning to learn in primary school: a comparison between traditional and Montessori classrooms* (2007). She presented this research in two papers *Learning competence: an Italian exploratory research in elementary schools*, 2nd Meeting of the Network on Learning to Learn, Ispra Joint Research Centre - European Commission, November 2006, <http://crell.jrc.ec.europa.eu/>, 2006, and *Learning to learn: first results of an exploratory research in elementary schools*, presented at the 3rd Meeting of the Network on Learning to Learn, Ispra Joint Research Centre – European Commission, May 2007. Her research interests reach adult learning and she is the author of the article *Montessori materials in adult education settings: a hypothesis of use in Italian Ctps* (2005) available on http://ruc.dk/paes/forskerskolen/program/info/summer_school/summer2005/papers2005/, 2005.

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TORNAR, Clara

Clara Tornar is full professor of Educational research at Roma Tre University (Italy) where she is also member of the Department of Educational Design. She is the scientific head of the Centre for Montessori Studies within the same University and director of the master in Montessori pedagogy and methodology. Her research interests in Montessori pedagogy are focussed on the analysis of variables characterising the learning environment and on the cognitive and affective processes taking place within such an environment.

She is the author of several essays and articles dedicated to these topics, as well as of the following books: *Attualità scientifica della pedagogia di Maria Montessori* (= *Scientific relevance of Montessori pedagogy today*) (1990), *Montessori International Bibliography 1896-2000* (2001), *La pedagogia di Maria Montessori tra teoria e azione*, (= *Montessori pedagogy between theory and action*) (2007).

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TRABALZINI, Paola (*1965):

Paola Trabalzini, PhD, is professor of aspects of education history in the Education and Training Sciences degree course at Rome's "La Sapienza" University. She is a member of the Montessori Higher Institute for Research and Training (ONM), for which she supervised the critical edition of *Il Metodo della Pedagogia Scientifica*. She is a collaborator of the Opera Nazionale Montessori (info@montessori.it) for cultural, editorial and training initiatives and activities. Since 2005 she is member of the editorial staff and the scientific committee of "Vita dell'infanzia", the Italian Montessori magazine. Since 2006 she belongs to the staff of "Laboratorio Montessori di Teoria e Storia dell'Educazione istituito presso l'Università "La Sapienza": <http://www.educazionenuova.org>

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e-mail: paola.trabalzini@montessori.it and ptrabalzini@libero.it

Selected publications:

Trabalzini, Paola:

- *Maria Montessori: scienza e società*, in "Vita dell'infanzia", n.3/4 marzo-aprile 2007, Atti 1907-2007 Montessori Centenary Conference, Roma 6-7 gennaio 2007, pp.15-25.
- *Uno scritto poco conosciuto*, in "Vita dell'infanzia", a. LV, n.3/4, 2006, pp.7-13.
- *Montessori e Gandhi in immagini e parole*, in "Vita dell'infanzia", a.LIII, n.10, 2004, pp. 4-5.
- *Maria Montessori da Il Metodo a La scoperta del bambino*, Roma, Aracne, 2003.
- *Condizione infantile e analfabetismo*, in "Vita dell'infanzia", a.LI, n.4, 2002, pp.20-23.
- *M. Montessori, Il Metodo della Pedagogia Scientifica applicato all'educazione infantile nelle Case dei Bambini. Edizione critica*, a cura di Paola Trabalzini, con saggi di G. Cives, A. Scocchera, P. Trabalzini e premessa di M. Laeng, Roma, Edizioni Opera Nazionale Montessori, 2000, pp.LXIX-845.
- *Il Metodo della Pedagogia Scientifica: genesi e sviluppi*, in M. Montessori, *Il Metodo della Pedagogia Scientifica applicato all'educazione infantile nelle Case dei Bambini. Edizione critica*, Roma, Edizioni Opera Nazionale Montessori, 2000, pp.XLV-LXIX.
- *Il metodo Montessori nella critica cattolica (1909-1934)*, in "Scuola e Città", a.L, 30 1999, pp.131-139.
- *Maria Montessori: liberazione e normalizzazione*, in "Vita dell'infanzia", a.XLVII, n.2, 1998, pp.9-13.
- *Significato e importanza della Conferenza "L'Antropologia pedagogica" del 1903 della Montessori. Parte prima* in "Vita dell'infanzia", a.XLVI, n.9, 1997, pp. 8-10.

POLAND

BEDNARCZUK, Beata

Ph.D.; She is university teacher at the Faculty of Pedagogics and Psychology Maria Curie - Sklodowska University in Lublin. In the years 1986 - 1991 she passed all exams at the master studies in education with excellent marks. Since 1991 she is university teacher at the Institute of Pedagogics MCS University in Lublin at the Didactical Department. In the years from 1992 - 1994 she took part in the project of "Individualised Education" connected with Montessori Education and co-ordinated by Hogeschool Gelderland en Nijmegen, Holland. She got her PhD degree in 2000.

She is working with the students in the following fields: didactics, integrated education at elementary school and Montessori Method. In 2007 her monograph work was published by the MCS Printers under the title: *A Child in the Montessori Classroom - Practical and Theoretical References*. (It was printed in Polish). She published more than 25 scholar articles. Her scholar interests: elementary and primary education, integration at the primary grades, child-centred pedagogical system and Montessori Education. She is a member of the Polish Montessori Society.

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CHEPIL, Maria

Prof. Dr. hab., university teacher at two universities: Pedagogical State University in Drohobych, Ukraine, and Maria Curie-Sklodowska University in Lublin. She is well known as specialist in history of education in the Ukrainian higher education system, author of 11 monographs and textbooks and 112 scholar articles. She is participating in the project of "Maria Montessori 1870-1952. Education for Centuries" with her Ukrainian experience. Some of her articles are connected with Montessori System in Ukraine.

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GŁODZIK, Beata:

Ph. D. She is university teacher at the MCS University Institute of Pedagogics. She got her Ph.D. in 2002. In 1995 she received the diploma of the study of the Montessori Method and since then she is still fascinated by it. She is author of some scholar articles about the Montessori Method, printed in Polish. Now she is an active member of the Polish Montessori Association. She is cooperating with Montessori nurseries in Lublin and Primary School of Maria Montessori in the same city in the Eastern part of Poland. She is an organizer of the course of the Montessori Method for Polish teachers. Her son and daughter attend a Montessori school in Lublin.

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KUCHA, Ryszard:

He is full professor and academic teacher of the Maria Curie-Sklodowska University in Lublin. Since September 2007 retired professor. Former dean of the Faculty of Pedagogics of the University of Economy and Innovation in Lublin, former vice-dean at the Faculty of Pedagogics and Psychology MCS University, former director of the Institute of Pedagogics of MCS University. He is member of the Montessori Europe Association, Polish Branch, author of more than 180 publications in the four languages: Polish, English, Russian and Ukrainian. He is a specialist in the field of history of education and comparative education. Editor-in-chief of 18 books in Polish, English, Russian and Ukrainian languages; editor of the "Lublin Pedagogical Yearbook" in the years of 1993 – 2007, author of 8 articles and presentations on Montessori Education in Polish and in English. Coordinator of the international project: *Maria Montessori (1870 – 1952) - Education for Centuries*.

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MIKSZA, Malgorzata (*1957):

She studied educational science at the University of Lodz (Poland); doctorate; in 1993, she got her Montessori diploma by the Montessori Association in Aachen; a number of study visits at the Montessori centre of the University of Muenster; scientific assistant at the department for educational studies of the University of Lodz (chair of Prof. Dr. Boguslaw Sliwerski) and teacher at a Montessori school in Lodz. Chairman of the Polish Montessori Society and lecturer in the training

of Montessori educators, board member of Montessori Europe, author of publications especially on Montessori education.

