



Follow the Child

THE MSGH COMMUNITY NEWSLETTER

SEPTEMBER 2010

Dear MSGH Families, Alumni and Friends,

We have chosen a theme for this school year, and it is no coincidence that our theme, “Follow the Child” is the same as the title of this publication. The principle of following the child is core to Montessori philosophy, and therefore core to MSGH culture. Throughout the coming year, we will use this theme to help you understand how strongly this philosophy guides our programming.

Following your child does not mean physically following your child around his or her environment. Nor does it mean tending to your child’s every whim. It means being conscious of accommodating your child’s natural drives, whenever possible.



UNA’S CHAT

The excerpt below, taken from an address by Dr. Montessori to parents in England in 1930, will help to illustrate this principal:

“If a foolish mother frog said to her little tadpoles in the pool, ‘Come out of the water, breath the fresh air, enjoy yourselves in the young grass. You will all grow into strong, healthy little frogs. Come along now, mother knows best,’ and the little tadpoles tried to obey, it would certainly mean the end of the tadpoles. Yet, that is how so many of us are trying to bring up our children.

We are anxious that they shall grow into intelligent, useful citizens with fine characters and good manners. And so we spend our time and patience correcting them, telling them to do this, not to do that. And when they want to know, ‘Why Mummy?’ we don’t stop to find out why, we interfere, and put them off with: ‘Mother knows best.’

We are in exactly the same position as the foolish frog, if only we could see it. This little life that we are trying to mold needs no forcing and squeezing, no correcting nor fault-finding to develop its intelligence and character. Nature looks after children in the same way as she sees that the tadpole grows into a frog—when the time is ready.

‘But,’ I can hear you say, ‘shall we leave our children to do as they like? How can they know what is best for them when they have had no experience? And think what little savages they would grow up to be if we did not teach them manners...’ And I would answer, ‘Have you ever given your children a chance, even for one day, to do what they like without interference?’ Try it and you will be astonished. Watch and see how something catches their interest. Perhaps they see you turn a key in the lock and want to do it too, or help you sweep, or just make some funny little pattern with pebbles on your tidy floor. On any ordinary day, you would say, ‘Don’t get in the way; play with your toys.’ Today, give them the key, try to find a little brush for them to sweep with, leave the pattern on the floor and see how absorbed they become. It is often not enough for children to do a thing once or twice. They will perform the same simple action over and over again until they seem to



Joining thousands of children from around the globe, MSGH children [Sang] for Peace at 11 a.m. on September 21—the United Nation’s International Day of Peace.

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have satisfied some inner urge. You will be surprised how they keep out of mischief when they are allowed to busy themselves with something that really interests them.

But if you interfere impatiently and stop some absorbing occupation, you will destroy your child's concentration and perseverance – valuable lessons he is teaching himself. He will be dissatisfied and filled with a sense of disappointment and restlessness, and he will very likely find an outlet in deliberate mischief.

And what is this troublesomeness that we are so afraid of if we do not correct little children?

We say that we correct them for their own good, and a great deal of the time we honestly believe it. But it is strange how often what we feel to be for their good amounts to the same thing as our own comfort. We are all so busy with our grown-up, froggy work that we forget that the little tadpoles have work of their own to do – the work of growing into men and women.”

Dr. Montessori's advice is as relevant today as it was then, and it will continue to be relevant so long as there are children. Every child is born with a natural drive to learn, to become adapted to his time and culture, to do his “tadpole” work. To achieve this lofty goal, all children are imbued with particular tendencies and sensitivities that steer and guide them to their goal of self development. This is not a conscious process for the child, but a very powerful internal drive manifested in his environment through observation, exploration, repetition, trial and error. Trial and error alone is core to nurturing creativity, tenacity and a sense of competence.

We cannot do this work for the child; he can only develop through his own activity.

We as adults often tend to have our own agenda, steering as we see fit and *doing* for the child. In the process, we create obstacles to the child's natural and optimal development. Of course your child needs guidance from you to be safe and appropriate so that he can be a socially successful adult; however, this primarily happens through your child's observation of *your* behavior—with him, your family and others. You are your child's primary teacher as he learns about relationships and social interactions.

