



# THE *Montessori* OBSERVER

*"This is education, understood as a help to life; an education from birth, which feeds a peaceful revolution, and unites all in a common aim."*

—Maria Montessori



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# O *Montessori* BSERVER

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*Arbor Montessori admits students of any race, color, national or ethnic origin, religion, family structure or sexual orientation to all the rights, privileges, programs, and activities of the school. It does not discriminate on the basis of race, color, national or ethnic origin, religion, family structure or sexual orientation in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.*

## The Benefits of Boredom

by Annie Frazer

Summer is here! Parents make plans for soccer camp and Girl Scout camp and family vacations. Some of them ask, “How can I keep my kids learning over the summer? What do I need to do so they’ll be ready when school starts again in the fall?”

Unstructured time, gobs of it, is one of the incredible joys of childhood and especially of summer. Here are some things I did as a kid in the summer time: Played in the sprinkler in the front yard. Built a fort out of bamboo. Dis-

covered the creek, but it turned out to be the wrong kind.) Pored over *Joy of Cooking* and the *Old-Fashioned Cookbook* and learned to make devil’s food cake and seven-minute frosting.

But before I did any of that, I got bored. I whined. I lolled around the house and leaned on my mother and asked her, “What should I do?”

Time that’s not scheduled and activities that aren’t organized by adults play a vital role in a child’s development. What to do when

*If we can offer our children the experience of losing themselves in the flow of an activity they created for themselves, we’re offering them the chance to hone their powers of concentration, to exert their independence, and to develop skills they’ll draw on all their lives.*

covered raccoon prints in the creek behind my friend’s house. Created a neighborhood newsletter, complete with word finds and crossword puzzles, and delivered it up and down the street. Found a cardboard box with my friend and brother and took turns putting it over our heads and being guided blind around the neighborhood. Rode bikes. Formed a peace club and wrote a letter to the President of the United States. Went up in the attic and poked through my dad’s old Boy Scout badges and coin collection. Trespassed in the neighbors’ backyards, climbing fences and inventing cover stories in case we got caught. Started a detective agency to find the hubcaps that were stolen off my neighbor’s car. (We found an old hubcap in

you’re bored is an open-ended question of the most challenging kind. First you have to generate ideas. You have to weigh the possibilities—what kinds of interesting stuff do you have on hand? Who’s around who might participate? What boundaries do you have to work within? You have to make a decision and act on it, and then see what happens. You have the chance to try on leadership, to make suggestions and see if the other kids will follow you.

Being faced with a challenge, coming up with possibilities, trying them out, finding out what works and what doesn’t—this is the essence of creativity and a crucial element of successful adulthood. Scientists, artists, parents, builders,

*(continued on page 10)*



*Julian Bridges*

**Julian Bridges**

Julian started at Arbor at age five in Arabelle's class. He has enjoyed the many trips, like Medicine Bow, Cumberland, The River Trip and, especially, the middle school trip to Boston. ("I cannot think of one thing from that trip I didn't enjoy.") Julian had fun participating in the plays he was involved in through the years. In the middle school productions, it "was always very cool to transform the middle school into a big theater." He also enjoyed his internship in Emilie's class. His favorite memories from Arbor are: the pink tower, writing the Mystery Person books, the Led Zeppelin laser show in Boston, and writing and sharing stories in Kate's class. Julian will miss the freedom, which



*Megha Chiruvella*

**Megha Chiruvella**

Megha came to Arbor for just one year—eighth grade. She enjoys the diversity and the fact that "everyone is nice" at Arbor. One of her favorite memories is when she planted "Aaron the Potato"—a potato with sprouts growing



*Derek Cooper*

**Derek Cooper**

Derek came to Arbor at age five, when he entered



*Chanel Diggs*

Arabelle's class. He liked having been given the opportunity to learn the way he wanted to learn. Derek remembers the times when he did well in his work and exceeded his own expectations. He also enjoyed the chance to act in the school plays. The trip to Boston and debate team both helped him get to know his classmates better. Debate also sparked his interest in world issues. He will miss his advisor, Jan: "Whenever there was a problem with school work or extracurricular activities, Jan could help me fix it." Derek hopes he will be remembered as a "great student and contributor to the community." His internship at the Atlanta Journal Constitution's photography department made him want to be a photographer or journalist later on in his life.

