The arrival of *Psychogeometry* should occasion a champagne toast to Montessori-Pierson Publishing Company (under the direction of Alexander Henny) and the team that produced it, including the staff of the Association Montessori Internationale and Kay Baker as associate editor. Most of all, Prof. Benedetto Scoppola should receive high praise in his own right for the balance of concrete teaching experience and scholarly approach he brings to the book in the form of insightful commentary and editorial perfection, making the book equally useful to educational theorists and practitioners. *Psychogeometry* reads like a contemporary text thanks to Scoppola’s critical editing, which brings out the genius of Montessori through astute annotation, footnotes, and geometry exercises with refined color illustrations. A grant from Mrs. Orcilia Oppenheimer made the research and development possible.

Bringing this work to the English-speaking world for the first time, this translation sets the standard of excellence needed for all Montessori books. *Psychogeometry* is an invaluable Montessori perspective, first published in Spanish in Barcelona in 1934 and until now missing from the Montessori canon for English speakers. At 256 pages with more than 200 full-color illustrations, *Psychogeometry* uniquely introduces the way in which a discipline, when appropriately materialized, can emerge from the child’s very psychology. It is a comprehensive demonstration of what constitutes a psychodiscipline: the overview of the discipline, the study of the whole discipline and its parts, the parts constituting developmental keys in the form of materials for development through exploration, clear correlations to the developmental psychology of the child, and pathways to other disciplines, which are also materialized and shaped by developmental psychology.

This book is essential to understanding Montessori’s curriculum revolution across the planes of development through its consistent theme of how knowledge is acquired through the senses and processed through reasoning steps. Montessori makes her clearest case for the recursive connection of the center (the central processing of the child’s mental life) to the periphery (the sensorial manipulations of the hand).

*The newly translated English edition of Psychogeometry will be available from NAMTA, www.montessori-namta.org, in May 2011.*
There is a new level of awareness implicit in Montessori’s writing itself. We see her at the midpoint of her career, with twenty years of insight garnered from worldwide implementation, offering experienced reflection on her initial understandings. The anecdotal examples she provides are more economical and integrated into the text more smoothly than in many of her earlier works. She seems to have a more refined sense of the aims of this book and states her case with precision. For example, take this laconic characterization of the traditional teacher in the book’s first chapter:

The sequence of ideas is therefore entirely based on the teacher’s judgment. He judges what is easy and difficult, what needs to be given and how and, lastly, by passing from fleetingly concrete teaching to abstract combinations of numbers and symbols—he thinks he has penetrated and guided the child’s mind.

But how often the teacher fools himself! He only penetrated the child’s mind in a few exceptional cases. The teacher’s work mostly remained outside the mind because he was unable to arouse the child’s interest. (4)

This first chapter describes a didactic approach in which the teacher controls the questions, then chooses who answers the questions, and finally dictates the order of investigation of the logical concepts presented, rendering the student like a puppet on a string. Montessori then goes on to deliver an entirely original view of learning as dependent on the student’s engagement—interest—in a clear contrast to the traditional teaching described above:

In fact, learning is subject to an essential condition: that the pupil agrees to receive the knowledge and is able to pay attention or, in other words, is interested. His psychic activity is the sine qua non for success. Everything that is boring, discouraging and interrupts becomes an obstacle that no logical teaching preparation can overcome. We therefore need to study the conditions necessary for the unfolding of spontaneous individual activities, and develop the art of allowing joy and enthusiasm for work to spread. The interest that drives spontaneous activity is a truly psychological key. (5)

Finally, Montessori brings forth her culminating theme, which underlies the book’s incredible collection of materials and variations for student-driven exercises:

We use the term sensory for everything that refers to the external senses, distinguishing and reserving the term sensitive for the inner aptitude relative to subsequent developments in life and to the personality, the centre, in general. Inner activity is the masterpiece of nature the creator and we cannot intervene directly on it. However, since the mind is formed by means of continuous central (the mind) and peripheral (the senses, movement) activity, we can assist with its work from the outside. The periphery of that total activity is accessible to us. In fact, the senses continuously turn to the environment and the motor activity continuously reverses back over it. The child is the ever moving explorer par excellence. (7)

