

# MONTESSORI RESEARCH EUROPE MO.R.E.

## MONTESSORI RESEARCH & MORE NEWSLETTER 1/2-2010

Dear members of MORE, dear colleagues and friends,

We hope that you began the New Year in good health, and we wish you a happy New Year and good luck for your Montessori research in 2011. We are sorry that we could not send you the projected two numbers of our newsletter MONTESSORI RESEARCH & MORE in 2010. The reason is that we had some difficulties with our Montessori work at the University of Muenster, and furthermore I was absorbed by my work for the about 20 volumes of the academic edition of Montessori's Collected Works in German. Therefore I could not do the necessary work of coordination for MONTESSORI RESEARCH EUROPE in 2010.

**Prof. Dr. Clara Tornar will be the new coordinator of MO.R.E.**

But now there is an excellent solution for the coordination problem. Our Italian colleague Prof. Dr. Clara Tornar, head of the Montessori Research Centre at the University Roma Tre, is ready to undertake the task of coordination for MO.R.E. beginning from 2011. I thank Clara very much for her generous readiness. If you have any contributions or news for our newsletter MONTESSORI RESEARCH & MORE, please, send them to Clara Tornar in Rome in future ([tornar@uniroma3.it](mailto:tornar@uniroma3.it)). I repeat a biographical note on Prof. Tornar, which we already published in our Newsletter 2008-1:

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). Personal contact: [tornar@uniroma3.it](mailto:tornar@uniroma3.it).

I want to add the following: In 2009 Prof. Tornar edited Maria Montessori's book *Dall' infanzia all' adolescenza* (*From Childhood to Adolescence*). It is an historical-critical edition with a lot of interesting comments. Furthermore she and her assistants worked out a

Montessori Digital Library, which is now officially available through the website of the Centre for Montessori Studies, at [www.montessori.uniroma3.it](http://www.montessori.uniroma3.it). In our Newsletter 2008-1 we also published a presentation of the Montessori Centre at University Roma Tre.

If any other Montessori Research Centre wants to compose a Newsletter of MO.R.E, this will also be possible in future of course. For instance our Russian friends from the Montessori Centre at the University of Belgorod (Russia) plan to compose a newsletter with focus on Montessori research in Russia in late 2011 or early 2012.<sup>1</sup> Furthermore our colleagues from Austria will perhaps compose one of the next newsletters, because there are some new interesting Austrian studies on Montessori education. All this should be done in coordination with Prof. Dr. Clara Tornar in Rome.

### [Informal Meeting of MO.R.E at the Congress of Montessori Europe](#)

At the congress of Montessori Europe at Bad Honnef in October 2010 there was an informal meeting of some members of MO.R.E and some interested colleagues. The meeting was chaired by Prof. Dr. Clara Tornar and her assistant Dr. Monica Salassa. You will find the minutes of this meeting later in this Newsletter. The next MO.R.E - meeting will be in Bratislava, probably on Sunday morning, in connection with the Montessori Europe Congress October 14 – 16, 2011. (For the program of this congress see the homepage of Montessori Europe: [www.montessori-europe.com](http://www.montessori-europe.com)).

### [Website of MO.R.E within the Homepage of Montessori Europe](#)

Thanks to Montessori Europe it will be possible to design a website of MO.R.E within the homepage of Montessori Europe. At the informal meeting some ideas were presented, how the new MORE homepage could be designed. You can read details in the minutes of the meeting. If you want to add any suggestions, please write to the new coordinator Prof. Clara Tornar and her assistant Dr. Monica Salassa ([tornar@uniroma3.it](mailto:tornar@uniroma3.it)). The team of the Montessori Centre at University Roma Tre will care about the design of this Homepage in cooperation with Mrs. Anja Kohrs (Montessori Europe).

### [How to get prior numbers of the MORE - Newsletter](#)

In near future you will find prior numbers of the Newsletter MONTESSORI RESEARCH & MORE on the special homepage of MO.R.E within the website of Montessori Europe. Until then the prior numbers are available on the homepage of the Montessori Research Centre of Muenster (Germany):

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<sup>1</sup> See the presentation of the Montessori Centre of the State University of Belgorod in Newsletter 2008-1, p.30-34.

[www.montessorizentrum-muenster.de](http://www.montessorizentrum-muenster.de) (Please, bear in mind that there is this new address for the homepage of the Montessori Centre Muenster!). When you are on the starting site you should click on “Ueber uns” (“About us”). On the left you find the rubric “Archiv” (archives). Click on it and then you will find among others the Newsletters of MORE. You can also use the English pages with the same procedure.

At the end of the present newsletter you will find the contents of the prior numbers of our newsletter “MONTESSORI RESEARCH & MORE.

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- 3. Last State of the Academic Edition of Maria Montessori’s Collected Works in German (pages 7-18)**
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- 4. First English Edition of Maria Montessori’s work *Psychogeometry* (1934) (pages 18-19)**
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- 8. Important Montessori Dates in 2011 (pages 25-27)**
- 9. New Members of MO.R.E (pages 27-30)**
- 10. Contents of Prior Numbers of the Newsletter MONTESSORI RESEARCH & MORE (pages 30-33)**

I hope that you will enjoy reading this newsletter, although we are short on theoretical contributions this time. Please bear in mind that we need your involvement in composing the newsletter MONTESSORI RESEARCH & MORE. We would be happy, if many of you would send contributions to the new coordinator Clara Tornar.

With the season's best wishes

*Harald Ludwig*

(Professor emeritus at the University of Muenster)

## **1. Minutes of MORE Informal Meeting, Bad Honnef (Germany), 2<sup>nd</sup> October 2010<sup>2</sup>**

Present (as appeared on the attendance list):

Michael Rubinstein (Dutch Montessori Association, NL)

Patricia Eck (DE)

Esther Grindel (University of Muenster, DE)

Nienke Ruijs (University of Amsterdam, NL)

Clara Tornar (University of Roma Tre, IT)

Monica Salassa (University of Roma Tre, IT)

John Clarkson (Montessori Centre, UK)

Herbert Haberl (Montessori Europe Board, AT)

Ivan Juras (Slovak Montessori Association, SK)

Prof. dr. Harald Ludwig, the group's coordinator, could not be present at the meeting. Therefore, he asked prof. Clara Tornar and dr. Monica Salassa to chair the meeting. It was the first MORE informal meeting in connection with the annual meeting of Montessori Europe.

It opened with a brief introduction of MORE network by Clara Tornar: MORE is a network of Montessori researchers across Europe, whose aim is to improve communication between universities and other academic institutions in Europe that are involved in research in the field of Montessori pedagogy. A newsletter is published twice a year and it is sent to all members. Persons who are not yet members and wish to join this network should contact Harald Ludwig, Muenster University, email: [ludwigh@uni-muenster.de](mailto:ludwigh@uni-muenster.de) or [Montessori@uni-muenster.de](mailto:Montessori@uni-muenster.de)<sup>3</sup>

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<sup>2</sup> The minutes were taken by Monica Salassa.

<sup>3</sup> From the beginning of 2011 you should contact in this matter Clara Tornar: [tornar@uniroma3.it](mailto:tornar@uniroma3.it). (H.L.)

