

February 2010

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The Many Hats of Karen Walls

by Tanya Egan Gibson



Her card may read “Business Manager,” but Karen Walls, who has been at MdTL since 2002, has far more titles than could fit on a 3.5 x 2 inch piece of paper. Though she passed the CPA exams, instead of spending her whole day confined to an office while wearing suits and high heels, Karen relishes a varied day where wiping down the slides in the morning, liaising with the Green Committee, and helping with Elementary Free Play are duties as valued as number-crunching.

In addition to her business managerial duties, which culminate every summer in preparing for the annual audit, Karen is also in charge of Human Resources and Facilities for the school. On the Human Resources front, she manages employee health insurance and state licensing, supported by an outside Human Resources consultant when necessary, such as when a faculty member takes maternity leave. Karen's Facilities duties require her to be on top of everything from everyday leaks to calling electricians to organizing parent work parties. After the annual audit, while many other people are taking time off to relax during the summer, she is gearing up for maintenance for the new school year!

Karen is also on three committees— Finance, Strategic Planning, and the Green Committee. As the school liaison to the parent-led Green Committee, she appreciates how issues that come up there often dovetail with her Facilities work. “I'm very passionate about [that committee],” she says. “I'm very much with likeminded souls there.” On the Finance Committee, which is headed by the Board Treasurer, she helps Mary to establish a budget and then monitor income and expenses. Most recently, Karen joined the Strategic Planning Committee, which has created and is facilitating a five-year plan to determine the direction in which the school is going and what resources are necessary for getting there.

Her very favorite part of the day, however, is the morning, where she gets to greet parents and students. She also relishes getting to help with Elementary Free Play. “I'm a very physical person and I have a hard time sitting all day at my desk,” she says. “Doing this is a breath of fresh air.”

Karen's interests outside of school reflect this love of the outdoors, nature, and exercise. She has practiced Aikido for many years, getting her first degree black belt right before she turned fifty, and her second degree black belt a few years later. She has gardened for forty years and maintains a compost pile at the home she has lived in

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Mission Statement

Montessori de Terra Linda is a diverse community of teachers, parents and children working together for the education of the child, utilizing the methods of Maria Montessori. We serve children ages 2-12, providing a rich learning environment based upon the belief that all children can reach their personal and academic potential.

MdTL believes that the genuine cooperation of parents, students and educators combines to provide an effective and highly successful experience. Engaging and applying our core values, we work to develop responsible and caring students who are self-motivated and who respect themselves, their peers and their surroundings.

for twenty-six years. She says that living in one place for a long time has enabled her to understand her garden and fruit trees in depth—everything from the weather to the soil. She has had chickens and ducks in the past, and maintains a “bat home” attached to the eaves of her house which houses forty bats eager to help her keep mosquitoes under control.

Just as Karen enjoys diversity of interests and job duties, she also appreciates the diversity of MdTL as a whole. The school, she says, is large enough to have a diverse community and small enough to be personal. “It’s a very cohesive and supportive environment,” she says, smiling. And then, taking off her Person Being Interviewed hat, dons another.

Auction Update

by Verona Tanihara

The online auction is underway and our live event is coming up fast! If you haven’t yet done so, log on to <http://mdtl.cmarket.com/moonlightmasquerade> to check out all the fabulous items up for auction and place your bids. There’s something for everyone! Also, don’t forget to purchase your 50/50 Raffle tickets and, most importantly, pre-register for the very special Moonlight Masquerade live auction event on March 13th.

Moonlight Masquerade promises to be an evening of delicious food, great entertainment, exciting live and silent bidding, and flat-out fun for all. Attendees are asked to wear festive evening attire. Masks encouraged.

Whatever your masquerade style, get ready to come together with family and friends for a great time and a great cause:
Our children’s education!



Mary's Montessori Moment

Mary created this interesting quiz. Match the names of the following famous people to their quotes, and then find out what the common thread is surrounding all of these names when you check your answers on page 11!