Delving beneath what Montessorians receive in their training, Psychogeometry offers the origins of the theory behind the geometry materials and their variations. The progression from the sensorimotor hand exercises of the Casa to the use of decorations and drawing to the adding of names for geometric figures empowers the child with readiness to explore geometric relationships at the beginning of the elementary years. The book describes a use of geometry for children under six that perhaps goes beyond our present classroom practice. Montessori makes the case that spontaneous artistic and creative handling of these materials throughout the Casa years prepares the child by the age of six to look with new eyes at the reasoned connections between the various parts of the figures they have drawn in the Children’s House. Thus as elementary students, they can write geometric proofs based on their early sensory discoveries and augmented by manipulation of advanced, elementary-level materials.
Montessori describes this magic of discovery at a new developmental stage:

However, many truths become evident and are generated by things, when observing them again and again, and when handling them again and again. Details and correspondences that passed unobserved for a long time, suddenly become clear, like a revelation, sending a flash of light to the mind. Man only makes discoveries when he has things before him and these findings are only made by the man who knows how to put himself into contact with things. All of a sudden, these things reveal to that mind what they have always contained but what no one had ever seen before. It is therefore extremely important to prepare an object with eloquent mute contents that communicate with the periphery of the mind, creating an interest-related link with the object. The eloquence of the mute object will be like a secret revealed to those who expended intellectual energy on it. The hand touches the evidence and the mind discovers the secret. (58)

In passages like this throughout the book, Montessori provides the methodological thinking, step by step, alongside concrete exercises designed both to lead the child to discovery and to call the child to make spontaneous choices. *Psychogeometry* demystifies many questions about the Montessori “trinity” of teacher, child, and materials, elucidating precisely how the teacher supports from the outside what the student creates from the inside. In a mechanism unique to the Montessori approach to the disciplines, the book transforms the geometry exercises from ordinary, static, on-paper designs to Montessori-specific and dynamic experiences that lead to the discovery of abstraction.

Clearly, then, Montessori’s aim in *Psychogeometry* is not just to present a collection of geometry exercises and their underlying theory. The book is a road map for applying this process to the rethinking of any discipline from the point of view of the child’s psychology. The timing of its availability, at long last, to a broader audience is a challenge to us to apply the same principles to the design of any discipline at any stage of development, with special relevance to older students all the way through secondary education as they explore history, mathematics, language, and whatever else calls to them.

It would not be overstating the value of *Psychogeometry* to indicate that its overall quality and demonstration of Montessori theory applied to the child-centered presentation of a classical discipline make it one of Montessori’s most important contributions in print. It is indispensable to all Montessorians in bringing them in contact with Montessori’s most fundamental thinking as a work in progress for both the teacher and the student in the twenty-first century.

**Reference**

The Preface to *Psychogeomtry* by Benedetto Scoppola provides an excellent overview of the Montessori principles implicit in the book. Montessori-Pierson Publishing Company and the author have granted permission to reprint the preface in its entirety.

**Preface**

Montessori mathematical thought, first introduced in the publication “Scientific Pedagogy As Applied to Child Education in The Children’s Houses” of 1909, is brought to completion in two much later works, Psychoarithmetic and Psychogeometry, both published in Barcelona, in Spanish, in 1934, during a very turbulent period of history. Montessori did not have the opportunity to review the drafts.

The published version of Psychogeometry, a very rich work in which Montessori invested a great deal of energy, was therefore rather inaccurate. Unlike Psychoarithmetic, later republished in different languages, the 1934 Spanish edition of Psychogeometry, which is almost impossible to find, is the only evidence of Montessori’s work on teaching geometry.

I would like to thank the Association Montessori Internationale and the Montessori Pierson Estate, who, over seventy years later, have decided to republish Psychogeometry and have made several texts available to me, including the last typed version in Italian, used as the basis for the Spanish translation published by Araluce. The study of this early Italian version is of great help in reconstructing the author’s original thought.

As far as possible, this introduction will seek to reconstruct the process behind the publication of the original manuscripts, unfortunately now lost, from which the text of Psychogeometry was taken. It will provide a short introduction to the subjects covered by the work and will describe the editing needed to make this publication possible.