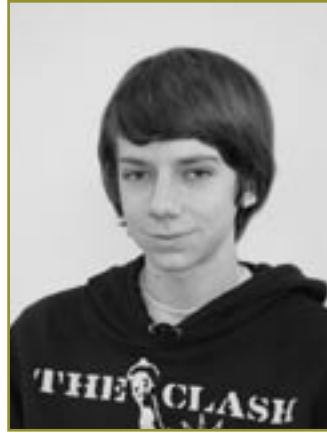


## Chanel Diggs

Chanel started at Arbor at age four in Cheryl's class. She enjoyed working with other classmates and really liked the field trips. She remembers a time in primary when the students washed the tables with shaving cream. "Business Day was always fun, making and selling stuff with your friends beside you, competing to see who made the most money! Also Coffee House really helped me step up and become a leader with a lot of responsibility. She will miss the "free speech and the friends." Chanel wants to be remembered as someone who knew what she wanted and went after it. She would like to work in the entertainment business "Both the good and the bad aspects of Arbor have impacted me and will help me in the future."

## Jonathan Drummond

Jonathan came to Arbor at age four and started in Cheryl's class. He has enjoyed the freedom of being a student at Arbor. He liked all the trips, especially the River Trips, and the middle school trip to Boston.



*Jonathan Drummond*

He has good memories of climbing the trees at Cumberland Island, too. He remembers really liking the Roman Arch in primary and had a good time learning math this year, especially algebra. He enjoyed Pizza Day because it taught him about the business world—"and good and bad bosses!" He is going to miss his friends. Jonathan wants to be remembered as a good Pizza Day manager and a good soccer player. In the future, Jonathan would like to be a professional soccer player or a mathematician.

## Mallory Ellingson

Mallory began at Arbor at age four when she entered Cheryl's class. She has really enjoyed being able to work and hang out



*Mallory Ellingson*

with friends. "Class trips are always really fun, in the same sort of way as class time, where you are learning but still having fun with friends." In Boston, "what we were learning was as interesting as the stuff we got to do." She remembers "Fun Fridays" in upper elementary, when the classes could visit with each other during lunch. In middle school, Mallory took up leadership roles such as Coffee House financial manager and debate team captain. Coffee House taught her that it is hard "when someone depends on you to make a decision and you don't know what to do." In debate, she felt good about being on it since sixth grade and reaching 1st place varsity twice this year. Mallory wants to be remembered as a helpful person and a good leader.



*Mikey Fodrie*

## Mikey Fodrie

Mikey transferred to Arbor's middle school at age 12 from Henderson Middle School. He has enjoyed learning about things that would not normally be offered in a public school. He also liked having some freedom to choose what to learn about. He liked community work days and recycling. He will always remember track—"watching Porter throw is amazing." Mikey enjoyed being the middle school representative for Arbor's Booster Club. On the Boston trip, he got to know people, and then, "I had to say goodbye to all the people I had just gotten to know better!" He will miss all the middle school teachers and his friends. He would like to be remembered as the boy who created the Outdoor Classroom



*Jaimie Holt*

at Arbor: a landscaped area with a set of benches where teachers can give lessons to their students outside. Mikey would like to play soccer as an adult.

**Jaimie Holt**

Jaimie came to Arbor at 12 from a girls' school in New Orleans, Louisiana. She was relocated to Atlanta after Hurricane Katrina. Jaimie has enjoyed experiencing what a Montessori school is like. She liked participating in Coffee House, Lunch in a Sack, and Pizza Day. She liked the Boston trip because she got to know her classmates even better--she will always remember how much "fun and craziness" she and her roommates had. She will miss her friends and her teachers, as well as the free-



*Emma Meyers*

dom. She wants to "definitely be remembered as a great friend, good worker, and a person who loved to have fun." She would like to work in the fashion industry as a fashion designer or perhaps become a sports attorney in the future.

