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**Auction Notes ..... page 1**

**Catch the Moment ..... page 2-4**

*A snapshot and information about some things our children are learning at each level.*

**A Call to Action ..... page 4**

**An Inside Look ..... page 5**

*Articles and more detailed news from the faculty at each program level. This issue features: Young Child Community*

*This is a biweekly publication.*

*If you would like to receive our weekly calendar please notify the office.*

*HM\_staff@lpga.org.*

## Dates to Remember

- Friday, February 29: Auction Meeting, Concord Campus, 9:00 a.m.
- Monday, March 3: Monthly Tuition and Aftercare Payments Due
- Thursday, March 6: 11:45 a.m. Dismissal for Concord Campus Only  
No Aftercare Available
- Friday, March 7: No School for Concord Campus Only –  
Conference Day
- Sunday, March 9: Pancake Breakfast  
Huntsburg Campus, 9:00 a.m. – 1:00 p.m.
- Tuesday, March 11: Parent Workshop: Providing Optimal Environments  
for your Child's Absorbent Mind (birth to six)  
Concord Campus, 6:00 p.m.  
Pizza and Childcare Available (including YCC  
children) Please R.S.V.P.
- Thursday, March 13: Spaghetti Dinner Fundraiser for United Nations  
Trip followed by Sixth Year UN Presentation  
Concord Campus, 6:00 p.m.
- Thursday, March 13: Auction Items and Ads Due
- Monday, March 17: Spring Break Begins for Huntsburg Campus
- Friday, March 21: Spring Break Begins for Concord Campus
- Monday, March 31: School Resumes for Concord and  
Huntsburg Campuses

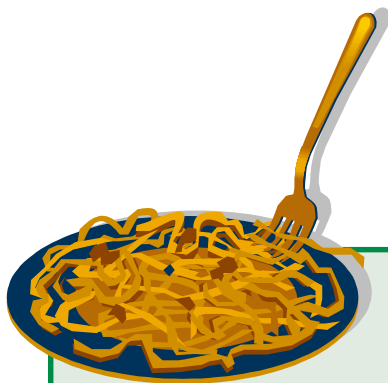
## Auction Notes

Many thanks to the Hastings family for sponsoring our oversized chess and checkers set and to Noelle Sieradzki for sponsoring our 4<sup>th</sup> of July basket. Their generous donations are greatly appreciated!

There are still a few shopping list items left to purchase, so if you are interested in sponsoring one of them, please check Hershey's website for availability. We would also love to see some of our wish list items donated and still are making a plea for scratch off lottery tickets.

If you have not turned in your guest invitation form, please do so as soon as possible. Families will receive invitations the first week of March, but if you would like us to send invitations to anyone not directly associated with the school, please let us know. Just a reminder that the due date for both ads and items is March 13<sup>th</sup>.

You can get a glimpse of what we have in store for you the evening of April 12<sup>th</sup> by checking out Disco Inferno, the fantastic 70's band we have hired at their website, [www.discoinfernoband.com](http://www.discoinfernoband.com).



Thursday  
March 13, 2008

Spaghetti Dinner  
Fundraiser  
for Sixth-Year United Nations Trip

Concord Campus, 6:00 p.m.



Anna

## Parent-Infant Program (2 - 12 months)

The importance of crawling and creeping is often overlooked by pediatricians and parents but many therapists and scientists see creeping and crawling as a vital element in optimal development of children. Creeping (the correct term for what is typically called crawling) is more than learning how to move. It helps coordinate the two sides of the body, builds the arches of the hand, decreases touch sensitivities through deep input and rubbing the floor, strengthens the core muscles in the body and builds connections and communication paths between the right and left hemisphere of the brain by crossing the midline of the body. Giving children plenty of opportunities to work in the prone position (on their bellies) is important in itself but it will also encourage the development of creeping and crawling, supporting the most favorable development of children.

—Tierney Dewan-Saperstein



R J making muffins for Valentine's Day

## Primary (2 ½ - 6 years)

Our communities have had much to converse about as the children have learned about Groundhogs' Day, Valentine's Day, Presidents' Day and Black History Month. In our Primary communities, we read books, tell cultural stories, sing songs, recite poetry and celebrate in ways which help children adapt and feel part of the world around them. After learning that President George Washington loved riding horses, one of our children painted a horse using water color. Stories do inspire!