You may be wondering what “Follow the Child” looks like in reality. Begin by paying attention to what is exciting your child's interest. What is he engaged in, attempting or repeating? This may be anything from putting on his socks, washing his hands, filling a hole with water, cooking a meal or learning how to master monkey bars. Provide him a simple demonstration, if required or requested, and then step out of the way to allow him time to repeat. *Most of the time, Follow[ing] the Child requires no action on your part; just resist the urge to interfere.* When he or she is engaged and concentrating, don't congratulate, praise, guide or correct; this is the moment of true development, and your only role is to protect concentration.

Your “froggy” work as a parent is to nurture your child's optimal and unique development, and “Follow[ing] the Child” is key. In time, you will see that the happy, passionate, fulfilled adult your child becomes will be both a living result of your life's work and a gift to humankind.

FOLLOW THE CHILD

EDITOR

Amanda Aronson

PHOTOGRAPHY* & LAYOUT

Ruby A. Tull

[* all photos except for those marked with ■]

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MSGH INTRODUCES ITS NEW FAMILY ASSOCIATION



Many schools have Parent Associations, but here at MSGH we hope that our school community will come to feel like an extension of your family. Therefore, we want to have the involvement of your entire family—however you may define it. Together we can create a vibrant, informed, and socially-connected school where

families feel known by others, and children feel their relationships with classmates and teachers extend beyond school walls. That's why it feels more in keeping with who we are as a school to have a Family Association rather than a Parent Association.

For many of you, MSGH is the place where your children have their first exposure not only to a learning environment, but to a community of people outside their homes who care for them, guide them and help them develop their best selves. Naturally, the children then become eager to bring all those whom they love into their newfound world.

Your family's involvement supports our teachers' work with your child and will help to ensure that all families begin to feel 'known' each time they walk through our doors. There's also much to learn from each other about supporting children through life's transitions and stages of development. Let's create the opportunities that help MSGH be the best it can be—for all of us.

Having a Family Association also makes practical sense in today's world. There are many special people in our children's lives who wish to contribute to their school community. Perhaps a grandparent or older cousin might want to coordinate an event, man a booth, bake some cookies, create flowering gardens or help build library collections for the classrooms. Perhaps much of your family lives elsewhere, but you have a network of close friends and neighbors who enrich your children's lives; involve them. An aunt or uncle may wish to contribute a special talent once a year, but has never had an opportunity to do so. Grandparents may yearn to learn more about Montessori, but may be unaware that other non-parents attend educational events. By extending the invitation for involvement, we can expand the opportunity for enjoyment.

We hope that your family will share its time, talent, and when possible, treasure, to help us sustain a commu-

nity that will leave lasting impressions on our children. **When planning your attendance at events this year, please invite those whom you feel would appreciate more involvement in your child's school world.**

By including more of your loved ones in school events, the school can have the support it needs, while families have the involvement they'd like. All the while, your children will unconsciously understand that the involvement of their loved ones means that their work and their lives are important and valuable.

Welcome to the new MSGH Family Association.

Thank you to all of you who have volunteered to support the Family Association this year.

President: Yummie Oberstein

Vice President: Dhurta Margolis

Treasurer: Darren Dowdell

Communications: Jackie Newhouse, Nancy Naples, Petrina Lewis, Amanda Aronson

New Parent Reception and Hospitality: Wendy Glisson

MSGH On-Campus Event Logistics: Melinda Smith

Scrip: Laurie Mailhot

Connecticut Whales Game: Amanda Aronson

Fundraising: Susan Rich-Bye

Classroom Representatives

Toddler: Kim Price-Glynn, Jennifer Coffey, and Kerstin Konrad

Primary One: Claudia Phelan and Lisa Khan

Primary Two: Judy Hughes and Amanda Aronson

Primary Three: Jessica Standish and Melissa Goldschmidt

Primary Four: Meg Keough and Shakila Bansal

Lower Elementary: Alison Salas

Upper Elementary: Julie Reuning-Scherer

Volunteers Needed

Ice Skating Party *Coordinator*

Barnes and Noble Book Fair *Coordinator*

Auction Committee *Members*

Heart of Montessori Committee *Members*

Family Support Committee *Chair and Members* (Meals or other support for families with a parent serving overseas, facing illness, etc.)