In the first part of the meeting, participants were invited to present themselves and to talk about their research interest in Montessori pedagogy. Then, they were asked to report about the situation of the Montessori research in the country they live in.

The result was that there is a general lack of Montessori research in all the European countries represented. Some research on small topics is carried out by students of the Montessori diploma courses or as degree thesis at the University.

Monica Salassa mentioned some empirical research carried out in Italy by the Centre for Montessori studies which has been reported in the MORE Newsletter of July 2009. Then, she briefly reported about “The Montessori Digital Library” Project, a recent research project funded by the Department of Educational Design, University of Roma Tre. The Library will be soon put online and everyone interested into collaboration to the project can contact prof. Tornar for further information.<sup>4</sup>

Esther Grindel, from the University of Muenster, briefly reported on the activity of prof. Ludwig concerning the publication of Montessori’s writings whole collection in German language. Two volumes have already been published for Herder editions.<sup>5</sup>

In the second part of the meeting, Clara Tornar announced that prof. Ludwig had confirmed the possibility to design a web page for MORE within the Montessori Europe web site. This page should be representative of the activity of the MORE group and developed for the network purposes. The group was asked for their thoughts on what might be included in this area and suggestions were:

- on the web page should be put a list of all members of MORE with their brief profiles;
- on the web page should be put a database including information about research projects, publications etc. in the original language, with abstract in English;
- on the web page there should be a link to MORE newsletters.

Mr. Clarkson suggested that an American Montessori teachers’ association should be contacted, carrying out interesting research topics on Montessori pedagogy, linking the new MORE web page to their website.

For technical problems related to the development of MORE web page Ivan Juras informed that the Montessori Europe person to deal with is Anja Kohrs (ME General Secretary).

All participants agreed that it is necessary to make a systematic recognition of research (published or in publishing) in Montessori pedagogy carried out across Europe. It was suggested to prepare a “Questionnaire” to send to all members in order to gather useful data from different countries. Prof.

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<sup>4</sup> Meanwhile the Montessori Digital Library is online. See [www.montessori.uniroma3.it](http://www.montessori.uniroma3.it).

<sup>5</sup> See the detailed account later in this newsletter.

Tornar and dr. Salassa will prepare a draft questionnaire and will send it to participants for approval.

Mr. Haberl told the group that Montessori Europe is trying to get money by sending an Application for EU projects. It was agreed to take into consideration the possibility to include into the Application form further information about MORE network and its projects. Then, Haberl asked Tornar to send him a very short presentation of the Centre for Montessori studies and its research projects in order to include it into the Application form as well. The deadline for submission of the Application is December 1<sup>st</sup>, 2010.

The next MORE meeting would be in Bratislava, probably on Sunday morning, in connection with the Montessori Europe Congress 2011.<sup>6</sup>

## **2. The Montessori Centre of the University of Muenster has to be restructured**

The Institute for Educational Science of the University of Muenster decided that the local Montessori Centre must not be continued in its previous form. The reason is that there is no university lecturer on active duty with the necessary qualification for the management of the Centre available after our colleague Dr. Reinhard Fischer retired in November 2009. We are very sad that Dr. Fischer already died on February 1, 2010.<sup>7</sup>

The Montessori Centre in its previous form will, therefore, be dissolved. However, the Institute for Educational Science does not account for the fact that there is still a high demand for scientifically proven information and instruction related to practice about Montessori Pedagogy by interested visitors and visitor groups of the Centre (students of the University of Muenster and other universities and colleges of higher education, courses on pedagogy from grammar schools and sixth forms from whole Westphalia, courses from teachers' training colleges, Montessori pedagogues from Germany and abroad etc.). Also left unconsidered is that we could still ensure a competent management of the Centre.

Fortunately the Montessori Research Centre will remain unchanged. The existing stock of Montessori literature – also the latest - will be incorporated into this research centre, which is located in the archives of New Education. Prof. Ludwig and his assistants are working there on the project of the academic edition of Maria Montessori's Collected Works in German (see special announcement). After the reorganization students and other interested persons will again be gained access to the Montessori literature from the beginning of 2011.

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<sup>6</sup> This congress of Montessori Europe will take place October 14 – 16, 2011. See [www.montessori-europe.com](http://www.montessori-europe.com)

<sup>7</sup> See the obituary on our new homepage: [www.montessorizentrum-muenster.de](http://www.montessorizentrum-muenster.de)

The part of the Montessori Centre referring to practical work with the Montessori material is meant to be incorporated into the "*Lernwerkstatt fuer individuelle Foerderung und paedagogische Diagnostik*" [*Study workshop for individual support and educational diagnostics*], which will be established by Prof. Dr. Christian Fischer, who worked at the teacher training college in Lucerne (Switzerland) before and has recently been offered a chair at the University of Muenster in his area of responsibility – main emphasis: research into giftedness and individual support. From 2000 to 2005, Prof. Fischer worked in Prof. Ludwig's area of responsibility as scientific assistant. The study workshop will probably be established in the course of the winter term 2010/11. Whether and how students and other interested persons or groups will be offered information and practical exercises there, will be announced in due course.

Unfortunately, the Institute for Pedagogy is also not willing to keep the former web site of the Montessori Centre (<http://egora.uni-muenster.de/ew/mz>) on the internet pages of the institute, but has taken it off the web. But we have transferred the former web site into a new independent and at the same time updated and yet more informative **web site of a Montessori Centre Muenster**. We have also extended it to all Montessori institutions in Muenster, for instance to the free Montessori School Muenster, the Montessori Children's House Poetterhoek, and the Albert Schweitzer School, a Montessori school for children with learning difficulties. Our new address is: [www.montessorizentrum-muenster.de](http://www.montessorizentrum-muenster.de). We also have a new e-mail address: [eingang@montessorizentrum-muenster.de](mailto:eingang@montessorizentrum-muenster.de). But you can also write to the addresses [montessori@uni-muenster.de](mailto:montessori@uni-muenster.de) or [ludwigh@uni-muenster.de](mailto:ludwigh@uni-muenster.de) .

We would like to thank everybody who is interested in the scientific and practical work of the Montessori Centre at the University of Muenster, in Germany and abroad. Our special thanks go to our international cooperation partners in Europe and all over the world as far as Korea and Japan for their interest and we hope to continue our good cooperation in the future under our new conditions.

If you want to learn more about our present scientific and practical work, please, have a look at the English pages of our new web site: [www.montessorizentrum-muenster.de](http://www.montessorizentrum-muenster.de) !

*The Montessori research team of the University of Muenster*

### **3. Last State of the Academic Edition of Maria Montessori's Collected Works in German (by Harald Ludwig)**

#### **a. Three Volumes of Maria Montessori's Collected Works in German now available**

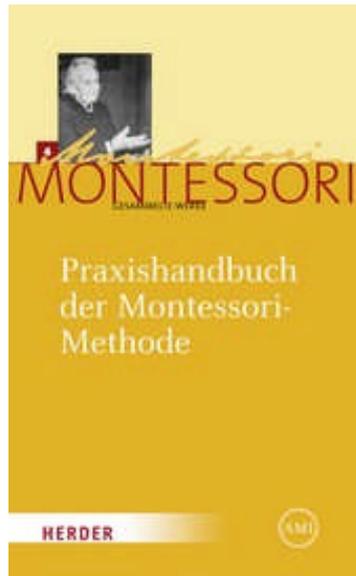
In *MONTESSORI RESEARCH & MORE* 2009-2 the new academic edition of Montessori's Collected Works in German was announced and described (p.28-29). Meanwhile three of the about 20 planned volumes of the new edition are available:

**1. Montessori, Maria: *Die Entdeckung des Kindes (The Discovery of the Child)***, Gesammelte Werke (Collected Works), vol. 1, a historical-critical edition, introduced, commented, and revised by Harald Ludwig, Freiburg: Herder 2010, 670 pp., ISBN 978-3-451-32510-6.