**Emma Meyers**

Emma has been at Arbor since she was three, starting in Shiela's class. She has enjoyed the sense of community, and the opportunity for individuality. She will miss the social time, the class trips, and, of course, her friends, and all their inside jokes. She will also miss the teachers she had over the years: "If I ever write a book, I am dedicating it to you, Leslie Richardson. You inspired me to write." She



*Jimmy Rabb*

loved the whole Boston trip, working as Coffee House Manager, Cumberland Island, being in *Guys and Dolls* and Enrichment: "I loved Enrichment. All the kids who are reading this: go to Enrichment. Parents, send your child to Enrichment." Emma wants to be remembered as "interesting," and would like to go into journalism or become a script writer—"or a director of cool Sundance indie films. Thanks to everyone who helped shape my Arbor experience!"

**Jimmy Rabb**

Jimmy came to Arbor's middle school at age 12. He has enjoyed the freedom and the chance to do long-term projects. He will always remember the Boston trip, especially making \$20

singing on the street. He liked the class plays, the sports, and had fun at the Diversity Fair. Jimmy enjoyed the sports at Arbor: "not only was participating in sports a way to get in shape, but I got to know people, even kids outside of class." Jimmy would look forward the whole year to the class play. He especially liked participating in *The Importance of Being Earnest* because he had the lead role: "That gave me a lot larger workload and it proved to be more fun." He will miss his teachers. Jimmy wants to be remembered as "the short kid who dyed his hair blue." He would like to grow up to be a car designer.

**Ashley Raymond**

Ashley came to Arbor at age three and a half and was in Cheryl's class. She has enjoyed the freedom: "freedom to move around the classroom; freedom of speech (to a certain point) and musical and artistic freedom." She will always remember coming up to Mallory Ellingson in primary and saying, "Do you want to be my friend? Then we were instant friends, she is still one of my best friends and I hope



she always will be.” Ashley will miss all her friends, the teachers, and the office people. She wants to be remembered by how she brought a smile to a room that was gloomy, how she always worked her hardest (especially during community work time), and how “I just worked for plays with my whole body and soul.” Ashley would like to be an artist or a teacher. “I will miss Arbor, yet at the same time, I won’t. It has done a lot for me. I just want to say thank you!”

#### Graham Saylor

Graham came to Betty’s upper elementary class when he was eleven. He has enjoyed being around “all the hippiness and tree-huggersness.” He liked having the freedom to “do so much.” On the middle school trip to Boston, he had “the best room ever” with Julian, Porter, Mikey, Seth, and Stefan. “Wearing my Yankees hat to Fenway helped build character.” He liked track and basketball: “I will miss having Allison as a coach so much.” He loved getting first place in the 4X400 relay. He enjoyed basketball because it was “hysterical” and because Lekon was an amazing basketball coach.



*Ashley Raymond*

He will miss his teachers, his friends (and all their inside jokes), and the trips. Graham wants to own a record store in Chicago and would like to be remembered as a “stunningly gorgeous, well-behaved young man.”

#### Aaron Sulentic

Aaron came to Arbor at age three and started in Arabelle’s class. He has enjoyed having the same friends all the way from primary through middle school. His most memorable experience was the River Trip, when all the sixth grade boys piled into one canoe and went over “Blood Falls” without a paddle—and flipped over. He also enjoyed the middle school trips: “Boston had to be one of the best trips I’ve ever gone on. Some-



*Graham Saylor*

thing about being in a large, busy city with 36 other adolescents was not only a new level of trust and responsibility, but it was extremely fun as well.” He will miss all his friends, the freedom, and the openness of the classrooms. He would like to be remembered as an “out of the box thinker, a good friend and of course, ‘that kid with the big hair.’” He might want to be a biologist when he grows up because “it would be interesting.”