SING FOR PEACE AROUND THE WORLD - TUESDAY, SEPTEMBER 21



NEW STAFF BIOGRAPHIES

New to the Administrative Team



Susan Rich-Bye

Susan joins our administrative team this year in the newly created position of Director of Advancement. She will lead the school's Advancement Team and be responsible for all advancement and development programs.

Susan comes to MSGH after a varied career in the law and non-profit worlds. She earned a JD from Syracuse University, an MA in Visual Arts Administration from New York University, and a BA in Political Science from Boston University. She began her professional career as an attorney in California and New York, focusing on business litigation and environmental, oil, and gas law, and she represented a wide array of corporate and individual clients. Her legal career provided her with the opportunity to hone her skills as an advocate, creating a strong grounding for her work as a development professional.

After a successful legal career, Susan focused her attention on the non-profit sector, and has worked for a variety of cultural and educational institutions in Connecticut and New York. Her experience has included The Mark Twain House & Museum in Hartford, Stepping Stones Museum for Children in Norwalk, and the Museum of Arts & Design in New York City. Her work at these organizations focused on finding resources and support for education and the arts. Susan has enjoyed her experiences working with both individual and institutional donors, special donor groups and volunteers, as well as producing special events. She has also done a great deal of lobbying at both the state and federal levels.

Susan lives in West Hartford with her husband, Gareth, their daughter, Gwendolyn, and step-daughters, Brittany and Caroline. Susan also serves on the Early Childhood Committee at the Mandell JCC. She is an avid reader and enjoys the arts, travel, skiing and spending time with her family.



Amanda Aronson

Amanda joins our administrative team this year as the Director of Communications & Site Planning. She has been working as a consultant for the school for two years managing the school's site-planning efforts, and has been a member of our Family Association for four years.

Amanda earned her M. Ed from Lesley University in Cambridge, MA and her BA in International Relations from Elon University in North Carolina. While in North Carolina, she was a member of an anthropological research team that studied the Greensboro Buddhist Resettlement Community and conducted oral histories of survivors of the Khmer Rouge regime. The team prepared a cultural study of the community and interviewed key constituencies in the greater Greensboro area. To culminate their work, they facilitated communication among community groups to enable them to work together with fewer obstructions—particularly as they related to health, legal and educational services. In Boston, she served the Leukemia & Lymphoma Society, where she was a project manager charged with implementing a national fundraising event that occurred simultaneously in six sites throughout three states in one weekend. Her chapter earned a #1 ranking in the country during each of her years at the Society, and she was selected to present to national leadership on best practices. After graduate school, Amanda enjoyed her role as a teacher of English and world history at the Dana Hall School in Wellesley, MA. She was also an English teacher and the Director of Community Service for the Kingswood-Oxford Middle School here in West Hartford.

Amanda continues occasional work as a freelance writer and enjoys writing about community revitalization. Locally, she has served the Bridge Family Center as a board member, chaired their board's development committee, and continues to support the organization as a volunteer. She lives in Bloomfield with her husband, Scott, and their children, Nathaniel and Maia, both of whom attend MSGH. She enjoys organic gardening, photography, running, and learning about sustainable living, architecture, and smart growth.

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New to the Business Office Team

Petrina Lewis

Petrina is already a familiar face here at MSGH; she is the sister of P3 teacher, Renee Lockhart. Petrina comes to us after serving fourteen years at the First New England Federal Credit Union.

She began her career in management and customer service, but has worked over the last nine years in operations and network data management. She holds her Associates degree in Merchandising and Marketing and has completed continuing education in small business management and entrepreneurship, as well as writing for children and teenagers. An avid reader, Petrina lives in Tariffville, and when she's not on-the-go supporting her teenage son's musical endeavors, she enjoys the gym. She will be working alongside Melinda Smith as a co-administrative coordinator in our school's main office.



