

## Honoring Martin Luther King Day

SUMMERFIELD STUDENTS MARK AN UNUSUAL DAY OF SCHOOL

*By Adam MacKinnon, Editor*

The devastating fires in October meant that the school needed to add days to our calendar and, after much deliberation, one federal holiday that had to become a school day was Martin Luther King Day.

How could the school best honor and acknowledge a day that stands for so much in the history of this country?

Faculty in both the lower and high school met and deliberated this question, and came up with celebratory events on Monday in Sophia Hall. On pages two and three you can read an account of how the day was marked by the High School, while the following is a description of the Lower School special assembly.

It opened with an introduction and a biography of Martin Luther King. Class Two teacher Mrs. MacKinnon explained Dr. King's background, his family history, and his growing awareness as a child of the injustice of segregation between white and black society, where the rights of 'coloreds' (as black people were then called by whites) were severely limited.

As well, she related how she herself grew up in Florida—not officially part of the 'Deep South' but still somewhere where segregation existed—just a few years after the last of the de-segregation laws were passed, and how aware she was of the gulf in society.

In language and terms that were understandable for first graders as well as eighth graders, she told of Dr. King's role in a growing civil rights movement, and of



DETAIL FROM MURAL BY HIGH SCHOOL STUDENTS OUTSIDE THE PHYSICS LAB

his journey towards a path of non-violent protest—how he espoused the belief that only 'love' could overcome 'hate'.

When the story shifted to a young black woman who refused to give up her seat on the bus, there was a sudden hush in the hall, as even fidgety students snapped to attention to hear the story of Rosa Parks and the Montgomery, Alabama, bus boycott.

Faculty members along with fourth, fifth and eighth grade students then stepped up on stage and read selected lines from Dr. King's momentous "I Have a Dream" speech. And then the eighth grade class led the whole assembly—with many holding hands—in a beautiful rendition of "Amazing Grace" sung in tandem with "We Shall Overcome," and a poem in Spanish about youth and peace.

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While this material certainly was challenging both to present and to hear, the students responded with enthusiasm to the idea of the assembly and eagerly offered to take part. I found that the presentation struck a balanced note that offered historical perspective, personal testimony, and an awareness that how we treat others matters. It was heartening to see that the school was able to mark this important day with such intention and loving care.

The event concluded with the distribution of over 1200 postcards throughout the grades marking the Waldorf100 centenary, on which students will draw and send messages marking the significance of this day, and offering hope, love and solidarity to other schoolchildren around the world.

## PARENT EDUCATION: PLANNING FOR 2018-19!

The Parent Education Initiative group at Summerfield plans and supports lectures and workshops to help nourish the community as well as build parental knowledge of Waldorf education and child/human development. We work with the Governance Council to bring relevant topics from local, regional and national speakers and from our own esteemed teachers.

Right now the group is looking ahead to the 2018-19 school year. We welcome and need parent suggestions—if you have ideas or topics you think we should cover, please feel free to reach out to us at [parented@summerfieldwaldorf.org](mailto:parented@summerfieldwaldorf.org).

See listing below for upcoming Parent Education events:

WEEKLY CLASSES: **The Art of Handwork** SEE PAGE THIRTEEN  
*Wednesdays, 8:30-10am, in the Handwork Room*

PUBLIC LECTURE: **The Life of Thought** SEE PAGE SIX  
*Monday, February 19 at 7pm, Sophia Hall*

PUBLIC LECTURE:  
**Contrasting Experience of Embodied and Digital Spaces**  
*Tuesday, February 20 at 6:30pm, Sophia Hall* SEE PAGE SIX

OPEN HOUSE:  
**Experience the Wonder of Waldorf:  
Exploring the Vertical Curriculum** SEE PAGE SIXTEEN  
*Saturday, March 10 at 9:30am*

FLORIAN OSSWALD LECTURE:  
**A Global Perspective on Parenting a Waldorf Child**  
READ ACCOUNT ON PAGE FOUR

## Important Dates:

### High School Winter Music Concert

*Thursday, January 18, 7pm*

### Waldorf at Weill

*Wednesday, January 24, 6:30pm,  
at SSU Green Music Center*

### Financial Assistance Deadlines

*January 31: prospective 9th graders  
February 12: all other grades*

### Eleventh Grade: Scenes from 'Hamlet'

*Thursday, February 1, 7pm,  
Sophia Hall*

### All-School Parent Meeting

*Thursday, February 8, 7-8:30pm,  
Sophia Hall*

### Twelfth Grade Eurythmy Performance: 'Beauty & the Beast'

*Friday, February 9, Sophia Hall*

### Walk through the Grades, Campus Tour

*Wednesday, February 14, 9am  
Wednesday, March 21, 9am*

### Senior Project Presentations

*Tuesday & Thursday, March 27 & 29*

## A SPECIAL LECTURE BY DOUGLAS GERWIN

### Root, Shoot and Fruit: Cultivating Imagination in Childhood

Thursday, March 22, at 7pm, Sophia Hall

We're delighted to welcome prolific Waldorf author Douglas Gerwin (editor of *Trailing Clouds of Glory: Essays on Human Sexuality and the Education of Youth*) for a keynote guest lecture on the topic of childhood imagination.

"Children typically go through three major phases along their path of development, starting with birth and early childhood, passing through the elementary years, and culminating with puberty and adolescence. During each of these developmental phases they learn in radically different ways, partly for reasons of their changing physiology, partly because of their maturing inner life.

Today children at each of these stages are encountering new and growing obstacles—physiological but also psychological and spiritual—to their particular ways of learning. What are these modern-day obstacles and how can we as parents and Waldorf teachers help children overcome them?"



# Dr. King's Work and the Next Generation

THE HIGH SCHOOL HONORS MARTIN LUTHER KING DAY

By Leslie Loy, High School Counselor

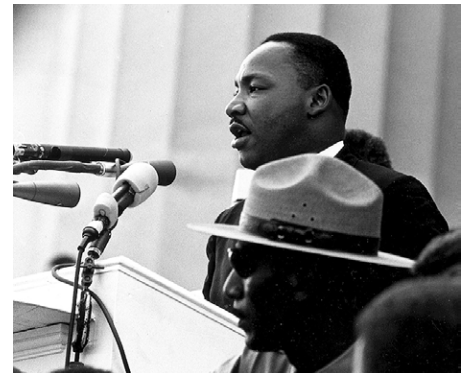
This past Monday, much of the country took a holiday to reflect on the importance of the work of Dr. Martin Luther King, Jr., and those who took up the cause for civil, economic, and environmental justice in the 1960s. Dr. King's legacy has been commemorated on the third Monday of January for the last 32 years, but it's only been since 2000 that all 50 states have honored his work with a truly nationally-recognized holiday. As the years have passed on, the three-day weekend has become for many Americans a time to relax and unwind. While some do participate in a march, attend a talk or community event, visit the African American History Museum, or read an article about Dr. King, for many, the necessity of why Dr. King's work mattered and deserves a pause for reflection and real honor, has been diluted in place of leisure.