1. The Original Publication

Very few elements are left to us that enable us to understand the series of unfortunate events behind the publication of Psychogeometry. However, the material in our possession does allow us to recreate a relatively accurate picture. The work was developed after a long period of experimentation with geometric type activities, already partly introduced in other books, and after many years of teaching geometric material during international courses held by the author herself. We have some typewritten notes relative to these lessons, some dated, from the 1920s-'30s. The text of the Spanish publication of Psychogeometry was obtained on the basis of Montessori’s handwritten notes. None of this handwritten material remains today. It seems (see Kramer’s biography in this regard) that Montessori left Barcelona very suddenly in 1936, and it is likely that many of her notes remained in Spain.

Her original handwritten notes were typed up in Italian. The text is not dated, but it contains numerous handwritten notes in Italian and Spanish and must therefore date to the early 1930s. The typescript is missing several pages, a number of figures and an entire chapter on calculating the area of geometric shapes.

Even upon reading the typescript for the very first time, it appears evident that, while the structure of the work was already very clear in Montessori’s mind when her notes were typed up, the work translated and published by Araluce was a collage of different notes and different versions, which required a certain amount of editing before being printed. This can be seen, for example, in the fact that the text includes numerous repetitions (sometimes very close together) and, above all, in the fact that there are...
lists of new topics introduced at the end of some chapters, and these lists are not coherent with
the text that precedes them.

Part of the editing needed for the publication of the typewritten text was entrusted to Italian edi-
tors, and certainly more than one Spanish translator. Traces of subsequent amendments can
primarily be seen in the numbering of the figures. In fact, the typescript has numbered pages for
the text, but many of the figures appear on unnumbered pages and it is clear that the numbering
of these figures has undergone various changes, and the definitive numbering in the typescript is
in fact incorrect. However, the printed edition once again features the correct original typescript
numbering, later crossed out by an editor. It is therefore clear that many different people worked
on the typescript, none of whom had the opportunity to consult Montessori (in fact, amongst the
countless notes by other hands on the typescript, there is only one correction by the author her-
self). Moreover, during that period, biographers tell us that Montessori was involved in so much
publishing and promotional work for her ideas that she would have had very little free time.

Although a second editor avoided glaring layout errors, the end result of the editing performed by
the Spanish translators is not particularly brilliant. The original typescript is full of misprints and
imaginative interpretations of Montessori’s elegant, but not always clear hand. Where the translator
did not understand the meaning, he tended to omit entire phrases. The meaning of certain sections
of the original text was therefore sometimes heavily modified. The figures, which are obviously of
fundamental importance to a text like this, reproduce the errors faithfully, sometimes even making
them worse due to the fact that the typescript figure was simply a sketch, often drawn in freehand.
Even the subdivision of the text into chapters and paragraphs, almost entirely lacking in the type-
script, does not help us to understand the general structure of the work. It was therefore evident
(to Montessori too) that the work certainly deserved to be republished.

In fact, we have a second, voluminous typescript, edited by Mario Montessori and dated 1954. This typescript includes
some additions to the text, some of which are very interesting, and introduces some materials that are currently produced
by specialist firms but are not described in any of the works published by Montessori herself. However, the editing of the
original text is very disappointing. The Italian text is a back translation of the Spanish text published in the Araluce edition.
Mario Montessori was evidently unaware that he possessed a typescript of Montessori’s original notes in his library. The interpretation errors and omissions made by the Spanish editor are therefore faithfully reproduced. The iconography is
not present in the 1954 typescript, and therefore we do not know to what extent Mario Montessori was aware of the need
to review it thoroughly. Lastly, we can see how one of Mario’s great concerns was the correction of an “error,” probably pointed out to him by a mathematician of the time, which had evidently greatly perturbed him, and, perhaps, even Maria Montessori
herself. In fact, at the end of the work, there is a short paragraph entitled “squaring the circle.” The title is certainly rather unhappy. It is a well known fact that it is not possible to square the circle with a ruler and compasses. The text presents an approximate squaring, performed using
a ruler and compasses, which could also have a didactic meaning, although it ought perhaps to be presented in a slightly different way. This paragraph is certainly one of the smaller problems in the reconstruction of the work. It is, however, probable that its presence was one of the main reasons why Psychogeometry has not been republished until now.