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ZDYBEL, Dorota,

Ph.D. She got her Ph.D. in 1999 on the topic of Montessori schools within the context of communicative competence development of 7-8 year-old children. In 1991 MA in Education; specialization: "Teacher Education and Social Work". From 1992 - 1994 course in "Individualized Education" at the Hogeschool Gelderland in Arnhem and Lublin. From 1996-1997 research training scholarship at Lock Haven University of Pennsylvania, USA. Since 1991 she is lecturer at the Institute of Pedagogics of MCS University in Lublin. Main subjects taught: methods of teaching integrated language arts, language creativity and methodology of educational research. Close cooperation with Montessori Lab at the Institute of Pedagogics MCS University in Lublin

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RUSSIA

Information on the staff members at the Montessori centre of the State University of Belgorod (Russia)

Nadeshda Grigorjevna TARASSENKO has been the manager of the Montessori centre at Belgorod University since it was founded. She develops a theoretical conception to look at the process of modern education against the background of Maria Montessori's basic principles. Central to Tarassenko's scientific interest are Montessori's ideas on "cosmic education" in the light of modern scientific philosophical knowledge. The staff of the centre show particular interest in Tarassenko's work.

The deputy director of the centre, the highest scientific assistant, **Galina Anatoljevna JEMELJANOVA**, began to concentrate on Montessori education when she was still a student herself. She has already been working at the centre for ten years and develops didactic material on astronomy on the basis of Maria Montessori's ideas on "cosmic education".

From 1997 on, **Helena Viktorovna LITOVCHENKO** has been a scientific assistant at the centre. She is working on didactic material on the relationship of the child with society and the culture of the earth. Besides, E.V. Litovchenko holds two patents of the Russian Federation.

The higher scientific assistant **Liana Wassiljevna TELEWINOVA** has been working at the centre since 1996 and is working on didactic material in the field of physics. Liana Wassiljevna also has a patent of the Russian Federation.

Irina Leonidovna KRJAZHKOVA has been working at the centre since 1998. She develops didactic material on geography and she obtained a patent by the Russian Federation, too.

Larissa Alekseevna KSENOVA has been working at the centre since 2000 and develops didactic material on biology. She was granted a patent by the Russian Federation.

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DOROFEEV, Andrej

Andrej Dorofeev is Ph.D., senior lecturer in education and psychology at the Belgorod State Agricultural University, Russia. His research interests are within the fields of children and youth education, peace education, intercultural education and Montessori Education. His dissertation thesis (2003) "*Realization of ideas of the pedagogy of Montessori in German preschool and school educational establishments*" deals with experience and adaptation of its ideas with reference to the German education system and is interpreted in relation to the development of Maria Montessori's Education in Russia. He studied at the Montessori Centre of the University of Muenster in the years 1997/1998 and 2001/2002. Now Andrej Dorofeev is responsible for the general pedagogy on Faculty of Pedagogy, Psychology and Vocational Training of the Belgorod State Agricultural Academy (Russian Federation).

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SWEDEN

AHLQUIST, Eva-Maria

Eva-Maria Ahlquist is a lecturer and a PhD student in education at Stockholm University. Her ongoing dissertation work is about the Montessori environment. She is a compulsory teacher for the elementary school grades 4-6. She got her

Montessori education by AMI Bergamo and has been working as a Montessori elementary teacher for more than 10 years. She has been responsible for the Montessori pedagogy since the end of 1980 at the Stockholm Institute of Education which from January 2008 has been incorporated with the Stockholm University. Her recent publication, which she wrote together with professor Christina Gustafsson and her colleague Per Gynther is about the Montessori pedagogy in the book titled "Boken om pedagogerna" (The book about the pedagogues), a book frequently used in teacher education.

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ÅKERBLOM, Annika

Annika Åkerblom is a PhD student of education at the University of Lund in a research program called "Language use and individual learning". She has been working for 15 years as Montessori-teacher in a preschool. Her research interest is fundamental research in learning and the role of language and she developed educational material in Linguistic Awareness.

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CRONQUIST, Bodil

Bodil Cronquist is a compulsory school teacher for the forms 1-7, with a Montessori degree. She is a lecturer and course leader for Montessori education at Malmö University, teacher education in Sweden. She also teaches students at Lund's Montessorigrundskola, LMG, which is a private compulsory school run by a parents' association. She's interested in the Montessori environment and is doing a small amount of research in this matter.

She has published Montessori material manuals in language, mathematics, culture and the sensorial subject.

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GYNTHER, Per

Per Gynther has a bachelor of education in primary education. He got his Montessori training by the Institute of Education in Stockholm for the age group of 6-12 years. He worked as Montessori teacher at primary level and later as vice principal for a Montessori school at primary and secondary level. Per is, together with Eva-Maria Ahlquist and Josefine Larsson, responsible for the Montessori pedagogy at the University of Stockholm where he has worked since

2001. His main interest is in mathematics and the role of the teacher. Per has recently, together with Eva-Maria Ahlquist and Prof. Christina Gustafsson, written about Montessori pedagogy in “The book about the pedagogues”.

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GUSTAFSSON, Christina

She is professor at the Uppsala University in Sweden. If you want to contact her, please write to Eva-Maria Ahlquist (see above).

JOHANSSON, Margareta

Margareta Johansson, Ph. D., Senior Lecturer in Education, Lund University, Sweden. Emeritus since February 2007. She is a compulsory school teacher for the forms 1-3 (1962) with a Montessori Education (AMI, London 1971). During the 1970s she was a leader of experimental work inspired by Montessori Education within the public compulsory school system in Lund. Since 1990 she has been the leader of courses in Montessori education at different levels at the Department of Education, Lund University, and was one of those who took the initiative for the network M.E.R. (Montessori Education and Research) in Stockholm (2000). Her research interests are within the fields of children and youth education, peace education, intercultural education and Montessori Education. Her dissertation thesis (1994) ”We are the ones who are going to take over the world” deals with compulsory school pupils and ’the new peace education’ of the 1980s in Sweden and is interpreted in relation to Maria Montessori’s Education of Peace. An article ”Education in Maria Montessori’s ’Prepared Pedagogic Environment’ at Swedish Universities Today – a Justified Possibility?” was published in *Lubelski Rocznik Pedagogiczny XXIII*, Wydawnictwo Uniwersytetu Marii Curie-Sklodowskiej, Lublin in Poland (2003).

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LARSSON, Josefine

Josefine Larsson has a degree of Bachelor of Education at the University of Stockholm. She took her Montessori training at MMTO, AMI, London, for the age groups of 3-6 years in 1997 and AMI, Bergamo, Italy for the age groups of 6-12 years in 1999. Josefine teaches students at primary level and is responsible for leading and developing the pedagogical work at her school. Josefine is also a lecturer and course leader at the Montessori department of the University of Stockholm, where she has worked since 2006.

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SIGNERT, Kerstin

Kerstin Signert is a PhD candidate and a lecturer at the Department of Education at the University of Gothenburg. The aim of her thesis is to point out a systematic use of variation and invariants in the sensorial training in Montessori's pedagogy. She is a lecturer in teacher training, contract teaching with development work in schools and course leader for Montessori Education at the University of Gothenburg. She previously worked as a compulsory teacher and has a Montessori degree for the age group of 2.5 – 12 years. She has published books about Maria Montessori and her pedagogy in Swedish e.g. *Mitt i musiken – montessoriidéer*, about Montessori and music (1995). *Maria Montessori – anteckningar ur ett liv* (2000)

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SWITZERLAND

BAUMANN, Harold (*1941):

Married to Claudine Closuit, Montessori director from Martigny (Valais). Father to two grown-up children. He studied natural sciences at the ETH in Zuerich from 1960 to 1965. Dissertation thesis and lecture assistant at the Laboratory for Organic Chemistry from 1965 to 1968. Scientific adjunct from 1988-2003; since 1976 different teaching jobs.

Part-time work on educational issues: Vicariates and assistant teaching jobs at different grammar schools and a training school from 1964-1968. He attended courses on teacher training in secondary modern schools organized by the ETHZ from 1976-1978. He translated and scientifically worked at Maria Montessori's "Psicoaritmetica" and published part 1 in 1989, part 2 in 2000; research work on the history of the Swiss Montessori movement since 1977, the book was published in 2007: He was president of the Association Montessori Switzerland, section of the German and Rhaeto-Romanic parts of Switzerland from 1982-2004.

