

Messenger

Summerfield

WALDORF SCHOOL AND FARM

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ALL-SCHOOL OPEN HOUSE

Experience the Wonder of Waldorf

By Adam MacKinnon, Editor

The 'Wonder of Waldorf' Open House returns on **Saturday, March 10.**

What is so special about this day? Last year, the faculty dreamed up this event as a way to say thank you to our dear parent community, and to give parents the experience of joy and excitement in learning the way the children at Summerfield do.

If you're like me, a parent who discovered Waldorf late on in life, you might harbor a secret (or not-so-secret) wish that you had a chance to experience this wonderful education yourself when you were growing up.

This event is an opportunity to expand on the brief glimpses you get from parent evenings or occasional descriptions from your children, with your own chance to be students for a day, and to gain insights into the beauty and depth of the curriculum on offer at Summerfield.

You'll get to sample lessons from all across the grades and experience the way in which Waldorf education builds on itself with ever-deepening layers of age-appropriate learning.

Next week, during the February conferences, teachers from all sections of the school—Early Childhood, through Lower School and up into High School—will finalize a line-up of classes and activities to intrigue and enchant you... but, in the meantime, don't delay. Complete early registration to secure your place at this very special event.

Admission is FREE, but space is limited, so REGISTER NOW at www.summerfieldws.org/experience!

SATURDAY, MAR 10TH ~ 9:30am

EXPERIENCE THE WONDER OF WALDORF

AS THE CHILDREN DO!



Open House

SAMPLE LESSONS from Early Childhood through the Grades and High School

Inside this Issue:

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Event Dates:

JON MCALICE: **The Life of Thought**
Monday, Feb 19, at 7pm, Sophia Hall

WILFRIED SOMMER:
**Contrasting Experience of
Embodied and Digital Spaces**
Tuesday, Feb 20, at 6:30pm, Sophia Hall

G9 Tragedy & Comedy Play
Friday, Mar 2, at 7pm, Sophia Hall

**Experience the Wonder of
Waldorf All-School Open House**
Saturday, Mar 10, 9:30-1:30pm

Circus Waldissima
JUNGLE BOOK—Saturday, Mar 24 at 2pm
UNDER THE BIG TOP!—Sat, Mar 24 at 7pm
Sunday, Mar 25 at 2pm

(Continued on Page Two)



(Continued from Page One)

Experience the Wonder of Waldorf is an open house event for parents-only (both current and prospective parents!), to take place on Saturday, March 10th from 9:30am-1:30pm.

As soon as the schedule is finalized, you'll be invited to make your specific choices from a program of classes from Early Childhood through the Grades to High School. We'll also have special paths and 'electives' and the day will culminate in a panel discussion with teachers, parents, high school students and alumni, where light refreshments will be served.

This open house is both a thank you to current parents and an enrollment event, so we are also asking you to think about particular friends you might know that you've wanted to introduce to Summerfield. The best admissions work is always that done by the parent community at any school—you are the best possible advocates to share what a Waldorf education can offer.

Please feel free to think of and invite friends to this special day by sending them this link: www.summerfieldws.org/experience

See you in class!

PARENT-ONLY EVENT ~ SPACE LIMITED
~ REGISTER NOW AT ~

WWW.SUMMERFIELDWS.ORG/EXPERIENCE



Parent Responses to the Wonder of Waldorf Event

A FEW OF THE COMMENTS MADE BY PARENTS
AFTER LAST YEAR'S SPECIAL OPEN HOUSE...

"I was so grateful I said no to other responsibilities and made time for this. It was a special opportunity to meet our wise teachers and actually experience their wonderful gifts, truly entering the core of the school. I have a deeper felt sense of with what and whom my daughter is living each day at school. In each classroom we were invited into a deeply informative and inspirational experience; these touched me in rich and meaningful ways. I treasure this experience and will attend again next time." —FOURTH GRADE PARENT

"Although I think I'm a parent who appreciates the school, I realized I've started to take some of the richness for granted and this event was a wonderful refresher.... I heard from a first grade father that he loved being in the circus tent with Mr. B. because he now has an idea about why spacial dynamics is important. He showed me the moves Mr. B. had them do, and was so impressed. Parents in general don't have anything to do with most of the teachers, but because of this event, he's now a big fan of a teacher he probably wouldn't otherwise ever get to know." —ADDIE MULLENNIX, THIRD GRADE PARENT

