



The Crest

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Peacemakers of Tomorrow

By Jan Kamischke and Jane Shubin

"Peace comes not from the absence of conflict, but from the ability to cope with it."

Anon

The children of today give us hope for the future. Educating for peace is more than conflict resolution, environmental awareness, and cultural exchanges. While we want our children to have knowledge of these aspects of peace, there is something else that cannot be underestimated, and that is the role of the

adult.

We must be aware of the influence we have on the daily lives of children. To raise thoughtful individuals, we need to model the peaceful behavior we desire and give them opportunities to practice these skills. The more we affirm the peaceful spiritual nature of children the more we will see it. The spirit of the child is helped to develop by giving it opportunities to practice honesty, kindness, generosity and love.

The attitudes of the adults can teach acceptance or

rejection of others. We should examine what we can do in our personal life and daily work to foster the seeds of generosity, kindness, compassion and peace. How are we giving our children the experiences they need to develop strong moral and ethical judgments? Are we aware of the influence of our thoughts and words that we share with our children? As we strive to model behavior that is courteous, and kind, we can start with the reinforcing of "please" and "thank you." Words can make a difference. They can hurt others or

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Editor's Notes

By Emily Carpenter

Welcome to the fourth issue of the Crest. Inside, you will find several, beautiful photographs from the middle school play taken by our own Gwyn Schneider. Thank you Gwyn!

Don't miss the comic on the last page. It was created by Tali H. She has been working on this series since October 2009.

Finally, I need to address an error from the last issue. The author of the poem Sonnet 1 was Tessa G. We apologize for this mistake.

Thank you and happy spring everyone!



Maisie and the pink tower

help us to show respect and appreciation. Children learn through experiences to consider the feelings of others and respect their needs and these experiences aid in the understanding of others.

The fear and violence that we seem to be surrounded by in today's world must be dealt with in a way that shows children the capability of humans to be loving and peaceful. This ever-present awareness of all of the evils we hear about in the media makes this task of instilling peace and harmony in our children seem extremely difficult. Parents are afraid for their children. The challenge that parents and teachers face may feel overwhelming at times; however, if we view children as the powerful beings they are, we can give them the skills they need to cope with conflicts. This begins with using manners, respect and service to others. Manners make it easier to get along with other people. Good manners show that you have respect for others. Service to your family and community help you to feel the responsibility of being part of a group and the love and joy that it can bring to your life.

Dr. Montessori was able to see how creating an environment that was developmentally appropriate would help in the formation of a better human being, leading directly to the building of peace. The classrooms offer the children experiences to classify and clarify their environment and interactions with adults that show him ways to appreciate, respect, and love his surrounding and the people in it. In the primary classroom we have the Grace and Courtesy lessons to assist the child. They allow him the opportunity to practice these skills before he might be expected to use them, such

as learning how to introduce himself or what he might say in a given situation. Children need to know and understand what to expect in certain social settings. If you want your child to greet someone when they come over to your house, we must model that behavior and give him opportunities to practice this behavior before the time it is needed. Even if it is just saying "Hi" to a guest so that they feel welcomed. Helping children practice these skills builds confidence and self esteem.

Another example is learning to wait. The child learning to wait to speak and not interrupting other people when they are talking takes a lot of practice. In classrooms at every level you will observe different stages of this skill in development. We role-play what you might do if you need assistance and the adult is busy, often humorously at the elementary and adolescent levels. The children learn to ask for assistance from peers and they learn where they can wait to get their questions answered by the adults. This example of learning patience helps children listen to others and to look at their needs along with respecting the needs of others. Another challenge for parents might be in allowing the shy child to answer questions that are directed towards him. When does it become rude that the child is not answering? The parent is faced with the task of being firm without being harsh and having faith in the child to use the skills he has been shown. Most four-year-olds are able to answer simple questions that are presented to them, if given the opportunity. However, if they are used to you answering for them, it will take some effort on your part, because they

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Dr. Montessori's study

... Notes from Jacquie

Spring has certainly arrived. We return from spring break with trees in full leaf and the gardens around the school looking fabulous. Thank you to Jana Royal, Martha Obenauer and Angie Gerrald for leading an industrious day in the garden preparing it for this beautiful array of colors for spring.

A few other notes of thanks are in order: thank you to the many parents who prepared delicious food for the staff lunch last month and those volunteers who provide superlative service to all of us. It is a favorite day for all of the faculty and staff! And thanks to Susan Michaels and her cadre of volunteers who hosted the Bingo party on a lovely Saturday afternoon. It was a fun-filled day for the entire family.