This volume contains not only the text of the edition of 1948 (English) and 1950 (Italian), but also the numerous modifications Montessori made to her work from 1909 (*The Method of Scientific Pedagogy Applied to Child Education in the Children's Houses*) over the course of forty years. So the reader of this famous work of pedagogical world literature is enabled to trace the development of Montessori's pedagogical ideas and the concurrent changes in scientific thought and society from the beginning of her career until her later days.

**2. Montessori, Maria: *Praxishandbuch der Montessori-Methode (Practical Handbook of the Montessori Method)***, Gesammelte Werke (Collected Works), vol. 4, a historical-critical edition, introduced, commented and revised by Harald Ludwig, Freiburg: Herder 2010, 260 pp., ISBN 978-3-451-32514-4.



Maria Montessori's *Own Handbook* was first published in English in 1914. The second Italian edition (*Manuale di Pedagogia Scientifica, Handbook of Scientific Pedagogy*) came out in 1930. This second Italian edition was revised and amplified by Maria Montessori. Only few people know that the third Spanish edition (*Manual Práctico del Método Montessori, Practical Handbook of the Montessori Method*), which came out in 1939, was revised and amplified by Maria Montessori once more. This last edition of Montessori's *Handbook* is the basis of the new German edition. In this edition the reader will find all changes, additions, and modifications made by Montessori. The *Handbook* is a coherent introduction to the basic principles and the practice of Montessori education with a many illustrations, black and white and coloured photos of the materials in the text and in the appendix.

**3. Montessori, Maria: *Erziehung und Gesellschaft (Education and Society)*,** Gesammelte Werke (Collected Works), vol. 3, historical-critical edition, introduced, translated, and revised by Harald Ludwig, Freiburg: Herder 2010, ca. 520 pp., ISBN 978-3-451-32513-7, available in February 2011.



The title of this volume was chosen by the editor, because these 50 early writings of Maria Montessori, which were published between 1897 and 1917, show in a special way the efforts of the young Italian scholar to reform society by education. There are four main chapters. In the first one (*The outcast child*) you will find Montessori's articles and speeches on mentally handicapped children and their education. In the second chapter (*The New Woman*) her feminist contributions between 1896 and 1908 are collected. The third chapter (*Children in need*) contains Montessori's studies on learning conditions of deprived children and her proposals to reform the penal system for delinquent children and adolescents by educational measures. Finally, the fourth chapter (*The New Education*) collects articles of the Italian educationalist on problems of education and learning in family and school. These last contributions show her ideas, which we know from her main books, but also some surprising complements. In the appendix of the book you can read some additional contributions written by contemporaneous authors, for the most part articles from newspapers. Especially interesting is an interview, which was given by the young "Dottoressa" Montessori to a French journalist in 1896, before she travelled to the women's congress in Berlin as a delegate of the Italian women. For the first time the early speeches and articles of Montessori – except for her medical and anthropological studies – have been collected in one volume.

In **May or June 2011** volume 7 of Montessori's Collected Works will be available:

[Montessori Maria: Das Kind in der Familie \(The Child in the Family\)](#),  
Gesammelte Werke (Collected Works) vol. 7, historical-critical edition,  
introduced, commented and revised by Franz Hammerer and Harald Ludwig,  
Freiburg: Herder 2011, ca. 200 pp., ISBN 978-3-451-32518-2



The texts, which are collected in this volume, basically go back to a series of lectures given by Maria Montessori during the “Pedagogical Week” of the “École Sociale Catholique” in Brussels (Belgium) in September and October 1922. They were given in French and at first published in a Belgian magazine (*La Femme Belge*). In 1926 they were at the first time published as a book in a German translation in Vienna. The Italian edition came out in 1936. It was amplified through 5 additional texts written by Maria Montessori. This Italian edition is the basis of the new German historical-critical edition. In the appendix you find 5 more texts written by Montessori and contributions of contemporaneous authors. The Montessori texts collected in this volume make it possible to gain a deep insight into Montessori’s ideas about the education of the very little child beginning from the birth. The focus of this volume is the education of the little child in the family.

## **b. Contents and Introduction (excerpts) of Volume 3: *Education and Society (1897-1917)***

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3. For the feeble-minded (letter to Febea) (1899)
4. Schools of redemption (1899)
5. For the benefit of the unhappy children (1899)
6. The modern compassion (1899)
7. Standards for the classification of the feeble-minded in relation to the special methods of education (1902)

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3. Speeches at the international woman's congress in London from 25<sup>th</sup> June to 3<sup>rd</sup> July 1899
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3. On the minor inmates of reformatories (1906)
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9. The organisation of intellectual work at school (1915)
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1. Discussion on the contribution by S. Venturi: Origin of the different characteristic traits of man and woman (1897)
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### **APPENDIX II: Contemporary texts on Maria Montessori's work**

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6. Modern compassion – Report from Mailand (from: La Lombardia) (1899)

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11. Rossana (Zina Tartarini Centa): On reformatories (from: *La Vita*) (1906)
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### **APPENDIX III: Literature, index, register of persons**

Literature

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Register of persons

#### *Introduction by the Editor (Excerpts)*

In this volume the little writings by the „early“ Maria Montessori, which were published from 1897 to 1917, are edited.<sup>8</sup> For the first time worldwide they are nearly completely collected in one volume. Almost all texts had not been translated into German and will be published for the first time outside of Italy, except for articles by Montessori which were published in the US from 1913 to 1917 in English. In Italy some of the early contributions were again published after her death ...

The editor provided the present collection under the title „Education and Society“. It reflects that the early works by Maria Montessori especially show her commitment for a reform of society by education, but also her awareness of the dependence of pedagogical actions on the societal context.

Montessori knew very well that education can only be successful and help to improve human affairs if it is based upon a scientific explanation of the anthropological and societal conditions, but pedagogy itself has also to become a “positive science”, that means that it has to use scientific methods to gain knowledge. The verifiable success, which was gained from the empirically working natural sciences, including medicine, for change and improvement of human affairs, gives reason to call this approach of the “modern sciences” for education as well.

