



*25th International
Montessori Congress*



Congress Programme



*Sydney, Australia
14 – 17 July 2005*

The Australian AMI Alumni Association



and

the Australian Montessori Teacher Education Foundation Limited,

amtef

under the auspices of the

Association Montessori Internationale,



in the spirit of friendship and respect,
extend an openhearted welcome to all participants of the

25th International Montessori Congress

We invite the Montessori movement and
its participants and friends around the world to

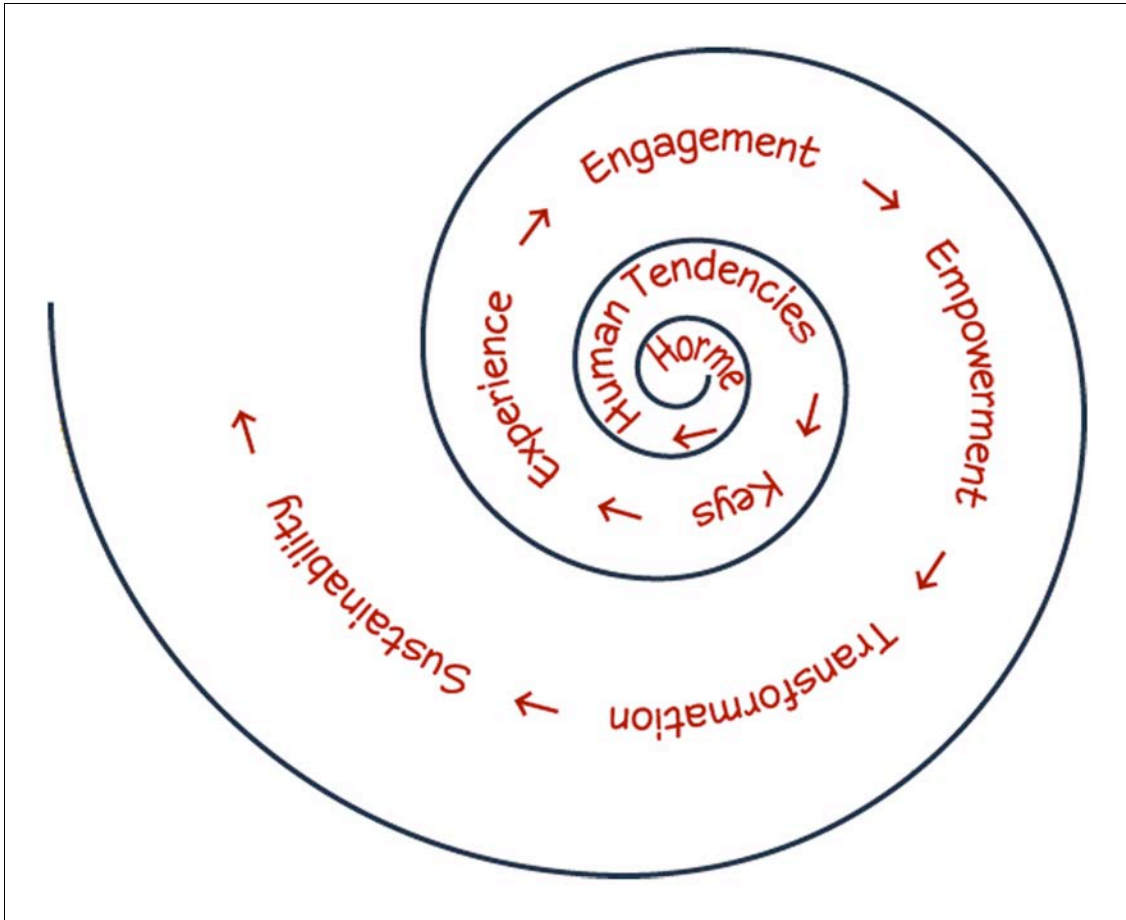
Champion the Cause of all Children

As the program unfolds in the coming four days, may the experiences shared serve to guide us to a keener understanding of the Essence of Education, an awakened appreciation of the Essence of Service, culminating in a personal and collective commitment to our Essential Mandate for an enlightened and peaceful future.

The Congress aims to create and sustain a climate of opinion which will not only invigorate each of us but also reinvigorate the Montessori movement, restoring it to its original dimensions, that of a social movement intended to champion the cause of *all* children, within and beyond educational institutions.

We are delighted to stand together as proud members of this international movement, advocating for children so that they may develop to their full potential and thus make possible a world where humanity works in harmony.

Thank you for the strength that your attendance lends to this occasion!
Let us proceed as one, invigorated in mind and uplifted in spirit!



The 'spiral of life' image above was born at the Congress Program Retreat in June 2002. All attendees held the vision that this Congress must re-light the spark within every soul present.

The 'spiral of life' depicted here is the life-cycle made dynamic, to reflect the continuing and purposeful 'becoming' of life. It reflects the 'spiral theory of knowledge,' which recognises the hierarchical nature of knowledge and the ties we continue to make as we re-visit and re-contextualise our knowledge. It reflects the life force as nurtured by the human tendencies.

We see also a spiral of ever-expanding momentum for the Montessori movement – much like the spark that lights the larger fire, or like the ripples caused by a stone as it drops in the still pond, ever-expanding, ever moving forward. This Congress, we pray, will be seen later as the moment when the spiral of Montessori progress reached a new dawn, with a resounding impact for children worldwide.

We thank the Congress Sponsors



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OPENING CEREMONY

Indigenous Welcome

Thursday 14th July 2005

12:00 **Congress Registration** (Tumbalong Foyer)

14:00 **INDIGENOUS WELCOME**(Tumbalong Auditorium)

- **Richard Green of the Darug People ~ Welcome to the Land**

“DARUG BYALLA”

Richard Green © Darug Dullai

Way-bo-in-ya gnee-ee-de goray. Jumna ngara! Tah ulla talling,

Bulla iy-ora butu & toolah muyllah wan in mai tah Biame.

Give me your ears. We hear! It is one tongue, one people black and white on the eye on god.

Jumna al-lo-wan pyalla, bwo-me & tan-na. Ngara gi!

Jumna al-lo-wan, yenwere & mat-tong.

We remain speaking, breathing & laughing. Hear please! We remain, he is strong & brave.

Diam-o-wau? E-e biall.

Where are you? Yes and no.

Jumna nin bulla iy-ora, yen-no-ra byalla nganawa?

We the one people walking and talking to whom?

Biame nin Bullwarra, tah goomadah.

God the trinity, it is spirit.

Nin talling tah pyalla ew-ing, nin dooroow nin beanga.

The tongue it is speaking truth, the son the father.

Nyah mirung Darug, Ngia pyalla Daruk.

I belong to the Darug, I speak daruk.

Yagoona, Nghoti; branye. Wan in mullin-oo-owl, minyaba & min-minyaba?

Today, evening; tomorrow. On the morning, when & where?

Nin coomerah yen-mow tah boo-rai-ya, yen-ma kaoui jumna, gnee-ee;

Gnee-ee-de wa pemul.

The afternoon I am walking it is all of us singing, walk this way, you; yours on earth.