As this issue of *The Crest* goes to press, we are nearing the end of our annual giving campaign. To date, 94% of primary families, 91% of elementary and 81% of middle school families have contributed or pledged. Over the next week we will be calling anyone who has not yet pledged. Thank you to every parent, student, faculty and staff

member, grandparent and friend who has given to this year's campaign. The level of support from this community is outstanding. I expect that we will reach the goal of 100% participation! The Happy Hour with me will be scheduled once a level reaches 100%.

My spring break trip to Amsterdam was a great success. The city is beautiful! I had two days to explore its canals, museums, markets and plazas. I spent the rest of the time immersed in the history and current activities of the Association Montessori Internationale. Over 150 Montessorians from around the world gathered for this annual meeting of the Association. A couple of highlights:

I was given a tour of the headquarters, including a visit to Dr. Montessori's study. The building at Koninginneweg 161 has been the center of AMI since Maria Montessori and her son Mario returned from India in 1949. They lived and worked there until their respective deaths in 1952 and 1982. The hundreds of people who worked with Montessori and later with her

son and then granddaughter, Renilde Montessori, have had this as their base. Montessori's study and the hallways around it are lined with her writings as well as those others who influenced her work. One truly appreciates the rich history of Montessori's work when surrounded by the awards, writings and letters that are evidence of the influence of Montessori.

The General Meeting included a meeting of all of the affiliate organizations from over 20 countries, reports on significant projects around the world and a review of AMI's strategic plan. It was inspiring to hear of the work being done in Kenya, Australia, Belgium, a refuge project in Denmark, an early head start program in Dallas, programs in India, China and Rumania. It is clear that the Montessori work is truly global and is expanding into many more countries and communities.



Koninginneweg 161, AMI Montessori headquarters

are in the habit of letting you do the talking. How we deal with mistakes and errors can significantly impact our children. If our children see us make mistakes and how we acknowledge and deal with them, and we keep their mistakes in perspective, they will be more apt to try at other times, secure in our acceptance and love.

As adults we can model generosity and concern for members of our community with simple gestures of greeting and respectfully interacting with neighbors and people who serve us in businesses and government. We can participate as a family in food drives, charity events, community clean-ups and activities, and help grandparents or elderly neighbors with meals, yard work or household chores and errands.

Family meals, where all the family members sit down together to share the same food, talk and spend time together, are a critical element in the growth/development of strong, confident and independent beings. The family table should be the place to meet and discuss the day, to talk, to listen to each other, to learn politeness, a safe place to ask questions, share ideas, plans and dreams and get feedback. Studies are showing that participating in regular family meals can result in less drug and alcohol abuse in teens.

In the elementary years a sense of justice becomes particularly strong for children. At this time they also begin to develop their own morality, questioning what is right and wrong, what is fair, what is good and bad. This awareness expands through relationships with family, friends and classmates to their community and the

world beyond. Through group lessons and work, community meetings and going out activities in the elementary class, the children gain experiences in negotiating conflicts, deciding what is fair, learning about other cultures, the importance of accepting differences and learning how to live harmoniously in a community. They want to see justice and fairness extended to other children and people in other places and need to be shown how to do so.

We encourage and allow children to offer service to others, which is really the offering of one's self. This may take the form at school of helping a younger student with a math material, reading to a primary child, picking up litter around the campus and making the building more beautiful by cleaning or flower arranging. Beyond the school, they might want to collect for a toy or food drive, walk for a charitable cause, clean a neighborhood park, donate pennies to save chimpanzees. The older elementary and middle school students often participate in hands on work with real people, visiting a nursing home to read to residents or to paint fingernails, working at a food bank regularly, or helping at the Humane Society in addition to occupations around the school. They are exposed to people who are very different in many ways, but hopefully, they can learn to accept the differences and even see differences as a plus. Creating products or services for a business gives them insight into economics and finances.

When disasters across the globe occur, students also are drawn to help. The ability to feel compassion, empathy or love, for those we don't even know, characterizes us as humans and is one of our great gifts. Middle school

students respond to these larger needs with larger actions, planning and organizing various drives or events to raise awareness, clothing or funds to send to help. Through participation in KIVA, an organization set up to direct micro-loans to selected individuals around the globe, students in different schools have seen a \$25 or \$75 donation start businesses such as selling eggs, raising bees and sewing clothes, and as the loan is paid off, the money goes to work again, making a difference in a family's life in Africa, South America or elsewhere.