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Selected publications:

Baumann, H. (ed.): Montessori, Maria: Die Freiheit muss aufgebaut werden [Freedom has to be built up], in: Montessori-Werkbrief [Montessori Work Letter] 4/1985, S.121-124
Baumann, H. (ed.): Montessori, Maria: Psychoarithmetik – Psico-Aritmetica [Psycho-arithmetic] , Zuerich 1989 (1. Teil) und 2000 (2. Teil)
Baumann, H.: Geschichtliche Hintergruende der Montessori – Piaget – Beziehungen, in: Montessori-Werkbrief [Historical Background of Montessori-Piaget relationships, in: Montessori Work Letter] 1/1984, S.3-15
Baumann, H.: Montessori-Paedagogik und Faschismus – Eine Entgegnung [Montessori Education and Fascism – an Answer], in: Fischer, R. / Heitkaemper, P.: Montessori-Paedagogik: aktuelle und internationale Entwicklungen [Montessori Education: current and international Developments], Muenster: LIT-Verlag 2005, S.122-176
Baumann, H.: 1907-2007: Hundert Jahre Montessori-Paedagogik – Eine Chronik der Montessori-Paedagogik in der Schweiz [A Hundred Years of Montessori Education – a Chronicle of Montessori Education in Switzerland], Bern et al.: Haupt Verlag 2007

THE NETHERLANDS

Heemstra-Hendriksen, Liene

Liene Heemstra is a Montessori teacher trainer at Hogeschool Edith Stein in Hengelo, the Netherlands. She has been working as a Montessori teacher with children from 4 to 6 years and from 6-9 years. In that period her interest for cosmic education began. After several studies she developed ‘*The star map*’ (Nienhuis, 2002), a map to help children to observe the stars, and to find their way into the universe. She studied pedagogy and visited the Montessori teacher training centre in Perugia twice for her research: ‘Education is the most human profession’. In 2006 she published the book: ‘*The story of the Child*’, the development of the child from 0 till 15 years. This book is used at nearly all teacher training centres in the Netherlands. Since 1990 she has been active as a Montessori teacher trainer. She visited Montessori schools all over the world to give lectures or workshops, to watch the children working and to enjoy.

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McCOLLUM, Brandi N.:

M. Ed., I am an AMI certified primary teacher and cognitive behavioural consultant. I have worked in a dual career of education and child psychology. My areas of research interest for my Psy. D. and/or Ph. D. are, but are not limited to, cognitive behavioural psychology applied in education, bilingual education, cultural competency, attachment and sensitive periods. Currently, my research is in its infancy but the professional peer oversight and input of MORE membership offers a mutually beneficial partnership.

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UNITED KINGDOM

JACKSON, Peter

I became President of Montessori AMI (UK) in 2005 after retiring as Principal Lecturer in Philosophy at Roehampton University, having previously lectured at Cambridge and London Universities. Apart from mainstream philosophy, my main research interest is child development in which I take a special interest in the theory and practice of Montessori, Steiner, Froebel and various psychotherapies. I also assess research articles for international journals and universities.

I am pleased to report that Montessori AMI UK is in very good shape, not only internationally through the leadership of Lynne Lawrence and her team, including Hilla Patel and Louise Livingstone but also nationally through the hard work of our Society Committee and its association with Montessori Education UK. Of growing importance too is the Montessori Archive, managed by Mark Pardoe, and housed in the Training College (montessoripioneers@hotmail.com.uk.)

contact: pwjackson@hotmail.com

Selected publications:

Jackson, P. W. and Lee, S-W. (1999), 'Froebel and the Hitler Jugend: The Britishing of Froebel', *Early Child Development and Care*, 117, pp.45-65

Jackson, P. (1999) Froebel Education Re-Assessed: British and German Experience, 1850-1940, *Early Child Development and Care*, 149, pp.11-25.

Lee, S-W., Evans, R. and Jackson, P. (1994) 'Froebel and Christianity', *Early Child Development and Care*, 100.

Jackson, P.W. (1999) 'Zwei Hohepunkte - eine englische Perspektive zur Erziehung nach Froebel', in: W.E. Fthenakis and M.R. Textor (eds.) *Paedagogische Ansaetze im Kindergarten*, Munich: University of Munich Press, pp.22-29

Jackson, P.W. (2000) 'Early Years Education' in J.W. Docking (ed.) *New Labour's Policies for Schools*, London: David Fulton

Jackson, P and Astley, K (2000) 'Doubts on Spirituality: Interpreting Steiner-Waldorf Ritual' in *International Journal of Children's Spirituality*, Vol.5, No.2, pp.221-227

Jackson, P. (1997) 'Child-Centred Education for Pacific-Rim Cultures?' *International Journal of Early Childhood Education*, Vol.2, pp 5-18

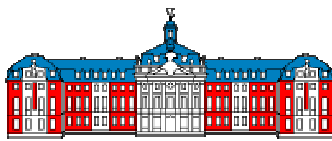
Jackson, P and McAuley, H (1992) *Educating Young Children: A Structural Approach*, London: David Fulton

Jackson, P (1996) 'Pre-School Provision' in J.W. Docking (ed.) *National School Policy*, London: David Fulton

Jackson, P and Astley, K (1995) 'Cocoon: 'Childhood' and Steiner-Waldorf educational philosophy' *Paideia*, 9.

**3.) MONTESSORI RESEARCH CENTRES
in Europe: University of Muenster (Germany);
Roma Tre University (Italy); State University of
Belgorod (Russia)**

**a. The MONTESSORI RESEARCH CENTRE of the
University of Muenster**



Westphalian Wilhelms-University Muenster
Institute for Educational Science,
Department for Theory of School and Didactics

Montessori Study Centre



Dr. med. Maria Montessori, 1870 - 1952

*A survey of the tasks of the academic Montessori Centre of the University of
Muenster and of the facilities it offers*

The *Montessori Centre* is an academic study and research centre for Montessori Pedagogy. It is part of the *Institute for Educational Science* at the University of Muenster. Its foundations were laid by Prof. Guenter Schulz-Benesch, PhD (1925-1997); Prof. Paul Oswald (1914-1999), and Prof. Hildegard Holtstiege, (*1927). Since 1993 Prof. Harald Ludwig (*1940) was the head of the Centre, and has continually expanded it. Since Prof. Ludwig's retirement in 2005 his colleague Dr. Reinhard Fischer (*1944) cares about the Centre. But Prof. Holtstiege and Prof. Ludwig and some assistants continue teaching and doing research work on Montessori education as well.

Among the special facilities of the Centre are:

- a wide selection of literature which contains not only works by Maria Montessori but also secondary literature concerning the Montessori Method (more than 12,000 titles altogether)
- a collection of Montessori's teaching materials (almost complete) for nursery, primary and secondary schools. In addition to that, material was developed later by other Montessori educators
- a collection of audio-visual material on Maria Montessori and her educational concept

All three sections are constantly being expanded and completed.

The Montessori Centre offers a wide range of facilities:

- During the office hours you can use the Montessori material to conduct exercises in the Montessori Method. In addition to that you can receive further instruction and help through written information or by our staff members, all of whom hold the national Montessori Diploma
- In addition to the wide selection of literature mentioned above we also have very instructive videos concerning the Montessori Method, which can be watched at the Montessori Centre
- Groups of visitors can see demonstrations of the usage of the material and can practise the usage themselves. This is also an additional training offer to teachers of various schools. If you are interested in this, do not hesitate to contact us on the phone (0251)-83-29192 or per e-mail montess@uni-muenster.de

- ❑ You can also borrow Montessori Material for teaching purposes within the University of Muenster (seminars etc.) only.
- ❑ Students who search literature for their seminar papers or examination theses can ask advice during office hours. There is an alphabetic as well as a systematic catalogue to all the titles. The latter has a very differentiated register. Literature that belongs to the Montessori Centre cannot be borrowed, but it can be studied on the premises of the Centre and it can be photocopied.
- ❑ The teaching team of the Montessori Centre regularly holds seminars and lectures on Maria Montessori and her educational concept (see the information board at the centre). According to the new course of studies for educational studies New Education/ Montessori Education is one of the topics students may choose as their main focus.
- ❑ In co-operation with the German Montessori Association a course regularly takes place which leads to the national Montessori Diploma. Another course teaches the application of Montessori ideas to secondary education and leads to the Montessori Certificate. The courses are conducted by Dr. Reinhard Fischer. The next courses will begin in 2009.
- ❑ Another feature of the Montessori Centre are special archives within the precincts of the library unit of the educational studies department. In these archives you can find further literature and documents concerning Montessori Education. There is also literature on Peter Petersen, Berthold Otto and the German Educational Reconstruction (an emigrant organisation during World War II).
This special collection is open to people working on special research projects (access has to be arranged individually).
- ❑ In research and teaching the Montessori Method is constantly being adapted to today's needs. The Montessori Centre participates in this process together with international partners. Our special attention is focused on the reconstruction of educational reform in Eastern Europe.
- ❑ For several decades Professors working at the Montessori Centre have also been editing the works of Maria Montessori according to academic standards in Germany.
- ❑ Several recently published works by lecturers of the Montessori Centre support the further development of the Montessori Method (list available at: <http://egora.uni-muenster.de/ew/mz>).