Montessori also knew that pedagogy cannot be limited to this scientific approach. It is not only about the advancement of man as natural and societal

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<sup>8</sup> Not included are the special medical contributions by Montessori and her little anthropological writings from this time. The latter will be published in the context of this edition in volume 2.1 („Early anthropological writings“) ...

being, but also and especially about his development as personal being which is determined by these dimensions among others, it is true, but it outruns them, which can be identified through his mind and moral freedom and with it through responsibility. Therefore, the scientifically trained teacher „must recognise that the methods of those sciences are limited... Her sphere is to be vaster and more splendid; she is about to observe ‘the inner life of man’, ... the intimate life she has in common with all men, the true and only real life of Man.”<sup>9</sup>

This is formulated in Montessori’s second educational main work from 1916 quite clearly, but it is already expressed in the earlier writings of the Italian scientist as well.<sup>10</sup> ... „Give the biologists what belongs to the biologists, and the philosophers what belongs to the philosophers.”<sup>11</sup> For pedagogy not only has to catch up with each modern branch of empirical science (*scienza positiva*), but also has to acquire everything which the experience of mankind has collected since ancient times“.<sup>12</sup>

In a part of this lecture of 1903, which Montessori published anew under the title: *On pedology* in 1905 in an educational journal for schools (IV, 1), she makes a threefold differentiation of such a scientific “study of the child” for the „observation“ of young people as a base of an empirically informed pedagogy subsequent to the French psychologist Eugène Blum. Apart from a „General pedology“, which is supposed to give a summary of the basic findings, she makes a difference between a „pedology of laboratory“, which uses experimental and quantitative methods, and an „introspective pedology“, which tries to comprehend the psychic-mental life of the child and the youth in terms of an „understanding observation“. Montessori had turned more and more towards this third kind since the foundation of her first children house in the slum of Rome in San Lorenzo in 1907.

Since then, she had concentrated on education increasingly and limited or given up some of her other fields of activity.

For her it was not about the development of a new educational theory in the first place, but in the context of her basic approach and its further development about a scientifically well-founded change of educational practice. Montessori did not want to interpret the world of education primarily in a new way, but change it and thus help to open the way for mankind to a better future. „One has to save man through the child“(1906).<sup>13</sup> Montessori’s readiness for reform, which aims at practical changes, can be shown in her work already from the beginning. Her medical studies also acted upon this maxim in the end.<sup>14</sup>

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<sup>9</sup> Montessori, Maria: *The Advanced Montessori Method*, volume 1, Madras 1965 (first English edition 1917), chapter IV: *The Preparation of the Teacher*, p.115 (intended as volume 6.1 of the collected works.) ...

<sup>10</sup> Cp. for example in the present volume the texts II, 11; III, 1 and 8; IV, 1 and 4.

<sup>11</sup> Formulation following the word of the Bible: „Give the emperor what belongs to the emperor and God what belongs to God“. (Mt 22, 21).

<sup>12</sup> Montessori, Maria: *L’ Antropologia pedagogica*, Milano 1903, p.4f. ... The complete text of this lecture will be published in volume 2.1 of this edition („Early anthropological writings“)...

<sup>13</sup> Cp. III, 9.

<sup>14</sup> Cp. the interview by the journalist Julia Maria with the young physician Montessori in 1896, printed in the appendix II of the present volume (text no.1), which is biographically revealing.

The texts of the present volume are arranged according to basic areas Montessori got involved with in her early time – except for medical and anthropological expert questions. Her first great educational concern, in which her medical interests, especially in neurological and psychiatric problems, and her interest in the child – she was also working as pediatrician – join her concern with a social reform, is the *advancement of mentally disabled children*, who were excluded from any kind of help in Italy at that time and often had to lead a miserable life, enclosed in lunatic asylums. She spoke up for these children impassioned at the congress of educators in Turin in 1898 and she also continued to be scientifically and practically involved with this topic in the following years. ... The corresponding texts can be found in the first chapter under the title: *The castoff child*.<sup>15</sup>

A second major topic Montessori was involved with in her early time is *feminism*. For twelve years – from 1896 to 1908 – she was actively involved in the fight for the equal status of woman, represented the women of Italy at big women’s congresses in Berlin (1896) and London (1899) (II, 1; II, 3 und II, 4), tried to rally the public in 1899 by way of speeches on *The new woman* (II, 2 and appendix II, 2 to 4) or in 1906 as „fighting journalist“ by way of contributions to the daily newspaper “La Vita“ for the voting right of women (II, 6 to 11) and had the courage to deal with the topic of sex education openly and forward-looking at a big women’s congress in Rome (1908), although this topic was especially tabooed in the society of Catholic Italy by then (II, 15). ...

The contributions, which are composed in chapter III under the title *Children in need* with a specific socio-pedagogical question, in which the *education of children in special need* is dealt with, are even less known and rarely considered in Italy as well. The theory by the Italian anthropologist and sociologist Cesare Lombroso, who makes societal factors responsible for erratic behavior and delinquency of human beings apart from biological-anthropological reasons, forms a base for this perspective for Montessori (III, 1). In connection with the finding of her teacher Giuseppe Sergi that one has to know the individual situation of the child in order to help him pedagogically, results for Montessori for example in the socio-scientific study, which asks for the influence of family environment on the intellectual achievements of the pupils (III, 2). Montessori’s criticism of youth custody of that time, which she brings forward in the series of the daily newspaper „La Vita“ with suggestions for improvement, is also based upon such an approach (III, 3 to 9). This series also reveals that she stood up for the implementation of such reforms in the reformatory San Michele in Rome with her students in practice (III, 3). Her suggestion from 1917 to found a “White Cross” in order to help war-damaged children in Europe (III, 10 and 11) shows that the socio-pedagogical basic concern was still very vivid for her later on.

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<sup>15</sup> Cp. the additional texts, which are topically appropriate, printed in appendix II, which also mirror the reception of Montessori’s effort and the effect of her personality in public.

The contributions in chapter IV: *The New Education*, are more familiar to the readership who is interested in Montessori's work. On the one hand, they show Montessori on her way to the development of her educational conception in connection with the experiences gained from the children house in San Lorenzo (IV, 1 to 3). On the other hand, they show basic principles and aspects of her pedagogy for children house and primary school (IV, 5 and 6), especially at the height of her activity in the US between 1913 and 1917 (IV, 4 and IV, 7 to 10). But the reader who is familiar with Montessori's pedagogical main work is also confronted with surprising, clarifying and deepening insights. ...

All in all, one can say that the works by Maria Montessori collected in this volume give access for the German speaking readership – and not only for them – to an almost unknown Montessori and they shed light on the development of her thoughts and the origin of her pedagogical principles. Who knows, for example, that Montessori's principle of the polarization of attention basically had been formulated already years before her crucial experience with the three-year-old girl in the children house of San Lorenzo, that it played an important role in the context of her own university didactics and that she owes this insight to the ruminant dimension of learning processes of the Jesuits?<sup>16</sup> This is based on her own experience. After her son Mario was born...she retreated into an abbey close to Bologna<sup>17</sup> in order to take part in ruminant spiritual exercises once a year for two weeks.

Against the current opinion that Montessori had the education of disabled children in mind never again after the foundation of the children house in San Lorenzo, the plan on the foundation of the international teaching and research institute for education shows that she was absolutely concerned with the fate of these children later on (IV, 4).<sup>18</sup> Finally, the texts support the idea that Montessori does not limit education to a kind of technique, even though she puts a lot of emphasis on the fact that pedagogical actions should be empirically based and esteems educational material, but that she understands education as a personal process which is fundamentally based on love.<sup>19</sup>

These examples clearly show that the contributions of this volume bring about a sophisticated view on the thoughts and work of Maria Montessori and that they can initiate Montessori research for theory and practice. All in all, they are an important addition to her main writings. ...