- **Doonooch Dance Company**

The Doonooch Dance Company showcases unique performances which combine traditional and Aboriginal dance. The group has toured nationally throughout Australia and internationally to many countries. Their performance is electrifying – energising to any person who watches their live ceremony. In 2000, the Doonooch Dancers were part of the Olympic Games Opening Ceremony and were feature performers at the World Indigenous Forum in Noumea. The company was founded in 1991 by singer-songwriter and traditional lore keeper Robert (“Bobby”) McLeod (Monaro and Tomakin/ Wandandian), who initially established programs for Aboriginal men and youth which recognised culture as the touchstone of Indigenous wellbeing.

“The basis of healing and learning is through the spirit of belonging and self-respect. As an Aborigine, this means participation in the birthing and restoration of our entire cultural heritage through the origin lore of the Mother.” (Doonooch Lore Keeper)

OPENING CEREMONY

Thursday 14th July 2005

- 14:20 **Congress Welcome**(Tumbalong Auditorium)
Greg MacDonald and Pamela Nunn
Welcome Congress participants on behalf of the Congress hosts, sponsors and supporters.
- 14:30 **Government Welcome**
Her Excellency Professor Marie Bashir AC, Governor of New South Wales, welcomes delegates to this vice-regal occasion, the 25th International Montessori Congress.
- 14:45 **AMI Welcome and Official Opening**
André Roberfroid, President, Association Montessori Internationale
- 15:00 **Montessori's Cosmic Vision**
MARY HAYES
“It is a vision of an indivisible unity made up of energy, of sky, of rocks, of water, of life, of humans as adults and humans as children... This cosmic sense pervades all of Montessori's work, both her thinking and her educational approach for all the different planes and stages of development of the human being... This cosmic vision belongs by right to the whole of the Montessori movement: it is indeed the key which gives us all a shared direction and a common goal in our work.”
(Camillo Grazzini, Paris Congress 2001)
- 15:40 **The Totality of Montessori**
DR. ANNETTE M. HAINES
Montessori is a BIG IDEA. More than a method of education, Montessori principles are “rooted in a social movement intended to champion the cause of all children, in all strata of society, of all races and ethnic backgrounds, within and beyond the context of educational institutions.” As we become aware of the interconnectedness of the cosmos, we are stretched in our responsibility towards the world and its inhabitants, particularly the weak and the small. As we are privileged to be with these new children, we become better adults, stretched to exert our own maximum effort by the dawning understanding of the possibility for happiness in this life and the potential for peace in this world. The Totality of Montessori spins around the universe and comes back to rest at home, within our heart.
- 16:20 **Montessori Passages**
Video produced by Australian AMI Alumni Association and NAMTA
Dr. Maria Montessori's own written passages take you through a lyrical presentation of the successive planes of education, intended to inspire a holistic understanding of Montessori education which unfolds as separate stages of development. The uniqueness of each stage is portrayed along with a sense of the flow and continuity of the child's growth within the unity of the prepared environments. (2005, 15 minutes)
- 16:35 **Children's Welcome**
Congress delegates have travelled here from approximately forty countries around the world. In their honour, Sydney Montessori students will welcome them in the national dress, and bearing the flags, of those countries.
- 16:45 **Congress Reception**(Ballroom Foyer)

CONGRESS PROGRAM

The Essence of Education

Day 1 ~ Friday 15th July 2005

9:00 **Introductory Remarks**(Tumbalong Auditorium)
PAMELA NUNN

9:10 **The Foundation of the Human Being**
DR. SILVANA QUATTROCCHI M.

From Conception to three years old is the time that the foundation of the human personality is established. Understanding the vital inner directives of the child during this time and providing environments that respond to these needs will enable the extraordinary potentialities of the human being to unfold.

10:00 **A Change Within – Removing Obstacles to Development**
LYNNE LAWRENCE

The reform of the adult is an essential step to be taken when considering both the education of children and our interactions with each other. The adult is often an obstacle to the child's development, and we may be unaware of the impediments and prejudices we carry. The 'change within' is not just a one-off preparation but a lifelong process of self-reflection to continually assess our moral and ethical compass – to bring ourselves to a level of development where we can look outwards, move past our own concerns, and be of service to the community. We must focus on the integrity of our work. This integrity must stem from our own integrity and our ability to 'live' our principles of belief rather than holding them as an intellectual construct.

10:50 **Queensland Morning Tea** (Tumbalong Foyer)
Refreshments and atmosphere courtesy of the State of Queensland

11:30 **Reverence for Life**(Tumbalong Auditorium)
MARIA S. MATSUMOTO

Montessori is best defined as 'Education as an aid to life'. The child's day-to-day interaction with the world around him builds up impressions. These impressions form the child and form the way in which the child in later years will relate to himself, to others and to the environment. If these impressions are based on a reverence for life, then education can foster a sense of wonder and awe, an acute sensibility, an abiding interest, and profound respect for the world around us. Drawing from many years of training experience, this presentation will also focus on how the Japanese education system has been affected by the Montessori method in the last 30 years.

12:20 **Work: A Vital Instinct**
BAIBA KRUMINS

Montessori's cosmic vision of the world puts work on a grand scale – the work of sun, air, land and water; the work of animals and plants; the work of human beings – such that all act within a cosmic plan according to their inherent roles, interests, sensitivities and instincts respectively. When it comes to human beings, there is the work of the adult and that of the child. The child's task is ultimately that of constructing a person who will build peace, a person adapted to the world in which he lives. Human growth involves self-construction and normalisation, the organising and strengthening of the intellect, the development of character and will, all of which come about through work. This is work which links hand and mind; which leads to the concentration that comes from total engagement; which takes the form of maximum effort, ever continuous and never tiring on the part of the child and adolescent. Work is a vital instinct; it lends vitality, meaning and intensity to the human enjoyment of life. But even more important, the human capacity for work must be attached to a "great vision" revealing a "final aim" in mapping out the destiny of human life in harmony with the planet.