Not-New-But-Belatedly-Welcomed to the Aftercare/Business Office Team

Michelle Hebert

Michelle has been a valued member of the MSGH community since last year, when she began supporting the after-care program and the children's nap time. She is now a full-time staff member. Michelle was born and raised in West Hartford and has held a fascinating array of professional positions throughout her life. She is a graduate of Johnson & Wales University, where she holds a Bachelor's degree in Sales and Meeting Management and an Associate's degree in Hotel and Restaurant Management. She served in our country's armed forces for two years, where she supported the food service division, and has been a top producing agent for ERA Sargis-Breen Real Estate, as well as a manager in corporate environments. Michelle loves to kayak, travel and apply her high energy to workplace organization, and she brings her love of healthy cooking to her work with the children and staff at MSGH. We know her as "the shake lady." A part of multiple areas of our community, she will continue to support our toddler and primary communities during the nap portion of the day, will also continue

supervising and nurturing children in the after-care program, and will support the school's administrative team with food and supply management. Michelle's son, Logan, joins Ms. Nancy's class this year, and she lives with her family in Newington.



New to The Elementary Team

Mark Hilsdon

Mark joins MSGH this year as our Upper Elementary teacher and comes to us with over 25 years of experience in Montessori environments. Not only has he taught three levels, he has owned and been the head administrator of his own Montessori school. He

is also involved in Montessori training both locally and nationally. From 1986 to 2000, Mark worked at the Montessori Children's House of Roanoke, Virginia—first as an assistant, then as a teacher, and finally as owner and Head of School. During that same time, he also worked as Director of the Special Preschool for the Early Acquisition of Communication Skills program that utilized Montessori philosophy and methods in an environment prepared for children with special needs. From 2001-2010, Mark worked at the Montessori Magnet School in Hartford. He taught a lower elementary classroom there for seven years and an upper elementary classroom for two years. During the last three summers, Mark also worked at the Montessori Training Center of New England as Course Assistant to AMI elementary trainer Greg MacDonald.

Mark holds an M.Ed from Loyola College in Baltimore, MD and BA in Early Childhood Education from Goddard College in Plainfield, VT. He also holds a number of Montessori certifications: AMI Elementary, from the Washington Montessori Institute; American Montessori Society Primary, from the North Carolina Center for Montessori Teacher Education in Raleigh, NC; and a State of Connecticut Unique Montessori Endorsement. Mark takes great interest in continuing his education by attending workshops and conferences each year. Most recently, he attended the Montessori Centenary Conference in Rome, Italy, as well as a Lucy Calkins Writers' Workshop. This year Mark will be a presenter at the North American Montessori Teachers Association in Baltimore, MD.

Mark and his family live in West Hartford, CT. His wife, Maureen, is also a Montessori educator currently teaching in the lower elementary classroom at The

Cobb School Montessori in Simsbury. They have one son, Noah, and are expecting their second child this February.

New to the Toddler Team



Maria Herrera

Originally from Peru, Maria came to the United States as a student to pursue her education. She holds her Associate's degree in social work and is currently pursuing her Bachelor's degree in the same field at St. Joseph College in West Hartford. She has worked with children at the YMCA in Plainville, CT, Manchester Community College's Summer Excursion program, and was an intern assisting children and families at The Bridge Family Center's Family Resource Center. Maria is very passionate about social work. "I have always wanted to work with children; it's so fulfilling." Maria enjoys travel, dancing, and being outdoors—but above all things: learning. "Growing up in a developing country really makes you appreciate learning. I am so excited to be here to continue working with children and to learn more about the Montessori method of education." She will be assisting Ms. Toko in the toddler classroom.



Angelica Prado

Originally from Colombia, South America, Angelica came to the United States in 1999. After graduating from high school, she began both her studies in Child Development and work as a teacher's assistant. She has continued her work with young children for the last eight years, and though she has assisted classrooms at the toddler, pre-school and first-grade level, she is most fond of the toddler age. "I love the interaction with toddlers; they are so loving. And now that I am a parent myself, I have a deepened understanding of how much the details of a child's day matter not only to the child, but to the parents." Angelica loves to stay busy, and on weekends she enjoys taking her infant son, Matthew, to the park and on other adventures. She will be assisting Ms. Catherine in the toddler classroom this year.