Match the following names to their famous quotes:

- | | | |
|----------------|---------------------------|-----------------------------|
| 1. Julia Child | 2. Mahatma Ghandi | 3. Tana Ramsay |
| 4. Yo Yo Ma | 5. Dr. Maria Montessori | 6. President Woodrow Wilson |
| 7. Anne Frank | 8. Gabriel Garcia Marquez | 9. Alexander Graham Bell |
| 10. Jeff Bezos | 11. Jacqueline Kennedy | |

_____ “How wonderful it is that nobody need wait a single moment before starting to improve the world.”

_____ “Life itself is the proper binge.”

_____ “Before anything else, preparation is the key to success.”

_____ “There are many little ways to enlarge your child's world. Love of books is the best of all.”

_____ “What's dangerous is not to evolve.”

_____ ”In the UK Montessori is relatively well-known but little understood. The Montessori method sounds like it might be something unusual, but in fact it's a straightforward and sensible way to support children in their learning. My own family has benefited massively from Montessori and I want to raise awareness of what I consider to be the most encouraging and nurturing form of education there is.”

_____ “America is not anything if it consists of each of us. It is something only if it consists of all of us.”

_____ ” I do not believe there is a method better than Montessori for making children sensitive to the beauties of the world and awakening their curiosity regarding the secrets of life.”

_____ ”When you learn something from people, or from a culture, you accept it as a gift, and it is your lifelong commitment to preserve it and build on it.”

_____ “And having been blessed with children, I discovered that the law of Love could be best understood and learned through little children.”

_____ “The child is both the hope and the future for mankind.”

One of the major elements of Montessori Elementary Education is individually chosen research. Students gather information from books in their classroom library, the internet or from “goings out” when a few students visit a site for further research. Once information is gathered, the student writes a report which is often accompanied by an illustration, diorama or another artistic representation of their new knowledge. Then they give an oral presentation to their classmates teaching their friends about what they’ve learned. A few times each year a larger group of students will take a field trip. In January, the 3rd Year Lower Elementary Students toured the King Tut Exhibit at the De Young Museum in San Francisco. Upon returning to the classroom they wrote about their experience.



Anthony Mina created these mummies of Pharaoh Khufu showing how the bodies were wrapped in white cloth and then tied before they were put in a sarcophagus.

3rd Year Lower Elementary Students Tour King Tut Exhibit

by Sydney Cook

I was so excited!!! We were entering the King Tut Exhibit! We waited in a two minute line, then two wooden doors opened. We entered a dark room lighted by only six dim lights. Through the darkness, I could see two more wooden doors. All my friends were staring at something, and I turned around and a movie was playing.

When the movie ended the two wooden doors opened. We walked in and everything was in a glass case. I don't remember all of them, but there is one I can give you a lot of details on. It's the one I remember most because it had the tomb of King Tut's Great Grandmother! The tomb was covered in many interesting hieroglyphics. It was bright red, blue, and the gold was shiny. Even though it was the tomb of King Tut's Great Grandmother, it looked a lot like King Tut's!

Then we went into another room, and the object I can remember the most is King Tut's dagger. I was sad after that room because we were back in the main building, but I was grateful that I even got to go on the trip. I had a wonderful time at the King Tut Exhibit!

by Jacob Hershman

Today we went to the King Tut museum. When we got to the museum, I was really excited. Inside the museum, we got tickets and waited in line for our tickets to be scanned. As we waited in line, Anthony saw his aunt who works at the museum.

After our tickets were scanned, we went into a dim blue room with two t.v.'s. When we were all in the room, the

lights dimmed and there was an intro. After the intro we all went into a room filled with statues of Gods, boats, and Goddesses. I liked the boats. In the next room there was a huge statue and it looked really wobbly. We walked out of the room and there was a curve and when I went around it, there was a picture of steps and it was so good that it was like I could walk up them.

