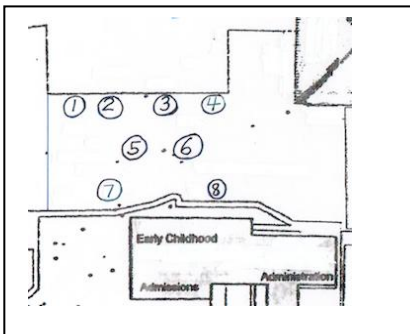


Trees Planted on Playground

One of our Lower School parents has made a very thoughtful gift to School of the Woods.

It provided for the planting of new trees on the playground to replace those damaged by Hurricane Ike and also increase the shade.

Here is a sketch of the planting area with numbers to identify them, according to the listing below.



- | | |
|---------------------------|--------------------|
| 1. Quercus macrocarpa | bur oak |
| 2. Nyssa sylvatica | black gum |
| 3. Ulmus crassifolia | cedar elm |
| 4. Quercus prinus | swamp chestnut oak |
| 5. Fraxinus pennsylvanica | green ash |
| 6. Ehretia anacua | anaqua |
| 7. Persea borbonia | red bay |
| 8. Prunus Mexicana | Mexican plum |

The trees were installed on January 26 by M.C. Swearingen, M.Ag., an ISA certified arborist.

This is a grand gift which will add much appeal to our already nicely landscaped campus.

In this issue . . .

The Planting of Trees.....	1
Snaps from Morning of Learning.....	1
Book Discussion Reminder.....	1
Difference: Discipline / Punishment.....	2
Planes of Development.....	3
Books for Grades 1-3.....	3
Introverts Interact Differently.....	4-5
Optimal Environments for Adolescents.....	6-7
Calendar.....	8

Edited by Eloise Rochelle

Click, click



Learning: two snapshots from the Morning of Learning parent activities. They were taken in the Tomlinson/Vargas classroom on January 27.

Last reminder

Book Discussion

Book: Drive, by Daniel Pink

March 24, 7 PM

The Difference Between Discipline and Punishment

“What is the difference between disciplining a child and punishing a child?” Jeff, father to a two-year-old, wrote in his email. “I don’t see any difference. Isn’t it the same thing?”

There is a difference, as I explained to Jeff. My email follows:

Jeff, let’s look at the definition of these two words from the American Heritage Dictionary.

Punishment: to subject someone to a penalty for a crime, fault or misbehavior. From the Latin *poenire* and the Greek *poine*; *poena* is money paid as a fine.

Discipline: training that is expected to produce specific character or patterns of behavior especially training that produces moral or mental improvement. From the Latin: *discere*, to learn.

Discipline is also listed as a synonym under punishment, stressing that with this meaning punishment as a method of training is designed to control an offender and to eliminate or reform unacceptable conduct.

In its essence, punishment is a penalty, paid with money or *poena*. The connotation is that the person being punished has funds along with knowledge of right and wrong. Does a child fit in that definition?

Discipline with its meaning rooted in learning, has a different significance altogether. Disciples follow their

teacher. People, who follow a leader, choose to follow.

The misuse of words can cloud our thinking and dilute meanings so that concepts, such as punishment and discipline, appear to be interchangeable, when in fact they are not.

With a clear understanding of these two ideas, we can ask ourselves, do we want to punish or penalize our children to teach them, or do we want to teach by walking a path that our children can follow, a path down which they can lead others?

Years ago when these two terms were clarified in my mind, I realized punishment was not going to accomplish the teaching I wanted to share with my children. Punishment was not going to promote the learning or self-discipline I hoped to encourage.

The questions to myself became:

- How can I best teach my children with this pure idea of discipline?
- What direction do I want to lead, because it is one that my children will follow?

The question was not, “How can I best punish my child?”

To me, Jeff, that is the difference. There is a place for punishment in our society. It is for those who willingly break established rules or laws. Punishment is for those who willfully endanger others and or their property. It is for those who have attained full rights as citizens. It is for those who are expected to have understanding of societal expectations and consequences.

Punishment is designed for those who have resources to pay the penalty or *poena*. This is what reaching a majority age means.

Children are not of majority age. Children are minors.

With minors, we are in the process of teaching these children the path they should follow. Our challenge is to lead the whole person...body, mind, heart and spirit. Our challenge is that we must model the self-discipline, the vision, the passion and the conscience that is at the heart of true learning and self-discovery for our children.

When we discipline our children, we walk a path with them of trust, helping them to understand how to live their lives, how to develop their talents, how to share their love and how to do what’s right. Corrections on our path should strive to be of loving intention to serve the needs of the child.