Montessori Centre
(Last update: 01/03/2008)

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Head of the Montessori Centre:
Dr. Reinhard Fischer

Emeriti (retired professors):
Prof. Dr. Hildegard Holtstiege
Prof. Dr. Harald Ludwig

Assistants: Susanne Hoffmann, Filippa Otto, Anne Trampler

Research Project of Prof. Ludwig (*Academic Edition of Montessori's Works*): Rosa Mezzanotte (Italian, Spanish), Isabel Rose (French), Lena Siebenkotten (Dutch, English)

Office Hours of the Montessori Centre:
Thursday from 10 a.m. to 15 p.m.

**b. The MONTESSORI RESEARCH CENTRE of Roma
Tre University**



Dipartimento di Progettazione Educativa e Didattica

Centre for Montessori studies

The Centre for Montessori Studies (CeSMon - *Centro di Studi Montessoriani*) was established in 2002 within the *Department of Educational Design* at *Roma Tre* University to promote the study of the numerous aspects of Maria Montessori's thought and work. The reasons for its establishment draw primarily from the following considerations:

- the major relevance of Maria Montessori's thought and its cultural influence on today's pedagogical discourse;
- the growing international consensus about Montessori pedagogy;
- the special historic, theoretical, and empirical interest reflected in the most recent academic developments on Montessori's work;
- the lack of an academic centre in Italy devoted to the promotion of study and research activities focussed on Montessori's work.

Scientific Aims and Activities

The Centre's activities are conceived around three scientific sections reflecting different though closely connected research interests:

- The first section, mainly of a historical-documentary kind, aims to carry on research and systematisation of data, sources and documentation that can provide elements of knowledge for a historical reconstruction and analysis of the various realities or of the scenario in which the different applications of Montessori pedagogy take place. An initial objective of the activities started up in this section consisted of gathering and organising data that could provide a quantitative and qualitative profile of the centres involved in cultural, education and didactic activities connected to Montessori pedagogy. To this end, a *Monitor* was set up and its first data concern the spreading of Montessori institutions in most European countries and in some non-European ones as well.
- The second section deals with the development of activities of a more strictly empirical-experimental kind, in order to provide a quantitative and qualitative profile of the contexts, activities and processes connected to the various applications of Montessori pedagogy.
- Finally, the third section deals with all the cultural and didactic activities that the Centre organises in order to achieve an adequate dissemination and valorisation of Montessori pedagogy. This section deals with the implementation of a series of *service activities*, mainly consisting of:
 - a) the organization of seminars and didactic workshops for the students in the Vocational Training Science Faculty (*Facoltà di Scienze della Formazione*);

b) the organization of training activities like a Master degree Course (*post-lauream degree*) that aims to provide more in-depth study of the cultural and curricular aspects of Montessori pedagogy in today's institutional contexts in the light of the more recent contributions of educational psychology research;

c) the publication of studies and scientific abstracts.

The centre hosts a complete collection of Montessori's teaching material for nursery and primary schools and maintains a bibliographical searchable database of Montessori literature available for research purposes. The database contains more than 14.000 citations. In an appropriate section, historical Montessori journals and other materials of historical interest are preserved.

Since its foundation, Full Professor Clara Tornar has been the scientific head of Cesmon. The scientific committee is composed of Full Professor Benedetto Vertecchi and Associate Professor Mauro La Torre. Dr Monica Salassa and Dr Cristina Stringher are members of Cesmon research team.

c. The MONTESSORI RESEARCH CENTRE of the State University of Belgorod (Russia)

Summary (short information)

The Montessori centre was founded in December 1994 on the authority of the Ministry of Education of the Russian Federation and the Academic Council of Belgorod State University. The Montessori centre has the status of an independent scientific institution within Belgorod State University.

The purpose of the centre's work is to study Maria Montessori's pedagogical ideas in the light of a modern paradigm of education, to work out the scientific and methodological basic principles in order to put them into practice, to implement the results into the modern educational process, to train pedagogical specialists to base their work on the ideas of Montessori's pedagogy.

The staff of the Montessori centre of Belgorod State University looks at M. Montessori's creative heritage from a current point of view. However, central to the work of the centre are her ideas on "cosmic education" in the light of modern philosophy, psychology and pedagogy.

Based on the theoretical concept of "Cosmic Education", worked out by the centre, curricula are designed and didactic material for the prepared didactic

environment of an elementary school is created. Until now, 38 reproductions of the original Montessori material have been made in the centre.



The centre works according to educational principles of elementary schools in Belgorod. The system of the reproduction of original didactic material is asked for by educational Montessori institutions of St.-Petersburg, Kostroma, Ekaterinburg (Russia), Brest (Belarus) and Kharkov (Ukraine).

In 1996, the centre founded a group for Montessori teachers of Belgorod on behalf of the Management of Education and Administration in Belgorod. The centre leads the scientific and methodical work of this group. Montessori teachers of schools in Belgorod took part in the Russian competition of educational projects under the guidance of the centre and won three prizes. The members of the centre introduce M. Montessori's pedagogical ideas to schools of the city and the region.



Furthermore, they train educational staff of the city and the region in the improvement of their professional skills. The two Montessori teachers, S. F. Mochalina and T. E. Owsaynnikowa, won the title “The honoured teacher of Russia”.

Every year, the centre holds scientific and methodological courses. Since the centre was founded, more than 70 courses for teachers of Belgorod have been held.

The centre organizes a children's city walk for pupils from Montessori classes, «The future of the Earth is in our hands», which is a kind of festival.

On university level, members of the centre give courses on the preparation of preschool children for school on the basis of Maria Montessori's pedagogy.

For university students the Montessori centre holds courses.

In 2003, the Montessori centre put forward the worked out concept to the competition «Federal and regional policy in science and education» organized by the Ministry of Education of Russia and won the grant.

The centre is the winner of the competition of the State Fund for the assistance to develop small scientific and technical enterprises based on the programme «Start 04». It got eight patent certificates by the Federal Institute of Industrial Property of Russia.

Members of the Centre designed curricula based on the theoretical concept of M. Montessori's idea on "Cosmic education". In addition, they published theoretical scientific and methodological literature on current problems of M. Montessori's pedagogy (including - 6 books, more than 65 articles published in Russian and foreign scientific editions) and a dissertation on a scientific degree of the candidate of pedagogical sciences was protected.

In October 1995, the international practical scientific conference "*M. Montessori's Pedagogy: theory and practice*" took place at Belgorod State University.

During the conference, scientists from Muenster University, the representative of the Ministry of School of the land North Rhine-Westphalia, heads of Montessori institutions and Montessori teachers of the land North Rhine-Westphalia participated on the German side. From Russia the following representatives took part in the conference and the course work: the representative of the Ministry of Education of the Russian Federation, the representative of the Management of Education and Administration of the Belgorod region, representatives of Belgorod State University, teachers of nurseries and schools in Belgorod and the region, representatives from the Ukraine and Russian cities such as Moscow, Voronezh, Lipetsk, Ekaterinburg, Volgograd, Nizhni Novgorod, etc. A collection of scientific papers was published on the material of the conference.

In October 1999, the second international practical scientific conference "*M. Montessori's pedagogy and a paradigm of education for the XX century*" was held on the basis of BelSU.