When we got into the third room, it suddenly got all dark and there was a mummy in its coffin in a glass box. I was really interested in the mummy. The mummy had all kinds of hieroglyphs. Jack kind of knew some of them but I didn't. In the next room there were all kinds of gold treasure. I really like these two gold crosses.

When we got out of the King Tut museum, I wished it hadn't gone so fast. I had a really splendid time.

by Trae Sebastian

I was so excited!!! We were about to enter the King Tut exhibit. We waited in a two minute line. Then we entered the exhibit into the main lobby. Then we walked down some stairs. At the bottom of the stairs there were two wooden doors. We walked inside. The lights turned off, and a short video turned on. After the video, two more doors opened and the adventure began!!

There were five rooms. The first room had a model of King Tutankhamen. He looked like an Egyptian boy. There were hieroglyphics on the back of the sculpture. The next three rooms were full of treasures. I saw a model boat made out of wood. It was very colorful and had lots of designs in it. They put a lot of effort into it! There was also a treasure

box that was probably carved from wood. It was covered with colored squares. I wondered what they stored inside. I saw a bright blue headrest. I imagined an ancient Egyptian using it as a pillow. It looked very comfortable because it was very smooth.

The fourth room was the most exciting. The room was dark. Right in the center was a mummy case. It was the mummy case of Tutankhamen's great grandmother. The

mummy case was made out of wood. There were hieroglyphics all around it. It was gold with blue and red gems all over. It made me think of how much work the Egyptians put into it. I couldn't do those careful designs.

In the very last room was a projected image of Tutankhamen's bones lying in his coffin. Our trip to the De Young exhibit was fascinating.

Native Americans Presentations

by Clara Reinke and Grace Hitchens

In January, the Upper Elementary had a lesson on the major Native American tribes in groups of three or four students. There were four different groups: The Southwest (The Pueblo), The Plains, The Northwest (The Haida) and the Northeast Coast (The Huron). Every member of the group had a different topic such as housing, jewelry, spiritual life, defense, hunting or transportation. We got our information from library books, encyclopedias and the Internet. Then we took notes, made outlines and wrote our first drafts. Next, Micah checked them, we made our corrections, and at last, we finished the writing component.

Onto the creative part! Some of us made drawings, while others made dioramas, model weapons, or canoes. We all found different ways to express our various research projects. Everyone went home (or to Goodwill or Joann's Fabric) to find or make our costumes to fit our character. Some of us wore leather pants or shirts, while others wore dresses, skirts, or loincloths. Some of us, namely the Pueblo, wore turquoise and silver jewelry or beaded necklaces. All in all, we made pretty impressive Native Americans.

On Friday, the class gave seven presentations! The first was to our parents, then to the Lower Elementary in two separate groups, the Pre-Primary, and the three Primary classes. By the end of the day we were exhausted, but happy. "It was hard work. But it felt great to finish it!" said sixth year, Zach Jagoda, from the Northeast Native American group. Many of us felt similarly, while we all had to work hard to achieve the end result. Another classmate, Hannah



Clara Reinke, Grace Hitchens, Hannah Jagoda and Nick Pera demonstrate the jewelry, housing, food, transportation and defense methods of the Pueblo.

Jagoda, said, "I loved it all!" A sixth year student, Teresa Feng, said, "It was hard sitting down all day, but I certainly enjoyed eating my edible props!"

Both of us, Clara and Grace, loved the challenging work, but we too are glad that we achieved our goal and are moving on to new works. In the end, we all got through it with a great feeling of accomplishment!

Famous Montessorian: Jeff Bezos

by Verona Tanihara

When Jeff Bezos, founder and CEO of Amazon.com, was a child attending Montessori school, he displayed an unmatched single-mindedness. He would become so engrossed in the details of his work that the teachers would eventually have to pick him up in his chair to move him to another activity. Not all of our children may display that same level of tenacity, but a large part of Montessori education is giving the child the opportunity to exercise that kind of focus. Allowing young Bezos to give those mental muscles a work-out most likely helped shape his ability to be, in his own words, “both stubborn and flexible, more or less simultaneously” and, as a result, a highly successful pioneer in the field of internet commerce.