—Jayne Koeth



*Onur and Shaun*

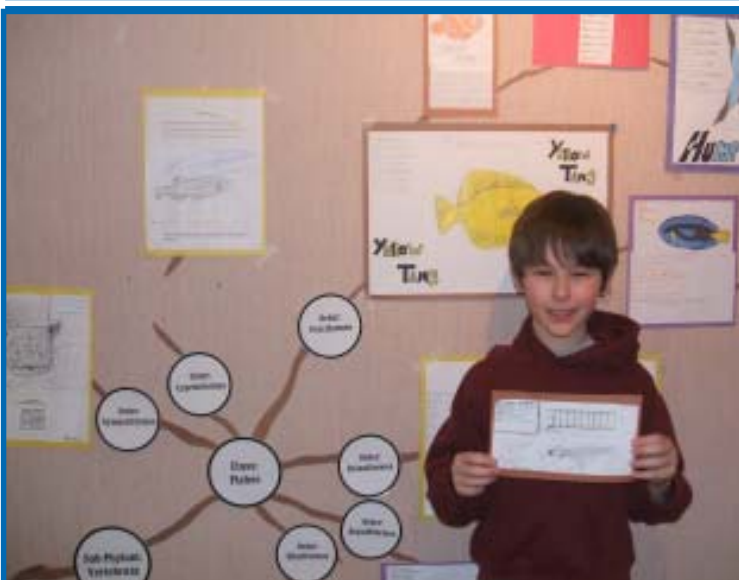
Recently, some of the Early Elementary students hosted the Extended Day children during our Extended Day/Early Elementary Open House. When the younger children visit, they are shown some of the work that we do in the Early Elementary environment by their host or hostess. Then the entire group of Extended Day children, together with their hosts, has a lesson with Jennifer or Kate. This is a great opportunity to share what we do with others!

Here, Onur Kardjala shows Shaun Edwards some grammar work and Naomi Stimburys shows Giavanna Tomasio how to do multiplication with the checkerboard.

*–Kate Witosky*



*Naomi and Giavanna*



*Whitman*

## **Upper Elementary (9 – 12 years)**

Humans classify everything. We give everything a name based on its characteristics and this helps us to organize our knowledge. The Elementary aged student likes to make lists, collect things and label them. In the classroom we give lessons about the classification system scientists use. This familiarizes the students with the nomenclature and structure that they will encounter throughout their lives. They will find this classification system in books, museums and their science classes.

Here is a picture of Whitman Theofrastous with the illustration of the fish, Paedocypris. Whitman discovered that the scientific name is Paedocypris micromegethes, in the family of Cyprinidae, which is in the order of Priniiformes. Measuring at 7.9 mm, this is the smallest fish in the world. Whitman drew a larger image so we could see it. He is just about to put it in our display of the *class of fishes*.

Many thanks to Leigh Anne Emelko for her help in writing these paragraphs.

*–Dana Gilliland*



Huntsburg Campus students

## Huntsburg Campus (12 - 15 years)

In his poem, *Fire and Ice*, Robert Frost states that some believe that the world will end by fire, others by ice. In Huntsburg, at the Adolescent Program on the farm we have our share of both fire and ice. The students daily load wheelbarrows of wood into the 350,000 B.T.U. furnace to heat the bioshelter. We burn wood in the building fireplace and woodstove, in the sugar bush and in the log cabin. None of this activity prevents the daily accumulation of ice on the driveway, walks and fields. It is persistent. It makes travel difficult at times. It is a fact of life moving about on the farm in the winter. We are ready for it to move north. Spring is right around the corner.

—Jacob Hines, Student

## Environmental Stewardship: A Call to Action

This is an excerpt from a newsletter published by Kristen Oliver. Kristen is a student at the Huntsburg Campus and was strongly affected by the November colloquium and the research that preceded the event. The following is based on an interview between Derrick Jensen ([Listening to the Land: Conversations About Nature, Culture and Eros](#), Chelsea Green, 2004) and David Orr (Environmental Studies Chair, Oberlin College)

From Kristen's newsletter:

The problem begins, Orr says, when people begin to define themselves as "above and beyond the natural world." The problem begins when society becomes so industrialized, that it becomes afraid of nature.