This year, because of make-up days for the fires, Summerfield was in-session. The faculty took up the unique opportunity to really examine Dr. King's work and bring attention to his work, to consider how it is carried today, and to find ways of bringing that in a relevant and lively way to students of all ages. Influential and timely social movements, such as Black Lives Matter, the Women's Marches, Standing Rock, the anti-war movement, and the call for a higher minimum wage, all have a direct tie to Dr. King's work. These are now automatically built on what was during Dr. King's lifetime a radical method for civil disobedience: nonviolent protest and the social collaboration between different

groups to radicalize important social causes through collective community action. Without Dr. King's work, particularly his faith and his commitment to implementing Mahatma Gandhi and Henry David

Thoreau's nonviolent civil disobedience philosophies to social justice work in the United States, much of what we consider now a normative protest behavior would not exist: marches, divestment, sit-ins, the education of the public, and walk-outs are all profoundly inspired and effective strategies for calling attention to injustice and social dysfunction. These approaches ask us to have faith and to rely on a moral compass that comes from a deeper knowing of one's self and one's commitment to an ideology—elements necessary to evoking and sustaining any kind of change.

It's been nearly 50 years since King was assassinated in Memphis and 55 years since he delivered perhaps one of the most well-known speeches of all time, "I Have a Dream." For young people, such as our students, the opening line and excerpts from this speech are well-known, but fewer subsequent generations understand just how radical and vital Dr. King's work was towards creating the world they live in today. While King by no means worked alone, the causes he supported, the methods he employed, and the faith he inspired in others to rise up and unite, were so profoundly influential and effective that our students have the opportunity now to live with the assumption that they are entitled to human rights, a concept that was so foreign to their grandparents' generation. In this way, our children are privileged and empowered; now more than ever it is important that we foster in them the sense of responsibility they have to furthering human freedom, equity, and environmental stewardship, building on the work of those who have tirelessly committed their lives to creating a reality where the care and protection of all human beings, regardless of race, gender, sexual orientation, creed, religion, or intellectual capacity is possible, where all humans have access to the basic resources nature provides that are fundamental to human survival, where all humans have economic stability, where preserving life is more important than anything else.



DR. KING GIVING HIS 'I HAVE A DREAM' SPEECH, WASHINGTON D.C., 28 AUGUST, 1963. (NATIONAL ARCHIVES PHOTO)

Summerfield was uniquely poised this year to be in session and to truly honor Dr. King's work: for the first time, students didn't simply consider the luxury of a three-day holiday with time off from school, but, instead, faced and sought to understand why this work matters to them and to the world, and why Dr. King's commitment deserves honoring. Both the Lower School and the High School turned significant portions of the day over to reviewing Dr. King's work and its subsequent impact.

As an older generation, we take it for granted that students can conceptualize what this all means—that the world wasn't always as open-minded as it is now (and still has a long way to go); this became abundantly clear throughout the day as teachers and guest speakers brought stories to help students understand the context of Dr. King's work. Over time, significant pictures of history get lost, and new issues take up the limelight. It is our task to help the next generation recognize that causes such as the Poor People's Campaign, Black Lives Matter, and Standing Rock are important signifiers that show that this work is far from simply being history in the books or on Wikipedia. Inspired by those who have been resilient before us, who have found their compass and followed it with unwavering faith to the end, our students on this special holiday experienced hope and joy, reconnected consciously with a deep love for all life, rekindled their respect for the aspects that connect and define us, and found inspiration and vigor to carry them even when they are tired and things go poorly. Together, we were all reminded to continue to resist forgetting the past, to engage and show up when action is needed, and to stay awake by using these holidays as benchmarks to reconnect and continue on.

THE MARCH ON WASHINGTON  
(LIBRARY OF CONGRESS)





# Parenting: A Job You Can't Quit

By Farmer Dan

*Florian Osswald, the co-director of the Pedagogical Section at the Goetheanum, Switzerland, spends a good portion of his year visiting Waldorf schools worldwide to observe best practices and advise schools on their work. We are pleased to publish this report by our very own Farmer Dan on Florian's recent presentation, 'A Global Perspective on Parenting a Waldorf Child', at the Sebastopol Charter School.*

Florian Oswald "lectures" in anecdotal snippets taken from his own teaching (mostly tenth grade math), and from raising four sons in Swiss Waldorf schools, as well as experiences he has had as co-director of the Pedagogical Section while traveling to Waldorf schools throughout the world.

Florian related that his youngest son's kindergarten teacher reported that making contact with his son really did not mean being kicked in the shin by him. Humor and warmth are the hallmarks of Florian's lectures. He knew a 7-year-old child who was loving his new discovery of protected plants—orchids, in this case—and while walking together the child plucked one from a bed and brought it over to him to ask, "Is this a protected plant?" He also had the experience one year to have one of his sons in his tenth grade math class who was being unruly, so he said to him, "Young man, I think we should have a heart-to-heart talk with your father," to which his son replied testily that that would be hard to do because his father was rarely home but often somewhere in the world giving lectures. Florian observed that, as teachers we are very important, but not very important. Parents are the most important people in children's lives.

When parents and teachers meet, Florian suggested, they don't always have to "be nice" to each other. A reciprocal learning process can be, at times, a bit contentious, just as interactions with your children can be, but that can be a fertile ground for learning, just as harmonious meetings can be. What kind of learning makes sense for your child, and how can you best work with your child's teacher in the best interest of your child is the deeper question and are you allowing for learning to bubble forth from your child with a clear picture of what they should learn in life? Do you often or always say to your child that this is the way it is, or do you wait sometimes? When the young child needs help putting on their shoes, can you leave the room and let them do it themselves? What does it mean to grow up in the world and stand on your own two feet? Do you often find yourself asking your child "Do you want this, or this, or this...?" Do you parent from the heart or from the belly and which will lead to healthy judgement versus wrong judgement in the future? As a parent, do you always say what you ("I") think is right or can you stop yourself, and do you always feel compelled to solve a crisis or can you go with it sometimes? Might you be scared for your child to learn swimming because it might be dangerous and they might drown; does your child learn now, or later fall into water over their head and drown... metaphorically speaking?

**OBSERVATION: Children do all the things that are uncomfortable for us**

Icy, pouring rain in their face feels good, getting totally covered in mud is the best, nothing is wrong with the rain, it's just wet... but look at



IMAGES FROM WALDORF100 FILM INTERVIEWS  
WWW.WALDORF100.ORG

those teacher's long faces. In tropical Thailand, Florian observed a kindergarten teacher have her muddy children line up and then stripped all the clothes off each one in succession and with a hose in hand sprayed each one off thoroughly clean while the kids squealed with delight, warm and happy.

## BIOGRAPHY AND PARENTING: Self Reflection

... as in "What did I experience during my own years in school, my 9-, 10-, 11-, and 12-year-old years? Was I worse behaved than my own children? What had I done at this age of 14 years, and how did I look into the world?"