Jeffrey Preston Bezos was born in New Mexico in 1964 and spent most summers of his youth working with his grandfather on the family ranch in Texas. At an early age, he displayed a strong mechanical aptitude, which included an attempt, as a toddler, at dismantling his crib with a

screwdriver. As he grew, he showed an intense and varied interest in science and eventually entered Princeton University. He graduated summa cum laude with a degree in computer science and electrical engineering. Bezos founded Amazon.com in 1994 after making a cross-country trip from New York to Seattle, writing up the Amazon business plan while his wife drove them from Texas to Washington, and setting up the original company in his garage.

Despite his obvious innate talents, Bezos credits much of his success to his early Montessori education. A former executive at Apple and Microsoft and longtime friend of Bezos says, “Jeff irrepressibly casts every challenge as an opportunity.” Indeed, the love of education that the Montessori method infuses in our children allows them to experience each classroom challenge as an enjoyable opportunity to learn and grow. To borrow one of Jeff Bezos’ favorite words, that’s “huge”!

Run about: to go around, rove, or ramble without restraint

by Amy McKelvey

Thanks to MdTL’s PE Instructor Claire Allen and the President’s Challenge (<http://www.presidentschallenge.org/>) our children are gearing up with basketball, track and field and a commitment to physical well-being that may just motivate you now to get out the door and get moving. Just don’t be surprised if someone in the house wants to join you.

I’ll never forget the day our little 10-month-old daughter decided to walk. Holding on with a firm grip to the coffee table, gyrating up and down with rhythmic joy, she locked eyes with us and in full grin and with fantastic concentration released her hands, throwing one thick leg forward to take her very first step. It was and always will remain one of my all-time favorite moments.

Children were born to move. Toe tapping, head bobbing, hands clapping, mouths wagging—ask any small child to hold still and provided you’ve had enough sleep the night before, you’ll be in absolute stitches before the count of 10. So it’s extraordinary to me that in all of our adult wisdom we somehow forget this most basic of desires—the joy of movement. We sit for most of our days, in our travels and our work, and somehow justify this as “acceptable” and “respectable.”

In grade school I had a slight aversion to sitting still. The nuns suggested that my mother medicate me. My mother, thankfully, decided that what I really needed was a way to burn off a little bit of excess energy. Her plan was to run with me 30-45 minutes every morning before school. I can still remember those cold, sometimes dark mornings when mom and I would head out for what would become my favorite time each day. I was five years old and doing well with my transition from Montessori to Parochial school, but clearly terribly bored with the desks and lecture approach to education.

Running each morning gave me time to ramble without restraint and it opened my eyes up to the world at large. Waking up each day with the sun gave me an appreciation for new beginnings and the precious potential in each and every new day. Out in the open air, my mind seemed to think bigger thoughts and my heart beat a little faster; and any measure of grumpiness that clung to me from the day before quickly vanished with each and every stride.

Looking back on it now, I see the great lessons that I learned in those crisp energetic mornings. The mind is a terrible thing to waste, but it is also a terrible thing to live by. Our bodies bring us balance and they have a brilliant

way of quieting our chit-chattering minds, bringing focus and concentration. Fresh air brings fresh thoughts, and movement brings progress, and a racing heart fuels an energetic mind. Exercise should be a joyful experience and running is simply a gift. Sprint across an open field—take the stairs two at a time, ditch the dress shoes and run barefoot down one city block and then tell me if you don't feel more alive—more joyful and younger than ever before.

You don't need a membership, you don't need a perfect physique, you don't need to be fast, you don't even need more than fifteen minutes—you just need to throw one leg forward and go.