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<sup>16</sup> Cp. III, 7 and Montessori, Maria: „Vorlesungen über Pädagogische Anthropologie“ [“Lectures on pedagogical anthropology“], Roma 1905/1906 (unpublished, upcoming Collected works volume.2.1).

<sup>17</sup> Cp. Rita Kramer, Maria Montessori, Munich, 1977, p.93.

<sup>18</sup> Cp. also Montessori's later lecture: “The Education of Mentally Defective Children” from 1929, published in *Communications* 1/1977, p.4-9.

<sup>19</sup> Cp. among others the texts I, 1 and III, 8. Montessori also expresses this in her main work from 1909, where she says: „... I believed that at that start the teaching material had to be associated with the voice of the teacher which called and roused the children and induced them to use the material and educate themselves „... I felt that I was being drained of some of my strength. What we call encouragement, comfort, love, respect, are drains on the human mind, and the more lavishly one spends oneself in this way, the more does one renew and reinvigorate the life around. Without that, the most perfect external stimulus passes unnoticed...” (Montessori, Maria: *The Discovery of the Child*, Madras 1993, p.31; first edition 1948). She dedicates the final chapter of her late work *The Absorbent Mind* (1949) to love and its meaning for education and the evolution of the world.

As editor I would like to thank Joke Verheul, Brenda Striegel-Fox and Carolina Montessori of the Association Montessori Internationale (AMI) in Amsterdam, and the Opera Nazionale Montessori (ONM) in Rome for much support in getting text material from the corresponding libraries and archives. Without the kind support of my colleagues Paola Trabalzini (University „La Sapienza“, Rome) and Clara Tornar (director of the learning and research centre for Montessori pedagogy at the University Roma Tre), some texts could not have been obtained. In addition, I owe important information and ideas to the scientific publications by both colleagues.<sup>20</sup>

Muenster / Altenberge, November 2010

Harald Ludwig

#### **4. First English Edition of Maria Montessori's work *Psychogeometry* (1934)**

*Psychogeometry* was originally published in Spanish in 1934, and never before available in English or any other language. *Psychogeometry* is Maria Montessori's brilliant approach to mathematics based on the psychological workings of the child's mind. With her perfect understanding and insights, Montessori has succeeded in changing a nightmare subject into one that is irresistibly attractive. Long awaited, *Psychogeometry*, packed with illustrations, will be available in English.

This translation has been based on the meticulous editing of Professor Benedetto Scoppola, who worked with Montessori's original Italian manuscript. Together with Dr Kay Baker, Prof Scoppola has also reviewed all illustrations ensuring that they corresponded exactly to Montessori's text.

Upon the publication of *Psychogeometry* Maria Montessori wrote: "How many people know the origin of the square root and the cubed root? We give the child experience and through this he forms a geometrical mind, a geometrical complex. Children of 7 years have discovered these things, working it out themselves through their independent work – they know these origins and truths."

This book is published by the Montessori-Pierson Publishing Company in close collaboration with AMI, made possible thanks to the generous gift of the Westridge Fund.

If you are interested in a copy of the *Psychogeometry*, you should write to AMI, Koniginneweg 161, 1075 CN Amsterdam, The Netherlands.

*(This announcement was published in Communications 2010/1, p.64-65)*

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<sup>20</sup> Cp. e.g. Trabalzini, Paola: Maria Montessori – *da Il Metodo a La scoperta del bambino*, Roma 2003; Tornar, Clara: *La pedagogia di Maria Montessori tra teoria e azione*, Milano 2007.

## 5. Montessori Digital Library (Montessori Centre University Roma Tre)

Prof. Dr. Clara Tornar (University Roma Tre) sent the following e-mail:

Dear colleagues and friends,

I am pleased to announce that the Montessori Digital Library (BDM = Biblioteca Digitale Montessoriana) is now officially available through the website of the Centre for Montessori Studies, at [www.montessori.uniroma3.it](http://www.montessori.uniroma3.it)

The Montessori Digital Library (BDM) is a research environment in which you can research and retrieve various types of documentary resources relating to the Montessori Education since 1896. At present, the archive includes over 17.000 documents (monographs, collective volumes, conference proceedings, articles, video, gray literature). The countries represented are 55; the languages 37.

Thanks to close cooperation with libraries, publishers, cultural institutions and associations, the archive will be progressively implemented by inserting full text of the documents, or links to external resources. Currently, the BDM permits the consultation of 348 full-text attachments and 261 connections to internet resources.

The Montessori Digital Library (BDM) is a fully free and open service provided by the Centre for Montessori Studies as part of its research activities regarding the dissemination of scientific knowledge on Montessori pedagogy.

Best regards  
Clara Tornar

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Prof.ssa Clara Tornar, Università degli Studi Roma Tre, Dipartimento di Progettazione educativa e didattica, Centro di Studi Montessoriani, via Madonna dei Monti 40, 00184 ROMA, [www.montessori.uniroma3.it](http://www.montessori.uniroma3.it)

## 6. Foundation of AMI Global Montessori Research Committee

In 2010 the AMI Global Research Committee was created. This is announced in an article with the title *Dr Steve Hughes heads AMI Global Research Committee*, which you can read at full length in *Communications* 2010/1, p.51-53.

The Global Research Committee's remit is described as follows:

**“The outside world:** The Committee should function as a contact for researchers interested in Montessori. By maintaining awareness of the work that is being done by others, each of the members can be an informed point of

contact for new researchers or students developing an interest in Montessori research, and will be able to direct interested parties to committee members that might be able to assist them in producing strong research. The more we know about each other's work, the better we can act as connectors and networkers within our own circles. This connects to the following external goals:

- Inspire neuroscientists and others with an interest in the emerging field of Educational Neuroscience to include/focus on authentic Montessori education in their work.
- Connect with scientists who don't know that they should know about us.
- Continue development of the Montessori method.
- Invest in scientific liaison and advocacy.
- Advance Montessori around the world.
- Have a seat at the 'child development' policy table.
- Promote awareness of, and interest in, Montessori education among opinion leaders, investigators, and policy makers.
- Demonstrate that Montessori education "Builds better brains."

**The world from within:** Support for "Intramural" AMI Research. There are many research questions that could be generated - and answered - within the AMI community. One of the goals for the AMI Global Research Committee will be to consult with, assist, or collaborate on work done "in house" to support the development of Montessori pedagogy and training. One of the goals is to help foster a culture of investigation within AMI, so that trainers, administrators, and teachers become familiar with simple research methodology and become comfortable employing it in their work.

The committee's internal goals are:

- Help AMI answer internally generated questions subject to systematic inquiry.
- Act as a point of contact for outside researchers interested in Montessori.
- Disseminate relevant scientific information to AMI members.
- Support a culture of scientific literacy and enquiry within AMI that helps us to better understand, preserve, and extend Dr Montessori's work.
- Facilitate AMI's presence in a societal conversation that has taken nearly a century to reach Dr Montessori's level.
- Provide conclusive evidence of the power and universality of Dr Montessori's approach to human development.

Further refinement of the committee's mission will continue..."