#### Amy Wakamo

Amy came to Arbor at age four and began in Arabelle’s class. She has enjoyed the freedom—“Not only do we have physical freedom, but we have the academic ability to pursue our interests.” She really enjoyed the middle school trip to Bos-



*Aaron Sulentic*

ton, and everything about the Cumberland trip. She co-directed *The Importance of Being Earnest* this year and it taught her about responsibility and leadership. Though often stressful, the play was great in the end.” Lunch in a Sack taught Amy how a business works and what a job might be like. “In debate, I found so many loopholes in my parents’ arguments—thanks, Rob!” She will miss her friends the most, “because of all the awesome times we have had over the years.” She will also miss the teachers, and no uniforms. “I want the Arbor community to remember me as a funny, mostly smart person who always spoke her mind and was a loyal friend.” Amy may want to go into creative writing in the future.



*Amy Wakamo*



*Kristen Weirich*



*Susan Williams*



*Joey Ziegler*

### Kristen Weirich

Kristy started in Cheryl's class at age three. "I remember feeling so proud as I washed the table at home after a meal without being asked, demonstrating the circular motions I learned in primary." She will miss having time to socialize as well as her friends and teachers. "I will miss my advisor, Jacqui. And I will miss the familiarity of Arbor." She enjoyed participating in Coffee House: "I loved knowing that I contributed to its success." Over the years, Kristy has enjoyed all aspects of being involved in the plays: "Some years I would be lucky enough to get a big part and would endlessly practice lines. I liked it when people would come in to help us perfect our acting

skills. I think that the only thing I have ever imagined myself becoming later in life an actress and a teacher." Kristy wants to be remembered as a nice, friendly person. "I also want people to remember me as a good athlete who really like to run and to play soccer, and as a responsible student."

### Susan Williams

Susan started at age four in Arabelle's class. She really liked the middle school productions, including "all the organized chaos called *Guy and Dolls*." In that production, she got to perform as a "Hot Box Girl" and sang "A Bushel and a Peck."

Susan liked all the trips, especially the middle school trip to Boston, "even though it rained every single day!" Actually, Bos-

ton is her favorite memory from Arbor, one that will remain with her through adulthood. In upper elementary, she remembers trying to come up with new ideas for Business Day that would allow her to do "crazy things like putting smashed up fast food toys in the oven and trying to make stuff out of them." Susan enjoyed "Fun Fridays," when she could have lunch with her friends from Kate's class. She is going to miss all of her friends. She wants to be remembered as a very kind person with a big heart. Or, she may be remembered as "Gravity Girl"—"because I always fall down!" Susan would like to be a fiction writer someday.

### Joey Ziegler

Joey began in Arabelle's class at age three. He has

enjoyed the freedom and the responsibility Arbor gives to students, as well as how it makes projects and schoolwork more personal. "Cumberland and Medicine Bow were really great. They were tough sometimes, but I learned a lot there." Joey also likes social studies and writing and he learned a lot in humanities this year. In the class plays, "I found out I actually like to act." Joey likes that fact that some of the activities that "aren't exactly academic" are still influential. In the future, Joey wants to be in the music field: "I play music, I listen to music, and I research music. Music's my life." Joey wants to be remembered as a "pretty cool and interesting guy."



# Transitions: *Life After Arbor*

**W**e hope that every child who enters Arbor will complete our middle school program. That is because the Montessori curriculum is designed to correspond with the child's natural planes of development. Rather than impose an artificial one-year cycle of learning, Montessori pedagogy establishes a curriculum that comes to closure at ages 6, 12, and 14—times when the child is ending one stage of development and entering another. In the last year of each of these cycles, all the materials and exercises of the earlier years bear fruit.