Join us on May 8th for a little roving, rambling tour of the Marin County Fairgrounds. Don't worry about what to wear (a t-shirt is provided), don't worry about your stride, don't even worry about how fast you run or walk a mile (I'll proudly say that I am a slow runner)---just come and be free, be a kid and embrace the joyful energy of thrashing limbs and fresh air. In Marin's most collaborative fundraiser, you can laugh, sweat, bring home a few free goodies, listen to the Marin Chorus, cheer for our awesome parent Valerie Young (overall winner at last year's race) and do a little bit of good for yourself and your community.

Come by the MdTL table at the:
2010 Marin Human Race
Saturday, May 8, 2010
Marin Center Fairgrounds

About the Race:

Thousands of community members participate annually in this 5K walk/run benefiting local nonprofit agencies and schools. Thanks to the generous support of sponsors, ninety percent* of all donations are returned to participating organizations. That makes this event the most cost-effective way for nonprofits to raise funds and awareness. (* Processing fees apply to all online transactions.)

Race Day Features:

Join 4,000 of your friends, neighbors, and community members in the largest collaborative fundraiser and nonprofit celebration in Marin County. Run/Walk/Roll, cheer from the side, or come to enjoy all of the following:

- Pancake Breakfast
- Over a dozen local bands and performing groups
- Free refreshments, prizes, and giveaways
- Kid Races with free registration. The 50-yard, 100-yard, 200-meter and 400-meter dashes are open to children 12 and under. All participants receive a ribbon!
- Costume Contests!
- Community Fair with games and activities (over 100 booths!)
- Kid's Fair with giant inflatable playland

Look for the Marin Human Race sign-up table on the MdTL campus in March.

MdTL Board of Trustees President Cheryl Jagoda and Head of School Mary Yahnke attended the 17th Annual Heart of Marin Awards. Cheryl was nominated for Excellence in Board Leadership. More than 750 people attended the event hosted by the Center for Volunteer and Nonprofit Leadership. Volunteers throughout Marin were recognized for their community contributions.



Coming soon: Summer!

by Julie Ansara

There is nothing like chilly weather, short days and thunderstorms to make one yearn for summer and all its delights. And while such long lazy days might not be at the forefront of your mind as you struggle to pull off those wet rubber rain boots one more time, summer is really just a few brief months away. Now is a great time to start thinking about activities for the youngest members of the family.

Montessori de Terra Linda offers a special summer program which can be attended on a weekly basis throughout most of the summer. This is a wonderful opportunity for new children to enjoy a fun-filled introduction to the school and for current children to enjoy all sorts of special summer activities. There are three camps, one each for Pre-Primary, Primary and Elementary students. This year's camp will run six weeks, from the last week of June through the first week of August. Program hours are 9:00 a.m.–12:00 p.m. or 9:00 a.m.–3:00 p.m., with childcare available before and after camp. Teachers take great care to design activities that meet the abilities and interests of each age group.

In the Pre-Primary program, children are given the chance to explore creative activities in the outdoors. There is plenty of water play, group games, baking projects and nature activities, all designed to meet the curiosity of the “two going on three year old”.

Three to six year olds, as well as graduates from the Pre-Primary class, can enjoy the Primary program created with warm weather fun in mind. Montessori materials will be made available to students in addition to special activities such as water play, swimming, dance/movement and baking projects. Each year, a special theme is chosen for the camp and there are coordinated activities in art, nature, games and story to allow the children to explore and learn as they play.

