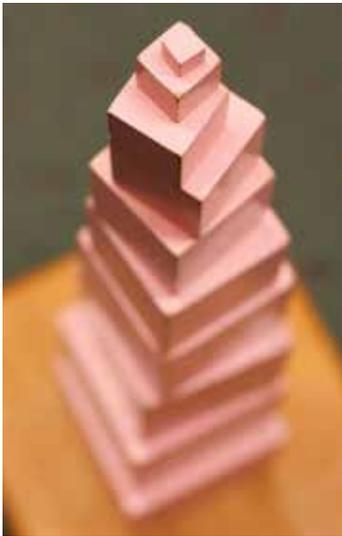


Born to be a Montessorian



I believe I was to be a Montessorian from the time I was conceived. My Primary, Elementary and Middle School years had been carved in stone.

The Montessori classroom excited me and the materials were both engaging, real and always very challenging.

The possibility to learn by touching and feeling was such an engaging experience. In my early Primary years, I loved the pink tower. It was one of those ritualistic materials where no day in the classroom would have been complete if I had not worked with it. I also remember working with the puzzle maps of the world. My friend Samyukt and I used to select a few puzzle maps each day. We would quiz each other and trace around each puzzle piece hundreds of times over. I imagine that Dr.

Montessori, in her thinking about human development, decided that tracing each map will commit the name and shape to memory. When I left the Primary classroom, I pretty much knew every country and could identify them by name. My love for Geography was completely born inside the four walls of my Primary classroom.

When I moved on to Elementary, the materials in Geography had expanded, and I also had a opportunity to begin studying history. We began each year with the stories of the great lessons. My teachers used to act out each story in a magical way and have props to support each story. At such a young age those stories were memorable, captivating and very thought provoking. The cards of the Presidents of the United States and the

Pin Maps were my absolute favorite. I remember that my teacher at that time thought that I was taking these maps out to avoid other work, but the real truth was that my thirst for learning more about the world was always there. The Pin Maps were extensions of the Puzzle Maps. I learned flags of countries as well as capitals of the world pretty easily from them.

Moving on, I subsequently won the Geography Bee in Upper El and it was entirely due to the fact that I had immersed myself wholly and completely in these materials. In math, I found the Long Chains exciting: testing my math skills in a different way. I think the length of each chain always made me feel like I was not only skip counting and learning my multiplication tables indirectly, but I was asked

to do what I thought was “big work” and when I finished, it made me feel as though I accomplished something huge.

I made a comfortable transition to The Middle School and even though Dr. Montessori did not create materials for this age, she made it known that adolescents should connect with nature. My peers and I had many wonderful outdoor expeditions. The opportunities that were given to us to connect with nature was unique and exceptional. It was indeed a great finale to my Montessori education.

It was these amazing 12 years that gave me an enduring education and memories to hold onto each and every day. 🌍

—Nico Lob,
Montessori Graduate 2012