CONGRESS PROGRAM

The Essence of Education

Day 1 ~ Friday 15th July 2005

- 13:10 **Lunch with Speakers and Delegates** (Ballroom)
NEW ZEALAND theme in celebration of our international neighbours
The Congress will feature extended lunch breaks on Friday, Saturday and Sunday. Lunch will be held in the ballroom with beautiful meals served to each table. There will be an opportunity to chat informally with Congress speakers, AMI trainers and board members. Tables will be sign-posted with the individual speaker's or trainer's name. Thus, over the three days Congress participants will have a chance to ask questions or discuss ideas in more depth. Tables will also be sign-posted with other areas of interest (e.g. EsF, 0-3, parent education, Indigenous projects, Bergamo graduates) so that people can meet and discuss projects and similar areas of experience or interest.
- 14:10 **OPTIONAL VIDEO PRESENTATION**(Tumbalong Auditorium)
Optional presentation during lunch break for interested delegates.
- **Montessori for All Children – The Montessori Magnet School of Hartford**
Introduced by Tim Nee, Principal of the Montessori Magnet School of Hartford and by David Kahn, Producer
The Hartford community shows exemplary teamwork as they collaborate on a Montessori “magnet” school designed to attract urban and suburban families to attend the same school. This AMI school's unequivocal commitment to quality Montessori in the public sector is conveyed by the video's interviews with parents, teachers, school administrators and state officials.
 - **At Home with Montessori**, Introduced by David Kahn
After twenty-five years, NAMTA has remade its classic film, *A Child's Home Environment*, in the form of a partner video/DVD to its booklet. *At Home with Montessori*. Seven families and their young children demonstrate the importance of thoughtful parenting utilizing Montessori principles. These adults are in love with parenting and naturally include their children in household and leisure activities. (2004, 15 minutes)
- 15:10 **Reality: The Most Powerful and Integral Key to the World**(Tumbalong Auditorium)
SILVIA C. DUBOVY, Ph.D.
Reality is a fundamental key to unlock the creative powers of the mind. Reality is a crucial prerequisite for optimal development during the first six years of life. Constant influence from a range of media may generate pollution of the minds of young children, in many ways that we suspect and some that have yet to be realised. An education based on reality prepares the child to perceive his environment in a precise and accurate manner. Reality is the material required by the child's imagination to fulfil his task in the cosmic plan. “The mind that works by itself, independently of truth, works in a void. Its creative power is a means for working upon reality. But if it confuses the means with the end, it is lost.”
(Dr. Maria Montessori, *The Advanced Montessori Method*)
- 16:00 **Liberty: Spiritual Freedom and Moral Responsibility**
EDUARDO J. CUEVAS G.
There cannot be spiritual freedom, or for that matter, any other freedom, without the fullest development of both the intelligence and the will. Only then can the individual reach the degree of moral responsibility which would allow humanity to leap into a superior realm of existence altogether. Dr. Montessori proposes the regeneration of humanity as the only hope for a peaceful and fulfilling coexistence. Education must address this issue of the rebirth of humanity by identifying and establishing pedagogical means that nurture intelligence and the will in the hope of promoting the long-awaited evolution of our species. “But when we leave the child ‘free as man’ in the palaestra of his own intelligence, his type changes entirely. It is of this type we must form new conceptions in discussing the question of ‘liberty’. He will be free when he has sufficient knowledge not only to distinguish the good from the bad, but to understand the social utility of each.” (Dr. Maria Montessori, *The Advanced Montessori Method*)
- 16:50 **Closing Remarks**
GREG MACDONALD

Day 1 ~ Friday Evening, 15th July 2005

- 18:30 **Launch of the Montessori Children's Foundation**
(Sofitel Wentworth Hotel, 61 Phillip Street, Sydney)
Optional participation. You are warmly invited to attend. The Foundation has been established to champion the cause of all children and to support the work of Montessori educators serving disadvantaged children in Australia. Please join Renilde Montessori and André Roberfroid, AMI President, who will be special guest speakers at the launch. Tickets for dinner and launch are \$195. If you would like to attend, please ask at the Registration Desk.

CONGRESS PROGRAM

The Essence of Service

Day 2 ~ Saturday 16th July 2005

- 9:00 **Montessori's Vision of Service**(Tumbalong Auditorium)
ANDRÉ ROBERFROID
The talk will take Maria Montessori's own words as a starting point when considering Montessori's vision of service ... "not in the service of any political or social creed should the teacher work but in the service of the complete human being..."
Keeping in mind that in life we are constantly learning from each other, then every adult who crosses the "development path" of the child can be considered a "teacher". Each of us in our own way can be "in the service of the complete human being" wherever we are and in whatever circumstances we find ourselves. This can be achieved through personal preparation, observation and an overall understanding and appreciation of Montessori's vision of nurturing human life and the human spirit from birth to maturity. Through simple acts of service, Montessorians everywhere can propagate Maria Montessori's vision and show a way of fulfilling her mission.
- 9:30 **The Education of Tibetan Children in Exile**
MRS. JETSUN PEMA
The Tibetan Children's Villages care for over 15,000 children and youth. This talk will cover the education that has been given to the Tibetan children in exile, mainly focussing on what has been done in the Tibetan Children's Villages over the 43 years of their existence. It is an inspiring story of service and a testimony of hope for the future of Tibetan culture.
- 10:30 **Western Australian Morning Tea** (Tumbalong Foyer)
Refreshments and atmosphere courtesy of the State of Western Australia
- 11:20 **The Resiliency of the Human Spirit**(Tumbalong Auditorium)
REVEREND BILL CREWS
Reverend Bill Crews is concerned with the welfare of homeless and abandoned youth and other people experiencing disadvantage and hardship in our society. He and the Exodus Foundation serve while maintaining the dignity of their clients by respecting their individuality and by understanding how to restore a sense of worth. Hope and resilience are rekindled through education, love and respect.
- 12:10 **One Person Can Make a Difference**
CHERYL R. FERREIRA
We, as Montessorians, must work for a better tomorrow, placing all our hope in the child. We must strive to assist all humanity through the child and to build a New World around the child. We can each of us do this via our work as educators in the classroom/prepared environment in which we work by ensuring conditions that assist each child to achieve Normalisation. We, as Human Beings, whatever our calling in life, must work together, each of us contributing our might to generate a mighty force that works to create a better environment – an environment where our children can grow up surrounded by, experiencing in and participating in the day to day workings of a harmonious cohesive society.
- 13:00 **Lunch with Speakers and Delegates** (Ballroom)
See explanation of this extended lunch break on Day 1 ~ Friday 15th July.
ASIAN theme today in celebration of our international neighbours.

CONGRESS EXPO

Day 2 ~ Saturday 16th July 2005 ~ from 2:00 p.m. to 5:00 p.m.

Congress participants are invited to visit the Congress Expo. The Expo provides time outside the Congress program where participants can browse various exhibitions, attend optional breakout sessions, watch a video or two or simply take an afternoon off to visit the sights of Sydney.

- **0-3: Montessori in the Home Environment** (Tumbalong Rooms)
Expo features a demonstration home environment. Join AMI Assistants to Infancy trainers and teachers who will be available to answer questions about this prepared environment showing how to meet the needs of the 0-3 child. The home environment will be open throughout the Congress giving participants ample time to visit it.
- **3-6: Discussion**.....(Harbourside Room 3)
AMI 3-6 trainers will be available to answer questions and discuss issues regarding implementation of the Montessori approach for young children.
- **6-12: Discussion**.....(Harbourside Room 2)
AMI 6-12 trainers will be available to answer questions and discuss issues regarding implementation of the Montessori approach for the child.
- **AMI Diploma Courses** (Harbourside Room 1)
This is ideal for anyone thinking of taking an AMI Diploma course. Join AMI trainers who will provide information about Montessori teacher training. AMI trainers will be present to answer questions. Information will also be available regarding AMI Montessori training centres throughout the world.
- **Educateurs sans Frontières** (Tumbalong Rooms)
The Educateurs sans Frontières (Educators without Borders) display will offer a variety of ways to learn about what has been done in the field to champion the cause of all children. Members will be on hand to answer questions and encourage your involvement.
- **Montessori Material Displays** (Tumbalong Foyer)
The Congress has on display an extensive range of AMI-approved Montessori materials. Manufacturers will be available to discuss the materials.
- **SCREAM**..... (Tumbalong Rooms)
Supporting Children's Rights Through Education, the Arts and the Media
- **UNESCO's Associated Schools Project Network** (Tumbalong Rooms)
The UNESCO's Associated Schools Project Network (ASPNet) was created in 1953 to provide an opportunity to share experiences and promote innovative approaches to education based on the United Nations themes, and UNESCO in particular. Today over 7,500 schools, ranging from kindergarten to teacher-training institutions, participate in this UNESCO network. Come and learn how you can help children collaborate with others to build partnerships for a more peaceful, sustainable world.
- **Books and Publications**..... (Tumbalong Foyer)
A complete range of Montessori books as well as classic Australian children's literature and cultural books are available for sale throughout the Congress.

