



ANAMI MONTESSORI SCHOOL

THE MESSENGER

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BENEFITS OF A LONG-TERM MONTESSORI EDUCATION

By Joan Horlbeck, School Director

When Association Montessori International trainer and consultant Dr. Kay Baker visited Anami in October, she gave a talk titled "Benefits of a Long-term Montessori Education." What are the benefits of keeping a child in Montessori over the long run? She said the first word that came to her mind was "confidence".



Above: A current fourth year elementary student and a graduate share fun stories as participants on Anami's elementary panel.

We see this in so many ways.

Confidence was evident at a recent Anami elementary parent night where both alumni and current elementary students participated. Some parent attendees later shared insights from the evening.

One observed, "From the youngest to the oldest, the panelists were universally thoughtful, reflective and articulate in their responses to the questions. This reminds me of the saying that Montessori education prepares children for life. These Montessori (and former Montessori) children were clearly prepared to think for themselves, about themselves, and about their place in the larger community."

And another commented, "I am always impressed by the panelists' collective confidence and their willingness to answer any question thoughtfully and meaningfully. It is one of my favorite nights of the year at Anami."

We see this confidence in our upper elementary children as they prepare for an upcoming trip to Colonial Williamsburg. They have taken ownership of the entire experience and are wholeheartedly doing further research, major fundraising and significant planning. At the end of this adventure, they will look over all they did and know it was not merely a trip they joined, but rather one they made happen.

The Montessori child's confidence comes in part from his developmental needs being met at each stage—as it is in the Montessori prepared environment. Further insights into the child's developing confidence are contained in this issue's articles. Letting a child handle a challenge ("Building the Pink Tower Upside Down," p. 3) and the child's search for independence ("I Can Do It!" p. 4) give insights into the young child's development of the self, and thereby maturity of his confidence. At the elementary level, the children gain confidence from working out their relationships with peers in the supportive environment of the elementary class ("Navigating the Social Waters during the Elementary Years," p. 5). A parent's insights on learning to trust this Montessori process are shared ("Trusting the Process and Parenting as part of the Prepared Environment," p. 6). And we visit with an Anami alumnus and learn how he gained confidence and a foundation for further education, his work and life beyond the classroom ("Spotlight on Anami Alumni, Meeting with Matthew Kanode," p. 7).

We are confident you will enjoy turning these pages!