## THE IMPORTANCE OF COMPLETING THE CYCLE

Arbor students look ahead to the transitions of these cycles: The four-year-old longs to become an afternoon child; the elementary child looks forward to his or her sixth year; the sixth year student eagerly anticipates middle school; the 8th grader is ready for high school. It's not just the new lunchbox and longer day, the trip to Cumberland Island or the graduation ceremony to which these children look forward. They are aware of their older classmates' maturity and mastery. They sense the ripening of their own academic skills and look forward to taking their turn as class leaders. We believe that each

child deserves and benefits from the opportunity to complete these cycles. The information in this article addresses questions about how children make the transition to another school after completing the middle school program. However, we know this may not be possible for every student, and we welcome and encourage conversations with parents contemplating early withdrawal.

## BEYOND ARBOR

Whether you choose a public or a private school, a personal visit to talk with teachers and administrative personnel is essential. A good school welcomes inquiries from prospective parents. Personal contact well in advance of your anticipated admission date will enable you to become familiar with and take advantage of program options that may benefit your child. Approximately half of Arbor's graduates attend a variety of private and parochial schools in the Atlanta area. Other Arbor families choose public education throughout metropolitan Atlanta.

Atlanta is blessed with a multitude of fine schools. However, the large number of choices presents a challenge for parents. We suggest you begin your investigation by asking what you and your child want in a school. It is important to do this before you begin to gather information or visit schools. Being clear about what you are looking

for helps school personnel give you the information you need to make a sound decision. It will also help you to evaluate the information you receive.

Talking with parents whose children attend these schools can be very helpful. We will be happy to put you in touch with parents of former Arbor students who attend the schools you are considering. We encourage you to apply to more than one school. This way, if your child isn't accepted at your first choice you will have alternatives. It is also not unusual for Arbor students to be accepted at multiple schools.

Arbor has developed an excellent reputation among Atlanta schools. Those schools that have received large numbers of Arbor transfers do look forward to applications from our graduates. Open houses for most schools begin in October, and AAAIS (Atlanta Area Association of Independent Schools) sponsor a fair every year in the fall. This is very helpful for parents, since they can learn about many schools at one venue.

If you are considering private school, or investigating the options in the public school systems, it is important to ask what criteria are used to screen applicants. Decisions may be based on any or all of the following considerations:

- Teacher recommendations
- Standardized test scores
- Evaluation of student achieve-

ment

- The child's talents or special areas of interest

- Social skills and classroom behavior

- Learning disabilities

Private schools may also consider:

- Number of applicants for available spaces

- Racial, ethnic or gender balance

- Parents' history as volunteers or financial contributors to their present school

- The family's need for tuition assistance

At Arbor, your child's teacher will gladly fill out any forms requested by the schools to which you are applying. Teachers are also available to help students prepare to write application essays and to answer questions the admissions personnel may have about our program or student evaluations.

Private schools occasionally accept a student who later chooses to go elsewhere and establish waiting lists to help them replace these students quickly. Some private schools automatically every child put on their waiting list who applied but was not accepted. Others may create a select waiting list of qualified students for whom they hope to find room.

Waitlisted students are not admitted on a first-come, first-served basis. When spaces become available the same criteria for admission listed above are taken into consideration in moving a child from the waiting list to admission. Your child may be passed over even though he is a strong candidate simply because the class with the vacancy already has several more boys than girls.

Occasionally, one of our graduates is waitlisted at his or her first

choice and later accepted for admission there. However, the deadlines for responding to letters of acceptance from other schools do not always allow parents to wait and see whether their child will be moved off the waiting list at the school of first choice. There is no one best strategy for charting your course through this process. It helps to remember that there are no Arbor graduates still waiting in limbo. Every child and family eventually finds a second home, and graduates usually report they are happy in their new school regardless of where it lay on their original list of preferences.

#### WHEN SHOULD WE APPLY?

We encourage you to apply to more than one school. This way, if your child isn't accepted at your first choice you will have alternatives. Many private schools require testing for applicants, and several schools cooperate in offering joint testing services during November, December and January. Applications are due in January or February and interviews are typically conducted in February and March for the following school year. Notice of acceptance is usually mailed in April.