CONGRESS EXPO

Day 2 ~ Saturday 16th July 2005 ~ from 2:00 p.m. to 5:00 p.m.

- **Indigenous Culture**..... (Tumbalong Rooms)
Indigenous art and cultural objects will be displayed and available for sale.
- **Oceania** (Tumbalong Rooms)
This display will feature ways to represent Oceania in your Prepared Environment including language cards, geography cards, pictures, objects and books. Many of the items will be available for sale.
- **Art Raffle / Silent Auction** (Tumbalong Foyer)
Consistent with the theme to “Champion the Cause of all Children”, throughout the Congress, there is an exhibition of art items of which some will be raffled and others offered in a silent auction – in aid of two current Montessori projects for children; first, assisting Montessori in Thailand; and second, supporting Indigenous Montessori projects in Australia.
- **Exhibits complimenting the Montessori ethos** (Tumbalong Rooms)
Various initiatives which compliment Montessori ideals and the Congress theme are included in exhibits during Expo such as SCREAM, Sister Schools, Exodus Foundation.
- **Video Presentations**, Introduced by David Kahn.....(Tumbalong Auditorium)
 - **Adolescent Great Work**
A solid demonstration of Montessori theory into practice is portrayed when the *Erdkinder Appendices* are put to the reality test at the Hershey Montessori Farm School experiment. An ethnographic approach, this video portrays an overview of the Farm School’s staff and students as they actualize Montessori’s land school vision without voiceover, special effects or titles. (2003, 31 minutes)
 - **The Hershey Montessori Farm School, Residentially Speaking**
This partner video to *Adolescent Great Work* portrays a developmental perspective of adolescents living together in an Erdkinder-like farm community. Stages of bonding, assuming responsibility, the perfecting of relationships, and the strengthening of character show how daily life, in the context of both study and work, matures everyone involved including the adult. (2005, 17 minutes)
 - **Montessori Education: Doorway to Lifelong Learning**
Utilizing the research of Mihaly Csikszentmihalyi and Kevin Rathunde, NAMTA presents a video/DVD in which adolescent students speak candidly about their school experiences. Montessori students of all ages at Post Oak School in Houston, Texas, interact with Montessori materials, with their teachers, and with one another. The reflections of the interviewed adolescents and teachers are juxtaposed and correlated with the research conclusions. The students are positive and straightforward about the supportive atmosphere of the school and their high levels of motivation. (2004, 15 minutes)
 - **The Developmental Continuum: Hershey Montessori School**
Specifically made for Hershey Montessori School (Concord Twp., OH), this video/DVD demonstrates the full range of possibilities when a Montessori school begins with the parent-infant class and extends to the adolescent farm school. As a long-range planning tool, this program can invite parents and boards to see the advantages of adding a young children’s community, an elementary, or an adolescent program as it communicates the richness of social life throughout the planes of education. (2004, 15 minutes)

CONGRESS EXPO

Day 2 ~ Saturday 16th July 2005 ~ from 2:00 p.m. to 5:00 p.m.

- **Starting From Year Zero**

Japanese children are depicted in prepared environments demonstrating the fullest potential of infant-toddler communities. This video makes an excellent parent education film as well as a documentary about the Takane Nursery and the Narkita Children's House. (1991, 40 minutes)

- **What Is Montessori Preschool?**

A companion video to be used with the *booklet* by the same title, this video conveys in a short time the essential characteristics of a Children's House prepared environment. (1997, 11 minutes)

- **What Is Montessori Elementary?**

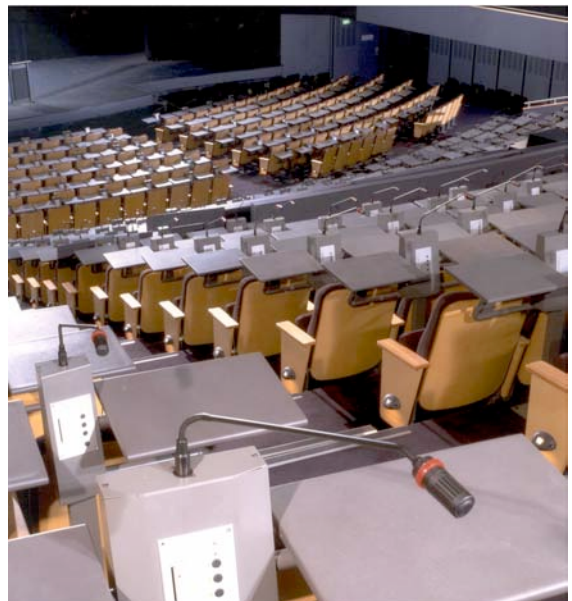
A companion video to be used with the *booklet* by the same title, this video conveys in a very short time the essential qualities of a Montessori elementary classroom. (1997, 11 minutes)

- **At Home with Montessori**

After twenty-five years, NAMTA has remade its classic film, *A Child's Home Environment*, in the form of a partner video/DVD to its booklet *At Home with Montessori*. Seven families and their young children demonstrate the importance of thoughtful parenting utilizing Montessori principles. These adults are in love with parenting and naturally include their children in household and leisure activities. (2004, 15 minutes)

- **Montessori for All Children - The Montessori Magnet School of Hartford**

The Hartford Community shows exemplary teamwork as they collaborate on a Montessori "magnet" school designed to attract urban and suburban families to attend the same school. This AMI school's unequivocal commitment to quality Montessori in the public sector is conveyed by the video's interviews with parents, teachers, school administrators and state officials. (2005, 18 minutes)



Videos will be screened in the Tumbalong Auditorium

GALA AUSTRALIANA

**Day 2 ~ Saturday 16th July 2005 ~ from 7:00 p.m. to 11:00 p.m.
at Banquet Hall of Sydney Convention Centre, North**

All Congress participants are invited to attend the Congress Gala Event which is included as part of the registration fee. This will be an unforgettable evening where we bring the best of Australia directly to you at the venue!

Attire is up to you – anything from informal to dressed-up will be appropriate. Some will try to match one of our themes of beach, bush or backyard and others will enjoy an opportunity to be elegant. The choice is yours!

- The evening will feature a buffet banquet reflecting the unique flavours of Australia in fine native foods served with a selection of premium Australian beers and wines.
- This is an opportunity to experience a variety of different aspects of life in “Oz” – at the beach, in the bush and in our backyards.
- In keeping with Montessori, the Gala provides a prepared environment with cultural and sensorial experiences to enjoy. And, movement is encouraged as there will be displays and interactive exhibitions.
- Australiana will be represented by a range of skilled persons from weavers and wood turners to Bondi Beach surf lifesavers. There will be items to admire or purchase such as pewter, pearls and gems; beach, bush or backyard Aussie clothing; artworks; and unique Australian essential oils.
- On the night, ‘Let stalk Strine’; that is, ‘Let’s talk Australian’. Have fun with the local lingo – learn some new idioms, pronunciations and rhyming slang.
- Special treat of the evening will be our unique flora and fauna. The Aussie wildlife that you didn’t have time to see at Sydney’s zoo will be on show at the Gala.

The Gala Australiana is aimed at showing, and enjoying together, many of the aspects of the life we live in the Land Downunder!