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UPCOMING ANAMI EVENTS

March

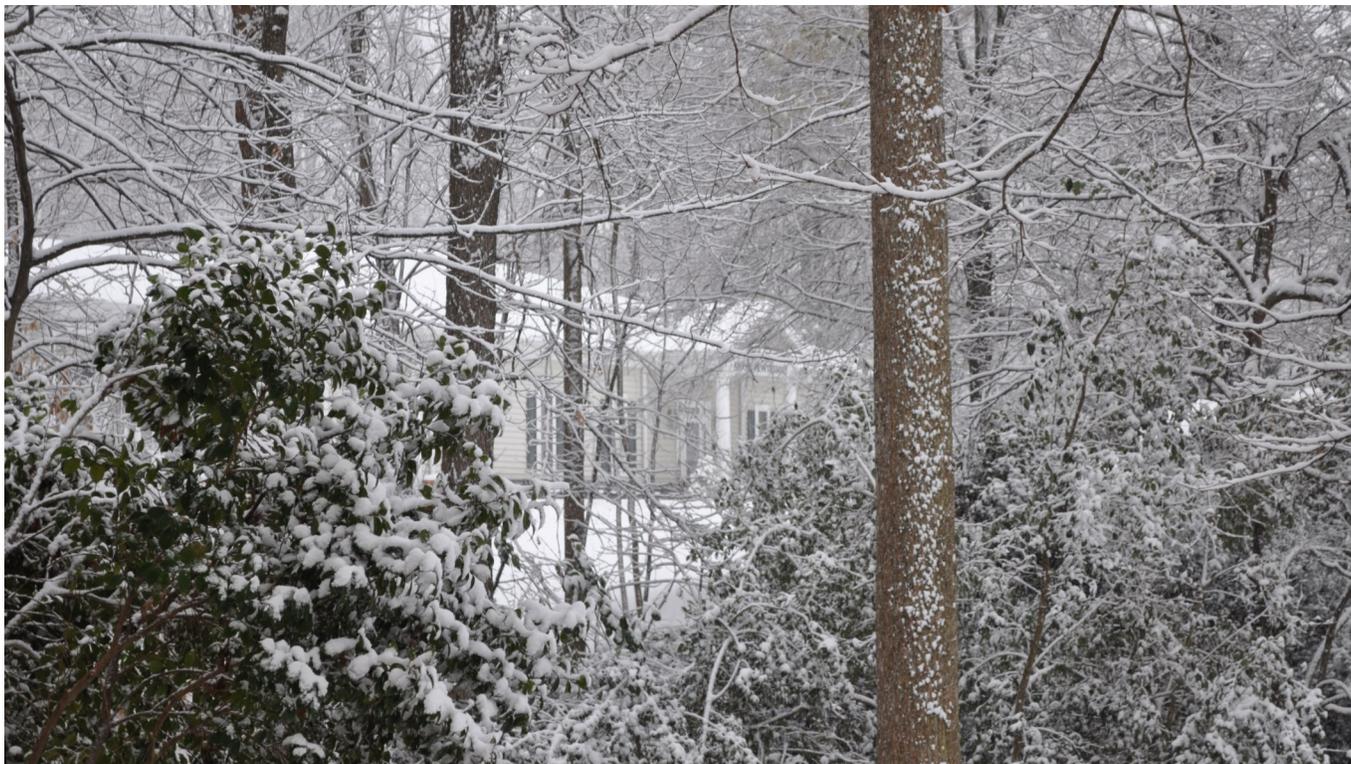
6-7	Th-F	No school: Parent Conferences
11	Tuesday	Open House, 9:30 AM
12	Wednesday	School Tour, 5:00 PM
24-26	M-W	Third Year Elementary Students' Trip to Barrier Island Environmental Education Center

April

7	Monday	School Tour, 3:30 PM
8	Tuesday	Open House, 9:30 AM
14-21	M-M	No School: Spring Break
22	Tuesday	School Resumes
24	Thursday	School Tour, 5:00 PM

May

6	Tuesday	Open House, 9:30 AM
12-15	M-Th	Tentative Date for Upper Elementary Trip to Colonial Williamsburg
26	Monday	No School: Memorial Day observance
28	Wednesday	End-of-Year School Picnic, 5:30 PM
30	Friday	Noon dismissal for Summer Break



*“The only other sound’s the sweep,
Of easy wind and downy flake.”
—from Robert Frost’s “Stopping by Woods on a Snowy Evening”*

Above: Anami in an unusual February storm

BUILDING THE PINK TOWER UPSIDE DOWN

By Ana Amiguet

Ana Amiguet is a former Montessori student from early childhood in her native Puerto Rico. She has since worked as a lead teacher in Primary classrooms in California and Massachusetts, and at nonprofits both working with and advocating for children in foster care. She has a BA in English Literature from Brown University, an MA in Montessori Education from Loyola College in Maryland, and an Association Montessori Internationale (AMI) diploma from the Montessori Institute of San Diego.

Ana joined the Anami team in 2013 as the teacher in Children's House II. Her favorite aspect of classroom life is the three-year cycle that allows for in-depth relationships with each child.

As a teacher and parent, one of my greatest challenges lies in taking a step back, instead of forward, in the face of a child's struggle. It happens on a daily basis—whether the three year old unable to zip his jacket, or the five year old stumped by a math problem, the opportunities for our “help” are endless. As caregivers, we wish to spare the child suffering. However, maybe we should take the time to rephrase our thinking. Are these really struggles that need our rescue? Should we not ask instead what this child might gain from overcoming a challenge?