Always remember, this is *this* child, this is not me. You are not allowed to project yourself into/onto them. They must be able to grow of their own free will. Where are your limits or boundaries? Be sure they are not set out of your past, or out of your fears, or from you being scared in the moment. Be careful not to educate with bad feeling, as in making your child feel bad by using such phrases as "Do you know how much your behavior has hurt your mother?" ... as in suggesting the child is capable of bringing bad feelings into us. Your feelings are your feelings. No one is responsible for your feelings. Only you.

Look back at situations that arise each day, look back at it, or them, and ask yourself, "How was it? What was it? Was it wrong? Was it right?" Free yourself from the event. But don't close your eyes.

Look at things. You are a human being who wants to learn things about yourself. If, in a flash moment "I could kill you" came to mind fleetingly, ask yourself why did, or do, you, let yourself get so upset over a situation? Observe. Don't put your feelings down, don't stomp them down, but look at them. It's fun to have so many feelings that help us learn about ourselves. As a teacher, or parent, admit freely that "I make mistakes" so the children, too, can say, "I too make mistakes." When you were 15, 16, or 17, how did you look at your teachers/parents? Did you see and capitalize on their weak points? *Listen* even when you are exhausted and want to go to bed. Children will tell you a lot, but not always what they are feeling. But then they will tell you about their feelings often when you are at your very edge. And don't always seek to be right. So what if you are right, hooray for you, but you often lose when you are right. Each moment is a muddle. What is a given moment for? An opportunity? Looking back, which of your teachers impressed you the most, and why?

An opportunity: "I said what an idiot a fellow teacher was for 15 years and, after 15 years, he told me how much he liked me—we became good friends!" Moments in life are really riddles. What is meeting me in life? What are the little children telling me when when they

move toward me, or bend away, or simply run away? As long as you are learning, you are alive: stop learning and you are dead. Like the second grader who blurted out when discovering how numbers added up, “I *like* this learning!”. It is not that the students have to learn but that there is real joy in it—not that it is always pleasant to learn, but the feeling that “I want to learn” is the most important inspiration we can give our children. There is a German saying that translates roughly as “There are no dead trousers.” It has to do with resilience. We don’t break down and no longer exist—it’s hard but we go on.

A successful student will tell you, “When I get older like you, if I lose my job, I’ll find a new one.” Give them the attitude that “You are important because you can learn; you have the power to learn.” Children are really riddles. There are some 50 languages now spoken in Switzerland. So things are always new, and we have to find out what a new experience or day brings. You marry, but each day you have to find it out again. In schools, there is no faculty really, you have to build it all the time. A story: “I (Florian) met a young woman, a girl really, who was a young doctor, on the train. She came from a tiny, rural, conservative German village and was one of only a few who left, in her case to go to medical school in a large University setting. She moved into a co-housing situation where most of the young women went out almost every night and often slept with a different man each night. Why? Because ‘I do not want to fix myself’ was the prevailing sentiment, ‘Maybe there comes another better one,’ like technology, a new identity every day. ‘I don’t want to leave any biographical tracks. Everything can be switched on and off. Replaced.’”

There are a lot of children nowadays who don’t have to wait. “I don’t want to hurt my child” is a common refrain, so every day is Christmas, which makes it harder to cope as they grow older. The parents are scared. But in fact you have lost because you didn’t wait for the right moment which is maybe later. Florian: “My father in my teenage years told me that I could come home at any hour I wanted to, but then I had to get up on time on my own. A few days later I got up late. It was finished: Dad set the time to be home by.” Between 12 and 14 years, you develop your own own feelings. Thinking is separated from feeling. Without too much thought, perhaps the 14-year-old announces “There is no God.” They see everything. But they don’t see themselves.

Responsibility grows. Be careful when you say, “You have to do it”. A personal exercise: Look into the mirror first thing in the morning and say, “Ah, that is me!” Instead of “Oh my God, that’s me (with those big wrinkles and frown and downcast eyes). Remember, the students have to look at that face all day... but which one? Bring some humor and light, and don’t take yourself so seriously.

Florian knew a teacher who had a pile of ceramic plates from a second-hand store in a pile by the balcony window of the classroom where he taught every day. When he sensed a discussion with a student was heating up he asked the student to pick up a plate and smash it down into the courtyard below and then gave them a broom and dustpan to go clean it up. Then he invited them to come back up and finish the discussion. Helping children to build up inner imaginations or pictures is one of the best gifts to leave a student with. If you can’t do this, you cannot create. People are often quite flat

because no one has helped them to build inner pictures, i.e. reading a book stimulates the imagination and enables the reader to build inner pictures, whereas a movie brings flat, preconceived pictures. Looking into a mirror while drawing a self-portrait brings to a student an inner awareness that “I can picture myself.” Dancing happens because of an inner picturing of where you will take your next step. Life is just a picture to start an imagination. This gift of inner picturing builds the inner awareness in the student that, “I have done it myself. I can do it myself. I can bring my inner imagination to bear on life. This is/these are my gifts to the world.” You give your students/your children your trust: “Yes, I can do it, but I also want to do it: to take the risk.”

Finally, try some role-playing with your teen: your daughter or son plays you, and you play them. Then have your discussion, or argument. Young children might want to act out discussions with

puppets or dolls or stuffed animals that talk to each other. One puppet might say to another, “What would you say to me if I was unkind to you?” Remember, the teen might be thinking one thing, feeling another, and then do something completely different. Look at the whole “fairy-tale” in its entirety without feeling and realize part of parenting is doing things by un-doing things. Do not be arrogant but try to see the wonder in the human being in front of you. You have the tremendous job to build up the human being and if it’s not done, there is no joy. And ask yourself deeply about any fears you have about academic success, are they about you or your child, and is it your wish or your vision “talking”? Is it about brilliance, or coping with life?

Florian sent us home to ponder this fairy-tale in our dreams, so here is his parting gift:

“A beautiful Queen in a far-away land had a dream. She was out alone in a pristine desert under a brilliant blue sky when two small birds flew over and, looking down at her, one said to the other, “The Queen will soon die.” The startled Queen looking upwards asked, “What can I do, dear birds, to not die?” The birds replied, you must answer this question, “What is the most important thing for a human being?” And then they flew off. When the Queen awoke from her dream, she became gravely ill and sent for her only son who she quickly set off into the world in search of the answer to the bird’s question. After months of wandering and seeking,

the son came to a shabby cottage where an old hag met him at the rickety gate. The young man asked the old woman his question, and her answer came quickly: “I will answer your question if you agree to marry me”. With reluctance, the young man agreed, and the old hag’s answer was: “The most important thing for a human being is that you are heard.” The young man thanked the old woman and rushed back to his mother, the Queen, who was immediately restored to perfect health. Then, as promised, the young man travelled back to find the rickety old cottage, but instead found a glittering palace with a lovely princess waiting at the gate. He could not believe his eyes, and asked the princess if she would agree to marry him. The princess replied that she would love to do just that, but there was one condition. She told the young man that she could only be beautiful at night, or during the day. And that he would have to choose. What do you want from me, she asked? The Queen’s son thought carefully for a few minutes and then gently asked the princess, “And what do you want?”