CONGRESS PROGRAM

The Essential Mandate Day 3 ~ Sunday 17th July 2005

- 9:00 **Working Together to Combat Child Labour**(Tumbalong Auditorium)
MARIA GABRIELLA LAY
Child labour, rooted in poverty and in unjust social systems, deprives children of education, health and safety. Abolishing child labour has thus been a priority for ILO action since its founding in 1919. On the first World Day Against Child Labour - 12 June 2002 - the ILO launched a large scale programme, Supporting Children's Rights through Education, the Arts and the Media (SCREAM) to promote children's participation and ensure their outlook is reflected in mainstream world affairs. This approach corresponds closely to Montessori's understanding of children's intrinsic need for "movement" and "action" to develop harmoniously through purposeful activity. While using their intelligence and will in such creative "real-life activities", children and adolescents also deepen their ethical development with others worldwide in artistic, uplifting endeavors.
- 9:40 **Montessori Erdkinder: The Social Evolution of the Little Community**
DAVID KAHN
The "Erdkinder" idea is neither a school for farming, a laboratory for ecological study, nor solely a boarding school. The core focus is engagement around community. It is a microcosmic social experience. It is a stepping stone to the supreme reality of adult society in the context of nature and supra-nature in a modern search for spiritual human development through balance of inner human needs and external social conditions. Given the difficulty of predicting what skills and knowledge will be useful to the next generation of productive adults, Montessori education looks to certain values, attitudes, and understanding of how natural and human systems interact evolving towards higher levels of human solidarity and world cooperation.
- 10:30 **Victorian Morning Tea** (Tumbalong Foyer)
Refreshments and atmosphere courtesy of the State of Victoria
- 11:15 **Montessori in Indigenous Cultures**.....(Tumbalong Auditorium)
Panel: DR. THANAKUPI FLETCHER-JAMES AO, JEAN LITTLE and IAN MACKIE
The panel will present a first-hand account of a Montessori Indigenous project in Northern Queensland, highlighting the unique collaboration between Indigenous and Montessori communities and government agencies in service of the child. Indigenous communities in the far north of Australia face great challenges due to the disruption of their culture – with life expectancy and quality of life far below the rest of Australia. Coming together to champion the cause of children has led to mutual understanding and revelation. Indigenous communities appreciate Montessori's respect for their culture, common sense approach and the freedom to learn afforded their children. The Montessori community has found an understanding of the relevance of Indigenous culture in modern times – a missing piece, an enlivening of the spirit, and a deep concern for people, the land and all children. The presentation will include video footage of Montessori Indigenous projects in Australia.
- **Overview and Context of the Western Cape from the Aboriginal Perspective**
Dr. Thanakupi Fletcher-James AO
 - **Montessori – A Vital Approach to Education for Children and Potential Teachers in Remote Areas of Australia** Jean Little
 - **In the Horse or On It** Ian Mackie
 - **Montessori and Indigenous Communities: Working Together For All Children**
Video produced by Australian AMI Alumni Association and NAMTA
The video shows beginning interaction and development between Montessori education and Aboriginal and Torres Strait Islander cultures. Emphasis is placed on how the values of Indigenous culture mesh with Montessori philosophy as represented by projects and principal advocates in Cairns West (QLD), Redfern (Sydney, NSW), and Wadja Wadja (Woorabinda, QLD). The desire for Montessori education by indigenous peoples is documented through interviews on location. (2005, 15 minutes)

CONGRESS PROGRAM

The Essential Mandate

Day 3 ~ Sunday 17th July 2005

- 12:15 **The Century Past: The Montessori Revolution in Retrospect**
MONTE KENISON
A pictorial overview of the first century of the Montessori Movement.
- 13:00 **Lunch with Speakers and Delegates** (Ballroom)
See explanation of this extended lunch break on Day 1 ~ Friday 15th July.
SYDNEY theme today in celebration of our host city.
- 14:00 **OPTIONAL VIDEO PRESENTATION**(Tumbalong Auditorium)
Optional video presentation during lunch break for interested delegates.
Maria Montessori: Her Life and Legacy, Introduced by Dr. Annette Haines
Maria Montessori understood the importance of active involvement on the part of learners in their own education. Building on the ideas she first developed in a day care centre in the slums of Rome, Montessori developed a system of education that is still in use today around the world. This production presents the basic premises of that educational practice and shows how it is carried out in current schools. Montessori's own development as an educational innovator and her relationships with historical figures of her time are documented with poignant archival materials. (2004, 35 minutes)
- 15:00 **The Century Forward: A Vision of the Montessori Movement for the Next Century**
MOLLY O'SHAUGHNESSY
"Vision is the art of seeing the invisible." (Jonathan Swift)
Dr. Montessori was an artist capable of seeing the invisible. In order to keep the Montessori movement alive and vibrant, we too must see not only what is behind us, but also what is in front of us, what may be beyond our own comprehension. Vision requires faith, commitment and work – execution requires the same. We must remind ourselves, Dr. Montessori's work – this great work – is still in its infancy. She herself states this:
Although it is quite true that man as an individual can improve and that society can be based on principles of justice and love, all of us are aware that these goals do not constitute a reality just beyond our grasp but rather an aspiration whose fulfilment lies far in the future. (Education and Peace)
We have a choice. We can degenerate, or we can carry the vision forward. It is our duty and honour to carry it forward. It is our greatest hope for humanity.
- 16:00 **Our Essential Mandate**
RENILDE MONTESSORI
It is a Montessori principle to take as a point of departure the whole and then study its components; to contemplate the general and then investigate its particulars; to consider the large vision and then scrutinise its details, always returning to the whole, the general and the large vision for orientation. Educators cannot be honest educators unless they look to the vast enigma that is our universe, to our modest solar system within it, to our planet and its many and varied inhabitants, to our species as one among them and finally, with greatest glee, to our children. Then it becomes incumbent upon us to stand very still and contemplate with delight the interplay between their individual uniqueness and the universal characteristics common to all young perpetuators of the life form known as man. Maria Montessori said educators must be scientists dedicated to the study of the child. To what end? To learn how best to help and encourage the wholesome development of its human potential. This implies unceasing, assiduous observation of children within the context of their physical, intellectual and spiritual milieu. It also implies thorough familiarity with the developmental phenomena common to all children, and a high level of alertness to the elements pertaining to the children's environment. Perhaps the most astounding revelation when observing children is the quality of their observation of the environment. In them it is an essential, vital function, following a powerful inner directive that underpins the entire process of their self-construction. The awareness of this phenomenon brings with it a happy sense of complicity between ourselves and our children, allowing us to carry out with vigour and joy our essential mandate ~ none other than absolute dedication to Education as an aid to Life.

CLOSING CEREMONY

16:30

- **Sydney Declaration**, ANDRÉ ROBERFROID
- **2007 Centenary Announcement**, ANDRÉ ROBERFROID
- SYDNEY COMMUNITY COLLEGE CHOIR, Director Christopher Bowen
“The Prayer”
 Music & lyrics by Carole Bayer Sager and David Foster; Italian lyric by Alberto Testa & Tony Renis

I pray you'll be our eyes and watch us where we go,
 And help us to be wise in times when we don't know.
 Let this be our prayer, when we lose our way
 Lead us to a place, guide us with your grace to a place where we'll be safe.
 I pray we'll find your light and hold it in our hearts
 When stars go out each night, eternal light will shine
 Let this be our prayer when shadows fill our day
 Lead us to a place. Guide us with your grace.
 Give us faith so we'll be safe.