Scientists and practitioners from Germany, Holland, Poland, Belarus, Ukraine and Russia took part in the conference. From the German side – the scientists of Muenster University: Prof. Dr. Harald Ludwig, Prof. Dr. Hildegard Holtstiege, Dr. Reinhard Fischer, the representative of the Ministry of Education

of North Rhine-Westphalia, Dr. Hubert Goebbels, and the following Montessori teachers from educational institutions of North Rhine-Westphalia: Gretel Moskopp, Peter Heck, Ulrich Spengler, Christina Everhardt, Hilde Westhaus, Carmen Druyen, Rudolf Horn. Furthermore, representatives of Byelorussia and representatives of Russian cities such as Moscow, Kursk, Cheboksary, etc. took part in the conference.

A collection of scientific papers on the material of the conference was published.

From May 15th to May 18th 2006, the Montessori centre of Belgorod State University held *the International congress on "Montessori's idea of cosmic education" and education in the XXI century"* <http://www.bsu.edu.ru/Events/2006/2006-05-15Montessory/> together with the Montessori centre of Muenster University on the basis of BelSU under the aegis of the European organization "Montessori Europe".

The president of "Montessori Europe", Dr. Gudula Meisterjahn Knebel, the member of "Montessori-Europe" Committee, Rainer Voelkel, some experts from Russia, the Ukraine, Belarus, Germany, the Netherlands, South Korea, Canada, Poland, India and Italy took part in the organization. Russia was represented by people from Moscow, Kostroma, Ivanovo, Novosibirsk, Frayzino, Magnitogorsk, Mytisch, Pskov, Shchelkovo, Tver, Dubna, Krasnodar, Omsk, Snezhinsk, Ufa.

The congress was greeted in a letter by the General Secretary of AMI Renilde Montessori.

The aim of the congress was to show the urgency and the importance of M. Montessori's idea of "Cosmic Education", to emphasize the possibilities of the development of this idea from the viewpoint of modern scientific philosophical knowledge and to show ways to integrate it in the education of the 21st century.



A collection of scientific papers on conference material was published. Since 1995, research work has been carried out by the centre in close contact with foreign experts in the field of M. Montessori's pedagogy.

Since it was founded, the centre has closely cooperated with the educational institutions of North Rhine-Westphalia (Germany) about the issue of integrating M. Montessori's ideas in modern education.

From 1994 until 2000, the centre worked together with a group of Montessori teachers from primary schools, grammar schools and nurseries of Krefeld, Moenchengladbach, Meerbusch and Duesseldorf and representatives of the Ministry of Education. Staff was retrained and scientific research was carried out in North Rhine-Westphalia.

Since 2000, the Russian and German scientists worked together on the basis of a contract for cooperation between the Montessori centre of Muenster University (Germany) and the Montessori centre of Belgorod State University (from 14th April 2000), which contributed a lot to the quality of the work at our centre.

Business contacts for the field of research were established with partners such as: the Committee of European Organisation "Montessori-Europe", the Montessori centre of Muenster University (Germany), the publisher's Herder

(Germany), the national institute of the Netherlands, which works out curricula and programmes (the Netherlands), the Pedagogical Institute of Canada (Toronto, Canada), the Montessori Pedagogy Institute (Seoul, South Korea), the Brest State University (Belarus), some educational institutions of the Ukraine (Kiev) and a number of Montessori teachers from different Russian cities.

Some members of the Montessori centre took part in the work for two international conferences, seven international practical scientific courses, which were held in Germany within the work of the international congresses by «Montessori Europe» (Lodz, Poland, 2002; Dublin, Ireland, 2003, Prague, Czechia, 2004; Goeteborg, Sweden, 2005; Vienna, Austria, 2006).

4.) Report on RECENT RESEARCH on Montessori education in Germany

In the following contribution Dr. Hildegard Holtstiege (professor emeritus of the University of Muenster), the “grand old lady” of Montessori research in Germany (now 81 years old), gives a survey of her research on early education and Montessori education. This theme was the main topic of her research during the last ten years.

Work report on the research project “Early education within the context of Montessori education”

Hildegard Holtstiege

Scientific research on the project “Montessori early education” has been going on for a long time.

1. Initial phase

It all began with a teaching assignment at the “Wissenschaftliche Hochschule Rheinland Pfalz (1971-1975)” [Academic University Rhineland-Palatinate] for “Educational theory of early childhood”.

Amongst other things, courses on comparisons between Froebel’s, Montessori’s concepts of early education and the concept of the elementary field (Structure plan of the German education system, 1970) were provided. Montessori’s concept emerged as a very popular subject, which, particularly in the 1970s, resulted into observations of preschool classes in Germany and the Netherlands.

The work results of that time were first, yet very generally, reflected in the publication of 1977 “Modell Montessori” [Model Montessori, 14th revised edition 2007]. (14)

After observations of classes in Roman institutions in 1989 had taken place and a required contribution for the journal “Das Kind” [The Child] had been written, the topic of early education according to Montessori was taken up again, stated more precisely and – according to technical understanding – more applied to the first two years of the child’s life. In order to include the perspectives continuity of education and educational biography it was appropriate to pursue the entire period of education at the so-called preschool level. After hermeneutic studies of the Montessori primary literature had been carried out and evaluation of observations in corresponding institutions (Italy, The Netherlands, Germany) had been done, one could work out an outline of the thoughts and the material.

In the contribution “Montessori education in early childhood education now and then” published in 1990, the studies coming along with the practice are treated in brief statements in order to address the complex topic more precisely. The aim is to show different ways of proceeding and to set innovations in motion. Contours of the concept of early education in the Montessori primary literature are worked out and notes about the organization of early and preschool education in corresponding institutions are added. (1)

2. Scientific settling and verification of anthropological basic concepts

In order to settle and verify anthropological (educational psychological) basic concepts of Montessori education scientifically, individual topics were looked into, revised and published in the period 1997-2001.

- Montessori’s statements about the sensitive periods were checked and verified under the title “The psycho-biological concept of sensitive periods and Montessori’s approach” within the context of evolutionary-biological results of the research, especially in behavioural biology and neurobiology. The result showed that Montessori had worked with the same classic approaches of behavioural research, which were taken up by more recent research work of the past decades and developed further in a more precise way. Thus, Montessori’s approach can be stated more precisely in connection with more recent results of the research.

- Under the same research conditions – evolutionary, neurobiological and ethological findings as criteria – Montessori’s hypothesis of the “absorbent mind”, which is of central importance to infantile development and education in

her concept of early education, was looked at. The concept of imprint in its function of elucidation and explanation for early childhood learning was central to this project. One could also find correlations in the classic approaches between Montessori's ideas and recent findings. More recent results provide us with more precise and justified statements which lead to the understanding and denotation of the term "imprint as a sensitive kind of learning". Such statements have the importance of elucidation and verification of the phenomenon of the child's absorbent educational activity in the first years of its life. ("Der absorbierende Geist. Montessoris Hypothesen und biologische Forschungsergebnisse." [The absorbent mind. Montessori's hypotheses and results of the biological research]) (3)

3. Research on the "tools of intelligence": hand and eye (observation)

Observation belongs to the innate basic equipments of the child. The hand is regarded as a phenomenon of the mind and as a tool of intelligence.

In 2000, the essay "Die beobachtende Intelligenz des Kindes und das Problem des visuellen Analphabetismus" [The child's observing intelligence and the problem of visual illiteracy] was published. The research tendency of this publication was due to two reasons and was looked at from two perspectives: the general reason was the issue of the effect of infantile experiences with media consumption. The following hypothesis was taken as a starting point: The assumption that children are visually illiterate more refers to educational dealings with the original ability of the infant to observe than to the anthropological basic equipment itself. Visual illiteracy is a secondary phenomenon, which is due to shortcomings of education.

Thus, the child's anthropological basic equipment – its innate ability to observe – became the second working hypothesis, which was also a matter of primary importance and was studied in detail. In Montessori education, observation has a central meaning in two respects: On the one hand, it is a basic quality of the way in which the educator behaves and acts. On the other hand, Montessori considers the child's observing activity as a typical feature of childhood. The study aimed at elaborating the feature of infantile observation, its function, meaning and its development and forming by means of assistance and methods provided by the educator. (4)

Montessori's set phrase "The child creates itself by the work of its hands" raises the question which way of infantile activities and education lead to this. The result of literary research gave impetus to this work – the fact that hardly any literature could be found in the period from 1970 to 1990 in Germany on the

topic of the hand expressly. In the 1990s, evolutionary biological, neurobiological, neurological paediatric, creative publications concerning body language and artistic-oriented publications were released, which still had to be reviewed in order to deal with the meaning of the hand in Montessori's concept.