## High School Winter Music Concert

Thursday, January 18, at 7pm, Sophia Hall

Come hear our talented High School students perform in the Orchestra, Ensemble, Choir and American Music sections.

*Program is approximately 1 hour and 15 minutes duration.*

## WALDORF AT WEILL 2018

proudly presented by Credo High School and  
Sonoma State University's Green Music Center



Join nine North Bay schools at Weill Hall  
Sonoma State University's Green Music Center  
for an evening of performance on  
Wednesday, January 24, 2018 at 6:30 PM

Tickets are available on 1/5/18  
without charge while they last at  
<http://bit.ly/2BzaZM0>  
or call 1-866-955-6040

## PUBLIC LECTURES

We are delighted to announce two public lectures from our guests at the February conferences (see Page Seven opposite).

### The Life of Thought

Monday, February 19,  
at 7pm, Sophia Hall



Jon McAlice is a co-founder of the Center for Contextual Studies. His research in contemporary

education (contextualization, the experience of meaning, the role of self-directed activity in learning) has born fruit throughout the Waldorf educational movement in the growing recognition of the significance of direct experience in the learning process. He has written two book: *Engaged Community* and *A Path of Encounter*.

### Contrasting Experience of Embodied and Digital Spaces

Tuesday, February 20,  
at 6:30pm, Sophia Hall



Wilfried Sommer taught physics, math and computer technology at the Waldorf School in Frankfurt

before becoming a lecturer at the teacher training for Waldorf Education Kassel. He is now a Full Professor of the School of Education, with an emphasis on the phenomenological methods of teaching, at Alanus University.

*All are welcome to these presentations: suggested donation \$5 but no-one turned away for lack of funds.*

## All School Meeting, February 8 at 7pm

Summerfield's Governance Council warmly invites our entire parent community to an All-School Meeting on **Thursday, February 8, from 7-8:30pm**, in Sophia Hall (*rescheduled from October 12 because of the fires*).

This All-School Parent Meeting will begin promptly at 7pm, and will give an overview of the school structure and a chance to put faces to names of faculty, staff, Board, College and Governance Council.

There will be refreshments and time for socializing. We hope to see you there!

## Parking Lot Lighting Improvements

The first phase of parking lot lighting improvements is complete! Over the winter break, we installed new lighting that shines out onto the gravel lot, and have a proposal in place to improve lighting for the paved parking lot as well. Estimates have been obtained and we are currently considering how to fund this second phase of the work.

Please remember: the best security for the valuables in your car is always to take them with you!

~ Governance Council



# FEBRUARY WALDORF TEACHER CONFERENCES AT SUMMERFIELD

*The Center for Contextual Studies (CCS) and Summerfield Waldorf School and Farm are partnering this February to offer two working conferences for Waldorf teachers. High School Math teacher—and co-founder of CCS—Beth Weisburn, previews the conferences below...*

## The Metamorphosis of the Conceptual Experience

In collaboration with the faculty of the Summerfield Waldorf School in Santa Rosa CA, the Center for Contextual Studies will be facilitating a four-day workshop focusing on the metamorphosis of conceptual experience from early childhood through high school. The workshop will begin Friday evening, February 16, and end midday on Monday, February 19.

Under the guidance of Jon McAlice, we will be working towards a better understanding and richer experience of what Rudolf Steiner termed the path from a formative education through an enlivening education to an awakening of conceptual understanding in adolescence.

The Summerfield faculty has taken up this topic to strengthen colleagues' awareness of the threads that lead from young children's experience through the narrated encounter with the world in the lower grades to the challenge faced by high school students of coming to independent recognition of the lawfulness present in their own encounters with the world. It is a step towards a whole school consciousness. Ken Smith from the Bay Area Center for Waldorf Teacher Training will join us to work with clay sculpture.

The workshop is open to colleagues from other schools also interested in working towards more concrete insight into the Waldorf school as a living whole. It will consist of a dynamic mix of study, dialogue, artistic practice and individual exploration. At Summerfield, the aim is to bring this work to parents at the March 10 open house: *The Wonder of Waldorf: An Exploration of the Waldorf Vertical Curriculum*.

If you would like to find out more, please contact Beth Weisburn at [beth@summerfieldwaldorf.org](mailto:beth@summerfieldwaldorf.org).

## Light and Life: The Transformation of the Etheric in Learning From Phenomena to Insight V



For the fifth year, Summerfield will host the Center for Contextual Studies' working conference for colleagues teaching science in the upper grades and high school. It will take place February 19-23, 2018.

Last year a strong contingent of upper grades teachers and high school science teachers from around the country attended, and in the afternoon sessions we

had experiments appropriate for grades 6-12. We found that having both upper grades and high school teachers bring their diversity of experiences led to stronger work in understanding the birth of the astral body. Again, this year, we have selected a theme that would benefit from shared work by a range of teachers: the nature of the etheric, and how these forces play a key role in the individualization of thinking in adolescence.

We are accustomed to think of the etheric in relation to the young child. These living forces also play a central role in the emergence of thinking in adolescence. Craig Holdrege (The Nature Institute), Wilfried Sommer (Physicist and Professor of School Education, Kassel, Germany), and Jon McAlice will be joining us for morning presentations. The focus will be on optics and the nature of life. The afternoons will be dedicated to deepening the work in the

various subjects. Wilfried will work with optics. Jon and Craig will lead an exploration into whole earth ecology. How can we help children discover a deep sense of responsibility for our planet?

Details and registration for both conferences can be found at [www.findingcontext.org](http://www.findingcontext.org).



## HOUSING NEEDED!

If you would like to support the February conferences by offering a room to a visiting teacher for the nights of February 16-19 or February 19-23, please contact Beth at [beth@summerfieldwaldorf.org](mailto:beth@summerfieldwaldorf.org).



# All Is Calm...

By Farmer Dan

It probably is pretty rare when “all is calm” in the farmyard, or in your households, or in our hectic world, or in our hearts. After a busy, somewhat traumatic, autumn semester, when the farmyard gates were closed and the office and classroom doors were shut for the final time after the Shepherds’ Play performance, as everyone streamed towards the parking lot to head home for the holidays, a hush descended over the playgrounds and gardens and pastures. While that was happening this holiday season, I happened to be sitting in my sister’s living room at dusk in northern Minnesota looking out over the frozen Rum River that forms the border of her backyard. No one was home, there was a fire blazing in the fire place, it was umpteen degrees below zero, and all afternoon the snow fell steadily, “carefully everywhere descending” in the words of the poet E.E. Cummings. The only colors were the muted greys of the ice on the frozen river, the dark and white trunks of the leafless maples and birches, and the seemingly endless white curtain of falling snow... until a large, strikingly red fox slowly wound her way up the center of the frozen river, taking her own sweet time as she checked out the frozen reed beds for any little critters to snack on. Besides the crackling fire, there was no sound. All was calm, inside and out.