"We have selected a powerful path for our children and our families. An opportunity to inhale this experience during an Open House is a precious gift to us all." —BAY JONES, KINDERGARTEN PARENT

"What a delightful and informational peek into the Waldorf curriculum and pedagogy! I was struck by the excitement and passion of the teachers for both the curriculum and the students and how much thought they put into each and every lesson they bring." —TONYA STODDARD, KINDERGARTEN/THIRD GRADE PARENT

"Being *in* the didactic experience as a student (with explanations at the adult level) enhanced my understanding of my children's school experience and the importance of their specific classes. Experiencing the lessons gave an appreciation of the multi-faceted teaching that is happening: a lesson in form drawing also enhances self-worth, a fun song also increases social ability and math skills, a lesson in history also discusses ethics and mechanics, and eurythmy made me think hard and certainly increases neural pathway development." —ELIZABETH KAISER, SECOND AND FOURTH GRADE PARENT

"My favorite time was in the eighth grade where I learned the difference in the Waldorf approach to teaching history. I was almost in tears during the lecture, the teacher did an amazing job describing the special qualities, intentions and attitudes of a man that achieved incredible things during his life. [Robert Owen's] life story completely held everyone's attention and interest—history was not about dates and facts any longer but about what it means to be human, about a person and his relationships, feelings, and struggles in life together with the people of his time."

—MAIRA SARKIS DE SOUZA, KINDERGARTEN AND SECOND GRADE PARENT

"The opportunity to be in a classroom and experience how our children are learning and being loved was uplifting and very powerful... Our sons started in the preschool this year and this experience confirmed the belief I had developed in Waldorf education through reading and research. This program allowed me to use all of my senses to appreciate what is going on in the learning environment at Summerfield and heightened my interest in other parent workshops. Thank you!"—ROSA PEREZ, KINDERGARTEN PARENT

Under the Big Top!

CIRCUS WALDISSIMA'S BIG SPRING SHOWS!

By Kathryn Sloan, Parent Volunteer

Summerfield's tour de force, **Circus Waldissima**, now in its 26th year, will delight and captivate next month with two great shows in our authentic European big-top circus tent.

Always engaging and full of joy, the youth circus is curated by our eighth-graders, who this year will lead lower school students in an acrobatic version of Rudyard Kipling's timeless classic, **The Jungle Book**. Set deep in the lush, Indian jungle, the story follows the adventures of Mowgli, a boy who has been raised by wolves. When the wolves find out that the dangerous tiger Shere Kahn is nearby, they have to figure out how to keep him safe... It is truly a jungle out there!

Under The Big Top is Circus Waldissima's advanced performer show, created by the more experienced circus students with special guest appearances from professional circus artistes. You will take a trip back in time—and be mesmerized—*Under the Big Top!*, where vintage acts meet today's advanced acrobatic youth in a dazzling show for all ages. Along with fearless aerial artists and the high-flying trapeze, we have classic clowns, a lion tamer with a troop of wild-cats, and the world's strongest man. Be prepared to gasp with amazement—and laugh out loud—it may just be the *greatest* show on the planet!

Jungle Book: Saturday, March 24, at 2pm

Under the Big Top: Saturday, March 24, at 7pm & Sunday, March 25, at 2pm

Tickets: from the Main Office or through brownpapertickets.com/producer/104150



PUBLIC LECTURES

We are delighted to announce two public lectures from our guests at the February conferences.

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

The Life of Thought

Monday, February 19,
at 7pm, Sophia Hall



"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 and individualization of thinking in adolescence. Can we learn to work more consciously with them in helping our students grow concepts that can live on in them?" Jon McAlice is the author of *Engaged Community* and *A Path of Encounter*.

Contrasting Experience of Embodied and Digital Spaces

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



"As human beings, our self-awareness if developed in the context of resistance in physical space. In the digital world, the virtual world of technology, the quality of space is changed and there is no resistance. Our soul development must then take place without resistance. What are the conditions for self-awareness to develop in a human being?"