New to the Primary Team



Christy Forchette

Christy comes to us from The Cobb School Montessori, where she was a teacher's assistant for two years. "I wish I had had the opportunity to attend a Montessori School; it's such a special way to be educated." Prior to her work at Cobb, Christy held long-term positions of many years each as a nanny offering critical support to families. Some of the families she worked with had children on the autism spectrum or with severe, life-threatening allergies. Christy is currently pursuing her degree in general studies with a focus on early childhood education and American Sign Language. She is excited about the purchase of her first home in Winchester, and enjoys spending her free time with her large extended family. She will be assisting Ms. Nancy in the all-day classroom during the afternoons.

**Congratulations to
Teresa Reynolds
on the completion of her
Association Montessori
Internationale
Toddler Training!**

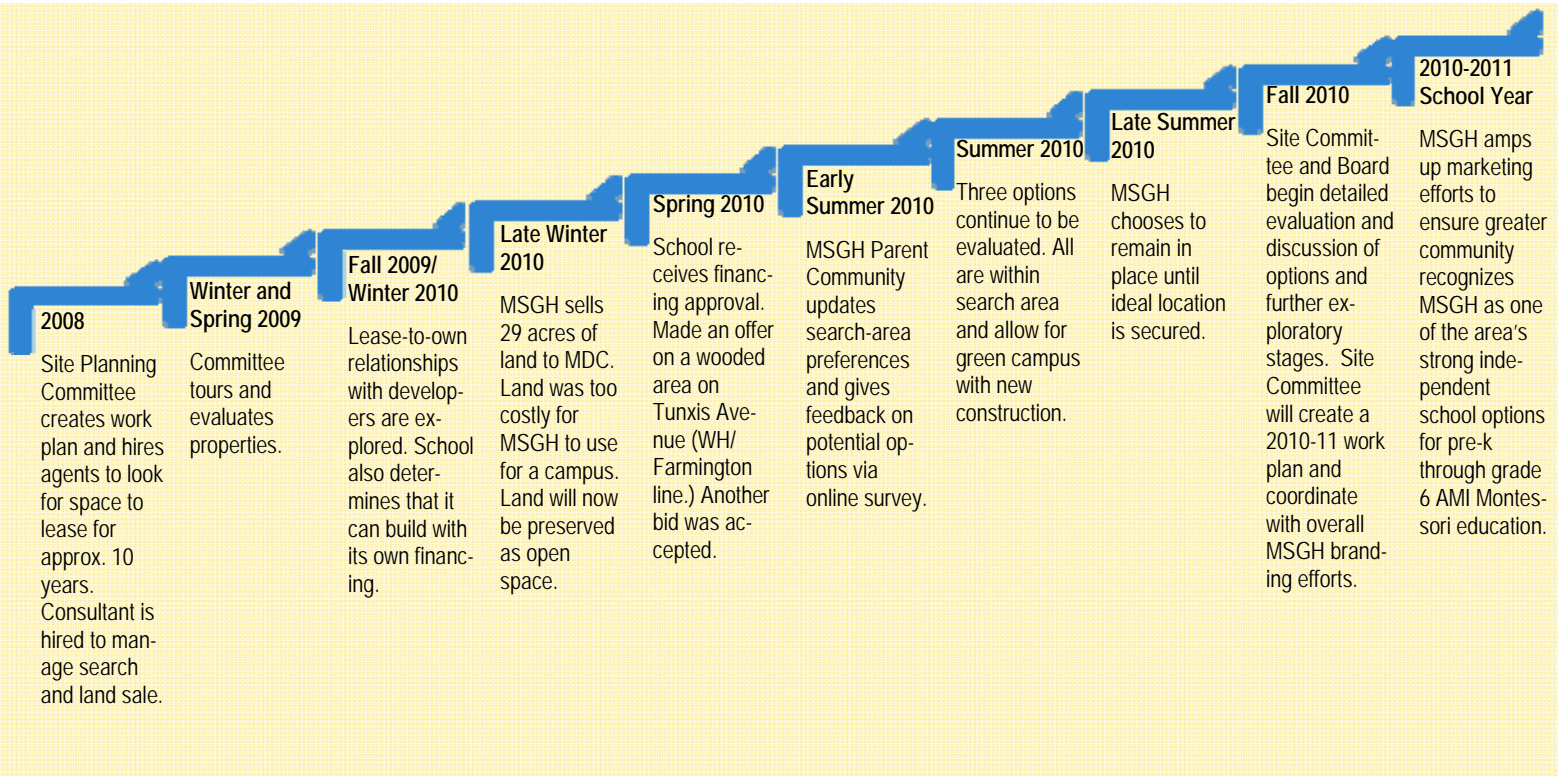


**Teresa accepted her AMI
diploma this August in
Denver, Colorado, where
she did her training.**

Congratulations, Teresa!