Montessori’s text, as she herself emphasizes, is not a classic geometry textbook. However, like classic geometry, Montessori material geometry is founded on a fundamental principle, we could say an axiom, which is the basis of sometimes extremely complex constructions.

This study does not take the 1954 typescript into consideration, inasmuch as it does not add anything to Montessori’s text. The original sections by Mario Montessori are obviously very interesting, but they are by another author and therefore deserve to be published separately. However, it should be mentioned that these sections are very similar to those later published in various articles in AMI Communications (see, for example, the article on constructive triangles in issue no. 1, 1969, page 12). The most interesting aspect of the 1954 typescript, for the purposes
of this study, lies in the fact that it was clear to Mario Montessori that Psychogeometry needed to be re-edited and republished. However, for some reason, which remains unclear, it was not possible to republish the work at the time.
Maria Montessori's text is extremely rich, and its complete critical and pedagogic reconstruction will require a great deal of study and probably considerable discussion amongst specialists.

Extensive experimentation in schools and the discussion of the concrete implementation of the activities presented in the book will be even more important, making this a living work and not simply the purely academic reconstruction of the thought of an individual author, even one as important as Maria Montessori.

It is, however, possible to identify a number of predominant subjects, sometimes explicitly presented by the author, and at other times forming a sort of tacit and subtle “fil rouge” throughout the work.

The so-called “sensitive periods” are a recurring subject in Montessori’s work. It is interesting to begin by noting that this subject is completely absent from her Psychoarithmetic. This leads us to think that Montessori intended these two works to form a single whole (as she writes in the introduction to Psychoarithmetic) and that the unfortunate events that we have sought to reconstruct prevented the widespread diffusion of Montessori mathematical thought. It is also significant that the sensitive periods are presented in Psychogeometry with specific reference to geometry itself. Montessori therefore intended to emphasize that early teaching (in the sense of traditional didactics) of geometry, traditionally considered to be a difficult subject suitable for older children, is perhaps not only to be hoped for, but is also more respectful of child development.

A second explicitly presented subject is “discovery” as the driving force behind the didactic proposal. Geometry, suitably represented by materials with precise relationships between the various parts of the figures, is a discipline that lends itself to the autonomous discovery of the relationships themselves. In this sense, it seems possible to assert that Psychogeometry is perhaps even more important than Psychoarithmetic, in which the numerous attractive materials are targeted primarily at the study of the conventions relative to our system of numeration. When a relationship is “discovered,” as is often the case in Psychogeometry, its subsequent investigation, through study, reasoning and the introduction of appropriate vocabulary, becomes a natural development of the discovery itself and is therefore pursued almost effortlessly.

“Conservation” is another extremely interesting, although more implicit subject, that anticipates later pedagogic discussion by around twenty years. The very first pages of the text speak very simply and yet very effectively about children’s discovery of the invariant properties of discrete polygon rotation. In reading this short section in view of the previous discussion, it is evident that Montessori was clear about the fact that the discovery of the property of invariance, or conservation, was one of the essential driving forces behind children’s development, and, furthermore, that she had chosen the “right” properties of conservation for the age of the children themselves. It is a well known fact that twenty years later, Piaget provided a highly convincing demonstration that certain properties of conservation which are absolutely natural for the adult, are incomprehensible for the child on a perceptive level.

The notion of number sets in particular (as regards cardinal numbers, the numbers predominantly taken into consideration by Piaget) is based on the conservation of the quantities. Piaget used experiments, with perfectly repeatable results, to show that a set in which the elements are spread out before the child, is perceived as more numerous than the same set in its starting configuration. This is without doubt interesting. However, it is perhaps even more interesting to find areas in which other properties of conservation or invariance can even be discovered by very young children, inasmuch as it is the concept of invariance, rather than its particular occurrence, that aids the psychological and rational development of the child.