David Orr tells Jensen about his views on current education. He believes that it is the way we are educated that determines much of our views on the world. Currently, children are being educated to continue in an industrial society. They are being taught how to live and work away from nature. However, in a seminar of the ninth grade students, it was agreed that humans are a part of nature and cannot function independently without it. Students are being educated about places far away. Most children could tell you more about the Amazon, or the Sahara desert, than they could about the biodiversity in their own backyard.

David Orr answers the question of how to defend your place as a matter of education. We must educate children to be loyal to a place. The place they grow up, and grow beyond infantile self-gratification. In educating not on how to continue industrializing, but how to change our ways of life to be more naturally based, we will be able to reach a place of economic and ecological stability. "Education ought to allow for a bonding to the natural world." Orr states.

To receive Kristen's full article or to subscribe to the newsletter, please email: [revergreentoday@gmail.com](mailto:revergreentoday@gmail.com)

—Ellen Molnar

### Thoughts on Adaptation

Recently, an evening of “Global Education” was held at the school. The underlying subject matter was geography and I spent a great deal of time thinking about how geography relates to the child under three. I visualized the children in both communities moving through the classroom, the school building, and the outdoor environment. I was searching for a definition of what geography could mean to the children. I decided that the definition needed was not just for geography (mapping the earth), it was omnigraphy (mapping everything) of all the information he absorbs in his environment. (Refer to The Absorbent Mind, Maria Montessori)

To begin, I did visualize geography. Oral and visual explorations are satisfied for the child and are then replaced by movement. The child moves away from the mother, mentally orders the experience and returns to the stable and familiar adult. The child orients himself and begins to map the environment, storing the information for future explorations.

Then I visualized the child doing the same kind of exploration, orientation, and adaptation with every facet of her life. Each child uses his entire environment to create himself, map his brain, and mold his character.

“It is during this early period of a child’s life that the child incarnates the environment which he finds around himself and makes it part of himself, and constructs a man adapted to live in those surroundings.” Montessori, Maria, Absorbent Mind



*With the oldest friend helping, these friends independently cross the field. Leslie, Ava, Mackenzie*

In the Young Child Community, we base ourselves in reality, so that the brain is constructed of real events and objects and the child relates to the world with real information.

Vocabulary is based on pictures of real vs. stylized objects and pictures, so that the real items match the facsimiles.

Activities that involve a great deal of movement, sequencing and order exist. The child maps productive work and maps it based on not only the gross movement of his body, but also the small motor movement of his hands. These repeated experiences create etch and re-etch neural pathways throughout the human body so that the body can be adept at real work.

We offer beauty within the natural world. We watch the wind blow, the clouds race, and the drops of rain create circles in puddles. We cut and arrange flowers and leaves. Paintings and other art forms present depictions of the natural world.

The children form friendships based on the real experiences of purposeful work, active play, and shared experiences. Kindness, responsibility, and stewardship are demonstrated and then utilized by all forming the basis for the positive qualities of human character.

We perfect and adapt utilizing excellent input and then we adapt the place and people around us to approach more closely a perfect environment.

“We take it to mean a transformation of one’s self of such a kind as to make one suited to one’s surroundings, which then become a part on one’s being.” Montessori, Maria, Absorbent Mind

“The great power of man is that he adapts to every part of the environment and that he modifies it...while developing himself he unconsciously develops his own adaptation of his environment.” Montessori, Maria. (1961). *The Two Natures of the Child and the Meaning of Adaptation*. Two lectures. Amsterdam: AMI

See also: 25th International Montessori Congress, Congress Papers, July 2005, “Reality: The Most Powerful and Integral Key to the World”, Silvia C. Dubovoy Ph.D ([www.montessori-ami.org/congress/2005Sydney/papersd.htm](http://www.montessori-ami.org/congress/2005Sydney/papersd.htm))



–Ellen Molnar