We're dreaming of a world that has no violence
Sognamo un mondo senza piu violenza

A world without injustice, war and hunger
Un mondo di giustizia e di speranza

Where neighbours give a helping hand to strangers as a sign of friendship, brotherhood & love
Ognuno dia la mano al suo vicino simbolo di pace, e di fraternita

We ask that life be kind and watch us from above.
 We hope each soul will find another soul to love.
 Let this be our prayer.
 Just like every child needs to find a place,
 Guide us with your grace. Give us faith so we'll be safe.

And now with this faith which is in our hearts, we can feel that we'll be safe.
E la fede che hai acceso in noi, Sento che ci salvera.

- SYDNEY COLLEGE CHOIR and AUDIENCE
“Dona Nobis Pacem”

Do- na no- bis pa- cem pa- cem. Do- na no- bis
 pa- cem. Do- na no- bis pa- cem. Do- na no- bis
 pa- cem. Do- na no- bis pa- cem. Do- na no- bis
 pa- cem.

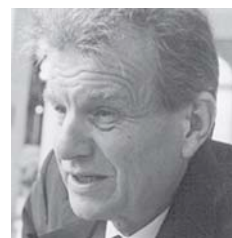
Dona nobis pacem
 ("doe-nah noe-bees pah-chem")
 Latin for "grant us peace"

- **Children's Closing**

THE PRESENTERS

Reverend Bill Crews

Rev. Bill Crews was an electrical engineer until 1971 when he decided to work full time at the Wayside Chapel. There he created the first 24-hour Crisis Centre in Australia. Rev. Crews directed the social programs of the Chapel and the Crisis Centre until 1983. During this time he established the first program in Australia to reunite Adoptees and Birth Parents (Reunion Register) and the first program to assist parents who were reaching the point of abusing their children (Child Abuse Prevention Service). He established the first type of modern youth refuge in Australia. In early 1978 he became involved along with the Rev. Ted Noffs in creating the Life Education Centre, branches of which are now all over Australia, Hong Kong, Thailand, New Zealand, England and America. He left the Wayside Chapel to study Theology and in 1986 was ordained and is now the Minister of the Ashfield Uniting Church, where he has created the Exodus Foundation to assist homeless and abandoned youth and other people in need. In 1992 he was voted Father of the Year and Humanitarian of the Year. In 1998, Rev. Crews was included in the National Trust's 100 "National Living Treasures". He was awarded the Order of Australia (AM) in 1999 for his service to the disadvantaged and his work with homeless youth.



Eduardo J. Cuevas G.



Mr. Cuevas completed the AMI Primary Teacher Training course in 1973 in Mexico City. Besides having directed his own class in the school he founded in Puerto Rico, Eduardo has extensive experience as a Montessori school administrator and director of parent education programmes. Upon completing his training as Director of Training in 1987, he founded and directed the Centro De Estudios Montessori En Puerto Rico Y El Caribe. Mr. Cuevas has conducted AMI Primary training courses at Trinity College in Hartford, Connecticut, and in Gerona, Spain, and is presently the Director of Training at the Montessori Training Centre of British Columbia in Vancouver, Canada. He has lectured in Mexico and at the University of Uppsala, Sweden and has extensive experience as an AMI Consultant. He is a graduate of the Interamerican University of Puerto Rico

and holds a Master's Degree in Primary education from Loyola College in Baltimore, Maryland. He is also a member of the Board of Directors of the Association Montessori Internationale.

Silvia C. Dubovoy Ph.D.

Dr. Silvia C. Dubovoy is a lecturer, examiner, consultant and trainer for the Association Montessori Internationale. She has been involved with Montessori education since 1965 and has worked in Mexico, Spain, Canada and the United States. She holds the AMI Primary, AMI Assistants to Infancy and AMI Special Education diplomas. Additionally, she holds a masters degree and a Ph.D. in psychology from Universidad de Barcelona, Spain. Dr. Dubovoy has an extensive history with AMI, serving as a board member for many years and most recently completing her term on the AMI/USA Board of Directors. She was a member of the 2001-2004 AMI Adhoc Strategic Planning Committee. From 1978 to 1987, she studied and worked with Dr. Carl R. Rogers, a humanistic psychologist in the U.S.A.



Cheryl Ferreira



Cheryl Ferreira was born in Mumbai, India. She has worked with children from the age of 17, becoming interested in the Montessori approach while assisting in a Montessori school. Cheryl graduated with a BA Hons. and then received an MA in history from the University of Bombay. She did her Montessori training at the Indian AMI Montessori training in Hyderabad, India. She then worked in Montessori schools and on AMI Courses in different parts of India. In 1998 she came to the Maria Montessori Training Organisation, in England, UK as part of the AMI Training of Trainers programme and in 2000 she became an authorised AMI Trainer. Cheryl has remained at the MMTO where she is a senior member of staff.

Dr. Thanakupi Fletcher-James, AO

Thanakupi is one of Australia's best known and most revered Indigenous artists. She was born in 1937 in Napranum, a small village near Weipa in west Cape York Peninsula. She began her career as a preschool teacher and established the first kindergarten in Napranum in 1967. Thanakupi was the first Indigenous student to undertake tertiary training in ceramics, and the first Aboriginal artist to combine the ceramic medium with traditional Aboriginal imagery. Today Thanakupi is well established as a leading ceramic artist and acknowledged as being the foremost Indigenous Australian potter. She draws inspiration from traditional legends of her Thainakuith culture and translates these traditional stories into contemporary visual images. Thanakupi works tirelessly for the Napranum community and she takes a particular interest in arts education for children and young people. Her commitment to educating children about their traditional culture is highlighted by the holiday program run in Weipa. She is a highly respected Elder in her community and has been involved in the political struggle for Native Title rights for many years. Thanakupi was instrumental in bringing together the Indigenous and Montessori communities.



THE PRESENTERS



Dr. Annette M. Haines

Dr. Annette M. Haines is the Director of Training for the Montessori Training Center of St. Louis. Dr. Haines is an internationally recognised lecturer, examiner, and trainer of the Association Montessori Internationale (AMI). She has been involved in the field of Montessori education since 1972 and has extensive background in the Children's House classroom. Dr. Haines holds both AMI Primary and Elementary Diplomas. Additionally, she has a Bachelor of Arts degree in English literature from Washington University, a masters degree in education from Cleveland State University, and a doctorate in education from Southern Illinois University-Edwardsville with research focused on concentration and normalisation within the Montessori prepared environment. She is currently Chairperson of the AMI Sponsoring Committee, a member of the AMI Pedagogical Committee and Associate Director of the North American Montessori Teachers Association (NAMTA). Annette's articles have been published in the *AMI Communications*, the *NAMTA Journal*, and *Montessori Talks to Parents*.