Upon our return to school, as I began the new year farming classes and found myself surrounded by the smiling faces of the second grade class at the picnic tables under the walnut tree in the farmyard, I wondered aloud if the students happened to know the first few verses to the song



that begins “Silent Night, Holy Night...” and of course several were eager to fill in with “All is calm, All is bright.” I wanted the children to search their hearts

for a moment during the holiday break when they inwardly felt that feeling that “All is calm” and perhaps, for them, all was bright. One volunteered that after dark she had ridden around with just her mom to look at all the lit-up decorations and had that feeling inside. Another felt it when she got to babysit her one- and four-year-old cousins. Still another felt it from the warm and cozy seat of a jet airplane returning from the Bahamas while looking out the window and circling a snowy NY city airport before being diverted to another city to land. The fuzzy, colored lights of the Christmas tree and all the glittering presents waiting to be unwrapped spoke to yet another. Another felt it as she sat at the new desk she got for a Christmas present while she practiced her writing skills. When, dear reader, during this holiday season, might you have enjoyed a glimmer of the feeling that for a few moments, that all was calm and all was bright...?

Of course, there was work to plunge into on the farm as we had recently introduced a hundred new chickens into our flock, raised from one-day-old chicks throughout the fall, and the chicken coop and duck pond were in dire need of cleaning. It is so gratifying for the fifth graders to clean and scrub and fork out all the dirty straw bedding and refresh the living quarters of the animals. We also re-stacked the compost pile neatly as it steamed and “cooked” with the spontaneous combustion the fresh soaking of rain induced when the inner temperature of the pile rose. The students all know how refreshing it is to crawl into their beds when they have freshly cleaned sheets, and seem to love to watch the ducks exuberantly frolic in the fresh, clean water in the duck pond after it has been thoroughly scrubbed with wire brushes and flushed out. Laying a nice, thick, dry path of golden straw to the chicken house door through the mud for the kindergarten classes is also a nice gesture of service from these older children to their younger friends as so many recall that it was not so long ago when they, too,



PHOTOS BY MIGUEL SALMERÓN

were lovingly cared for in our kindergarten village.

We also have re-started our third kindergarten class, the Yellow Roses, so they, too, will now be weekly visitors to the farm. Some of the children in the new group have returned to Summerfield and are so happy and excited to be back on the farm, and several are new to our school. They returned for their first visit on Thursday morning, and it brings such deep joy to one’s heart to see their smiling faces, their exuberance, and their warmth and curiosity. Everything is fun for them, especially the chilly rain, the sloppy mud, the scurrying chickens that don’t mind a little chasing, the cozy bunnies that are just the right size for little laps, and warm cups of apple cider under the ancient walnut tree. Not to mention the swings hanging from the tree that is child-friendly for climbing, the real tractor that can actually be played on, the goats with the spongy tongues that like to eat chicken scratch from little hands, and the apple row just the right length to run down. So if you are aware of any small children in need of a kindergarten home, ours is the best, humbly speaking. We have room for them!

This month also saw the return visit once again of our beloved school doctor, Johanna Steegmans, [whose talk on ‘Different Learners’ will be featured in the next issue of *The Messenger*]. Dr. Steegmans not only sees individual students and parents and works with school families as well as faculty, but also attends Lower School and High School and Early Childhood meetings, and often visits and observes various classes. Johanna brings a discrete picture of students she



sees to the relevant faculty section meetings and, from a personal standpoint, I feel compelled to say that what she brings to us is so incredibly helpful and so filled with such keen professional medical and psychological observation and wisdom, and graced with such warmth and compassion, that it often helps us to really deepen our work with individual students and families from a whole new and enriched professionally enhanced perspective... not to mention the deepening of empathy it enkindles within us as teachers for students we love so dearly but sometimes need help and tools for working with in a stronger and more informed light. We are so grateful for her work and her astute presentations that often move us to tears with their deep wisdom and poignancy for our students and families. So we thank her warmly!

The poet James Wright, in a book of his poems, had a blank page with these few words written on it: "This page is dedicated to The Horse Named David Who Ate One of My Poems." So in lieu of a poem this month, here is a closing pedagogical observation for pondering:

An anthropologist proposed a game to a group of African children. Placing a basket of fruit near a tree, he told them that whoever got there first would win the sweet fruits. Taking each other's hands, they ran and then sat together enjoying their treats. When he asked them why they had run like that when one of them could have had all the fruits, they said, "Ubuntu

(I am because we are); How can one of us be happy if all the others are sad?" Sometimes a teacher or parent searches for a way to change behavior in a child that is selfish, un-constructive, or maybe merely simply less than compassionate. Rather than threaten or reprimand or punish the child for behavior in need of transformation, Rudolf Steiner recommended the use of pedagogical stories, or stories like parables or fables that tweak the subconscious, that appeal to the child's higher self by engaging the emotions and by working more within the feeling and less in the thinking, or cognitive, realm. Biographical stories can also be very simple, yet incredibly transformative, especially if they might involve special relatives (grandparents), people who transform lives through the power of their dreams and actions (e.g. Martin Luther King), or even animals that are dear to children and that are unconditionally loving and situationally courageous. An example might be even this simple biographical sentence: Having survived the Holocaust and her husband's death, Miriam Elkes, years later, told her son of two objects that sustained her: a piece of bread that she carried in her pocket and a broken comb. She said she kept the bread in case someone needed it more than she; and, no matter what, she would comb her hair each day to affirm her person.

Food for thought...

Happy New Year from the farmyard,  
Farmer Dan

## Eleventh Grade Performs Scenes from Shakespeare's Hamlet

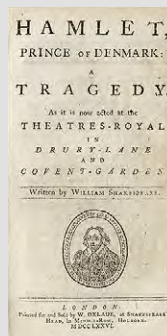
Thursday, February 1, 7pm, Sophia Hall

By Leila Allen

Still one of Shakespeare's most read and performed plays *Hamlet* explores the human conscience and consciousness—its themes of generational conflict, politics, murder, corruption and power are just as relevant today as when written.

Please join us as the eleventh grade presents scenes from their study of Shakespeare's *Hamlet*.

*Runs about 60 minutes. Suitable for sixth grade and up.*



## Summerfield's 2018 Calendar a Huge Success!

We have now sent out into the world over 1600 copies of our beautiful 2018 Summerfield fine arts wall calendar... and orders are still coming in!

It's not too late to get your copy or gift one to a friend or work colleague. As the calendar lasts for 15 months, there are still many beautiful images to enjoy.

Purchase remaining calendars (while stocks last) from the school office, or online:

**[www.summerfieldws.org/2018WallCalendar](http://www.summerfieldws.org/2018WallCalendar)**



## 2018-19 Financial Assistance

Don't miss crucial deadlines for Financial Assistance: January 31 for prospective ninth graders, and February 12 for all other grades.

More information and application forms on our website: [www.summerfieldws.org/financialassistance](http://www.summerfieldws.org/financialassistance).

## DEVELOPMENT CORNER

### Annual Alumni Bash a Delight

By Leslie Loy, Summerfield High School Counselor and Alumna (Class of 2001)

On December 26 for the past nine years, Sophia Hall has been lit up with festivities: the patio lights are turned on, the lobby transforms into a welcome hub, and the hall itself simmers into a rustic social space with barrel tables, holiday lights, candles, and live music. At 3pm, each year, the doors swing wide open and slowly a trickle of alumni appear: one smiling face followed by another and by another, until suddenly, the hall is teeming with life and chattering as old friends reconnect, munch on delicious cheeses, crackers, and chocolates, gather for reunion class photos (see how we've aged in yet another year!), and sip drinks, proffered by board members, of local ciders, wines, and juices.