Above: First year child in Children's House II explores building with the Pink Tower.

“Character formation cannot be taught,” writes Montessori. “It comes from experience and not from explanation.” For a child to have a true experience, she needs to be allowed to make mistakes. During a recent parent-teacher conference, we discussed how a child is not born knowing that she cannot build the pink tower with the smallest cube on the bottom. It is only through making the attempt, and experiencing the tower's inevitable collapse, that she will learn that it cannot be done. As she approached it with the curious mind of, “I wonder what happens if...?” she has not done something “bad” or been permanently scarred from “failing” at the pink tower; she will simply try again. And it is through the trying that she discovers the myriad possible ways to build the pink tower.

It is often beneficial to consider beyond the actual skill practiced (whether building the pink tower, getting dressed independently, learning to read or working on a puzzle map), and look to the bigger question: what life skill is my child learning? Is he learning that he is a capable being? Is she making mistakes and learning from them, or is she making mistakes and giving up? Is he able to take on a challenge and persevere, or does he look immediately for adult assistance? Montessori writes, “No adult can bear a child's burden or grow up in his stead.” Are we allowing our children to be agents of

their own growth, mistakes and all?

“The environment itself will teach the child,” writes Montessori, “if every error he makes is manifest to him, without the intervention of a parent or teacher, who should remain a quiet observer of all that happens.”

The next time you see your child struggle, take a breath before jumping in. How are they handling the challenge? Is there concentration? What might they be learning through this struggle? If, after a while, there is still no headway, what is the minimum help you can offer? As my father used to say about raising kids, “Think of them as more capable than you think they are. You can always lower expectations, but once set, they are hard to raise.”

“I CAN DO IT!”

By Rita Wallace

Rita Wallace has been teaching in Anami’s Children’s House I for 12 years. She and her husband Frankie are parents of Lucia, 14, (a graduate of Anami), Sofie, 10, and Mia, 4—the younger two enrolled at Anami. In her away-from-school time, Rita enjoys attending multi-cultural events with her family.

Being in the classroom everyday with the children gives me the exciting opportunity to witness many wonderful moments in their development. One of these that I particularly enjoy is seeing the face of a child after he or she has been struggling on a particular task—and is finally able to do it. Their eyes light up at that moment of pure joy and accomplishment! The child says, “I did it, I did it!” For me, *that* moment never gets old—no matter how many times I witness it.

From an early age, children’s search for independence manifests as a strong desire to make things happen in their world and to feel competent doing them. They have a strong urge to do things all by themselves. The young child’s opinion about what they are capable of doing is in large measure a reflection of the parents’ expectations of the child and their responses to his/her attempts.

As parents, our role certainly includes support and encouragement of exploration and curiosity and teaching skills. It also includes allowing the child to make appropriate choices. As parents we need to create opportunities for the child to reach independence and take care that we not become the obstacle of joyful moments of accomplishment, big or small. If, as parents, we celebrate with our children these joyful moments that are born from struggle, it will help them become healthier and more independent human beings.

It is crucial that we allow the child to deal with small doses of frustration and let them make mistakes before coming to the rescue. An important lesson for adults is that we not intervene too soon, lest the child will not learn to deal with frustration and may even stop trying altogether.

Just as it is necessary to establish limits and maintain firm rules about important issues, it is equally important, when possible, to honor the child’s choice to do something him/herself.

Right: A first year child from Children’s House I sets up the wood polishing exercise. Note her concentration and sense of purpose.