For Elementary students, our Artist-in-Residence, Julie Schachter, is in the midst of planning a creative camp around artistic endeavors. This experience provides the opportunity to focus on one medium each week, really delving into the creation of a multi-day project. Previous art camp weekly themes have included Ceramics, Treasure Chests/Woodworking, Landscape, Still Life and Portraiture, Sewing and Fabric Arts, Printmaking and Bookmaking. New possibilities for this summer include Kite-Making, Mosaic/Stained Glass and Basketry/Weaving. Many parents have seen the proud presentation of an art project after weeks of hearing about all that has gone into its creation. This summer, Primary graduates through Upper Elementary students can really enjoy having the extended time to spend each day as they work toward putting their vision into a finished work of art to bring home. In addition, each week will include related activities such as art history and daily drawing using a variety of media. Nature hikes, outdoor games and a weekly cooking project are often a part of the fun.

Imagining these carefree days ahead, one can almost feel the grass underfoot even while continuing to bundle children up for the remaining weeks of winter. The school staff is looking ahead as well, busily designing this year's program, planning teacher assignments and finalizing activities. Once the air warms a bit with long stretches of sunshine this spring, brochures for the camp and detailed registration information with themes, dates and activities will make their way into school folders. Until then, curl up in front of the fire and imagine a Popsicle melting down your child's chin while you take some time to plan the fun.

Inspired and encouraged by after school chess teacher Aaron Hershman, four MdTL students Belle Davis, Jacob Hershman, Trae Sebastian and Alan Sebastian, participated in the annual Marin County Scholastic Chess Championship Tournament. The tournament, held January 23, included more than 130 students representing thirty-one Marin County schools. The event allowed MdTL students to hone their skills while experiencing tournament play with other children at the same grade level.



Pre-Primary student, Owen Pritchard, demonstrates intense concentration as he uses the stamping work in the Acorn Room. While exploring this art medium students experience the joy of making a colorful image appear on their blank paper. But as with all the works in Laurin and Olga's classroom, underlying the obvious are layers of important developmentally appropriate tasks. The stamping work fosters hand-eye coordination and attention to detail. Two year olds develop strength in their hands and get a sense of using just the right pressure which are precursors to handwriting. Furthermore, the work is presented in a left to right sequence which is an important pre-reading skill.

New Trustees Join MdTL Board

By Lauren Mathews

Verona Tanihara, Jaye Flynn and Carol Lieske Williams will join the MdTL Board of Trustees for a three year term in March. After completing the Trustee application, in which they described their involvement in MdTL committees, their professional background, and their previous experience with other non-profit organizations, as well as providing a statement of intentions, they were interviewed by the Governance Committee. The Governance Committee presented each applicant to the Board, and they were approved at the February meeting.

Verona Tanihara's son, Sid, is a 2nd year Primary student in Jessica's class. Verona is very active member of the Communications Committee. She's been instrumental in the website redesign and is currently overseeing updates to the website. She's also a frequent contributor to the Messenger Newsletter. As a member of the Fundraising Committee she is Co-Chair of auction donations and has helped with marketing for the auction. Verona's professional life has focused on computer technical support, and she currently works part-time collecting data for a small internet-based company. Verona grew up in Terra Linda. "I feel as if I have come full-circle in seeing my child attending

school so close to where I grew up . . . I would like to be instrumental in helping (our) school reach its full potential. I would really like to see MdTL retain its tight-knit community and warm, 'small school' feel while becoming a 'big player' in the field of independent schools in Marin."

Jaye Flynn's daughter, Chloe, is a 2nd year Primary student in Jessica's class. During their two and a half years at MdTL, Jaye has been a member of the Green Committee and more recently has become very active in the Strategic Planning Committee. Most of Jaye's professional life has been in management. For nine years she was the Assistant General Manager of The San Francisco Bay Club responsible for all aspects of the club's operation, including supervising over 100 employees, overseeing an annual budget of \$9 million and playing a key role in strategic planning. More recently she was the owner/operator of a Massage Envy franchise in Sonoma County. She's currently pursuing a Master's degree in education. Jaye attended a Montessori primary program, so she came to MdTL already a believer in the philosophy and methods. "Being a board member would provide me yet another way to give back to the school, to help foster and strengthen the school community,

From left to right: Jaye Flynn, Carol Lieske Williams, Verona Tanihara



and to actively participate in carrying out the MdTL mission and objectives.”