Wilfried Sommer taught physics, math and computer technology at the Frankfurt Waldorf School before becoming involved in teacher training.

All-School Meeting Well Received

Last Thursday's All-School Meeting was a warm and informative evening in which the personnel and various roles of Faculty, Staff, Board, College of Teachers and Governance Council were introduced and explained. Here are a few responses from parents...

"More than anything, what I received out of the meeting was a better understanding of depth of commitment by all, attention to detail, a thoroughness in professionalism, a commitment to make Summerfield an exemplary Waldorf school. We are new to the school, so yet to know all the staff for who they are, but at the All-School meeting I saw a deeper view, thus becoming more enamored with all the individuals running all aspects of the school. The beautiful grounds and facilities at first sight "won us over," but slowly the staff are also doing the same. As parents we are deeply appreciative the school exists and that our son Orion is able to learn and become a fine human at Summerfield." ~ Andrea & Peter Kent, Seventh Grade Parents

"Mr. Allen spoke eloquently on behalf of the College of Teachers about how teachers strive to help each child move towards the ideal of their highest self, and how the College of Teachers too try to bring ideals into fruition. It was a powerful and moving picture. As I listened, I found myself re-inspired and filled with inspiration and gratitude. The ideals that live in the future, in the world beyond, need us as human beings to articulate them. Even speaking with positivity and idealism has an effect in the world. When we hold our ideals with clarity we can work towards bringing them into being." ~ Kate Hammond, Seventh and Ninth Grade Parent

Tragedy: A Simple and Ongoing Response for Our Children

TOOLS TO HELP PARENTS OFFER OUR CHILDREN A REASSURING AND LOVING PRESENCE AFTER TRAGEDY STRIKES

By Kim John Payne, M.ED & Davina Muse, LMHC.

[Editor's Note: this article was first written in response to the Newtown school tragedy at end 2012. Our thanks to the authors for making these helpful tools available for challenging times.]

Your children may encounter others this week who know more [about the latest school tragedy in Florida] than they do, from direct exposure to media or from overhearing adult conversations, or from other children.

They may come to you for more information, explanations, clarifications... this seeking to understand and integrate may take some time. This is an opportunity for parents and teachers to offer wisdom and loving presence, to meet each child in the way he or she needs to be met. Please consider the age of your child and how any of this information may impact him or her—as their parents you are the best expert on how to protect and strengthen your own children and your family. They need our reassurance that most people are good; our loving presence and deep quiet listening may be more helpful than a lot of explanations. Children can, and do, work things out for themselves according to their own abilities, over time, in the warmth and calmness of adult presence.

However, if your child either has not heard about this terrible event or has not taken it in, it may be best to “let it be,” knowing that when your child does want to speak about this, you will be ready. You may be wondering about your child having heard about this and not speaking about it. For the younger child we encourage you to watch your child’s play very carefully. For the older elementary aged child, usually the signs to watch are more in their behavior and attitude. Both play and behavior may be a guide to what is going on inwardly for your child.

ORIENTATION

Simplicity Parenting has at its core, pathways that give direction for everyday family life. However in moments like these they also provide clear and deep orientation for a child who may be in need of reassuring warmth and safety.

SOUL FEVER

Parents will want to observe their children even more lovingly and carefully than usually, if the children have been exposed to a lot of information about this tragedy. Some children may come with difficult questions; others may act out what they can’t integrate, in play. As much as possible allow this, so long as it is safe. You will want to adjust your family life—by simplifying—if your child seems stressed or anxious, nervous and generally soul-fevered.

BEHAVIOR

Some children may become a little more challenging to you in terms of their behavior. What they are likely doing is looking for

your warm but firm boundaries. It is tempting to “cut them some extra slack” at this time. However, loving boundaries, perhaps a little more gently applied, will help them feel safe, as they reinforce the way that your family defines itself. Also, a special note about transitions like bed- to- dressed, home-to-school, or play time-to-dinner time... These can be tricky at the best of times but in potentially anxious days like those that may lie ahead, try giving extra time for transitions. Previewing ahead of time how the transition is going to happen and what you expect may also be helpful.