The figure illustrates a circle divided into segments to demonstrate the property of conservation. The circle is divided into different sectors to show how the properties of invariance are preserved even when the arrangement of elements is changed.
Much more implicit, but equally interesting, is the construction of geometry in the sense of material experiences. Montessori’s text, as she herself emphasizes, is not a classic geometry textbook. However, like classic geometry, Montessori material geometry is founded on a fundamental principle, we could say an axiom, which is the basis of sometimes extremely complex constructions. The axiom is as follows: if two shapes can each be built on the basis of the other, by means of decomposition and subsequent re-composition of material, then those two shapes have the same area (the same “value” in Montessori language). This principle obviously has nothing in common with the axioms linked to the ruler and compass constructions of Euclidean geometry, inasmuch as it refers to a different, more “material” form of geometry. Nor is the presentation strictly consequential, as in the “Elements.” However, the idea of making children “perceive” deep relationships in order to “prepare” the mind for the systematic study of the discipline is fascinating, and is expressed in the text with great logic.

In this sense, the close link between the two disciplines, continually emphasized in Psychogeometry and Psychoarithmetic, is considerable. Just think that in Psychoarithmetic, all the theorems of Euclidean geometric algebra, such as special products, are presented in a geometric fashion, while Psychogeometry presents a thorough study of fractions and proportions on the basis of the decomposition of fundamental geometric shapes.

In this sense, Montessori seems to say that it is important to go back to the origins of the science, to the Elements to be precise, in order to find the most productive methods for teaching mathematics.

3. The New Publication

Certain strict criteria were respected in the presentation of this substantially unedited typescript, so as to enable scholars to reconstruct the text completely, publishing inconsistencies included.

The translation has been done as close as possible to the original text. Here and there some misprints that could be interpreted in different ways have been recorded in the footnotes. Very rarely did we have to reconstruct the text using the Spanish translation.

The text is only very roughly divided into chapters and paragraphs in the typescript. The Spanish translator carried out some major work in this sense. We do not know whether any clear instructions were provided by the author.

This text reproduces the division into chapters and paragraphs of the Spanish edition (and the later typescript edited by Mario Montessori). There is also a brief introduction to every chapter, illustrating the subjects discussed and highlighting elements of particular importance (any inconsistencies, useful elements to bear in mind in the pedagogic discussion, etc.).

The reconstruction of the illustrations, completed with the invaluable assistance of Annamaria Bianconi, represented the most difficult part of preparing the work for publication, in the sense that it required us to interpret the author’s intentions more than any other part of the work. The main observation that enabled us to resolve many editorial inconsistencies in the Spanish edition was as follows: any of the repetitions found in the text, which are sometimes truly incredible, are simply guidelines for teachers regarding the construction of the geometry exercise book, which every child should “develop gradually.” These textual repetitions should therefore be interpreted in the sense of being part of an illustration. Traces of this can also be observed in the handwritten comments in the margins of the original typescript, recorded in the notes.
This observation, which was not grasped in the first typewritten draft of the work, throws new
light on the layout of Psychogeometry. As Camillo Grazzini writes in the 1971 preface to Psy-
choarithmetic, Montessori’s two books on teaching mathematics did not arouse the interest they
deserved inasmuch as “the teaching classes [...] wanted a didactic guide that would produce
immediate results, as we would say today.”

The proposed reconstruction of Psychogeometry intends to demonstrate how the teaching
profession did not find what they were looking for due to an unfortunate editorial affair. Having
overcome this, it will be possible to resume the spirit of concrete guidance in the classroom,
typical of Montessori’s work.

There are many people without whom this reconstruction of original Montessori thought would
have not be possible. First, I want to remember Mary Hayes, who first gave me the possibility
to work with AMI. Then I would like to thank Alexander Henny for his first encouragement and
continuous support. The AMI staff in Amsterdam has been extremely supportive and efficient,
let me mention in particular Joke Verheul and Brenda Striegel-Fox. Last, but not least, I have
shared the work of editing of English translation and the figures with Kay Baker, while the cre-
ation of the figures has been possible due to the great skill and maybe even greater patience
of Miep van de Manakker.