NAVIGATING THE SOCIAL WATERS DURING THE ELEMENTARY YEARS

By Stephanie Ellis

Stephanie Ellis is the elementary teacher at Anami. She holds a Bachelor's degree in English Literature from Oglethorpe University as well as a Master's of Education from Loyola College in Baltimore. She trained at the AMI Washington Montessori Institute in Columbia, Maryland. She explores the world through books, movies, seminars, and further collegiate study. Her two children (Rowan, age 9 and Pierce, age 2) keep her active as well. The family enjoys animals and nature.



Growing up can be a challenge. For many children, that may include name calling or teasing. But as a Montessori teacher, I know there is another way.

The period from approximately age six to twelve (or what Dr. Montessori referred to as the “second plane of development”) is a time when children are keenly interested in fairness and justice, and actively seek direction on what is right or wrong, acceptable or not. Because Dr. Montessori observed this social component in the elementary child, she emphasized the importance of preparing the elementary classroom environment so it supported the child’s social development.

The elementary Montessori child is in the same class with his peers for six years. This allows children the opportunity to know one another well, and frees their emotions and intellect to do the work of learning the full, exciting and enormous curriculum of cosmic education.

The elementary Montessori classroom is set up as a community for a number of reasons. During their tenure in the class, second plane children develop from novices to leaders. They learn to be responsible for their learning, their classmates, and the community at large. In a Montessori environment, where children are able to speak with one another regularly, work in pairs (or small groups or as the whole class), they experience a microcosm of society.

This social aspect of the classroom also allows for the children to converse with one another regularly—about both their work and social issues. They have the freedom to address one another as issues come up. This is necessary for them to explore their place in the small society of the classroom as they wonder about their future role in society at large.

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Above: Third and first year students work together to explore fraction work. Mixed ages in the Montessori classroom enrich the opportunity to learn from older children—both academically and socially.

Right: Again, children (here, first and fourth year students) benefit from the class’s multi-age dynamic. The older, naturally more experienced, children are important role models for the younger ones. Care of others, in this case for the classroom guinea pig, is an important way of learning compassion for others.



TRUSTING THE PROCESS AND PARENTING AS PART OF THE PREPARED ENVIRONMENT

By David Milling (Anami Montessori Parent)

David is a real estate lawyer and serves on the Board of Directors of the Mental Health Association of Central Carolinas, Inc. (MHA). He devotes his time to composing music, most recently for several videos which are part of the MHA's public service campaign encouraging an open dialogue about mental health and reducing stigma. He and his wife, Erin, are the parents of Chloe Milling (third year, Elementary).

(Editor's note: This article was originally written in 2011, as Chloe was completing her primary cycle.)

It's Saturday morning, and I'm home with my five-year-old daughter. I observe her as she writes a story about mermaids. Later in the day, she reads a book about sharks and is engaged by herself for an hour or so. Afterward, she enthusiastically tells me everything that she has learned about this subject that has captured her attention. Her enthusiasm reaches its climax when she informs me that she will become a marine biologist when she is older. In the late afternoon, we walk to a nearby playground where she attempts, again and again, to cross a set of spinning monkey bars – she wants to do it without any help. She has no fear of falling down; she revels in each attempt.

My wife, Erin, and I first visited Anami Montessori School in the spring of 2007 as we sought out an alternative to the “traditional” education experience for our daughter, Chloe. Neither of us had been educated in a Montessori environment, but we had friends with children in Montessori schools. Their enthusiasm for the educational model was quite persuasive, if not contagious! We learned about Montessori's orientation toward helping each child develop into a self-confident, independent, cooperative, competent and happy person. We heard about “self-directed, purposeful activities” which naturally encourage the child's innate joy for learning and yet take place in a *collaborative* environment. All of this was compelling, as was the list of Montessori graduates—people like Katherine Graham (former owner/editor of *Washington Post*), Prince William and Prince Harry (Royal Family), Larry Page and Sergey Brin (co-founders of Google), Jeff Bezos (founder of Amazon.com), and countless artists/entertainers like Sean Combs and Dakota Fanning—whose example captivated our imagination and offered evidence to support our friends' enthusiasm.