Every year, a new class is welcomed to the fold, reuniting after nearly four years since completing their time as students in our community. And every graduating class knows that in four years, they will be invited to attend this special event and join the alumni fold, sharing with former classmates, teachers, and other alumni what they've been up to: how school and careers

are transforming, what passions are evolving, and what families are shaping. Marriages are celebrated; the departed are considered. This year, alumni reminisced over childhood favorite activities: rolling beeswax candles and gifting them to friends, drawing on a collaborative memory mural, and vying for the goodies donated by faculty in the annual raffle. Of particular note were Bob's Goodie Basket, complete with timeless classic films and music, chocolates, source books for the courses he teaches in History and the Humanities, as well as a copy of the 2015 graduation speech he gave. Ronni contributed a Herbal Studies Balm Basket and a signed copy of her new book; Skeydrit knitted a gorgeous scarf; Beth dipped dozens of multicolored beeswax candles; the farm donated two lavish baskets of biodynamic vegetables and eggs. And, of course, everyone was excited about the newly-available "Gnomies are my Homies" t-shirt. (What Waldorf kid wouldn't want that?)

Overall, the alumni event was a success. Parents of our current students helped to set up, host, and clean-up, and the alumni have been emailing and reaching out ever since, expressing their gratitude for a festive event that they look forward to joining each year, rekindling their love for the school and the community that helped to shape them, and seeing how both they, and it, grow over time. To all who volunteered, thank you, and may we see you all again next year!



A big thank you to Leslie Loy, Kai Lewis, Kyle Nowak, Jefferson Buller, Marshall Behling, Dan Westphal, Luke and Elena Bass, Jennifer Monin, Lia Huber, Ronni Sands, Leah Hunt, Don Eggers and all volunteers who helped! And thank you to Porter-Bass, DNA Wines, Lagunitas, FoxCraft Cider and Beauty Oasis Photography, as well as our dedicated high school teachers for your generous donations!

— Cyndi Yoxall & Caryn Stone, Development Office

### Annual Giving Update

By Cyndi Yoxall, Development Director



With deep gratitude, I'd like to thank our entire community for your heartfelt gifts to our Annual Giving Campaign this year! We nearly reached 100% participation by all classes, faculty staff and board and we are SO CLOSE to reaching our goal of \$250,000 (there's still time)! Thanks to each of you giving what you can, we have raised \$243,000 as a community, and we still have until June to reach our goal. We only need \$7,000 more to get there!

I am deeply touched, not only by the pledges and donations, but also by your heartfelt cards, emails, and personal conversations about your love of our school and commitment to the education and guidance we provide for our students. The sense of community at Summerfield is one of the things that makes this place so unique and valuable. Our shared passion and energy creates a beautiful space in this world that allows children to be children and families to grow and thrive.

Thank you for being part of our community and for your dedication to investing in our future.



## ALUMNI PROFILE

### Leah Hunt

*Leah Hunt graduated from SWSF in 2002 and is currently working as a Wellness Coach with Purium.*



After graduating high school at Summerfield Waldorf School and Farm, I studied Environmental Science and pursued my love of writing and art. I received my AA in Social and Behavioral Studies and also followed my passion for food as a waitress and manager at Sushi Tozai in Sebastopol for nearly 10 years. I used my knowledge of sustainability to implement a strict recycling program and founded a movement called Table to Farm, a restaurant composting movement. We were able to reduce our trash waste at Sushi Tozai by almost 30%. I was also able to hire many SWSF graduates, and some of them are still employed there today!



I am extremely grateful for my Waldorf education and feel like my school years were filled with purpose, direction and most importantly, I was allowed to PLAY. I'm happy that I grew up in a time before cell phones and technology, as the outdoors taught me so much in my youth. Using an online platform for my current work has been a learning curve, but my childhood experiences of being outdoors, gardening classes on the farm, and the skills I learned at Summerfield help me to get outside every day.

I have been raised around healthy food and learned to garden and cook at an early age. My mom (SWHS gardening teacher Ronni Sands) instilled in me a passion for gardening, and I grow a wonderful garden at my home in Forestville where I live with my husband Scott. I feel passionately about sustainability, and my mission is to help people thrive in their lives. Movement and a healthy diet are definitely the inspiration for what I do today, working for a local company called Purium.

My latest community outreach project is helping to found the Santa Rosa Holistic Chamber of Commerce. I am on the leadership team and am excited to have created a way for healers and practitioners to network in our community. We will be offering Healing Fairs twice a year and anyone is invited to attend our monthly meeting to get connected.

I'm also proud to be supporting my mom, Ronni Sands, in promoting her new book *Growing Sustainable Children* and helping to share her wisdom of childhood development and the importance of gardening though the ages.

Helping others has always been my dream, and giving back to the world and my community is something that was instilled in me early on during my Waldorf upbringing. Giving back in this way is beyond fulfilling and gives me a feeling of great purpose in my life.

*Leah can be reached by email at [myhealthyvessel@gmail.com](mailto:myhealthyvessel@gmail.com).*



## SAVE THE DATE FOR Farm to Feast 2018

~ SATURDAY, MAY 19 ~

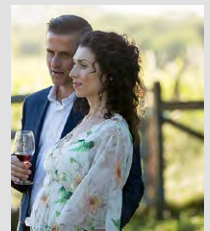


Plans are underway and we are looking for an energetic, fun team of lead volunteers to join the Development crew!



We anticipate another year of fantastic food with chefs Lowell Sheldon and Natalie

Goble of *Handline* and *Peter Lowell's*, among a roster of outstanding local chefs; and wine offered by many stalwart supporters including Davis Family Vineyard, Littorai Wines, Martinelli Winery, Old World Winery, Porter-Bass, Small Vines Wines, Truett Hurst and VML. Guests will enjoy live music by local musicians and a magnificent silent auction with beloved class projects. We can't wait!



We are currently looking for a volunteer coordinator, chef liaison and auction

volunteers. To volunteer or discuss ways to help, please contact [cyndi@summerfieldwaldorf.org](mailto:cyndi@summerfieldwaldorf.org).



# Five Reasons to Send Your Child to a Waldorf Kindergarten

By Kate Hammond, Parent and Waldorf Educator

*Parents have so many choices when it comes to deciding on an early childhood program for their child? Why should they choose Waldorf...? Here are some of the many reasons!*

## 1. A SLOWER PACE FOSTERS LIFELONG LEARNING

Children learn best in situations where they feel seen, feel safe, and are engaged. Unfortunately, our world is changing at a more and more rapid pace, which is not ideal for the growing child. Waldorf education, however, is designed to provide a predictable, enlivening daily environment and rhythm through the constant presence of a well-loved teacher and hands-on activities. These activities provide sensory experiences and are linked to real purpose: when the children help knead the bread this results in buns for snack, when they visit the farm they have tasks such as collecting the eggs. During the day there is ample time for children to learn at their own pace, through their intrinsic motivation to explore their growing knowledge of self and world through play.