B.S.
Rome, February 2011

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**NAMTA presents**

**The AMI Montessori Orientation to Adolescent Studies (Ages 12-18)**

June 20-July 22, 2011 and November 3-6, 2011, Cleveland, Ohio USA

In November of 2010, The Association Montessori Internationale agreed to an evolving relationship with the NAMTA Montessori Orientation to Adolescent Studies. Together with the Scientific Pedagogical Group (formally Committee), NAMTA will contribute selectively to the AMI body of Montessori pedagogy, allowing for the preservation and propagation of adolescent research and practice within the context of AMI-approved teacher education. The NAMTA Montessori Orientation to Adolescent Studies will be renamed The AMI Montessori Orientation to Adolescent Studies, recognizing NAMTA’s program as the current AMI adolescent pedagogical offering.

This orientation will be held at Hershey Montessori School’s Huntsburg Campus and Montessori High School at University Circle. Accommodations are available at Case Western Reserve University. (See Application for details).

Application forms in PDF format can be found on NAMTA’s website at [www.montessori-namta.org](http://www.montessori-namta.org) by clicking on NAMTA Events, then *The AMI Montessori Orientation to Adolescent Studies*. Paper applications can also be obtained by calling the NAMTA office. Forms should be mailed with application fee to the NAMTA office.

Orientation to Adolescent Studies Tuition, June 20-July 22: $5,100 (includes tuition for the November Seminar)
Past Orientation certificate holders are invited to attend Weeks Four and Five. Tuition: $300 plus room & board
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Hershey Montessori School’s Huntsburg Farm Campus and
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The AMI Montessori Orientation to Adolescent Studies (Ages 12-18)

Minneapolis, MN ◆ July 31-August 5, 2011
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Oak Meadow Montessori School is seeking experienced, credentialed Montessori teachers in all program levels. Excellent salary and benefits. Located in Littleton MA, Oak Meadow serves 260 children, Children’s House through Middle School. For more info see www.oakmeadow.org. Please email your resume and letter of interest to Joanna DeStefanis, Assistant Head of School at jdestefanis@oakmeadow.org.

New Hampshire

Hollis Montessori School is seeking an Elementary Lead Teacher to join our growing school starting Fall 2011. The preferred candidate will have an AMI Elementary Diploma and a Bachelor’s Degree. We are a private, non-profit school located in southern New Hampshire on the Massachusetts border. Our teachers enjoy a supportive staff, autonomy in the classroom, very well equipped classrooms, generous tuition discounts, support for continuing education, and competitive salaries and benefits.
Hollis is a quintessential New England town less than 24 miles from Manchester, the largest city in New Hampshire. Boston is less than 50 miles away, as is the New Hampshire seacoast and the White Mountains. All of these offer ample opportunity for cultural and environmental exploration. For more information about our school, please visit www.HollisMontessori.org.
Kindly submit your letter of interest and resume to Kari Headington at kari@HollisMontessori.org.

Ohio

Adolescent practitioner / teacher
Hershey Montessori School, Ohio
www.Hershey-Montessori.org
Hershey Montessori School, in North East Ohio, seeks an adolescent practitioner / teacher with mathematics expertise and also to teach integrated projects in other discipline areas. The AMI / NAMTA orientation certificate is preferred. The Adolescent Community is located on a diverse and active farm and offers an opportunity to join a team of collaborative and seasoned professionals who are dedicated to the original erdkinder vision of Dr. Montessori. The student population includes local Montessori students and a boarding community which draws Montessori students from around the world.
The region is enriched by renowned cultural institutions, an AMI training center, and enjoys being a part of a community of other established Montessori Schools in the area. Offering a competitive salary, benefits, professional development support and tuition remission where eligible. For more information: http://www.hershey-montessori.org/pdfs/Adol.teacher.020411.pdf. Contact Paula Leigh-Doyle, Head of School, at pleighdoyle@Hershey-Montessori.org

Elementary AMI trained teacher
Hershey Montessori School, Ohio
www.Hershey-Montessori.org
Hershey Montessori School, in North East Ohio, seeks an AMI Elementary trained teacher with experience at the Upper Elementary age group. HMS serves 240 students on two campuses. The Concord Campus offers: 1 parent infant, 2 Young Child, 3 primary, 2 Early Elementary and 2 Upper Elementary Communities, all of which are AMI accredited. The Huntsburg Campus is a farm school model for the Adolescent Community. We anticipate increasing class sizes in our Upper Elementary in the next
three years. Hershey offers a collaborative community of staff and offers additional support for children with disabilities. The indoor and outdoor prepared environments are ideal for the work of the Upper Elementary.