I'll admit that I had my doubts about whether *any* school could accomplish such lofty objectives and outcomes. Even as we made our decision to send Chloe to Anami, I shared this lingering doubt with Erin: “If Montessori can truly accomplish this, why aren't more parents sending their children to Montessori schools?” This question continues to vex me, particularly now that I have witnessed the promise of Montessori education coming true for Chloe.

I have no definitive, AMI-approved answer to offer, but my experience as a Montessori parent has given me a better understanding of why a parent may resist sending their child to a Montessori school. The reality is, if one hasn't been educated in a Montessori environment or otherwise exposed to children who demonstrate the beneficial outcomes of a Montessori education, the act of “buying in” is a total leap of faith. In my experience, the challenge of being a Montessori parent is that it requires a healthy dose of patience and a willingness to *trust the process*.

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Above: Chloe, the author's daughter, age eight.

SPOTLIGHT ON ANAMI ALUMNI MEETING WITH MATTHEW KANODE

By Ariana Klotz (aka Ariana Shahinfar)

Ariana Klotz (a.k.a. Ariana Shahinfar, Ph.D.) is a full-time mom to Mase (fourth year elementary child) and Meredith (extended day, Children's House I), and a part-time developmental psychologist. She serves as an adjunct faculty member in the department of psychology at UNC-Charlotte.

On a recent sunny afternoon, I had the pleasure of sharing lunch with Matthew Kanode—one of the remarkable graduates from Anami's first class of students, now a GIS (Geographic Information System) specialist for the Colorado Division of Parks and Wildlife. Truth be told, I never left Charlotte to share lunch with Matt. But the picture he painted of both his memories of Anami and his favorite lunch spot—a bench overlooking the majestic Rocky Mountains—made me feel as if I was right there with him as we spoke during his lunch hour. Here is his story:

Matt first met his teacher, Joan, when he was a bright-eyed, first-year elementary student 27 years ago. After graduating from Anami six years later, Matt moved briefly to Phoenix, Arizona, and then returned to Charlotte where he completed public middle school and attended Independence High School in East Charlotte (which he remembers with a chuckle as “Big I”) as an International Baccalaureate student. He then went on to Appalachian State University, where he earned his Bachelor's degree in Geography/GIS.

Following graduation, Matt lived and worked in various parts of the hurricane-prone Southeast, using GIS as a tool to help disaster-relief efforts locate where to deliver aid and temporary housing in areas where there were no longer roads, house numbers or any of the other physical markers typically relied upon to navigate a community. He was the principal GIS specialist leading the re-survey of national historic districts following Hurricane Katrina while working for FEMA in New Orleans, and also used GIS to map oil and gas pipelines for an engineering firm in Houston.

After tiring of his 45-minute, one-way commute on a 12-lane highway in Houston, he recently moved to “absolutely gorgeous” Fort Collins, Colorado, where he rides his bike to work and lives among a community of like-minded people who share his concern for the environment and are open to new ideas. In his position with Parks and Wildlife, his is responsible for mapping all of the parks in the state of Colorado.

But there is so much more to Matt than simply what he's done and where he's been. Let me take you back to the beginning, where we began our interview....

Do you have any idea how your parents chose Anami for you, or why they thought Montessori education made sense for you?

“Mom had an interest in alternative education because of the horrible time she had had in school. She grew up in Spartanburg, SC. She had moved there from California, where she received a very good primary education. But then she was blown away by how terrible the education system was in Spartanburg at the time. She went on a personal crusade to put me into something that could enable me to succeed as opposed to kicking me down, as she had experienced.”