We believe that the core of this teaching of peaceful ways to our children begins with what they hear from the adults around them. It is so important that we help them learn the manners, courtesy and respect for others that we want them to display. We know that Pacific Crest is a place where we strive to foster the fundamental positive qualities of the child's spirit. These qualities of perseverance, integrity, kindness and love are given opportunities to be expressed and grow. As we empower our children to make good choices, we assist them in developing compassion and empathy.

Congratulations to our 8th grade students who applied to private schools. They will be attending the following high schools:

Kate L. - Holy Names Academy
Tessa G. - Seattle Academy
Callie H. - The Northwest School
Tony C. - Seattle Academy



Inma's Corner

Spanish at Home

By Inma Osuna Perez

¡Hola familias! ¡La primavera ha llegado! Spring is here although only in name since the rain is still a constant in our daily lives. In parent conferences you got an overview of what we are doing in Spanish at each of the levels during the school day but there are also many ways in which you can incorporate Spanish into your child's life at home.

Those of you who have a student at the Primary level have countless opportunities to use Spanish with your child. You can practice numbers by counting your children's toys as they put them away. You can also review colors by describing what your child is wearing. If you go to the zoo or the aquarium, you can ask your child to teach you the names of the animals. At meal time, you can talk about who likes what. (Remember to put your thumb up for "Me gusta" and your thumb down for "No me gusta"). One other way to incorporate Spanish in your daily routine is to ask your child to sing some of the Spanish songs that we sing at school. "Arúchacha", "Buenos días" and "The Rooms of the House" are some of the most popular ones.

If your child is at the Elementary level you can do role plays together. The kids love taking on different roles and you can ask them to show you how to say what their name is, how old they are and where they are from. The first through third year elementary students have been learning how to describe the weather in Spanish. One way to review the vocabulary would be to look together at the weather section of the newspaper and talk about what the weather is like in different parts of the country. The section that lists the temperature

of different countries in the world provides an opportunity to review numbers. If your student is in the fourth and fifth year in the elementary, you might want to write a grocery list in Spanish together. When you go to the grocery store, take your time to ask your child to name the vegetables, fruit, dairy products, meat and fish they see. You can even ask your child to get items whose names they know in Spanish.

If your student is in the Middle School there are always interesting ways to learn and review the vocabulary introduced in class. I have noticed that labeling items around the kitchen, living room area, their bedroom, etc. helps the students memorize the vocabulary. You can also learn verbs with them by playing Charades or Pictionary. If you go to a Latin American restaurant, ask your child to order for the whole family. You might also enjoy looking for a recipe in Spanish online, translating it and making it for a family event.

Don't forget to check out your local library for Spanish books and videos. They are great resources for learning vocabulary in an engaging way. But remember that your everyday routines already provide plenty of opportunities for practicing Spanish. Have fun talking to your children about the Spanish they are learning in school, and practice along with them. Your children are the best teachers!

Raising Salmon in Elementary

By Fiona, Rory & Jane

Every January our class gets about 200 salmon eggs from a hatchery on the Olympic peninsula. We put the eggs in a large prepared fish tank in our classroom. Each week we ask a couple of people to volunteer to make a page with a picture, a description of the salmon and what they're doing, to be part of a book of the year's salmon. We set up chairs and clipboards so the students can sit and observe the salmon during the day. This year many primary students came up to observe and sketch the salmon.

About two weeks after they arrive, the eggs hatch and they become alevin, the yolk sac stage with a head, a tail and a big orange yolk sac. They scoot around on the bottom of the tank, and lie on their sides under the rocks. The sac is their food. The next stage is fry, when the yolk sac is absorbed and they are 'buttoned up.' This is when we begin feeding them, four times a day.

In the late fry stage, around the middle of March, we release them at Carkeek Park, into a big imprint pool with hundreds, maybe thousands of other fry from other schools. At first, the older students scoop them into the pool, then the younger students take turns. We send them on their way with good wishes. They will be in the pool for a few weeks, and then they are let into Venema Creek, which leads them on to Puget Sound and out to the Pacific Ocean. They may return in four years, in the fall. We try to go back to Carkeek in October or November when we hear they are spawning to see them.