We do not like to see children who are thriving at Arbor leave prematurely. Although we discourage parents from applying during their child's elementary years, it may be reassuring to begin your inquiries at that time. Many private schools have more openings each year at the ninth grade level than in the lower grades. These schools count on transfer students to fill their high school classes. Ask the Admissions Director at the schools that interest you about their pattern of

accepting transfers. Be frank about your desire that your child complete Arbor's program, and ask about the number of openings they anticipate at the ninth grade level.

#### APPLICATION ASSISTANCE

Your child's teacher will gladly fill out any forms requested by the schools to which you are applying. Teachers are also available to help students prepare to write application essays and to answer questions admissions personnel may have about our program or student evaluations. However, please realize that the teachers and the office staff are assisting all the children in the graduating class. So that we can meet your deadline, please give us as much lead time as possible.

#### HOW ARBOR CHILDREN ADJUST

No matter where they are, most students in their last year of middle school experience some anxiety about going to a new school. They may worry about homework, making friends, being in a larger school, having many teachers, changing classes, how hard the work will be, etc. Needless to say, parents experience anxieties too!

Many graduates miss Arbor at first, but they take with them so many things: a love for learning, a sense of responsibility for their own success, excellent research and study skills, a solid foundation in math, language, geography, and science, and excellent social and problem-solving skills. With your continuing support and encouragement--and a little time--they will soon be feeling comfortable in their new surroundings. Arbor kids have proven again and again that they are prepared to meet any challenge that comes along! 🐾

# The Benefits of Boredom

(continued from page 2)

teachers, doctors, homemakers, entrepreneurs, managers, people who work at the CDC... everyone needs creative problem-solving and decision-making skills. And although they can learn a lot of important things at summer camp, playing a team sport, or going to Montessori school, the skills kids develop through unstructured playtime are invaluable to their success in life. A child who has faced and conquered boredom will be able to stare other challenges in the face long enough to think of ways to solve them.

Without directing, parents can help facilitate creative activities. The first and most important thing is to allow your child large chunks of unstructured time—whole days or even weeks with nothing planned ahead of time. It's not always easy to do, especially when both parents work full-time, but it's worth some finagling to make it happen.

In order to facilitate boredom and the creativity that grows from it, parents might have to set limits on "screen time"—time spent on the television, the computer, or

video games. Limiting these addictive media, though essential, can be difficult; I recommend Marie Winn's books *The Plug-In Drug* and *Unplugging the Plug-In-Drug* for guidance.

It also helps to have raw materials around the house. Cookbooks and ingredients, art supplies, sports equipment, pieces of two-by-four, old magazines, bricks, tools, worn-out sheets—having these kinds of things on hand makes all kinds of activities possible.

I believe that much unstructured play should also be unsupervised or supervised unobtrusively from a distance, depending on the age of the children. If you're not watching, it's easier for them to make decisions and mistakes on their own. Most kids who have been allowed independence from a young age have a good sense of safety and can be trusted to tell whether it's safe for them to climb a tree to a certain height or roller-skate down the driveway's steep slope.

Having other kids to play with makes summer a lot more fun. Even when there's nobody to play with,

though, don't feel like it's your job to keep your child amused. Offer a couple of ideas if you have some, but don't be offended if they're rejected out of hand. You can always offer the advice my mother fell back on when I'd pestered her enough: "Why don't you go clean your room?"

As adults, we rarely experience the kind of time we lived in as children. We don't often wander through a day, following our noses from one thing to another as the spirit moves us, getting so engrossed in the present moment that we lose track of time altogether. To me, that feels like a loss. If we can offer our children the experience of losing themselves in the flow of an activity they created for themselves, we're offering them the chance to hone their powers of concentration, to exert their independence, and to develop skills they'll draw on all their lives. We're offering the chance to experience a different mode of being, one that honors the present moment and fills the soul with joy. What could be a better way to spend a summer? 🐼