Mary Hayes

Mary Hayes has been the General Secretary of AMI since September 2000. Before taking on that responsibility, she was, from 1990, the Director of Training for the AMI Elementary Course at the Montessori College in Dublin, Ireland. She was also, for some years, the acting Director of Training for the AMI Primary Course at the same college. Ms Hayes was Director of Training for the Elementary Montessori course held at the Toronto Montessori Institute, Canada, during the two academic years 1986-87 and 1987-88. Mary Hayes started her career in AMI in 1978 as a member of staff at the Montessori section of Sion Hill College in Dublin. She has considerable experience in the field of education, and holds both the 3-6 AMI Diploma (Dublin 1972) and 6-12 AMI Diploma (Bergamo 1974). After several years of teaching elementary classes, Ms. Hayes took the AMI Training of Trainers Programme at Sion Hill College and the Washington Montessori Institute. Apart from her work with students, she has contributed to the spread of Montessori through lectures and talks to parents and diploma holders. Mary Hayes is a member of the Pedagogical Committee, and an ex-officio, non-voting, member of the Sponsoring Committee and the MM 75 Fund.



Richard Green



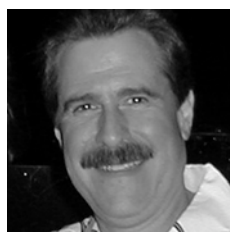
Richard Green is of the Darug people. He is a self-employed actor and musician with diplomas in both Music (Contemporary) and in Film and Television from TAFE NSW. Richard also has certificates in HIV & Health Promotion and Peer Support Network as well as Peer Educator for Alcohol & Other Drugs. In addition to representing The People at various 'welcomes to country', Richard is currently Cultural Advisor for the Redfern Aboriginal Housing Company. In 2005 he presented at the U.N. Homeless Conference in Istanbul Turkey. Professionally, 2005 has also been a busy year – editing and producing "Tulabah" for Lights Camera Action; writing/acting in "Boxing Day"; performing and language consultant for SBS's "The Colony"; and, performing with Cate Blanchett in the movie "Little Fish".

David Kahn

David Kahn holds a B.A. in Fine Arts and Classics from Notre Dame as well as the AMI Elementary Diploma from Bergamo, Italy. He has fifteen years' teaching experience, twelve of them as teaching Principal at Ruffing Montessori School, Cleveland Heights, Ohio, and is currently Program Director at the Hershey Montessori Farm School, Huntsburg, Ohio where he has developed an internationally acclaimed Montessori model for adolescent education with an outstanding team of teachers. He is in his 27th year as Executive Director of the North American Montessori Teachers' Association.



Monte Kenison



Monte Kenison received his AMI diploma in 1973 from The Montessori Education Center in Palo Alto, California, directed by Miss Lena Wikramaratne. He is a founding director of Nienhuis Montessori USA, which opened in 1975. In 1992, Nienhuis Montessori created the Montessori Resource Center (MRC) where Mr. Kenison served as National Director until June of 2000. Mr. Kenison is currently AMI Director of Training of the Montessori Teacher Training Center of Northern California. He is also a member of the Strategic Planning Committee of AMI and serves the Montessori community as a private consultant and lecturer.

Baiba Krumins

Baiba Krumins is Director of Training at the International Centre for Montessori Studies foundation. She has been involved with Bergamo's AMI Elementary Training Course since 1975 and first became an AMI Elementary Trainer in 1988. In 1992 she joined Camillo Grazzini as Director of Training. Ms. Krumins holds both a Bachelor's and a Master's degree in economics from the University of London. As the late Camillo Grazzini's closest collaborator, Ms. Krumins has co-researched papers and projects with respect to Montessori history, planes of education, cosmic education, the elementary materials, geometry, and many other aspects of the Bergamo elementary course.



THE PRESENTERS

Lynne Lawrence

Lynne Lawrence is Director of Training and Schools at the Maria Montessori Training Organisation London, the International Training Centre in Britain of the Association Montessori Internationale. The MMTO also runs 3 Children's Houses and an Elementary school and Lynne oversees the running of these schools in addition to running the Maria Montessori Institute (MMI) courses. Lynne took the AMI training course in London in 1974, training under Hilla Patell, and worked with Muriel Dwyer on the 'Help the Children' project in Kenya between 1978 and 1985. Since 1990, Lynne has been Director of Training of the 3 - 6 AMI Course at the Maria Montessori Training Organisation, now known as MMI.



Maria Gabriella Lay

Maria Gabriella Lay has been a Senior Communications Officer in the Programme on the Elimination of Child Labour of the International Labour Organisation since August 1997. She is responsible for the management of the Global Campaign to Raise Awareness and Understanding on Child Labour (GAC), a project aimed at mobilising key sectors of society in the fight against child labour. As part of this campaign she designed a large-scale project named SCREAM (Supporting Children's Rights through Education, the Arts and the Media), which aims at encouraging young people to participate in and commit to the global campaign by giving them responsibility and by recognising the value of their contribution. As Public Affairs Officer for the



Child Rights and Policy Section of the United Nations Children's Fund (UNICEF), in New York (1992-96) and Geneva (1997), she managed policy framework relations with the Committee on the Rights of the Child (CRC). Maria Gabriella Lay is an Italian national. As Tenured Professor for twenty-one years, she developed programmes based on student's ownership of the learning process.

Jean Little

My English name is Jean and my tribal name is Gaarkamunda. This means Bush Fire Hawk. I was born at home in Mapoon where I was delivered by women elders. My Education was fourfold prior to embarking on a career in Nursing. Teaching was by my elders, the wives of the different Missionaries and Primary correspondence school. A short part of this was at the Thursday Island State School at the age of twelve. I am passionate about Community Development processes and the value of facilitation as I believe this allows all individuals to learn to own their contents and processes and ultimately their own lives.



Greg MacDonald

Greg MacDonald is an AMI Elementary teacher trainer at Washington Montessori Institute at Loyola College in Maryland. Mr. MacDonald also serves as a consultant for AMI-USA. He holds the AMI 3-6 and 6-12 diplomas, and a primary teaching diploma from the State College of Victoria in Burwood. Mr. MacDonald earned an education degree from the University of Southern Queensland and a master's degree in education from Loyola College in Maryland. He has twelve years of experience teaching in Primary and Elementary Montessori classrooms, as well as public school teaching experience. He has served as principal in a public school setting, and in Montessori schools.

Ian Mackie

Ian Mackie is currently Head of Campus Aurukun of Western Cape College in Queensland. His day-to-day operational role is negotiation and engagement with community and other agencies to dramatically improve educational and life opportunities for and with the people of Aurukun. He is working to improve school transitions, attendance and leadership and to foster community engagement so that attitudes and behaviours change so that children will learn to "want" – to aspire. Highlights of his career include President of Queensland Teachers Union; Vice President Australian Education Union; Delegate to World Assemblies of Teachers; and Principal Policy Advisor Indigenous Education Queensland.

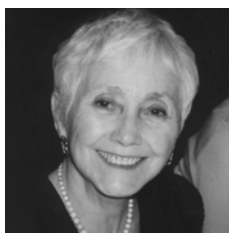


Maria Matsumoto

Maria, S. Matsumoto is Director of the Montessori Institute of Tokyo. She was trained at Centro Internazionale Montessori di Perugia under Ms. Antonietta Paolini, Istituto Professionale Femminile Armando Diaz di Roma, and Fondazione Centro Internazionale Studi Montessori di Bergamo. After completing her Montessori diplomas, she was appointed as a trainer at the Montessori Institute of Los Angeles Inc. She is the only trainer in Japan and has been conducting the AMI primary course for 30 years, training approximately 1,500 Montessorians. Maria S. Matsumoto has also run 2 Montessori Children's Houses for children aged 2 1/2 to 6 years old.