The results were presented in 2001 under the title "From the touching hand to mental touching". (5) The hand – according to Montessori – was released in the evolution in order that the open hand of man could become a feature. It has a changing function, it performs on nature and creates culture with it. The hand is a phenomenon of expression of the mind, a tool and grasping organ of intelligence, an organ of relationship with the material and social environment and an organ of expression of the dynamic unity of man. This complex statement is looked into in this study.

One of Montessori's famous statements is in its results with regard to the since 2004 ongoing reform of the elementary level (0-6 years) in Germany is still very relevant today: The development of the writing hand which is sensitised around the fourth year of the child's life. This fact is very relevant for education and is a feature of orientation in the educational political and educational didactic organization of the transitional phase between preschool and elementary school level, which is being reformed in Germany at the moment under the headword of "connectivity in educational didactic and methodological respect".

4. The emergence of the project "Early education within the context of Montessori education"

The concrete project of "Early education within the context of Montessori education", which gathered an unexpected momentum of its own, emerged in 2001. From this time on, a more intensive and systematic tendency towards the topic of early education and its practical and scientific orientation began. Initiatives of parents highly aware of and critical about education asked for lectures on "early education according to Montessori" which were oriented towards basic principles.

This more precisely stated request meant a complex and detailed hermeneutic study of the Montessori primary literature in connection with the systematization of the found sources. On the one hand, such sources resulted from already existing studies and lectures by Montessori on the subject of "early education". On the other hand, the existing (German-speaking) primary literature had to be saved and analysed in order to work out and describe the result of the complex idea of "early education according to Montessori" from the scattered statements about "education from birth".

With regard to the issue of the current scientific position of Montessori's concept, additional research into different scientific discourses of other relevant

fields became necessary. Montessori herself already referred to such a way of proceeding whilst seeing a shortcoming with regard to the abilities a child has from birth or with regard to emotional needs: “[...] that the child is equipped with great mental powers which we do not know yet.” (Das kreative Kind – Der absorbierende Geist, p. 125 [The creative child – The absorbent mind, p. 125]). Elsewhere she states: “In order to understand the child’s desires we have to look at it on a scientific basis because its desires are very often unconscious.” (Mein Handbuch (1922), p. 77 [Dr. Montessori’s Own Handbook (1922), p.77]) Montessori’s statements show that her concept is not finished and is, therefore, dependant on results in recent research. Besides, she explicitly asks for taking new relevant scientific results into account.

The first results of the research about the necessity of an infantile education – stimulation and assistance - were published in 2004 under the title “Frueherziehung nach Montessori” [Early education according to Montessori]. (6, 6a) The backdrop of this publication was one of Montessori’s statements made in 1922/23. It includes the entire theoretical concept for which she states a “fundamental precondition” and “three basic principles” with regard to the parents. A fundamental precondition for education of the infant is “to know the child’s psychic needs and to be able to observe its utterances and interpret them correctly.” In order to pave the child’s way to its mental development three basic principles have to be taken into account:

- “Most important is: all kinds of the child’s reasonable activities have to be respected and understood.
- The second principle is: Support the child’s urge for activity as far as possible, do not serve it, but educate it in order that it becomes independent.
- The third principle is: The child is much more receptive to exterior influences than we think. We have to adjust all our behaviour to that.” (Das Kind in der Familie. Wien 1923, p. 36 f [The child in the family. Vienna 1923, p.36 f.]).

In accordance with these principles for the mission of the parents to educate, it becomes necessary to observe what the child needs, which aptitudes and needs for activity can be found. Only then, the educational question can be raised how one can take the observed mental needs of the child into account in accordance with the child’s motto “Help me to do it myself”.

The worked out concept of early education by Montessori was very popular in 2002 on the theoretical and practical part and could be put up for discussion: On 20th September 2002, the topic of a Russian delegation was presented to a group of scientists from Belgorod University and discussed. In 2003, it even came up

in five lectures, among other things, in a course where one could gain a Montessori certificate in Vienna. In 2004, Montessori's concept of early education was presented and discussed during a colloquium of doctoral candidates in educational studies at Muenster University. Besides, it was discussed at seven more places in Germany and in one more course where one could gain a certificate in Vienna. In this way, the project "early education within the context of Montessori education" developed in an intersection of theory and practice from the beginning on. Thus, it was centred in a permanent discussion between the practical, pedagogical mission to educate and scientific reflection, both of which made progress with the ongoing research.

Within the context of the large study conferences of the "Montessori-Vereinigung e.V. – Sitz Aachen" [Montessori Association – Aachen], which take place once a year with about 400 participants in cooperation with the Thomas-Morus-Academy (Bensberg), Montessori's concept of early education could be presented in 2003 and be included into the theoretical/practical discussion here as well. The study conference in 2005 was prepared in correspondence with the central topic (music-art-language) and the question was raised what religious aesthetic matters mean for the world of a child at the age of 0-3. The background of this topic was the study of a comparison between Montessori's concept of early education and the results of the international infant research according to D. Stern, which was carried out at the same time.

In this study, the issue of ways of perception of religious aesthetic matters in early childhood is dealt with, which is closely connected with the issue of "educational motives", the ideas of religious aesthetic kind of "spontaneous acquisition of culture" by the child itself. From a didactic perspective, infantile ways of approaching religious matters are worked out and Montessori's religious educational concretions are presented. The results were published in 2006. (7)

Parallel to the studies of 2003-2006, the comparative study which has already been mentioned was carried out – so to speak a first conclusion was drawn from my research on Montessori's concept of early education. In this study, Montessori's understanding was connected and compared with the results of the international infant research. The corresponding publication "Montessori's findings of early education and the 'revolution' in infant research" presented in 2006 was due to a request made by Montessori. In her later writings, she says two times that scientific research is insufficient. In 1941, she remarks that it is very "hard to describe how children reveal things (discovering and experiencing) because we lack suitable terms." (18) In 1949, she points to the, already quoted, necessity of scientific research on the child's desires. In the same year, she explicitly comes to the following conclusion: "It is not necessary that the research is completed altogether. It is sufficient to understand the idea

and to proceed according to what it tells us so far.” (Über die Bildung des Menschen, p. 28 [The Formation of Man, p. 28])

These references by Montessori to the necessity to include scientific research results about infantile abilities in the first two years of the child’s life connected with suitable terms to describe them were – as already mentioned – a starting point to the comparing research projects on Montessori’s concept of early education. Under the leading question “what is the infant equipped with from birth?” the main interest of research were the tendencies of behaviour which can be observed from birth. Montessori’s, partially yet very generally kept, observed and described “equipments” of the infant were compared with the results of the infant researcher D. Stern. Stern’s working hypothesis is to draw conclusions from observed data found in experiments – direct observations and measurements of reactions in the child’s behaviour – to infantile experience.

Montessori’s ideas, observations and conclusions in comparison with those of Stern’s and his secondary analysis of international results of the research resulted into two central questions of the study:

1. The extent of the child’s observable self-activity shown on the basis of early childhood interaction.
2. The development into a personality by means of the development of infantile self-perception.

This comparison between Montessori’s approach and Stern’s results and interpretations gave interesting information: In the substance of the presented statements – what they meant individually – one can find a strong correlation. Stern’s statements, however, are due to the use of empirical methods, measurements and observations of reactions of the child’s and the minder’s behaviour – more precise in formulating the problem and the result. Closely connected with this is also that he defines a discriminating terminology, a lack which – as already mentioned – still exists, according to Montessori, in her lifetime (1941).

A comparison of the contents, however, shows that Montessori more considers the energetic dimension in the relationship between child and adult. On the basis of the idea of life – the biological dimension – Montessori draws in her observations and analyses of the development of behaviour on the energetic foundation – globally summarized in the study of the phenomenon love, a more than universal energy.