## 2. SHARED VALUES AND LIFESTYLE

Parents who choose Waldorf find that their own family values are typically shared with others in our community, which is a great source of strength and affirmation. For instance, all playthings are made from natural materials and there are no media images or plastic toys in the kindergarten. Instead, a neutral, warm, and beautiful learning environment promotes children's innate goodness and wonder. The kindergarten is a completely commercial-free zone, allowing children use their imagination in creative play—something that child development pioneer Jean Piaget claimed is the basis of creative thinking later on in life. Learning land stewardship and sustainable practices, such as recycling, mending of toys, animal care and gardening, are all part of the weekly rhythm. As far as meals and snacks provided, everything is local, sustainably grown and organic.

## 3. A SENSE OF BELONGING

The young child learns primarily through imitation, which has powerful ramifications. Teachers provide examples of kindness, mindfulness, and inspiration during the day, knowing that students are reflecting what they are receiving from their environment. Children are encouraged to participate in all activities through the strength of their relationship with their teacher. There are also community events and festivals which are wonderful opportunities to get to know the other families and parents, both from their classroom and from the other grades and high school. When parents feel a sense of belonging, they experience being part of a living and thriving community; the children, too, experience themselves as a vital part of the learning and social environment.



## 4. CREATIVITY

Play is an essential part of learning in a Waldorf kindergarten. It fosters creativity, a capacity that is essential for children who are going to be faced with increasingly complex problems to solve, such as climate change, a fluid job market, and ongoing social inequality. Play is regarded as the “work of childhood,” and significant research has been done to understand the complex role that play has in relationship to brain development. A Waldorf early childhood classroom is designed to encourage not only free play but also creative play. Instead of sophisticated dress-up outfits, children are provided with cloths and neutral hats or crowns—giving them the opportunity to develop imaginations through their own processes. Logs, stools, and planks can be tied together to create imaginative scenes involving airplanes, cranes, and school buses. A group of mixed-age children (4-6 year-olds) allows younger children to learn from the older ones, and older children to develop social skills by incorporating younger ones into play scenarios.

## 5. MAGIC, WONDER, AND AWE

In Waldorf education, the natural wonder and awe of the children is something that is recognized and cherished. Stories and puppet plays, songs, and poems build on this natural aspect of childhood and serve as an antidote to the unfortunate pervasion of cynicism in our society. The simple pleasures of a blessing before the meal or lighting a candle at storytime are rituals that not only feed the soul but give deeper meaning to everyday. As adults, we find it much harder to find magic and real joy in life. If we can preserve this treasure of childhood, we will surely be helping our children become adults who are capable of gratitude and a sense of reverence towards the world and others, and who can, as a result, become engaged citizens of the world.

*Kate Hammond is a Waldorf-trained early childhood teacher and a life-long Waldorf educator. She has taught many classes for adults on anthroposophy, and recently opened her warm and child-friendly home as Rose Ring Childcare to care for infants and toddlers. She is also the author of Why Be Screen Free? on the topic of children and media.*



## Waldorf Teacher Training IX Final Projects

You are warmly welcome to attend the Final Projects of the graduating Waldorf Teacher Training students at Summerfield Waldorf School & Farm on the following dates. Each student chose a topic to research and present to their classmates and the community. –Don Basmajian

### Remaining presentations as follows — Wednesdays, 3:30-5pm in the 5th Grade Classroom:

- |  |  |
|--|--|
| 1/24: Saree Heydenfeldt:<br>Healing Biography – The U Chart with Painting  | 2/28: Inge Schaefer:<br>Forest for the Trees   |
| 1/31 Piper Davis: Restoration of the Veil – Art & Vision<br><br>Linden Kerns:<br>Waldorf Cookbook & Nutritional Information<br>for the Young Child                     | Sydney Hollinger:<br>Veil Painting   |
| 2/7 Andrea Jolicoeur:<br>Changing My Handwriting, Waldorf Principles<br>As Growth for Adults<br><br>Diana Van Blaricum:<br>Love as the Foundation of Waldorf Education | 3/7: Mark Quirt:<br>Waldorf Arithmetic from Around the World<br><br>Savannah Mitchell:<br>Waldorf Inspired Mother's Group                                    |
| 2/14: Leslie Wiser:<br>Cultivating My Will: Using the Violin to Strive<br>for Memory, Performance and Expression   | 3/14: Vanessa Faryan:<br>Environmental Education:<br>Trees, Trash & Trout<br><br>Lorian Shick:<br>Developing Individuality Through<br>Strengthening the Will |

## The Messenger Marketplace

*Summerfield Waldorf School and Farm is not affiliated with, and does not endorse, any of the individual initiatives or services advertised in this classified section. Advertisements are screened for appropriateness and made available to community members to use at their own discretion*

### Training

## Center for EDUCATIONAL RENEWAL



Center for  
Educational  
Renewal  
opened its  
program in  
1990 on the

beautiful, 40-acre campus of Summerfield Waldorf School and Farm, enjoying a setting that is integrated with nature and a vibrant Waldorf community! Director Don Basmajian brings his ever-growing love of teaching and the Waldorf curriculum to our teacher training students as deepen their understanding of Waldorf pedagogy, human development and Anthroposophy. An in-depth study of the arts and the curriculum serves as the foundation for our students' self-transformation. In addition to coursework, students complete annual classroom observations and student teaching. Graduates are prepared to become professional Waldorf teachers at the early childhood, lower school and high school levels.

New course begins June, 2018! ednew.org Four years, part-time, September - May, Wednesdays and Fridays, 3:30pm-6:30pm; Two-week Summer Intensive each June.

### ADVERTISE IN THE MESSENGER

Summerfield's *Messenger* newsletter is published once a month during the school year, and has a distribution list of 1,000 people! If you are interested in advertising in the *Messenger*, please visit our website at [www.summerfieldws.org/messengeradvertising](http://www.summerfieldws.org/messengeradvertising), or email [messenger@summerfieldwaldorf.org](mailto:messenger@summerfieldwaldorf.org) for more information.

### Classes/Workshops

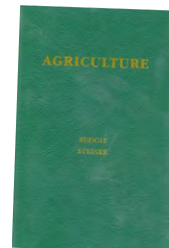
#### *The Art of Handwork: Wednesday mornings in the Handwork Room*

Our very own master handwork teacher, Lisa Wilde is offering a weekly handwork group from 8:30-10am on Wednesdays. Come and enjoy the magic our children experience as Ms. Wilde presents different handwork projects based on the interests of the participants, using a variety of materials and techniques; such as felting, plant dyeing and weaving. Classes are \$10. Drop-ins and all skill levels from beginner to expert are welcome. Participants may also bring their own handwork projects and get advice or just work with the group.