The region is enriched by renowned cultural institutions, an AMI training center, and enjoys being a part of a community of other established Montessori Schools in the area. Offering a competitive salary, benefits, professional development support and tuition remission where eligible. For more information: http://www.hershey-montessori.org/pdfs/elem.teacher.020411.pdf. Contact Paula Leigh-Doyle, Head of School, at pleighdoyle@Hershey-Montessori.org

PE and Outdoor Education Assistant,
Hershey Montessori School, Ohio
www.Hershey-Montessori.org
Hershey Montessori School, in North East Ohio, seeks a PE and Outdoor Education Assistant for the Concord Campus. A strong background in biology, environmental science and organizing physical activities, strengthening and cooperative team games with (age groups: 3 to 6 and 6 to 12 years). The region is enriched by renowned cultural institutions, an AMI training center, and enjoys being a part of a community of other established Montessori Schools in the area. Offering a competitive salary, benefits, professional development support and tuition remission where eligible.

For more information: http://www.hershey-montessori.org/pdfs/elem.teacher.020411.pdf. Contact Paula Leigh-Doyle, Head of School, at pleighdoyle@Hershey-Montessori.org

Residential house parent,
Hershey Montessori School, Ohio
Hershey Montessori School, in North East Ohio, seeks a residential House Parent for the Adolescent Community. This full-time position includes health benefits and room and board as well as professional development opportunities and tuition remission where eligible. Duty hours are primarily evening and a rotation of week-end hours. Commitment to and experience in the developmental issues of adolescents, as well as a high level of personal maturity and moral grounding would be the fundamental qualifications for this job. Understanding A. to I. or Primary Montessori and the role of a prepared environment will be advantageous. For more information: http://www.hershey-montessori.org/pdfs/Residential.position.020411.pdf. Contact Paula Leigh-Doyle, Head of School, at pleighdoyle@Hershey-Montessori.org

Oregon
Childpeace Montessori/Metro Montessori Middle School in Portland, Oregon is seeking a person

with expertise in adolescence to add to our middle school team for this fall 2011. This position, probably full-time, would be part Coordinator of the middle school explorations and part Teacher, ideally with a specialty in science. The ideal candidate will have strong organizational and collaboration skills, strong interest in Occupations and service work, highly qualified in science, have AMI Montessori training and experience at another age level, and a clear enjoyment of the adolescent animal. The NAMTA Orientation to Adolescence is required before beginning work with our program.

It will be the third year of our urban adolescent program and we expect you'd be joining about 25 students and our two founding teachers. We have a positive staff culture, a passion for authentic Montessori education, and an established and

The HAND is the instrument of the MIND.

The CHILD is the instrument of the FUTURE.

AMI Teacher Training at The Montessori Institute

ASSISTANTS TO INFANCY: AGES 0-3
BEGINNING JUNE, 2011
DIRECTOR: JUDITH ORION

700 Knox Ct.
Denver, CO 80204
Phone: 303-832-6781
Fax: 303-765-5279
E-mail: tmiami@mac.com
Website: www.tmidenver.com
healthy AMI school of over 300 students. We are centrally located in beautiful Portland, close to the Pacific ocean and the Cascade range. Salary based on experience; strong benefits. Email your cover letter and resume to Merri Whipps, merri@childpeace.org. We will be at the NAMTA/AMI refresher in February, and hope you'll talk with us there as well.

Texas

Alpine Montessori School, located in the Chihuahuan desert of far West Texas, is looking for lead teachers for our 3-6, 6-9 and 9-12 classrooms for 2011-2012 school year. Please email resumes/inquiries to amelie@alpinemontessori.org.