At present there are 8 members of the Research Committee. They are presented as follows:

“• Kay Baker PhD, AMI trainer at the elementary level, and mathematician. She is Assistant Professor at the Washington Montessori Institute Loyola University Maryland School of Education. Her dissertation was on “Young Children’s Solution Strategies for Multiplication Word Problems.” She also serves on the editorial board of *Communications*.

• Sylvia Dubovoy, PhD, AMI trainer at the primary level. Sylvia holds a BA in psychology, an MA in Psychological Research and Intervention, and a PhD in Psychology from the University of Barcelona. She also has the AMI Primary, AMI Special Education, and AMI Assistants to Infancy Diplomas. She is a lead clinical faculty at University of San Diego and an associate professor with Loyola University in Maryland. She is a member of the Scientific Pedagogy Group. As a psychologist she studied and worked with Dr Carl R. Rogers, a humanistic psychologist.

• Annette Haines, PhD, AMI trainer at the primary level, has doctorate in education from Southern Illinois University-Edwardsville with research focused on concentration and normalization within the Montessori prepared environment. She is a member of the AMI Scientific Pedagogy Group.

• Steve Hughes, PhD, paediatric neuropsychologist and Assistant Professor of Paediatrics and Neurology at the University of Minnesota Medical School.

• Priscilla Kariuki, Professor of Psychology, Chair, Department of Psychology, University of Nairobi, Kenya. Dissertation in Educational Psychology “Training and Transfer of Class Inclusion in Young Children: A Critique of Piaget’s Theory”.

• Harald Ludwig, Professor emeritus of the Montessori Centre at Muenster University, Germany; Editor of the German academic series of Maria Montessori’s Collected Works. He also serves as the co-chair of the editorial board of *Communications*.

• Susan Feez, lecturer, Faculty of The Professions, School of Education, University of New England, Australia. Her dissertation was on “Montessori’s Mediation of Meaning: a Social Semiotic Perspective.

• Lynne Lawrence, AMI Executive Director, AMI trainer at the primary level, former Director of Training at the Maria Montessori Institute, London, international speaker and fellow of the Royal Society of Arts and Science.”

Dr Steve Hughes agreed to head the committee. “His research has focused on identifying key aspects of developmental parenting, and on methods to improve developmental outcomes of children living in poverty. Starting his Montessori career as a regular guest lecturer at the Montessori Training Center of Minnesota and at Montessori schools throughout that state, he has been a frequent and valued speaker at Montessori events across the USA, Europe and Australia. And, not only is he a scientist, he is also a Montessori parent.”

Want to see Steve Hughes talk on research?

Watch You-Tube <http://www.youtube.com/watch?v=LcNvTPX4Q08>

Want to contact the committee?

research@montessori-ami.org

It is said that the AMI Global Research Committee will keep all interested persons updated through the *AMI Communications*, the *AMI bulletin*, or any other channels.

No doubt MO.R.E should cooperate with this new AMI Global Research Committee.

## **7. Montessori-Education in the Netherlands – An Individual Colour to a Universal Method (by J. L. N. Hendriksen)**

*“Knowing what we must do is neither fundamental, nor difficult. But to comprehend which presumptions and which vain prejudices we must rid ourselves in order to be able to educate our children, that is most difficult.” (Maria Montessori)*

In this article you will get a glance of the Montessori schools in the Netherlands. Although we know that Montessori is a universal system, every country gives his own color to the schools. And not only every country, even each school and each teacher puts his personal sign on the Montessori system.

We have a long Montessori history in the Netherlands. Maria Montessori came to live here in 1936, together with her son Mario. She went away to various places, and was a long time in India, where she developed her ideas of Cosmic Education. But she always returned to the Netherlands. Her house at the Koninginneweg in Amsterdam is still the head office of A.M.I. (Association Montessori International).



A.M.I. head office

Maria Montessori died in Noordwijk, in 1952. She has told her son that she felt herself a world citizen, that the work for the children has no borders and that therefore she should be buried wherever she would die. We can find the grave of Maria Montessori in Noordwijk in the west part of the Netherlands.



The grave of Dr. Montessori

We still see the Dutch history of Montessori reflected in the amount of schools. In the Netherlands we have 166 Montessori schools from 4 – 12 years old. There are 20 Montessori schools from 12 – 18 years and new is the upcoming interest in schools from 0- 3 years. There are many of them now and next year even a postgraduate course will start.

When you have the name of Montessori on your school door you have an obligation. First of all, you don't get it so easy, and once you carry the name you have to prove that you are a Montessori school. The Dutch Montessori Society (N.M.V.) has the visitation committee to control the school system. The specific Montessori approaches like the free work time for children, the heterogeneous groups, the materials and the qualification of the teachers are parts of this visitation.

Within the Montessori system there is also a lot of freedom. We can say that the Montessori schools are all the same and also different at the same time. The freedom of the coloring is wonderful for the teacher and gives a lot opportunity for the children. When you enter an arbitrary classroom you can feel the beliefs, the interest and the personality of each teacher. Some teachers put more priority on different things. A teacher who has a great interest in Cosmic Education has children working with water and stones, or with the faces of the moon. A teacher who has a strong emphasis on fantasy play will have a classroom with children playing in corners where they practice their free play. When these teachers come together and talk about the Montessori vision we can see that the second teacher changes her prepared environment and, for example, adds words in the corner, so that the children are stimulated to read. So, within the range of similarity of the Montessori school we still see that every school is different.

In the Netherlands we only have public schools, what means that the Dutch government puts a lot of pressure on the schools. Nowadays we have a new concept which is flooding over the country: profit minded work. Teachers get hard goals which tell them what children have to learn at a certain age. Every child is tested and the results are leading for the qualification of the school. The inspection government controls schools more and more. This brings a lot of confusion for the Montessori directors, the teachers and the children. Is it still possible to work from the idea that child development and pedagogical climate are the keywords of your educational system? Can you let children learn by experience and let them follow their own interest? How can you feel competent yourself if you feel the pressure all the time?

Sometimes schools introduce methods, to be sure that they achieve all the goals. Teachers feel the struggle between the methods and the free choice of work of the children. Is it possible to meet up to the terms of the government and to be a real Montessori school at the same time? The last two years we see the resistance to this bodice. Schools are finding back their way to real Montessori work; perhaps in a certain combination, with more instruction

moments to small groups, but with enough free time for children to explore and develop in their own way.

We have a real Montessori climate in the Netherlands. Besides the schools there are seven teacher training centers, where students learn, practice, observe, reflect and study, and finally go through the Montessori test. From there on they go into the country to work in Montessori schools, to work with the children; all with the same Montessori diploma, but also with the freedom to color the system in their own personal way.

“When we realize that Montessori is not a noun, a thing, but a verb, in action, we grant ourselves the grace to grow as teachers. We grant ourselves the union of community with other educators. Then we realize that Montessori cannot be labeled or identified but only acted out.” (MCTAMANNEY, C., 2005).