CLASSROOM PHOTOS





To Move A SCHOOL

By *Amanda Aronson*

MSGH has had its roots in West Hartford for nearly 47 years, and now its future is ours to create. As a community, we are its guardians. We are the architects for not only its walls and gardens, we are the designers for the experience children will have in their youngest years. This is a thrill and a deep privilege.

By looking at the corresponding timeline, you will see how our most recent efforts have evolved. We began our search thinking we had to rent for ten years to allow us time to fundraise to create our permanent home. Now, we sit more financially prepared to set down those permanent roots, and we will not plant them until we have found the location that best supports our mission.

What began as a sweep of the market to evaluate existing spaces, has evolved into fascinating conversations of possible collaborations with other schools, organizations and neighborhoods. We are creating options to consider that will allow us to have a green campus, and perhaps one that allows us to share common indoor and outdoor spaces to minimize impact on the environment. We want our own home, and the identity that comes with our own home; yet, we remain cognizant of our footprint and what kind of impact we will have on a surrounding area.

You will notice from the timeline that we are taking our time. More precisely, we are “hurrying slowly.” For those of you who are new to the community, we are looking for 25,000 sq. ft. of space surrounded by a green campus in either West Hartford, Hartford’s west end, or the immediate bordering areas of Farmington or west Bloomfield. Going too far in any other direction jeopardizes the diversity of our school and the access our staff and families have to their homes and work. We have seen a lot of places where we could move, but few where we should. There was a brief moment of heartache when the one offer we did make was denied to another, but we charged on, and we have created three new options that have been under our consideration throughout the summer. We anticipate being in our current location for a few more years.

In the meantime, we need the MSGH community to understand that our collective preparation now begins to move beyond planning for the physical spaces we will occupy. We need to update our marketing and brand our school, so the greater Hartford community understands who we are *today*. As you know, there is a difference between an AMI-accredited Montessori and a non-AMI-accredited Montessori. And there is an enormous difference between our school and all of the others in the surrounding area. We need to educate the greater community about these differences, so they

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do not confuse our school with others or become misinformed about Montessori education in general.

Though we are committed to remaining a small, close-knit school—similar in size to what we are now—we continue the strategic growth we have enjoyed for many years. In your conversations with others, it might be helpful to know that our toddler program is now known as one of the best in the community. Our primary program prepares the whole child in ways other programs cannot and continues to be sought after each year.

What used to be a small elementary program is now flourishing with its expected growth, but we have also seen more and more families choose an MSGH education over a West Hartford public school education when

their child completes the primary cycle. And perhaps the sweetest news is that we now have families beginning their children in toddler with the assumption that they will complete a pre-k through grade 6 education here. If you are starting to feel the growing sense of unity and community among the levels, it's because there's a cohesiveness forming that has begun because more families have stayed with us. They are beginning to share in each other's lives more meaningfully and watch each other's children grow. Community is strengthening, and we are all feeling it.

We are a pre-k through grade 6 independent school that offers children a continued sense of community in their youngest years. More and more parents are looking for this. They want their child's school world to be one that

Alumni Feature

Current Parent Re-Discovers MSGH In More Ways Than One

By Amanda Aronson

Christopher Tabora is known to most at MSGH as the father of Alex Tabora, a second-year toddler in Ms. Toko's classroom. What came as a surprise to both Chris and the staff, however, is that he is also an MSGH alumnus.

When Chris and his wife, Michele, began searching for child-care for their daughter, they settled on a highly regarded day-care setting; yet, shortly after enrolling Alex they had a change of heart. "I would go in to observe her in there and she was just playing with toys killing time each day; she never wanted to go there. Something just seemed to be missing—for her and what we wanted for her."