CANDLE CHALKBOARD DRAWING BY MR. ALLEN

IN GENERAL...

For more extroverted children... they may act “out” a little more and push the family envelope. They may be more provocative towards you and siblings.

For introverted children... they may go inward and become a little quieter or perhaps get stuck or stubborn.

FILTERING OUT ADULT CONCERNS

We recommend—urge—that children not be exposed to news reporting on screen or radio, or adult conversations about this event. Young children do not really grasp that repeated announcements are about one single event. Each time they hear a news report or overhear an unguarded adult conversation, the risk is that it sets off a brain based “cascade” of fight-or-flight hormones which can significantly delay their healing.

WHAT TO FILTER IN...

Alternatively, reach into your store of favorite family stories. Tell

the familiar beloved stories of Grandpa or Grandma, or maybe some from when you were little (especially the ones where you were naughty). These old stories are familiar and deeply securing to a child.

The filtering out mantra applies here more than ever. Before you say anything in front of your child ask yourself three simple questions:

- Is it true?
- Is it kind?
- Is it necessary?

Unless your instinct gives you a very clear “yes” to each of these questions, chances are it is way better to defer the comment until your child is not present.

RHYTHM

It may help to light a candle or do some other simple ritual so that children have the understanding, “There is something we can do to help.”

Make sure that bedtimes are especially regular, slow and peaceful, so that children have plenty of deep sleep in which to process what has happened in the day. And finally consider strengthen the rhythms that you already have in family life. In these kinds of situations familiarity brings safety. Rhythm quietly and invisibly says to a child, “There are things I can count on. All is well here in this family.”

SCHEDULING

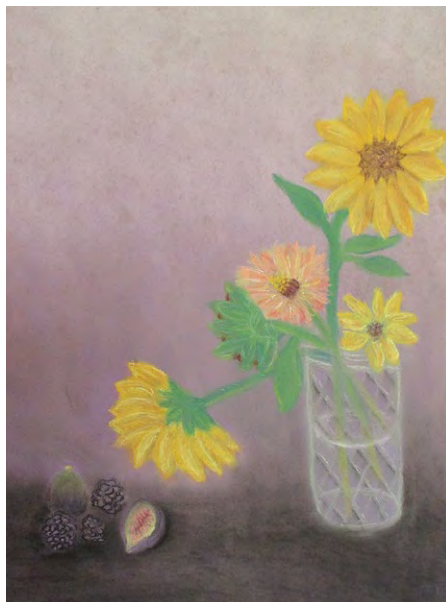
Children may need more time with parents, more down time, in the next few days and weeks. If your child seems upset by the tragedy, be prepared to quietly, without explanation, simplify your schedule, in favor of more family down time and togetherness. You are in charge of the safety, health and peace of mind of your family! Children do not easily process emotional upset when they are kept busy. This might seem counter intuitive but distracting and detouring a child away from upset, risks having them circle back to the source and can bring about a very difficult loop of prolonged feelings of uneasiness and even upset.

ENVIRONMENT

A simple, beautiful, calm bedroom or play space, and home, will help all children to play more deeply and to be at peace. Play outside can be especially helpful. Try to keep the toys, books, clothes a little more tidy than usual. On a deeper level this helps a child have a sense of orderliness in their world, just a time when this is needed.

HOW TO RESPOND TO QUESTIONS?

Our deepest wish for our children is that they feel safe. Talking about “safety” may well raise the question in the child, “Why are they talking about being safe? Is it because I am not safe?”



FLOWERS PASTEL BY SOPHIE ZWICKER

By being gatekeepers and protectors we can create a reassuring environment and atmosphere in which the child can feel safe. This may well be more effective than talking about safety, even in reassuring ways.

However if you feel the need to respond to some extent with words, very simple answers to children’s questions can be given, without going into detail or long explanations. This may help to integrate this difficult experience in a healthy way.

Here are some guidelines that may help in case you find yourself at a loss to begin with:

WHEN SPEAKING...

Be sure to use language and words that you know your child already understands, so that he or she can easily absorb what you say.

Speak in your normal familiar voice.