AMI Primary Guide—Montessori Children’s House and School—Dallas, Texas

Montessori Children’s House and School is an AMI-Recognized school located in a peaceful, wooded setting in the northeast section of Dallas, Texas. Currently celebrating our 40th year, we enjoy a reputation for excellence and stability, and we have recently undergone a complete renovation and expansion of our facility.

We are searching for an AMI-certified primary guide to start a new classroom in August 2011. Successful applicants should have an AMI primary diploma, dedication to Montessori philosophy, strong classroom management skills, the ability to build strong and supportive relationships with parents and fellow staff members, a love for working with children, and be legally authorized to work in the U.S. (2+ years experience preferred.) Visit our website at www.mchs-dallas.org to learn more about our school. Send resume, cover letter, and salary requirements to mchsteacher@gmail.com.

Lr. Elementary Teacher beginning August 2011. Founded in 2005, Lockhart Montessori School is privately owned, housed in a beautiful building specifically designed for Montessori classrooms. The school serves children between ages 3 & 7. We are currently expanding our school to include a lr. elementary class. This is an excellent opportunity for an experienced teacher to pioneer a new elementary class. LMS has an involved parent group and an established excellent reputation in our small community.

LMS is located in rural Lockhart. We are approximately 30 miles from Austin. Candidate must be flexible, patient and enjoy working with a very small team. Candidate must also be enthusiastic and dedicated to helping set up this new, exciting environment. Candidate must have some experience and excellent communication skills. Salary commensurate with experience. Please contact Carmel Zea at carmelzea@itouch.net

Virginia

Mountaintop Montessori in Charlottesville, Virginia is seeking resumes from AMI Primary and Elementary guides. Charlottesville is a major educational and cultural center, enjoying a lively arts and music scene. The region supports a vibrant local foods movement and is known for its progressive community values.

Mountaintop has a unique 9+-acre campus that incorporates the indoor and outdoor spaces, reflects our mission as stewards for the environment and allows the school to implement a thriving garden to table program. Mountaintop is a nationally recognized Audubon Bird Sanctuary, a Wildlife
Federation Site and the classroom buildings are nestled among trees and native gardens. Mountaintop Montessori offers a supportive administrative team, with an AMI Primary and Elementary trained Head of School, competitive salaries, employee health insurance, auxiliary benefits and a dedication to ongoing professional growth and development. Mountaintop is accredited by the Virginia Association of Independent Schools. Visit our web page at www.mountaintopmontessori.org. Forward resumes to: Wendy Fisher, Head of School wfisher@mountaintopmontessori.org

**Indonesia**

Due to expansion, Jakarta Montessori School in Indonesia is recruiting Toddler, Pre-school, Lower and Upper Elementary Montessori Teachers, for January 2011 and August 2011. Our school is a purpose built, fully equipped, MCI accredited and IMC affiliated Montessori school situated in a green area in South Jakarta, Indonesia. We are strongly committed to Montessori Pedagogy. For additional information on our school please visit our website www.jakartamontessori.com. We offer attractive salary and benefit packages including: paid vacation/sick and professional days; assistance with accommodation, medical cover and relocation costs for qualified applicants. Please send covering letter and resume to principal@jakartamontessori.com or fax to +62 21 727 2202.

**Nicaragua**

Montessori trainers, The Right to Learn—Nicaragua

The Right to Learn seeks volunteers and interns to serve as Montessori trainers for the staff of our school in Nicaragua. To learn more, visit our website at www.therighttolearn.org, or contact Alex Fuller-Young at director@therighttolearn.org.

**Materials for Sale**

For sale: All Montessori materials, day care materials, furniture, card materials and much more. Asking price $60,000 or best offer. Call 952-925-2330.
In a tradition that spans over 80 years, we have consistently focused on one major aspect: the quality of our products. This combination of quality and educational value has lead to a product line that sets the global standard in every respect. And because of our constant product development, our product range is continuously enhanced with new, high value products that naturally appeal to children and therefore contribute to a responsible development of the child as an individual. That essence is the heart of every Nienhuis product. For example our Wooden Grammar Symbols. This item perfectly reflects the good sense of quality that’s in everything we produce. A perfect symbol of quality.