### *Literature:*

Yearbook Nederlandse Montessori Vereniging, 2010

Kelpin, F. *The Montessori picture book* ([www.kelpin.nl/fred](http://www.kelpin.nl/fred))

McTamaney, C. (2005) *The Tao of Montessori, reflections on compassionate teaching*, New York: Universe Star

Montessori, M. (1989) *The child in the family*, Oxford: Clio Press

*Jacqueline L. N. Hendriksen is supervisor of the Montessori teacher training centre at Hogeschool Edith Stein, M. A. de Ruyterstraat 3, 7550 AN Hengelo, the Netherlands ([hendriksen@edith.nl](mailto:hendriksen@edith.nl)). She is author of the book: “The story of the child, a developmental psychology work from a narrative perspective.”*

*In partnership with the University of Muenster and A.M.I. she organized in 2009 and 2010 the Montessori Summer Seminar: “Montessori and neuroscience, a natural partnership”. The seminar is an intellectual and physical tour through the Montessori world.*

(This article was first published in the German magazine MONTESSORI 48 (2010), no. 2, p.188-190. We thank the author and the chief-editor of the magazine for permission to publish the article in our newsletter).

## **8. Important Montessori Dates in 2011**

### **a. Annual General Meeting of the Association Montessori Internationale (AMI), April 16 – 17, 2011**

The Annual General Meeting (AGM) of AMI will take place on Saturday, April 16, 2011 at 14.00 hrs. in Amsterdam. The meetings are being held the week before Easter rather than the week after in order to avoid a clash with the Dutch national Queen's Birthday Celebrations on April 30. Further details will be posted on the AMI website closer to the time ([www.montessori-ami.org](http://www.montessori-ami.org)).

## **b. AMI Third Summer Seminar, August 31 – September 4, 2011**

The AMI Third Montessori Summer Seminar will introduce you to new insights and research into the functioning of the human brain and show how movement and brain development truly go “hand-in-hand.” The programme offers a varied selection of lectures and presentations that will encourage further discussion among the participants. Excursions to historical Montessori sites of interest in the Netherlands are also being organized.

This 4-day seminar includes lectures with particular emphasis on how the human brain develops and works, and how present-day research corroborates Montessori’s findings. There will be participatory workshops and moments of “meditation”. The historical components of the seminar are physically linked with visits to Montessori landmarks: the house in Amsterdam where Maria Montessori worked and lived from her return from India until her death, and where her study is being preserved in an authentic state. Visits to Nienhuis, manufacturers of Montessori teaching materials, and Montessori’s grave in Noordwijk are also included. Participants will be part of an international group, and meet scholars, pedagogues and workshop presenters that will ask thought-provoking questions, and look afresh at received ideas.

This seminar will be excellently suitable for educators, teachers and trainers from all countries who wish to deepen their “Montessori insights”, at both abstract and concrete levels. It is a collaborative programme of Association Montessori Internationale and Ave.Ik. Speakers that have committed so far are Liene Hendriksen (Netherlands), Steve Hughes (USA), Fred Kelpin (Netherlands), and Lynne Lawrence (United Kingdom).

The official presentation of the Montessori Summer Seminar Certificates will take place at a ceremony in Maria Montessori’s study on Saturday 3 September. The awarded certificate is based on 2 ECTS (50 hours). The certificate contains the following text:

*“Montessori Summer Seminar: ‘Montessori and brain based education’.  
The seminar is an in-depth course leading to a certificate that supplements any existing Montessori qualification. The certificate can also be used as evidence of your professional development. If you wish the course to be acknowledged as part of your study, we advise you to write a daily report and include personal reflections. Whether you can use those reports as part of your regular study is at the discretion of your own college/university.”*

If you want to know more, have a look at the AMI website under the tab Events/Events highlights for a brief write-up and some photos, or for an impression from one of the 2009 participants go to <http://www.vimeo.com/7518106>.

The seminar fees are Euro 1,590 and cover tuition fees, all transportation, accommodation, and meals throughout the week. The registration fee of Euro

318 (20% of the total seminar fees) needs to be paid before April 1, 2011. The balance of Euro 1,272 needs to be paid before June 1, 2011

*For info contact:* [l.hendriksen@ave-ik.nl](mailto:l.hendriksen@ave-ik.nl).

*Registration:* [summerseminar@montessori-ami.org](mailto:summerseminar@montessori-ami.org)

Full information can be downloaded from [www.montessori-ami.org](http://www.montessori-ami.org) as of January 1, 2011.

### **c. Congress of the German Montessori Association on the Occasion of the 50<sup>th</sup> day of Foundation, September 30 – October 2, 2011**

The German Montessori Association (Deutsche Montessori-Vereinigung, DMV, affiliated to AMI) was founded in 1961. Nowadays this organisation has about 1200 members throughout Germany. It is the largest Montessori training organisation in Germany. The DMV is publishing the well-known and esteemed magazine MONTESSORI. Furthermore the association publishes proceedings of the annual congresses, which are always attended by more than 400 participants from all parts of Germany and from abroad.

In 2011 the DMV will celebrate its 50<sup>th</sup> day of foundation. The jubilee congress will take place from September 30 to October 2, 2011. Details of the program will to be seen on the web site of the German Montessori Association later in the year 2011: [www.montessori-vereinigung.de](http://www.montessori-vereinigung.de). All interested people are welcome.

### **d. XII. Montessori Europe Congress in Bratislava, Slovakia, October 14 – 16, 2011 (“Montessori today – a scientific approach to education”)**

Details on the congress of Montessori Europe will be published on the web site of Montessori Europe later in the year 2011: [www.montessorieurope.com](http://www.montessorieurope.com)

## **9. New Members of MO.R.E**

Many members of MO.R.E presented themselves in a biographical note in the newsletters MONTESSORI RESEARCH & MORE 2008-1 and 2008-2. Now we add some new members and persons being interested in the network:

### **The Netherlands**

#### **a. Michael RUBINSTEIN**

Mitglied der nederlndse montessori vereniging; directeur Montessori Kenniscentrum; kenniscentrum @montessori.nl  
Bezuidenhoutseweg 251-253, 2594 AM Den Haag, www.montessori.nl

### **b. Mirjam STEFELS**

Montessori coordinator Hogeschool van Amsterdam, University of Applied Science, member of the Executive Committee of Montessori Europe

p/a Liesbos 148, 2134 SE Hoofddorp, The Netherlands  
e-mail: mirjam-stefels@zonnet.nl

## **UKRAINE**

### **Yuliya KRAVCHENKO**

Vice-President of International Youth Organisation “Academy for Peace and Development”

e-mail: [apd.ukr.@gmail.com](mailto:apd.ukr.@gmail.com) and [kravchenko.u.@gmail.com](mailto:kravchenko.u.@gmail.com)  
skype: [yulia.kravchenko@gmail.com](mailto:yulia.kravchenko@gmail.com)

## **United Kingdom**

### **Thea (Theodora) BREDIE**

Thea Bredie has sent us the following detailed information:

**Objective:** To provide excellence in education through Montessori Principles and Practice, for people aged 6 months to 80 years.