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TRUSTING THE PROCESS AND PARENTING AS PART OF THE PREPARED ENVIRONMENT—*CONTINUED*

BY DAVID MILLING (ANAMI MONTESSORI PARENT)



Above: Chloe, washing sea shells

(Continued from page 6)

Early in our journey at Anami, we attended our first Parent Evening with Rita Wallace, who would be Chloe’s teacher for her three years in the primary program (Children’s House I). Rita introduced several Montessori concepts to the parents that evening and emphasized, in particular, the concept of the “prepared environment.” She described the deliberate set up of the classroom—simple and orderly—and the interconnected nature of the various materials in the room. Rita explained how Montessori education revolves around the view that the child can decide for herself what to work on at school because she instinctively knows what work she should focus on. For this idea to work in practice, Rita explained, there must be an environment in which the child can engage with materials which attract the child and are appropriate for the child’s needs at that time in her development. Rita’s explained that part of her role is to provide the child with lessons on the materials and to determine the timing of these lessons based on her observance of the child’s unique needs and interests.

A few months later, I came to observe Chloe’s classroom and watched with fascination as the children had the freedom to move about the classroom and choose their work. The flow of the children engaging in their work—sometimes independently, sometimes in a group—and the quiet way Rita and her assistant guided this struck me as akin to observing the performance of a symphony by an orchestra. I couldn’t think of a single example in my traditional school experience where this sort of free-flowing, productive and joyful environment existed. (Free-flowing and joyful? Sure, we had recess, but I’m not sure how “productive” we were!) Yet, even with this demonstration, I still felt anxious about this approach to Chloe’s education, particularly during periods where certain academic benchmarks were seemingly not being addressed. For example, I wondered why we should allow Chloe to read a book and misread or mispronounce words. Answer: because she is *choosing* to read! If I corrected her, I risked extinguishing the flame of her enthusiasm for reading. It took numerous conversations with Joan, Rita, parents of other Anami students and our resident expert (Erin), to help me keep my focus on the big picture and find the patience to allow the process to unfold. “Wait until Chloe is in her third year of primary, and you’ll see how she will put it all together,” Rita promised.

I realized that what I really wanted was to know *how* to participate in Chloe’s education. During a subsequent Parent Evening, I became aware of an essential ingredient which ultimately unlocked my “success” as a Montessori parent. Rita returned to the topic of the prepared environment and discussed another key element to this environment: the parent. Rita explained that *becoming a part of the prepared environment* as a parent involves an active form of cooperation with the Montessori educational process. Because of my lack of experience and understanding with Montessori education, this meant that I needed to be teachable and willing to set aside certain conceptions about education that were rooted in my own traditional school experiences.

So Erin and I practiced cooperation and patience during Chloe’s years in primary. In the months that followed, our preparation as parents took on various forms. We continued to learn about the Montessori educational process

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SPOTLIGHT ON ANAMI ALUMNI MEETING WITH MATTHEW KANODE—*CONTINUED*

(Continued from page 7)

We often talk about Montessori education as “preparation for life,” as opposed to simply an education. Does this make sense to you? If so, in what way has it prepared you for life?

“There is definitely a link between Montessori and who I am now—and not just Montessori, but especially Anami. My mom was into experimental types of education and the Montessori method. I had been in two Montessori schools in Charlotte before Joan’s school. I started there at age six. It had profound implications not only on my education, but on who I was, who I turned into—the path I chose in life. The huge impact was obvious when I went to public school after Anami.

“But I’m glad I went to ‘Big I’—there were 3,000 kids in the school. It was an edgy, diverse student population. It was a huge contrast to my early education, but it was complementary in a way. Montessori gave me the confidence to be independent. I am amazed at how Montessori education taught me how to teach myself. It gave me the tools to access knowledge and have a thirst for education. This is in contrast to the people I know from the public system who have been ‘taught at’ all their life. Montessori education has given me the tools to make competent decisions in life—not just about schooling or career success or technical expertise, but the strength and ability to make good moral choices.

Do you have memories of any favorite materials or lessons?