## Where do Our Graduates Go From Here?

- |                                              |                                            |
|----------------------------------------------|--------------------------------------------|
| 1. Julian Bridges – Undecided                | 10. Jimmy Rabb – Lakeside or St. Pius X    |
| 2. Megha Chiruvella – Lakeside High School   | 11. Ashley Raymond – Lakeside High School  |
| 3. Derek Cooper – Paidiea                    | 12. Graham Saylor – Decatur High School    |
| 4. Chanel Diggs – Druid Hills High School    | 13. Aaron Sulentic – Lakeside High School  |
| 5. Johnathan Drummond – Lakeside High School | 14. Amy Wakamo – The Lovett School         |
| 6. Mallory Ellingson – Lakeside High School  | 15. Kristen Weirich – Lakeside High School |
| 7. [REDACTED]                                | 16. Susan Williams – St. Pius X            |
| 8. Jaimie Holt – Decatur High School         | 17. Joey Ziegler – Lakeside High School    |
| 9. Emma Myers – Decatur High School          |                                            |

# ALUMNI NEWS

Nine of our recent graduates have been placed on the Honor Roll, Dean's List, and Principal's List at St. Pius X. Steve Spellman, Principal at St. Pius X, says, "it was the excellent foundation they received at your school that has allowed them to achieve such distinction here at St. Pius X. Congratulations."

Former Arbor student **Aidan Bevacqua** was awarded first place in Physics and Astronomy at the county science fair in February. He represented Dekalb County at the Georgia Science State Science and Engineering Fair in Athens, Georgia in March.

Former Arbor student **Jacob Reid** was named the Grand Prize Winner in Physics, at the county science fair in February, which guarantees him an automatic berth in the 2007 International Science and Engineering Fair in Albuquerque, New Mexico. He represented Lakeside High School and Dekalb County at the Georgia State Science and Engineering Fair in Athens, GA in March. Jake has also received the "Doubting Thomas" Award for creativity and perseverance.

In the same county fair, **Pallavi Penumetcha** (Arbor '03) was the recipient of the Grand



Prize in Medicine and Health. She will be going to the 2007 International Science and Engineering Fair in Albuquerque, New Mexico."

Former Arbor student **Alex Remington's** first post-Yale College job is with the Editorial Department of the Washington Post newspaper.

**John Henry Hinkel**, Arbor 2004, has been selected for the 2007 Governor's Honors program, a six-week gifted education program sponsored by the Georgia State Department of Education and held during the summer at Valdosta State University. High school sophomores and juniors from around the state are nominated by their schools to participate in a competitive selection process involving applications and interviews. This year 2,500 public and private school students were nominated for 690 places

in academic areas as well as the performing and fine arts. John Henry was one of two students nominated by The Paideia School for academics and he will be focusing on Communications Arts, which encompasses classes in writing, drama and video production.

Former Arbor student **Emily Rutherford** responded to our request (Winter 2006 *Observer*) for info! She writes: "I am now a junior at Scripps Ranch High School and my sister is in eighth grade at Marshall Middle School, our local public schools. I am thinking about applying to various large universities like McGill University in Montreal, the University of Chicago and the University of California-Berkeley. I would like to study English, French, history, linguistics or anthropology, or something else along those lines, though I have no clear idea of what I'd like to do with my life. A few months ago, through use of the social networking site Facebook.com, I made contact with some of my friends from Arbor, who I had not spoken to since we moved in 1999. It's been interesting to talk to them again – most of them are in sundry high schools and colleges in and around Atlanta. I'd like to come back and visit someday, and see the place where I primarily spent the first nine years of my life!



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## On to Middle School!

*Left to Right: Seated: Morgan Saylor, Kendall McRae, Annabelle Cook, Anna Vernon, Jordan Kesler, Riley Ellingson  
Standing: Abby Lester, Sophie Maschinot, Paula Cheng, Talia Meyers, Olivia Naegle,  
Elizabeth Littlefield, Shannon Setili, Nicole Stafford, Joe Crow, Hannah Brown,  
Leigh Kathryn Vines, Christopher Roberts, Hayes Burdette-Sapp, Caroline Courtney*