The shown differentiating results of the current results of the infant research with regard to the large proportion of infantile self-activity from birth and the insight into the processes of personality development are educationally very

relevant. They suggest to coordinate educational assistance in the first years of the child's life with infantile activities and "centres of activity" (sensitive periods) and to clearly define them. Accordingly, the mentioned results led to a reflective determination of the anthropological relevance to the present meaning of early education within the context of Montessori education. (8)

With regard to the institutionalization of educational work, which becomes necessary, in the beginning of 2005 the following request was put forward during the conference of lecturers of the Montessori Association in Aachen: "Development and cultivation of the main emphasis early education 0-3 years" and the naming of a contact person. The conference in 2004 complied with the request. At the same time, putting this main emphasis and choosing this subject area meant electing an executive team, which has organized workshops on Montessori early education since 2005 on a yearly basis in cooperation with the Thomas-Morus-Academy (Bensberg) and which is the contact.

In order to informally take stock of the already existing practical work of education the first weekend in Mai 2006 was intended to be used for its "presentation". The workshop "Furthering and assisting - Early education in Montessori education" was used for the presentation of concepts for already existing institutions and for formal and informal activities, same as for the presentation of the study of education on "motives and activities of education", the stimuli in the child's environment.

More than 50 participants from Germany presented their work. Besides public preschool institutions and initiatives of parents, mothers presented themselves in the daily care and supervisors of children's groups described their practical work. The topic of next year's conference was drawn from the result of the presented educational work and problems concerning the work. The context for further research work on Montessori's ideas about early education and to check and verify them on a scientific basis were the topics of the yearly study conferences of the Montessori Association and the topics of the workshops on early education from 2003 onwards.

A corresponding course topic was developed for the study conference in 2006 ("Taking Learning into one's own Hand") "Looking for opportunities to learn – the age between 0 and 3". With regard to the research already carried out in their own initiative on the child's activity to learn (looking for opportunities to learn from birth), participants of the working-group asked for the didactic dimension: an environment with a "series of motives to learn" for the child's first years of life. This broad formulation by Montessori suggests reflections: Which are the individual motives to learn? Which motives does the child need in the periods of the first three years of its life? (9)

“Mixed age groups (0-6)” was intended to be the main emphasis of the workshop of the conference on early education in May 2007. The topic was planned and treated in combination of sessions on theoretical foundations and on visualization of the practical side by the head master of a Montessori day-nursery.

During the sessions on theoretical foundations, two aspects were treated: educational opportunities of mixed age groups (0-6 years) and the special quality of the interface between the second and the third year of the child’s life. Both aspects helped to discuss the current change in the distinction of the age groups 0-3 years and 3-6 years (also for geographical reasons) due to Montessori’s classification into developmental stages of the child’s intelligence (0-4 period of perception, 5-7 period of instruction). At the same time, the educational meaning and effect of mixed age social groups was worked out and discussed in brief statements. The results were published in 2008. (11)

Within the context of the 100th anniversary of Montessori education in 2007 a lecture on the topic “100 years Montessori education in family – nido – and children’s house – developments and topicality” had to be worked out for the study conference of the same year.

With regard to “developments and topicality” it became necessary to put the main emphasis by means of literary practical research and documentations:

- Montessori education in family and nido (documented by Montessori from 1922/23 and 1944/48)
- Status quo and topicality of Montessori education on the transition from primary or rather elementary level to primary school (connectivity in contents and method). This work was also published in 2008. (12)
- Within the context of the study conference of 2007, a second topic was planned for the course, which had to be worked out and prepared as well: When does Montessori education start? This event was based on a relevant text by Silvana Montanaro. Afterwards, the aspect of prenatal organization of development helped by the child itself was presented and discussed. Observable developmental stages were clearly defined by means of selected texts. Relevant literary presentations by the Swiss paediatrician Largo, the German behaviour scientist Immelmann and the American infant researcher Stern were the basis of discussion.

In the further course of this working group, the presentation and discussion of selected situations relevant to education of the child’s development in the first year of its life was dealt with:

- The meaning of the “awake inactivity” with respect to infantile observation and concentration as well as
- The meaning of infantile authenticity check in emotional and social resonance and reaction – the authenticity check of social relationships by the child (10)
- The workshop “Furthering and assisting - Early education within the context of Montessori education” of 2008 put the main emphasis on “the meaning of the educators in the early years of the child’s life”, which had to be worked out as well. During this course, the clarification of the theoretical introduction to the topic was closely connected with a visualization of corresponding observations made in a day-nursery by the head master.

The lecture on education started with a few questions: understanding and tasks of the educator from Montessori’s perspective. The main emphasis of the topic referred to questions oriented towards sensitivity: When do we have to pay attention to what? The period of perception and the central issue of the development and organization of emotional and social resonance and reaction (as emotional social development has been described and recorded empirically by way of activity of the mirror neurones in more recent research) were treated in particular.

The central topic was the foundation of the development of intelligence in perception and emotion, which are, according to Montessori, “coefficients of manhood”. With regard to the relationship between empathy and emotional education, Montessori’s idea of the position of the educator in the field of infantile education of emotion had to be worked out, especially Montessori’s descriptions of an emphatic style of raising children and corresponding emphatic behaviour patterns. This work is intended to be published in 2008. (13.15)

5. Conclusion

The above described ten-year research work on the topic of early education within the context of Montessori education can be interpreted as an increasing general accompanying research on early education, which pursues quite a few of Montessori’s remarks:

Among other things, Montessori emphasizes in 1936 the adult’s responsibility. The adult has the “duty to observe the child’s psychic needs with as much scientific thoroughness as possible and to provide it with an appropriate environment.” (Kinder sind anders, p. 58.59 [Secret of childhood, p.58.59])

In her paper of 1946 “Erziehung für eine neue Welt“ [Education for a new world], Montessori treats the biological mechanisms and intuition of “motherly love”. She takes the contemporary observation that the “natural drives with which nature equipped the mother have been extensively repressed or become

ineffective. Mothers have lost this natural drive extensively nowadays and mankind is close to degeneration. Therefore, it is as important to explore the developmental stages of the motherly drive as the ones of the natural development of the child because they are made to complement each other. Mothers have to return to cooperation with nature or science has to find a way to further and protect the child's mental development, as it has found ways in case of physical development. Motherly love is a force, one of the natural forces. It has to attract the attention of scientists in order that future mothers can help consciously what they do not do instinctively any longer. Education has to provide mothers with this knowledge in order for them to consciously do justice to their children's mental needs from birth." (Erziehung für eine neue Welt, p. 73 [Education for a New World, p.73])

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- 6a. Holtstiege, H.: Fruehfoerderung nach Maria Montessori. In: MONTESSORI. Zeitschrift fuer Montessori-Paedagogik H.3 (2005), S. 116-122 [Early intervention according to Maria Montessori. In: MONTESSORI. Journal for Montessori education]
7. Holtstiege, H.: Was bedeutet das Religioes-Aesthetische fuer die Erfahrungen und die Lebenswelt des Kindes im Alter von 0-3 Jahren? In: Ludwig, H. u. a. (Hg.): Musik-Kunst-Sprache. Moeglichkeiten des persoenlichen Ausdrucks in der Montessori-Paedagogik. Muenster 2006. S.269-304 [What do religious aesthetic matters mean to the experiences and the world of a child at the age of 0-3? In: Ludwig, H. et al. (ed.): Music – Art - Language. Possibilities of personal expression in Montessori education]
8. Holtstiege, H.: Montessoris fruehpaedagogische Erkenntnisse und die „Revolution“ in der Saeuglingsforschung. In: DAS KIND H.40 (2/2006), S. 67-121 [Montessori’s early educational findings and the “revolution“ in infant research]
9. Holtstiege, H.: Die Suche nach Lernchancen und die Bildungsmotive in der Umgebung des Kindes im Alter von 0-3 Jahren. In: Ludwig, H. u. a. (Hg.). Das Lernen in die eigene Hand nehmen – Mut zur Freiheit in der Montessori-Paedagogik. Lit: Muenster 2007. S. 60-83 [Looking for opportunities and educational motives in the environment of the child at the age of 0-3. In: Ludwig, H.: (ed.). Taking Learning into one’s Own Hand – Courage to have freedom in Montessori education]
10. Holtstiege, H.: Wann beginnt die Montessori-Frueherziehung? In: Ludwig, H. u. a. (Hg.): 100 Jahre Montessori-Kinderhaus. Geschichte und Aktualitaet eines pädagogischen Konzeptes. Bensberger Tagungsband 2008 [When does Montessori early education start? In: Ludwig, H. et al. (ed.): 100 years of the Montessori children’s house. History and topicality of an educational concept]
11. Holtstiege, H.: Montessoris Prinzip der Altersmischung – ein soziales Element menschlichen Lernens in Kindheit und Jugend. Ebd. 2008 (Bensberger Tagungsband) [Montessori’s principle of mixed age groups – a social element of human learning in childhood and youth]
12. Holtstiege, H.: 100 Jahre Montessori-Paedagogik in Familie, Nido und Kinderhaus-Entwicklungen und Aktualitaet. In: ebd. 2008 (Bensberger Tagungsband) [100 years of Montessori education in family, nido and children’s house – developments and topicality]
13. Holtstiege, H.: Die Bedeutung der Erzieher in den fruehen Jahren des Kindes. Erscheint 2008 – Publikationsorgan noch nicht endgueltig entschieden. [The meaning of the educators to the child’s early years of its life. Will be published in 2008- type of publication has not been decided on, yet]
14. Holtstiege, H.: Modell Montessori. Grundsaeetze und aktuelle Geltung. Freiburg 14. erw. Aufl. 2007 [Model Montessori. Principles and Current Importance]
15. Holtstiege, H.: Erzieher in der Montessori-Paedagogik. Freiburg 1991 [educators in Montessori education]