#### **Experience:**

**1996-present: Anne Frank Montessori Ltd. Horsham, UK Founder-Owner & Principal:**

- Trained and active as Early Years Lead Inspector for the ISI
- Trained & active as Montessori Quality Accreditation Assessor
- Won Sussex Enterprise Small Business Award in 1998
- Converted from sessional care to daycare in 2001
- Built a loyal and diverse team of 20 Practitioners & Support Staff

- Operating as Horsham Montessori Limited from 2003 to 2008
- Opened Casa dei Bambini (childminding setting) August 2004
- Providing Montessori Practitioner Training from September 2006
- Opened Anne Frank Montessori (Southwater) October 2006
- Occasional Tutor for Pre-school Learning Alliance 2000-2004
- Montessori Early Years Forum (MEYF) Regional Co-ordinator 2001-2007

**1990 – 1996 Royal & Sun Alliance Horsham, UK:**

Full-time employee, two years each in three departments

- Management skills Training Officer in SA management Services
- Business Consultant in Group Consultancy Division
- Market Research Officer & Manager in SA Overseas Direct

**1984 – 1988 Teacher-training College Netherlands:**

Teacher Trainer & Teaching Practice Assessor

- Helped set up and run teacher resource centre at university
- Taught EFL and Teaching Methodology
- Visited and assessed trainee secondary EFL teachers in three counties

**1983 - 1986 Secondary Commercial School Netherlands:**

Teacher of English & German as Foreign languages

- First Full-time post-university employment
- Changed to part-time when invited to apply for teacher-training position

**Education:** 2001-present continuing Professional Development, including:

First Aid, Child Protection, Food Hygiene, Health & safety, Childminding, Inclusion, Landmark Education, EYP network meetings & Various Short Practitioner courses,

- |                      |                                       |                       |
|----------------------|---------------------------------------|-----------------------|
| 2008                 | Early Years Professional Status       | Chichester University |
| 1999-2001            | Advanced Montessori Diploma (Primary) | UK, USA & Canada      |
| 1996-1997            | Montessori Nursery Foundation         | London, UK            |
| 1988-1990            | MSc Artificial Intelligence           | Edinburgh, Scotland   |
| 1979-1983, 1986-1989 | University of Groningen               | Netherlands           |
- MA English Language & Literature
  - MA Computers & the Humanities
- 1974-1980 College of Education Netherlands
- Teacher Training Certificate for English & German

**Interests:** Learning, children, NLP, reading & speed reading, finance & investment, business skills & leadership, brain development, study skills, multiple intelligences, music, travelling, continuing professional development, communication & languages, literature & the theatre, sports, inc. running, cycling, hillwalking & scuba diving.

**Contact:** Casa dei Bambini, The Blue House, 86 Brighton Road;  
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## **10. Contents of Prior Numbers of the Newsletter MONTESSORI RESEARCH & MORE**

### **Newsletter 2008-1, 50 pages, (University of Muenster, Germany):**

- 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)

### **Newsletter 2008-2, 43 pages, (University of Muenster, Germany):**

1. Presentation of new members of MORE (biographical note; contact; selected publications) (Continuation of the presentation in Newsletter 1-2008)

2. A report on the Montessori Congress of Montessori Europe at Oxford in 2008 by Liene Hendriksen (Teacher College of Hengelo, The Netherlands)

3. Introduction to an international project: *Maria Montessori (1870-1952) – Education for Centuries* (by Prof. Dr. habil. Ryszard Kucha, Maria Curie-Skłodowska University Lublin, Poland)

4. Reports on recent empirical research on Montessori education, especially in Germany:

4.1 Montessori Education and Empirical Research – Lecture given at the Congress of the German Society for Educational Science (DGfE) in Dresden on 18<sup>th</sup> March 2008 (by Harald Ludwig, University of Muenster, Germany)

4.2 Furthering Creativity and Montessori Education – a Study on Children at Preschool Age (by Sung-Hui Kim, Korea, University of Muenster, summary of a dissertation)

4.3 Empirical studies on Montessori Education in Germany - an overview (composed by Harald Ludwig, Germany)

5. Some additional news:

5.1 Montessori Summer Seminar in Hengelo, Muenster, Amsterdam (by Liene Hendriksen, the Netherlands)

5.2 A short Information on the Swedish Montessori Research Network

5.3 Contents of the Montessori magazine COMMUNICATIONS (ed. by the A.M.I., Amsterdam) 2-2008

## **Newsletter 2009-1, 60 pages, (University Roma Tre, Italy):**

1. Theoretical contributions

1.1 *Maria Montessori's Contribution to Scientific Pedagogy*

Lecture given at the doctoral course in “Innovation and evaluation of the educational systems” of the International Doctoral School “Culture, Éducation, Communication” - Department of Educational Design, University of Roma Tre. Clara Tornar, University of Roma Tre, Centre for Montessori Studies, Italy

1.2 *Montessori Method against the Background of Contemporary Educational Challenges*

Beata Bednarczuk, University of Maria Curie-Skłodowska in Lublin, Poland

## 2. Empirical research

### 2.1 *Some Recent Empirical Research on Montessori Education in Italy*

Clara Tornar, University of Roma Tre, Centre for Montessori Studies, Italy

#### 2.1.1 *The Quality of Montessori Schools in Italy: a multiple case study*

Monica Salassa, University of Roma Tre, Centre for Montessori Studies, Italy

#### 2.1.2 *Is Montessori Better Preparing Children to Learn how to Learn than Traditional Education?*

Cristina Stringher, University of Roma Tre, Centre for Montessori Studies, Italy.

### 2.2 *From Absorbent Mind to Metacognition. Montessori classroom as a context of child's cognitive development*

Dorota Zdybel, University of Maria Curie-Sklodowska in Lublin, Poland

## 3. Some additional news

### 3.1 *New Italian Edition of Maria Montessori's "From Childhood to Adolescence"*

### 3.2 *Rome Seminar "From Childhood to Adolescence with the Pedagogy of Maria Montessori"*

## **Newsletter 2009-2, 33 pages, (University of Stockholm, Sweden):**

### **1. Theoretical contributions** (page 3 – 27)

1.1. Affordances for learning; Studying teaching in terms of the learning that the inherent pattern of variation and invariance makes possible: Maria Montessori's Pedagogy as an example

*Professor Ference Marton & Ph.D student Kerstin Signert, University of Gothenburg, Department of Education*

1.2. The Froebelian and Montessorian methods of educating young children as the basis for effective schooling today

*Francis Douglas, Director of Early Childhood Studies, Education Department, University Collage, Cork, Republic of Ireland*

### **2. Announcements** (page 28 – 32)

2.1 Professor Harald Ludwig presents “Maria Montessoris Gesammelte Werke”  
Maria Montessori’s Collected Works

2.2 A presentation of the activities of the Swedish network Montessori Society  
M.E.R.

2.3 Rome Seminar “*From Childhood to Adolescence with the Pedagogy of  
Maria Montessori*”

### **3. Some additional news** (page 33):

- The Theatrehaus Gessneralle Zürich is performing “Robinson oder die Insel der Visionen” a play discussing different pedagogical ideas.

### **4. Other information** (page 33)

- Information from Montessori Europe

### **5. Closing words** (page 33)

Please, remember that the prior numbers until further notice are available on the homepage of the Montessori Research Centre of Muenster (Germany):  
[www.montessorizentrum-muenster.de](http://www.montessorizentrum-muenster.de) (Please, bear in mind that there is this new address for the homepage of the Montessori Centre Muenster!). When you are on the starting site you should click on “Ueber uns” (“About us”). On the left you find the rubric “Archiv” (archives). Click on it and then you will find among others the prior Newsletters of MORE. You can also use the English pages with the same procedure.

### **NOTE:**

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