“One of the lessons that has always stuck with me, one material that I’ve always kept close, is the timeline of life. I always come back to that concept, that when you think about how small you are in the world—surrender to being such a small little piece of this huge thing—you realize how important it is not to get too caught up in your ego, your anthropomorphic, human-centered idea that we are the masters of our environment. We are a tiny piece of our environment and we should act as such. The timeline—that little red line [at the end, representing humans]—has always stuck with me. We are just a small piece.

“Another important lesson was taking care of all the pets—having responsibilities for other living creatures.”

Matt then shared memories of (perhaps inadvertently) raising guinea pigs at home and then sharing them with the classroom. He also spoke fondly of Joan’s dogs—Haiku (Ku) and Coco.

Any particularly fond memories you’d like to share from your time in the classroom/your time at Anami?

“The field trips (“going outs”) were always fun—especially going to Joan’s parents’ for the post-Hurricane Hugo trip.”

Here, Matt shared memories of a relief trip the elementary class took to South Carolina following Hurricane Hugo. On a humorous note, he recalled when he and his classmates got stuck in the marsh on that trip. They had to take turns pulling each other out. He described it as perfect teamwork:

“One person would get stuck in the mud, then the next would help him get out, while also getting stuck himself. The line just kept going with each person helping the next until finally all were rescued. It was a lot of fun.”

(Continued on page 10)



Right: Matt (center) with Natalie Scurry and Justin Tosco on trip to Charleston delivering donations after Hurricane Hugo.

SPOTLIGHT ON ANAMI ALUMNI—CONTINUED FROM PAGE 9

Do you have any words of wisdom for the kids or parents at Anami today?

“One of the things I learned growing up is that there’s no substitute for a good foundation. My education—not just in the traditional sense of the word, but morals, internal strength, independent thinking—all that was established when I was in Joan’s school.”

Matt then went on to hint at his more mischievous doings post-Anami, those that the teen years and young adulthood sometimes bring:

“Even with all the craziness I got into, my mom still stood by me with all her love and had faith in my foundation. I’m just happy that she stuck with me and that I had all those lessons and memories to guide me back to the middle path.”

Any final thoughts?

“It is all about happiness in the end. Nothing else is really important—money comes, money goes—happiness is the only thing that matters.”

After forty-five truly enjoyable minutes, I reluctantly realized it was time to let Matt finally eat his lunch. In bidding him farewell, I asked what he was going to be up to that week. In my head, I imagined him sitting under the perfect Colorado sun and smiling as he answered, “Tomorrow, I’ll be going to a bighorn sheep count, then later in the week I get to go up north to a hatchery to clip trout [a procedure to mark which hatchery the fish came from].” Yes, that sounds like happiness to me. Thanks for sharing with us, Matt.

TRUSTING THE PROCESS—CONTINUED FROM PAGE 8

which helped us understand (and appreciate) the various activities Chloe engaged in at school. The better we understood Montessori education, the more we could be a part of Chloe’s prepared environment. Our trust in the “process” strengthened as a result so that we didn’t panic at the first sign of a “mistake” made by Chloe and, instead, could focus on fanning the flame of her enthusiasm.

So Erin and I practiced cooperation and patience during Chloe’s years in primary. In the months that followed, our preparation as parents took on various forms. We continued to learn about the Montessori educational process which helped us understand (and appreciate) the various activities Chloe engaged in at school. The better we understood Montessori education, the more we could be a part of Chloe’s prepared environment. Our trust in the “process” strengthened as a result so that we didn’t panic at the first sign of a “mistake” made by Chloe and, instead, could focus on fanning the flame of her enthusiasm.

The reward has been the opportunity to see Chloe truly blossom into a confident person who is a joyful learner. It is a process. It’s also a promise. During Chloe’s third year of primary, Rita’s promise to me came true as I experienced true astonishment at Chloe’s development—body, mind and spirit—and gratitude for the journey we are on with Montessori and Anami.