If you are asked a question that you are not sure about how to answer, give yourself time, “That is a big question, honey. I’ll think about that”. As the day goes on, assess whether the child still needs an answer. Many questions that children have come and go, and may not actually need answering by us. Often just speaking the question or comment to you, and knowing you have heard them is enough for our child. Sometimes they may find their own satisfying answers in play.

WHAT YOU COULD SAY...

“Sometimes – almost never – bad things happen... everyone is very sorry about this.... and there are lots of loving people helping those families now.”

“It is hard for any one to understand this... and we can help by sending our loving thoughts/ prayers to those families.”

For the younger child...”You will understand this better when you are bigger. Right now we can send our loving thoughts to those families. We will light a candle for them this evening...”

Many faith communities are offering guidance to parents and families, based on their own particular belief system. You may want to ask your faith leaders for support if you have questions they could answer.

Kim John Payne is the author of Simplicity Parenting, Games Children Play, and Beyond Winning With Whole Child Sports. He is the Director of The Simplicity Project.

Davina Muse is the Director of Simplicity Parenting Group Leader Training and is a Licensed Mental Health Counselor with a specialization in Family Counseling.

Inspired by MLK: High Schoolers Re-Imagine 'I Have a Dream'

STUDENTS CREATE THEIR OWN LITERATURE OF RESISTANCE BLOCK AND STEP UP TO TAKE ON BIG SOCIAL JUSTICE ISSUES

Interview with Molly Sierra by Adam MacKinnon, Editor

Last month's Messenger described how Summerfield marked Martin Luther King Day, with celebratory assemblies in both lower and high school bringing his work alive for all our students. The high school assembly also featured two student speeches, arising out of a special Honors Humanities elective block taught by teacher Molly Sierra. The Messenger asked her to provide some background...

Molly explained that this was a unique experience in that the students (from tenth, eleventh and twelfth grades) designed their own course collaboratively, choosing to study the Literature of Resistance with a specific focus on the 1960s. It began with an in-depth historical look at the Vietnam War. They studied selected short stories from Tim O'Brien's collection, *The Things They Carried*, as well as a collection of letters written by Vietnam War veterans.



was to use the speech as a frame to look at their own future, and speeches came through from students on practically every topic. The second part was to do an in-depth project on a movement they chose, e.g. Bread and Puppet Theater, the Chicana/Latina movement, Climate Change, among others. The high school actually held a separate climate change

assembly in which Trinity, Gavin and Eli all read speeches.

The students saw that the political climate that led to the Vietnam War—and that arose out of it—contributed towards a cultural gesture of resistance, and then explored how this gesture took voice. They looked at the issue of race in the war and how that fed the civil rights movement. And they discussed events such as Stonewall and the rise of the LGBTQ movement. Independent studies about Feminism and Chicana/Latina rights were taken up and presented by students. Also, they saw how resistance manifested in literature, how the Beat generation in the '50s had led to a more radical approach to poetry and busted accepted forms of poetry. The group examined African-American poetry and short stories, for instance Alice Walker's *Everyday Use*. And they looked at the lyrics of popular music in the '60s as a vehicle of resistance, which the students really enjoyed.

The culminating activity of the block was a presentation which included a re-imagining of Martin Luther King Jr.'s 'I Have a Dream' speech. This was done in two parts. The first exercise

After giving her speech [see next page], Luna remarked that "It is a magnificent feeling to be able—even in a small way—to express what you feel is imperative and meaningful to others. It is important to remember that no matter who you are, you have a voice and that that voice matters."

Molly was really pleased with how the block challenged students. She noted, "The students write for school all the time; they've been writing since the early grades, after all. But now their skills have developed, and they are wordsmiths. They were able to witness just how powerful words are, and then apply that to use their own voice to create change. The class invited them to push some boundaries... to walk a line saying things they might not normally feel comfortable saying... to use their voice to speak something that lives inside them, rather than just get the requirements done for an assignment. And this really showed up in the way they wrote."

Below and on the next page are Lily and Luna's speeches in full...