An avid researcher with a personal passion for learning about the mind and the many ways in which the power of the mind is harnessed and utilized, he began studying Montessori. He vaguely recalled his own primary years spent at a Montessori school in West Hartford, which was located in the basement of the Beth Israel Synagogue on Farmington Avenue. The year after, the school moved to the Sisters of St. Joseph building on the corner of Prospect Street and Park Avenue.

What happened next was quite unexpected.

"I came in to meet with Una to tour the school and learn about MSGH, and she told me that MSGH had been located at the places where I had been a student in its early years. I didn't realize that the school had moved so many times, so there I was, right back where I started as a child. As we toured the classrooms, it was almost as if time came rushing back. Very quickly I began remembering the materials I had used: the pink tower, the beads, many of the wooden pieces, the pieces used to teach geography, the bells, etc. I began to remember the family activities I attended with my parents, and I could picture some of the faces of friends I had. It was suddenly all so vivid."

When Chris got home, he realized that his youngest school years may have left more of an impression on him than



is small, safe and stable. They love that their child becomes known by all the adults in the community and that their child is free to move peacefully throughout the day without the pace of today's world hurrying him or her along. Parents exhale knowing that an outstanding academic education does not have to be a stressful one—risking health and wellness—nor does it need to exclude art, music, outdoor time and healthy food. We need to be sure the greater community knows this, so that when they think of the independent schools in the area, they think of us.

In many ways, we are the “little school that could.” We are just about to cross over the top of that mountain, and when we do, a shiny new campus will be there to reflect accurately the jewel that we are. But for now,

while we ask a lot of our existing space, we appreciate the opportunity we have before us: to fine tune each and every part of our community, and to create future experiences for children.

Onward!

Alumni

Please share your stories and photos!

We would love to hear from you.

Communication can be sent to

information@msgh.org.

he thought. “I know this may sound strange, but after I left there and spent some time thinking about my Montessori experience, I felt as if I understood myself a little better. Three or four times throughout my life people asked me if I was educated in a Montessori environment as a child. I never understood why, but others have suggested that maybe it is because I have always been drawn to highly creative, entrepreneurial work. I also tend to multi-task large numbers of different projects, but I always take them to completion. I don't know if that is accurate, but my love for creative work and searching for answers to questions is certainly a very common trait of Montessori-educated people.”

He added, “In my early years in the Farmington public school system, I also remember being ahead of my classmates in my knowledge of the subjects offered—particularly math and the creative areas. Things evened out eventually, of course, but I do recall how much more I had been exposed to than my peers when I entered first grade. As I grew, I continued to excel at math, and I remember being struck by the difference in my understanding of math from that of my classmates. When we learned multiplication, for example, I understood what it meant to multiply because I had learned it on the beads. My classmates were just memorizing. When it came time to consider my professional paths, I do think my Montessori education may have helped me. My father encouraged me to pursue business; yet, I had always seemed drawn to the more creative areas. Looking back, I think Montessori trained me not to view the two areas as separate, but that I could approach business endeavors in my own creative ways and begin projects that filled needs that I found. Now I love my work. My wife and I run a business, and our projects are unique and tap into a wide variety of topics. It's stimulating.”

When asked how he felt about the experience Alex is having at MSGH, he had this to say: “What I love most is that she loves coming to school, and she talks with such excitement about her school life. It brings us such joy to see how she is developing here and to hear about not only what she is learning, but how she is learning it.

One thing I would like to do for Alex, though, which I wish my parents had done with me, is to keep the Montessori connections she is making now a part of her life later. When I started thinking back to my own time at MSGH, the experiences I had with my classmates were so powerful to me at that age. I wish I had been able to keep in contact with those people as we grew and went in our different directions. I also wish my parents had reminded me of my early time at MSGH more often throughout my teenage years. I think that would have allowed me to understand myself a little better and have a stronger understanding of and respect for why I may approach learning the way I do. Now it all makes sense, and I couldn't be more excited for Alex to continue her experience at MSGH.”

Chris is one of a few current parents who attended MSGH as a child and is now choosing an MSGH experience for his own family.