Jeff, I hope I’ve been able to explain the difference between punishment and discipline, so that you can choose the way you want to lead.

Best wishes and happy parenting.

Maren E. Schmidt
www.kidstalknews.com

Haiku, anyone?

Traditional haiku is written in three lines containing 17 syllables: 5-7-5.

*There are many ways
of looking at life, each one
wrong in its own way.*

John Clark Helze

*Over the wintryforest, winds
howl in a rage
with no leaves to blow.*

Soseki Natsum

and one for the computer age:

*The Website you seek
Cannot be located, but
Countless more exist.*

Anon.

Sensitive Periods and Montessori's Planes of Development

"Ahhh. The fulfillment of identifying a problem, sitting down to think about it, and using our hands to construct a solution brings us a peace and inner satisfaction unlike any other. This must be a hint of what it's like for a young child in a sensitive period when he is in the process of building himself."

*Trevor Eissler
Montessori Madness*

Dr. Montessori was among the first to write about sensitive periods as applied to human development. Her ideas have since been validated by scientists who study brain development.

You may hear these sensitive periods referred to as "critical periods" or "windows of opportunity" (Pedersen and Pedersen).

When a child is in a sensitive period, it means that for several intense periods each day lasting for weeks or for a year or more, there is a perfect opportunity to learn specific skills or to acquire specific capabilities with ease. It is possible to learn a skill once the sensitive period has passed, but only with extra effort.

"An opportunity is missed when this period passes... Sensitive periods stoke a fire in the belly, a physical or intellectual itch which must be fed or scratched" (Eissler).

During a sensitive period, the child's receptivity is increased, understanding will be deeper, and learning will be more enjoyable.

Dr. Montessori wrote about many sensitive periods in a child's development. In what she called the First Plane of Development (from age 0 to 6), that of the "absorbent mind," children are learning movement, language, order and organization, refining the senses, exploring spatial and social relationships, and they will have a fixation on small objects and tiny details.

They will become fascinated with writing and attempt to reproduce letters and numbers (Montessori discovered that writing precedes reading). There will be a spontaneous interest in the sounds and symbols for reading as well as an interest in forming the basic concepts of quantity and number operations.

Children at this age will internalize polite and considerate behavior if they are exposed to those behaviors. If a child's environment offers all these elements, then a strong foundation for intellectual growth and emotional well-being is established.

The Second Plane of Development (ages 6 to 12) is a very stable and a more intellectual age. The two main characteristics of this age are for understanding abstract concepts and elaborate imagination. Here the child uses creative imagination based on reality to build an understanding of the world in which she lives and the interrelated functioning of the universe. Elementary children are able to store and organize a great amount of information from a wide range of disciplines (Heather Pedersen and Jason Pedersen, *What is Montessori?*).

In the Third Plane of Development (ages 12 to 18), the adolescent seeks to understand his place in society and looks for opportunities to contribute.

The adolescent is drawn to activities that involve high ideals and enjoys working on projects that require action. Youth in the early years of the third plane of development (12-15) are much like their counterparts in the first plane; they can be self-absorbed, they need adequate food and sleep to sustain rapid growth, and they need time to "just be."

Learning and mental development may even slow down as more time is spent on their own, with friends, and eating and sleeping. They continue to be concerned with justice and fairness, they will believe they can make a difference in the world, and will be focused on finding purpose in life.

What a gift of enthusiasm and hope for the world these students bring as they move into the Fourth Plane of Development to find their place in society.

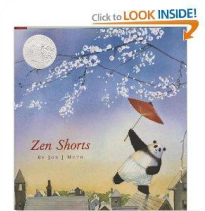
Adapted from the North American Montessori Center Website
<http://montessoritraining.blogspot.com>.



From the faculty . . . Favorite books for Grades 1-3

Teacher Margi Dhruv recommends three books for the Lower Elementary grades that are multi-functional and a pleasure to read and look at.

In two of these books: "Zen Ties" and "Zen Shorts," author and illustrator Jon Muth has created an



appealing Zen-master character, aptly named Stillwater. He is an unflappable very large panda. Stillwater's companions include his nephew, Koo, who speaks

in Haiku verse, and three children – Michael, Addy and Karl. They learn Zen lessons for a meaningful life through their adventures with Stillwater.

The third book is "The Three Questions," based on a story by Leo Tolstoy. Through conversations with a variety of winsome animals, the boy character Nikolai seeks to find answers to his three questions about how to be a good person. The questions are: When is the best time to do things? Who is the most important one? What is the right thing to do?

Jon Muth's artwork is whimsical, humorous, and engaging, at the same time, depicting serious concepts.