A short update from 2013: Our engagement with the Montessori process continues today with Chloe now in her third year of the elementary program, and we continue to find our lives enriched by this process. Though her process and activities have evolved, Chloe’s authentic and joyful persona still comes shining through. She challenges herself physically and accepts that falling down is part of how she learns. She still loves marine species, reads voraciously about them and explores ways to engage with them. She still loves mermaids and imagines being one, resulting in several entertaining stories that she has written.

One unexpected gift that resulted from our willingness to “trust the process” is that, along the way, we realized how Chloe had become our teacher. What a magical thing that is! She is a patient teacher, repeating a lesson over and over again in our classroom of life until we can master it on our own: that each day offers us the opportunity to revel in the attempt, and that our mistakes are a part of learning and should be celebrated as such.

NAVIGATING THE SOCIAL WATERS—*CONTINUED FROM PAGE 5*



Above: Upper elementary children conversing about work

As adults we might be surprised by a child “telling on” another, or testing a friend. (At about age eight, girls in particular can at times be a bit catty with one another.) While we certainly don’t condone this, experiences where a child is testing what is acceptable can be expected of those learning right from wrong. Feelings get hurt and personalities bump against one another.

This is where the adults in the child’s life can be helpful by giving direction, supporting the child with social tools, and sharing stories of tolerance and the need for differences. We show them ways they can communicate with others, listen to their

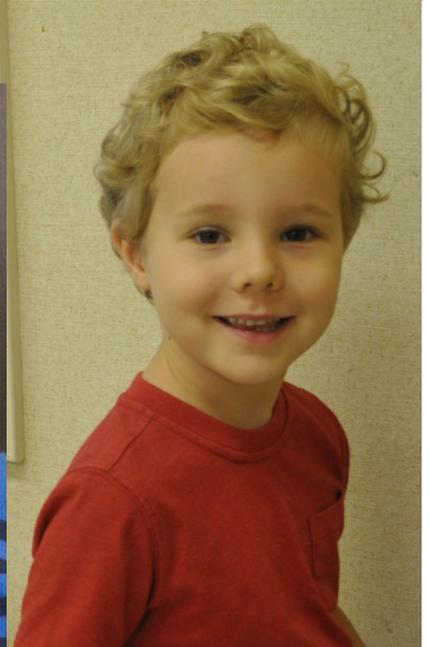
concerns, cheer them on, help them learn these important social lessons and model appropriate ways to interact. Gradually, children learn what is acceptable, how to say something that doesn’t offend another, how to help another in need, how to say something in a more loving way—in short, how to cherish others and their differences. The Montessori elementary child learns to navigate these sometimes uncomfortable social situations by trial and error in the supportive, small community of their interactive class. Just as they might explore and learn about an academic part of the curriculum, the elementary child learns to navigate his social waters.

As someone who can see these changes the second plane child goes through from both a Montessori perspective and that of a parent, I am grateful to Dr. Montessori for identifying what our children need during this important social time in their development. I am grateful my child and the other elementary children in her class have the support of the prepared environment in a mixed-age class, of a Montessori teacher who is trained in human development, and of the classmates who know how to help. While social struggles are as inherent in the elementary child’s growing up as bruises and scratches, the Montessori Method and the opportunity it offers for children to interact with one another within the supportive classroom environment helps the child construct his social self.



Right:
Children taking turns reading to one another.

“One test of the correctness of educational procedure is the happiness of the child.”
—Maria Montessori



Left, l-r: Anami’s classroom assistants Karen Grogan (Children’s House I), Jonathan Eidson (Elementary) and Carolina Villalobos (Children’s House II) are the cheery faces you see each morning at carline.

Did you know? Karen has two grandchildren, Carolina speaks German fluently and Jonathan’s son is a junior at Appalachian State.

This is Karen’s fifth year in Children’s House I, Carolina’s first (she was a Montessori child herself!), and Jonathan’s 9th at Anami!

We are fortunate indeed to work with these wonderful, dedicated and fun people!