Sam, Dana, PJ, Davis, Nola and Walta

After the release, we look at the watershed and the creek to see what makes a good salmon habitat. We walk down to the field where we eat and play. One game is a group game of the salmon stages and 'Rock, paper, scissors.' At first we are all eggs: two eggs pair up and whoever wins goes onto the alevin stage, then to fry, smolt, adult, spawners and back to eggs, the whole cycle, over and over sometimes.

After that, we come back to school and put away all the equipment for another year. Sometimes we think about our little fish and wonder where they might be, and how they will do.

Robbie Burns Day

By Deb Olson

Robert Burns, the most famous of the old romantic Scottish poets, is regarded every January 25th in Scotland with a toast to the Haggis, heart warming songs and lots of whiskey. It's one of my favorite celebrations. So this year for the first time we started a class tradition of our own. Two weeks before the big day, in Extended Day we read about Burns as a child. We discovered

the kind of house he lived in: a byre that accommodated animals as well as the Burns family. We learned that much of his poetry stemmed from the laborious farm work that he was obligated to do, while the work he longed to do was to write poetry and songs about mice, romance and the food he loved: haggis!

We then discussed what our Robbie Burns party might look like. Our party unfolded like a traditional party, substituting whisky for tea with tea cups, saucers, Scottish (decaf) tea, milk, sugar, shortbread and a little bit of haggis. Surprisingly, three children tasted the haggis. They looked rather green but washed it down with shortbread and heather-infused Scottish fudge. We toasted each other and said, "Slagevar!" a Scottish wish of good health. After the tasty delights we moved to the brown rug where we listened to Scottish music. I showed the children how to do a "pa de bas," a basic traditional dance step. It was great exercise and a lot of fun. This is a favorite tradition of mine and I cannot wait to celebrate it annually with the children. Slagevar to you all!



Xanthias (Anna) and Dionysis (Tal)



John Lennon (Tate) and William Butler Yeats (Rowan)

In Appreciation of the Frogs

By Jane Pemberton

I watched the Middle School play *The Frogs*. Have you seen them, jumping on the t-shirts of the students or hanging above the doorway? If you are not a middle school parent you may have missed those cranky Greek Gods arguing or the many dead poets reciting in the gym. In fact, your child heard the Greek chorus of frogs, and laughed at Aeschylus, Sophocles, and Euripides. Okay, they were dressed like Harpo, Chico and Groucho, and that makes them ‘classics’ too doesn’t it?

Did you know that your child met Emily Dickinson and William Butler Yeats, Federico Garcia Lorca and Sylvia Plath? He heard the cadence of haiku by Boshō and the song of Woody Guthrie. She broadened her concept of a poet to include young and elder, male and female, silly and somber.

If you are a middle school parent, you probably helped dream up a costume, ran lines or baked brownies. Maybe you heard the words of Yeats, Byron, Homer, or Dr. Seuss across the din-

ner table. My daughter, a great fan of William Shakespeare, portrayed the frustrated (and very competitive) bard. In her last year here at Pacific Crest, she could not have asked for a better part. Of course, we were proud of her and now we are enjoying that post play glow of a job well done.

However, my biggest feeling is one of appreciation. I am grateful for all the hands and voices and brilliant minds, who acted, directed, wrote, and hammered. They memorized lines and took direction. The music asked them to challenge tonalities and to create sounds totally new to their ears. The chorus was dynamic and unexpected. I am in awe of the students, who showed such great commitment to the project and gave this production their all. They learned a great assortment of poems: rhyming ones, sonnets, haiku, comfort to the poor hobo, and counsel to the dying. As Devin said, as Dylan Thomas: “Do not go gentle into that good night; Old age should burn and rave at close of day; Rage, rage against the dying of the light.”

We owe so much to Rob, Dorrie & Eli for teaching the students theater arts and set building. Carlee MacManus assisted Gordon in directing and teaching our students. Her enthusiasm made acting exciting and oh so cool. In addition, Pacific Crest has again, been most fortunate to have as director and adaptor, Gordon Carpenter, (local actor, fight choreographer and uncle to our own Emily Carpenter!) Personally, I was blown away by his adaptation of this 2500 year old play by Aristophanes. He has stirred the literary curiosity of Pacific Crests students and parents alike.

In the program, Gordon writes: “Our hope is that we will send our audience home wondering how we could possibly have left out their own favorite poets. And that they will immediately go to the shelf and dust off one of those great old or new volumes and sit down to read, aloud or otherwise”.

That is homework I can get behind.

Awkward Paws

A comic series

by Tali H.



awkwardpaws.thecomicseries.com



tali h. 2010



Pacific Crest School

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