#### *Biodynamic Study Group*

The Farm Guild's annual Study Group is focusing this year on the Agriculture Course by Rudolf Steiner. Study sessions are under way and take place on Thursdays, from 9–10:15am in the Handwork Room, beginning on November 30 and going through January. Please email Dana at [dana@summerfieldwaldorf.org](mailto:dana@summerfieldwaldorf.org) if you are interested in attending.





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## Herbal Studies for Adults: an Introduction

Sat. Feb. 3rd, 10am-2pm, in the Farm Kitchen. \$35-50 sliding scale, covers all materials. Step into the world of culinary and medicinal plants through research and hands on activities. What herbs are good for which systems of the body? How do I get healing herbs into my cooking? How do I become knowledgeable about the medicine in plants? Make fire cider, herbal salt, pesto, broth, and tea blends. Jennifer Monin and Ronni Sands will co-teach this class. To register, email: [ronni@summerfieldwaldorf.org](mailto:ronni@summerfieldwaldorf.org). Space is limited.

## Events

### Sebastopol Family Dance

Saturday, January 27, 5-6:30pm. Live music, fun easy to learn dances for all ages. Wischemann Hall. \$5/person, \$10/family. More info at [www.nbcds.org](http://www.nbcds.org).

### Artists Salon and Dinner Fundraiser for HS Exchange Student

Saturday, March 3, 6-7:30pm at the Sebastopol Center for the Arts. Help a SWSF student do an exchange in Berlin, Germany, this fall. Slow-cooked dinner with local jazz, cuban, and bluegrass musicians, poetry and storytelling. Family event with No Host Bar including wine. Suggested donation: \$25 (no one turned away for lack of funds—all proceeds to student exchange). Please request tickets by 1/27 at 707.318.5603 or [spanisharts@sbcglobal.net](mailto:spanisharts@sbcglobal.net) specifying Vegan, Vegetarian or Meat dinner.

### Connecting with our Angels: Temptation, the Double, and Cultivating Inner Radiance – A Study Group

You are warmly welcome to join us on the following dates to delve into a path of personal development and spiritual investigation through study (Love and the Evolution of Consciousness by Karen Rivers and Cultivating Inner Radiance by Robert Powell) and Cosmic and Sacred Dance (Choreocosmos).

*When:* January 20\*, February 17, March 31\*, April 28, May 26, June 30, July 28\*, August 25, September 22, October 27\*, November 24, and December 22\*. Study Group & Choreocosmos: 10am-12pm (\* Sophia Grail Circle Celebrations offered 1-3pm on these dates).

*Where:* Summerfield Waldorf School and Farm, 655 Willowside Road, Santa Rosa. Please contact Tracy Saucier for more information at (707) 241-5721 or [tracy@summerfieldwaldorf.org](mailto:tracy@summerfieldwaldorf.org).

## HOLISTIC FAMILY DENTISTRY

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## Services Needed/Offered

### *Classical Homeopathy and Hands-On Alignment*

Are you or your family members living with anxiety, pain, allergies, anger, low self-esteem or other chronic issues? Gently addressing the whole person creates lasting balance and health. Treating the family creates ease and happiness in the household. Complementary phone screenings. Elizabeth Lakin CCHH, CCSP, NTS • 707-583-2370 • by appointment Wednesday-Saturday in downtown Sebastopol • [elizabeth@nurturingvitality.com](mailto:elizabeth@nurturingvitality.com) • [www.nurturingvitality.com](http://www.nurturingvitality.com) •

### *Holistic Chef + Catering*

As an herbalist and cook, Sarah creates nourishing meals with a focus on seasonal staples, local organic produce and medicinal herbs for immune + nervous system support. For more info on weekly meal delivery or catering events, please email [TheKosmicKitchen@gmail.com](mailto:TheKosmicKitchen@gmail.com) or visit [TheGreatKosmicKitchen.com](http://TheGreatKosmicKitchen.com).

### *Infant Childcare available*

Rose Ring Childcare, a Lifeways center for children aged 0-3 years is now enrolling. Kate Hammond, a Waldorf-trained early childhood teacher, has had years of experience working with the very young, and has opened her warm and child-friendly home to care for infants and toddlers. Available Monday-Thursday 8am-5pm, located in south-west Santa Rosa. Please call for further information, or look up Rose Ring Childcare on Facebook. (707) 623-983 or contact [roseringchildcare@gmail.com](mailto:roseringchildcare@gmail.com).

### *Childcare and In-Home Help*

Waldorf mother of a 7 year child offering childcare services and/or light help in the home (cooking, cleaning, etc) during weekdays when my daughter is in school. Please contact me for more information if you are interested. I have worked for a few different families in the area for the last four and half years. Felicia Channing 707-327-8287 or [zabeldy@gmail.com](mailto:zabeldy@gmail.com).

### *Psychotherapy for Parents with Adam Shemper, MFT.*

in Healdsburg & Petaluma. I practice a dynamic, holistic form of therapy rooted in present moment experience. My intention is to guide couples and individuals from reactive patterns to new, responsive ways of being. Call: 707-508-4158 or email [adamshemper@gmail.com](mailto:adamshemper@gmail.com).

### *Singing and Piano Instruction with Mary Beard*

I am an experienced teacher, a Summerfield Waldorf founding parent and original creator of the school's instrument music program. My studio is located in Santa Rosa. Please learn more at [marybeardmusicstudio.com](http://marybeardmusicstudio.com). Contact me at [marymezzo@sonic.net](mailto:marymezzo@sonic.net) or 707-546-8782.

### *Rick Concoff Violins*

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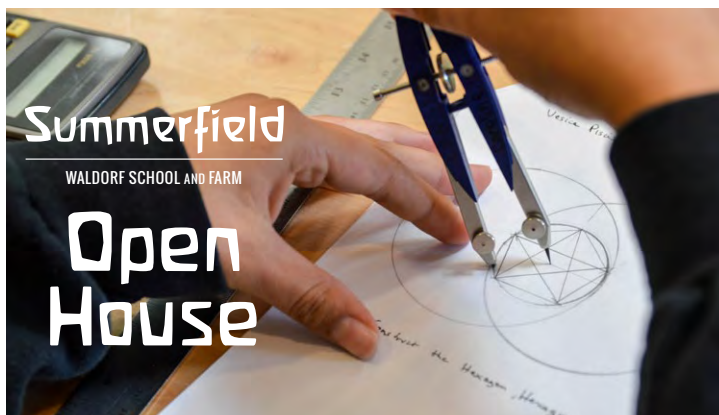
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SAVE THE DATE!

# EXPERIENCE THE WONDER OF WALDORF



SATURDAY, MARCH 10<sup>TH</sup> ~ 9:30am

*Proud to be Sonoma County's oldest independent K-12 school*



The 'Wonder of Waldorf' Open House is back!

This year's event is scheduled for Saturday, March 10.

Come to sample lessons where you will experience the way in which Waldorf education builds on itself with ever-deepening layers of age-appropriate learning.

Teachers from all sections of the school—Early Childhood, through Lower School and up into High School—are working on a line-up of classes and activities to intrigue and enchant you...

Please SAVE THE DATE  
and look out for more information soon!