THE PRESENTERS



Renilde Montessori

Renilde Montessori is Maria Montessori's youngest grandchild. She lived and travelled with her grandmother as a child. She attended Montessori schools in Barcelona, Spain and Laren, the Netherlands, and completed her secondary school studies at the Montessori Lyceum in Amsterdam. In her late teens she audited one of Dr. Montessori's courses in Adyar, India. Renilde Montessori worked in various fields of endeavour before joining the Montessori movement as personal assistant to her father Mario Montessori in 1968. She went on to graduate from the Washington Montessori Institute in 1971 and from that time onward was actively involved in the work of the Association Montessori Internationale as lecturer, trainer and examiner. In 1989 the Foundation for Montessori Education was incorporated in Toronto, Canada. She served as Director of Training at this institution until 1995 when she took on the position of General Secretary of the AMI. She left this function in 2000 and served as President of AMI until 31 August 2004.

Pamela Nunn

Pamela Nunn has worked in the field of education for 29 years. She holds a Diploma in Early Childhood Education gained in South Australia and trained in Pre-Primary Montessori education at the Sydney Montessori Teachers College in 1990. For the last 11 years, Pamela has held the position of Directress and authorized supervisor with the Sydney Montessori Society at Lindfield. Pamela has been involved with professional development of Montessori teachers through workshops and national conferences. She is a convening group member of the Australian AMI Alumni Association Inc. and is a Trainer in Training and course assistant for the Australian Montessori Teacher Education Foundation.



Molly O'Shaughnessy

Molly O'Shaughnessy is an AMI Montessori trainer, lecturer, and consultant. She earned her primary diploma from the Montessori Training Center of Minnesota in 1976. She holds an undergraduate degree from The College St. Scholastica and a Master's degree in education from Loyola College in Maryland. Molly serves on the NAMTA board. She was a founding board member of the Minnesota Children's Museum, chairing the capital campaign to raise \$16 million to open a new facility. Molly also serves on the largest community foundation in Minnesota, chairing the development committee. She currently is Director of Training of the Montessori Training Center of Minnesota.



Jetsun Pema

Mrs. Jetsun Pema was born in Lhasa, the capital of Tibet, in 1940 and is the youngest sister of His Holiness the Dalai Lama. In June 1964, when her elder sister (the founder) passed away, she was directed by His Holiness the Dalai Lama to take over the responsibility of running the Tibetan Children's Village, Dharamsala. Ever since, she has been the moving force and mother of hundreds of thousands of destitute and orphaned Tibetan children. The story of the Tibetan Children's Villages is very much a part of Mrs. Jetsun Pema's life. Today, TCV projects include: 5 children's villages with schools attached, 7 residential schools, 7 day schools, 10 day care centres, 4 vocational training centres, 4 youth hostels, 4 old people's homes and an outreach program for over 2,000 children in exile. All in all, TVC looks after over 15,000 children and young people. Her autobiography, 'Tibet: My Story' was published in 1996. It is now available in 10 different languages. Her second book called, 'Pour Que Refleurisse Le Monde', written with Irene Frain, was published in France in March 2002.



Dr. Silvana Quattrocchi M.

Dr. Silvana Quattrocchi Montanaro received her degree in medicine and surgery, with a specialty in psychiatry, from the University of Rome. In 1955 she joined the staff of the Rome Montessori School for Assistants to Infancy, where she has taught mental hygiene, child neuropsychiatry, nutrition, and obstetrics. Dr. Quattrocchi M. is currently the Director of Training for the Assistants to Infancy course in Rome and San Diego. She has been the Director of Training for the AMI Assistants to Infancy courses in London and Mexico City and was responsible for bringing toddler training to the U.S.



André Roberfroid

André Roberfroid, a Belgian national, was the UNICEF Deputy Executive Director for Programme and Strategic Planning until his retirement in 2003. He was responsible for the formulation and implementation of the UNICEF strategic objectives and programmes. From 1974 to 1996 he served as a UNICEF field officer and representative in a variety of countries including the Congo, Yemen, Jordan, Lebanon, Iran and Mali. He was particularly involved in the development and implementation of programmes for children in extremely difficult circumstances such as the civil war in Lebanon, the unrest in the West Bank and Gaza, the aftermath of the genocide in Rwanda. From 1996 to 1999 as director of the UNICEF office in Geneva, he was in charge of the coordination with the main humanitarian agencies.



Celebrating the 25th International Montessori Congress

1929	Helsingör	Part of the Fifth International Conference of the New Education Fellowship
1931	Nice	Part of the Sixth International Conference of the New Education Fellowship
1933	Amsterdam	The Spiritual Re-birth of Man
1934	Rome	Deviation and Normalisation
1936	Oxford	The Child's Place in Society
1937	Copenhagen	Educate for Peace
1938	Edinburgh	Man's Formation in World Reconstruction
1949	San Remo	Man's Formation in World Reconstruction
1951	London	Education as an Aid to the Natural Development of the Child from Birth to University
1953	Paris	How Can Help the Child Adapt to Our Times?
1957	Rome	Maria Montessori and contemporary pedagogical ideas
1960	Bad Godesberg	Mathematics in the Life of the Child in a Changing World
1964	Amsterdam	Education for a Peaceful World Community
1970	Washington	Centennial Celebration of Maria Montessori's Birth
1970	Toronto	Centennial Celebration of Maria Montessori's Birth
1970	Rome	Centennial Celebration of Maria Montessori's Birth
1970	Paris	Centennial Celebration of Maria Montessori's Birth*
1972	Palo Alto	Cosmic Education
1977	Munich	The Montessori Method and the Handicapped Child
1979	Amsterdam	Help the Child to Shape Man's Future
1985	Karachi	The Contribution of Montessori Education to the Future of Mankind
1991	Nara	Human Education Toward a New World
1997	Uppsala	The Child and Communication
1999	Cancun	Maria Montessori Explicit and Implicit in the 20th Century
2001	Paris	Education as an Aid to Life
2005	Sydney	Champion the Cause of all Children

* The celebration in Paris was a single day event and therefore not denoted as a Congress. Hence there have been 25 Congresses including Sydney 2005.

The Child, The Forgotten Citizen

In 1947 Dr. Maria Montessori wrote a letter which she sent to all governments. Excerpts from this letter are printed below.

"My life has been spent in the research of truth. Through the study of children I have scrutinised human nature at its origin both in the East and the West and although it is forty years now since I began my work, childhood still seems to me an inexhaustible source of revelations and—let me say—hope.

Childhood has shown me that all humanity is one. All children talk, no matter what their race or their circumstances or their family, more or less at the same age; they walk, change their teeth, etc. at certain fixed periods of their life. In other aspects also, especially in the psychological field, they are just as similar, just as susceptible.

Children are the constructors of men whom they build, taking from the environment language, religion, customs and the peculiarities not only of the race, not only of the nation, but even of a special district in which they develop.

...The child is the forgotten citizen, and yet, if statesmen and educationists once came to realise the terrific force that is in childhood for good or for evil, I feel they would give it priority above everything else. All problems of humanity depend on man himself; if man is disregarded in his construction, the problems will never be solved.

...Man must be cultivated from the beginning of life when the great powers of nature are at work. It is then that one can hope to plan for a better international understanding."