5.) Some additional news

a. A list of scientific works on Montessori education in Ireland

by Francis Douglas (University College, Cork, Ireland)

Culhane, J. (2003) *The Relevance of Maria Montessori's Religious Education System: The Value of the Catechesis of the Good Shepherd*. M.Ed. Thesis: Dublin, UCD.

Culverwell, E.P. (1913) *The Montessori Principles and Practices*. London. Bellesons

Dunlea, Catherine P., (1990) *The relevance of Montessori education: A study of Montessori schools in the Cork area*. M.Ed. Thesis, U.C.C.

Flynn, R.J. (1924) *Montessori and Her Inspirers*. Dublin. The Educational Company of Ireland Limited

Glasgow, P. (1992) *Statistics*. St. Nicholas Montessori School: Dublin

Hurley, S. (1997) *A Comparative Study in Early Childhood Education (The Irish National School Curriculum and the Montessori Method)* M.Ed. Thesis, Dublin: TCD

McDonald, Teresa N., (1974) *Long-term effects of Montessori Schooling*, Q.U.B., M.A.

Mhic Ghearrailt, S., (2004) *An Modh Oideachais Montessori*. Forbairt Náionraí Teo.: Dublin

Morgan-Dockrell, E., (1919) *Effects of physiological doctrines of Montessori on Character*, M.A., U.C.D.

Rowlette, M. (2003) *An Investigation of Montessori Teachers Working in Special National Schools in Ireland*. M.Ed. Thesis, Dublin: TCD

Ridgway, Marian A., (1997) *The Montessori Method of Early Childhood Education: A study of Four Montessori Schools in the Cork Area*. U.C.C. Ph.D.

St. Nicholas Montessori Society of Ireland, (2003) *Certification Process for Montessori Schools* St. Nicholas Montessori Society of Ireland: Dublin

St. Nicholas Montessori College (1996) *Early Childhood (2½-6)*. St. Nicholas Montessori College: Dublin

St. Nicholas Montessori Society of Ireland (2003) *Existing Quality Assurance Programmes*. Conference Paper, Carlow

St. Nicholas Montessori Society of Ireland (n.d.) *Guidelines for Montessori Schools*. St. Nicholas Montessori Society of Ireland: Dublin

St. Nicholas Society of Ireland (2005) *Montessori Education: A Foundation for Life – A Guideline Booklet for Montessori Pre-Schools* St. Nicholas Montessori Society of Ireland: Dublin

Swan, Desmond, (1979) *The Pedagogical Psychology of Maria Montessori – An Evaluation*. P.ESAI, pp. 261-168

Walsh, M. (2003) *School Development Planning and Montessori Education in Ireland: An Investigative Study*. M.Ed. Thesis: Dublin, UCD

b. MONTESSORI SUMMERCOURSE in Hengelo, Muenster, Amsterdam

by Liene Heemstra (Hogeschool Edith Stein, Hengelo, The Netherlands)



THE MONTESSORI SUMMERCOURSE will take place from 17th to 23rd of August 2008

Last minute news: The course cannot take place this year because there have not been enough registrations until July 1, 2008. The time of announcement was obviously too short. The course will be delayed to August 23rd -29th 2009.

The programme and the conditions will almost be the same.

The AMI (Association Montessori International), Edith Stein Teacher College/OCT (Hengelo, The Netherlands) and the University of Muenster (Germany) organize this special summer course around the theme: Montessori and brain based education.

The programme includes a journey through history, science, the present and the past. It is a unique opportunity to live and learn together with Montessori teachers from many different countries, to listen to international speakers, to participate actively in a workshop, and to visit special schools. To put it briefly: Together you will make a journey, which is not only physically, but also brain based.

For more information, please go to www.edith.nl, click the pop-up ‘summer course’. The application form is attached.

Contact persons at Edith Stein Teacher Training College/OCT: Mrs. Jose Ramaker (ramaker@edith.nl) or Mrs. L. Heemstra (heemstra@edith.nl)

Target group: Montessori teachers from all countries

Status of the certification

The awarded certificate is based on 2 ECTS (50 hours). It contains the following text: *Montessori Summer Course ‘Montessori and brain based education’*.

The course is an in-depth course leading to a certificate that supplements the existing Montessori diploma. The certificate can also be used as evidence for your professional career. If you want the course to be acknowledged to be part of your study, we advise you to write a daily report and personal reflection. Whether you can use those reports as part of your regular study depends on your own college/university.

Costs: For the course: € 900; for accommodation and transport: € 900

This course is a pilot course. Thanks to the financial support from the Dutch national agency we can offer you the course for a reduced price of € 1200. For 2009 the course will be a part of the Comenius in-service training.

Language of communication: English

Minimum amount of participants: 15

c. “OPEN FORUM” and “STRATEGIC PLAN” of the Association Montessori Internationale, Amsterdam

by Harald Ludwig (University of Muenster, Germany)

During their yearly conference from 27th to 31st March 2008 in Amsterdam, the Association Montessori Internationale (AMI) presented and discussed a professionally worked out “Strategic Plan” for the development of the Montessori movement worldwide, which is supported by AMI. This took place during board meetings which lasted several days, during a meeting of Montessori associations from different countries, which are affiliated with AMI, during the meeting of their staff members and during an “Open Forum” which was intended for everybody interested.

The suggestions of the new plan concern changes in the organization and structure of AMI and possibilities of an improved effect in spreading Montessori’s educational ideas all over the world. Among others, the aims are to increase the number of members of AMI drastically, to expand the AMI training courses, which requires more AMI trainers and more AMI training centres, to intensify the internationalization of public work – for example an offer by the AMI homepage in languages other than English – and to intensify and increase the quality of publication work.

Among others, it is planned to publish further works by Montessori, to develop the journal *Communications* into a periodical on an academic level and to use the recently designed *Bulletin* for general information.

Of special interest is the rearrangement of the relationship between AMI and the affiliated associations in different countries. The basic principle is that AMI can only become effective world wide through affiliated national associations, which need the support and legitimation by AMI themselves for their work. AMI aims at a “leadership” in the Montessori movement, which is not supposed to be expressed through directives from above, but through the quality of the Montessori work, through role model, advice and help. AMI only wants to have one famous Montessori association. Therefore, the two Montessori societies in Switzerland which are connected with AMI aim at a joint venture. The German representatives stated that this can not be conferred offhand on the special situation in Germany because in Germany several specific Montessori organizations work on a cooperative basis which is coordinated by the Montessori Umbrella Association Germany (MDD).

Everybody interested in Montessori education is asked to also inform himself on the internet (www.montessori-ami.org) and to give ideas, wishes and

suggestions to AMI (info@montessori-ami.org). The vision of AMI is to become a world wide acknowledged and influential organization which is for the benefit of all children, as it corresponds to Maria Montessori's concern.

NOTE:

This NEWSLETTER was composed by Prof. Dr. Harald Ludwig (University of Muenster) and Lena Siebenkotten, assistant of the Montessori Centre (University of Muenster).