Upcoming Dates

**Parent Information Nights:
5:30-7:30 p.m. (Dinner Included)**

Thursday, October 7

Toddler: Practical Life

Primary: Sensorial

Elementary: Cosmic Education

Thursday, November 18

Toddler, Primary, and Elementary:

Your Montessori Planning Toolkit—Montessori in the Home

• • • • •

Friday, October 29

Elementary “Mystery History Day”

Monday, November 22 - Friday, December 17

Grandparent Visits

Wednesday, December 8

Barnes and Noble Book Fair

Thursday, December 23

Winter Sing-Along

Sunday, January 23

Open House



Staff Development in August



Classroom Orientations



ANNUAL GARDEN PARTY - TUESDAY, SEPTEMBER 21



NATURE'S CORNER

Each issue will offer ideas or resources for enjoying nature with your family.

“A child... is a spontaneous observer of nature... he needs to have at his disposal material upon which he can work.”



Dr. Montessori realized how important it was for the child to be in touch with nature and made it a priority and an integral part of her approach in the education of the whole child.

Did you know that Fall is still a wonderful time to plant with your child? As you enjoy pumpkin patch visits, warm cider and playing in the leaves, consider planting. Mums are a traditional plant to enjoy this Fall; however, a tree or shrub in a special spot can be a touching way to honor a loved one, contribute beauty to your child's school or local park, or even add a visual reminder of your child's growth in your own backyard. Your child will love being involved in the process, so break it down for him or her.

First, take a walk together to choose a spot for a new plant (you will need to tell the nursery if you are planting in full sun, part sun/part shade, or full shade). Then, visit a nursery to select something and ask questions about how to care for the plant. Once at home, dig a hole twice the size of the plant, add compost or other planting material, tuck the plant in and water. Explain how the sun has warmed the soil all summer, so even as the air gets cooler, the roots will stay warm in the soil. The nursery where you buy your plant can explain how the plant will change, and how long to water before the soil freezes.

The first frost in our area tends to come around October 9, so you still have time. Enjoy!



MSGH brings learning to life in a warm, diverse, inviting community.

Please consider a gift to the Annual Fund and invest in the bright future of MSGH.



Please designate my gift to the following fund:

- Classroom Materials and Programming
- Faculty Professional Development
- Financial Assistance
- Where MSGH needs it most

Please apply \$_____ of my gift to the Endowment

Should any fund become oversubscribed, MSGH will use the gift where it is most needed.

My gift is:

- In Honor of: _____
- In Memory of: _____

Affiliation (Please check all that apply.):

- Alumnus/a
- Grandparent
- Current Parent
- Grandparent of Alumnus/a
- Parent of Alumnus/a
- Friend

If more convenient, you may donate online at:
www.msgh.org >Support MSGH >Give Online

For questions, please call Susan Rich-Bye, Director of Advancement 860.236.4565 ext. 24

Thank you for supporting the Montessori School of Greater Hartford!

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Montessori School of Greater Hartford

Annual Fund Campaign 2010/2011

Categories of Giving

The Maria Montessori Circle	\$5,000 +	Sustainer	\$500-\$999 (<i>Leadership Level Begins</i>)
The Pink Tower Circle	\$2,500-\$4,999	Patron	\$250-\$499
The Director's Circle	\$1,500-\$2,499	Supporter	up to \$249
Benefactor	\$1,000-\$1,499		

Name(s): _____

(As you wish to appear in the Annual Report)

Maiden Name, if Alumna _____

Address _____

City, State, Zip _____

Home Phone _____ E-mail _____

_____ *Please initial here if you wish to remain an anonymous donor.*

Please accept my/our gift to MSGH's Annual Fund:

I/We pledge a total gift of \$ _____

Indicate your choice:

Pledge to be fulfilled by June 30, 2011

Check enclosed

Charge my gift

one payment or _____ installments in the months of _____

Payments must be completed by June 30, 2011

VISA MasterCard Discover

Card Number: _____ Expiration date: _____

Name on Card: _____

Signature: _____ Date: _____

My employer, _____ will match my gift.

(Please enclose your employer's gift form.)

Gift of Stock (Advancement Office will send information.)

(over)