Carol Lieske Williams joined the MdTL community this past fall when her son, Isaiah, became a first year Lower Elementary student in Maha Kali’s class. As a member of the Green Committee she’s found a group who shares her passion. Carol’s professional life has been devoted to education and healthcare. She worked one-on-one with students with learning disabilities at a private high school in Seattle and ran her own tutoring business for seven years. She moved back to the Bay Area to pursue a Masters in Chinese Medicine and now works part-time as an acupuncturist. “As new members of the MdTL community this year, we have been impressed with the warmth, friendliness, and talent of the parent body; the dedication and forward-thinking of the staff, and the creativity and humanity of the faculty. MdTL seems to be in the beginning stages of a growth spurt. The student and family numbers are on the rise, the image of the school – enhanced by the new logo – is evolving, and the

facilities continue to be improved. This feels like an exciting time in the development of the school, and I would love the opportunity to be part of shaping its future.”

Quiz Answers

7. Anne Frank (Was a Montessori student who was able to draw more from her experiences than the average student.)
1. Julia Child (Was a Montessori student who credits Montessori with her love of working with her hands.)
9. Alexander Graham Bell (Supported Dr. Montessori by having a reception of 400 Washington socialites in her honor after she spoke at a lecture in Washington in 1913.)
11. Jacqueline Kennedy (Was a Montessori student.)
10. Jeff Bezos (Was a Montessori student and founder of Amazon.com.)
3. Tana Ramsay (Strong supporter of Montessori education for children.)
6. President Woodrow Wilson (During his term he had a Montessori classroom installed in the basement of the White House for his staff to send their children to and his daughter trained as a Montessori teacher.)
8. Gabriel Garcia Marquez (Was a Montessori student, an author of One Hundred Years of Solitude and Love in the Time of Cholera and an avid supporter of the Montessori philosophy.)
4. Yo Yo Ma (Sent his daughter to a Montessori school. He said in an interview with Montessori Life magazine, “Structure is an absolutely important part of the creative life, and Emily got this from her Montessori experience.”)
2. Mahatma Gandhi (Met Dr. Montessori in October 1931 and spoke at the Montessori Training College in London with Dr. Montessori in attendance.)
5. Dr. Maria Montessori

What do all these people have in common? They are an interesting collection of people that throughout history have gone to Montessori schools, sent their children to Montessori schools, or supported the Montessori method of education. This information reinforces that the Montessori method has credibility because:

- It is multi-national and is entrenched in different cultures, as well as, different socioeconomic groups,
- It shows the strong reach of Montessori through the different eras,
- It highlights the transformative figures throughout history that have been involved in Montessori.



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Calendar

March

- 5 Minimum Day 12 noon dismissal
- 11 Pre-Primary Parent/Child Night, 3:20 – 5:30 p.m.
- 13 18th Annual MdTL Auction, 6:00 – 11:00 p.m.
- 18 Dine and donate fundraiser at Chevy's, Vintage Oaks in Novato (all day)

April

- 2 Pre-Primary/Primary Conferences
No Pre-Primary/Primary classes
- 5–9 Standardized Testing Elementary grades 2–6
- 9 Pre-Primary/Primary Conferences
No Pre-Primary/Primary classes
- 12–16 Spring Recess – Spring Camp
- 19 School Resumes
- 29 Spring Festival, 6:00 p.m.

May

- 7 Minimum Day 12 noon dismissal
- 7 Lower Elementary Conferences (a.m.)
- 8 Marin Human Race Fundraiser
- 13 Primary Parent/Child Night, 5:00 and 6:00 p.m.
- 14 Elementary Conferences
No Elementary classes
- 19 PA meeting
- 21 Lower Elementary Conferences
- 28 Volunteer Appreciation Party
- 31 Memorial Day – School closed