I Have a Dream BY LILY BULLER, TWELFTH GRADE



It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Woman's legitimate discontent will not pass until there is an invigorating autumn of equity and equality. Twenty eight is a continuation and a beginning. And those who hope that the Woman needed to blow off steam and will now be content will have a rude awakening if the nation

returns to business as usual. And there will be neither rest nor tranquility in America until the Woman has been granted her rights and her confidence. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for equity by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and inclusivity. We must not allow our creative protest to degenerate into mental

manipulation. Again and again, we must rise to the majestic heights of meeting manipulation with soul force.

The marvelous boldness which has engulfed the Female community must not lead us to a distrust of all Men, for many of our brothers, as evidenced by their presence here today, have come to realize that we are just as strong as they are. And they have come to realize that their privilege is in tandem with our inequality.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of feminism, "When will you be satisfied?" We can never be satisfied as long as the Woman is the victim of the onslaught of criticism concerning everything we do. We can never be satisfied as long as our bodies, heavy with the fatigue, cannot walk down the street at night in fear of sexual assault. We cannot be satisfied as long as the Woman's basic mobility is from one minimum wage job to another. We can never be satisfied as long as our daughters are stripped of their self-hood and robbed of their confidence by magazines that are photoshopped into something unreal. We cannot be satisfied as long as a Woman in Arizona is unable to get an abortion and a Woman in Texas doesn't even know it's an option. No, no, we are not satisfied, and we will not be satisfied until equity rolls down like waters, and righteousness like a mighty stream.

We have been the veterans of creative oppression. Continue to work with the faith that unearned oppression is redemptive. Go back to your everyday life knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends. And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live up to and beyond the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the streets of Saginaw, Michigan, a woman will be able to walk to her car at night without her keys between her fingers and her hand on her purse.

I have a dream that one day America, land of opportunities that it is, will offer those opportunities to all of its citizens, not just its straight, white men.

I have a dream that my children will one day live in a nation where they will not be judged by the shape of their body or the clothes they wear, but by the content of their character.

I have a dream today!

I Believe BY LUNA ARTEAGA-LAAK, TENTH GRADE



It came as a joyous daybreak to end the long night of racial inequality, the day that blacks were finally granted rights. But 53 years later both inequality and injustice still hold America in their claws. Freedom, which this country is said to be based on, is ever-elusive, and fear is ever-present. We stand now, not as a nation united, but as a nation divided by the prejudice which has been created

from cowardice. From the inability to accept that a human, no matter what race, sexuality, class, or religion is equal to the person standing next to them. It is unacceptable for a woman to have to walk down the street and tolerate the small pit of fear in her stomach because the man across the street from her won't look away. Just as it is unacceptable for a Muslim to fear for his or her safety in a place that s/he may call home. In times of trouble, you should be able to turn to another and, regardless of the color of your skin, the religion you practice or the people you love, be helped and respected.

It is time that we take the initiative to take action and achieve equality, a natural human right. It is time that we open the hearts of the people who have become cold and hardened, unable to accept those which they have been conditioned to fear. We need to teach and enlighten people to embrace their neighbors, wherever they have come from and whomever they may chose to be with. It is time to make the dreams and hopes of many a reality. There is no going back, no changing the past, so all we have is the present reaching out into the future and an obligation to always move forward. A moral obligation to move forward in a way that will not harm or degrade any living being.

It starts with education, teaching children to lead their lives with open hearts and minds. Teaching them that there is no need to be afraid of someone whose skin is a shade darker than theirs. It is up to each of us to teach them these things, to set an example of kindness and acceptance. Mahatma Gandhi's saying, "Be the change you wish to see in the world", is utterly and completely true. Each individual is responsible for making what they want to happen, happen. And that doesn't always come in big gestures. There is an amazing amount of power in the small things, a simple act of kindness, giving someone the respect they deserve, which is just as great as leading a march down Wall Street.

Humans are not meant to hate or fear each other. For a person to feel humiliated or scared because of something that they cannot change is absurd and entirely unnecessary. It is our eyes alone that perceive the difference, for at heart we are all equal, no matter what sexuality, race or religion. We are meant to walk hand in hand. Neither superior to the other. Shoulder to shoulder we stand, a nose, two eyes, a pair of ears, a heart, a soul and a life.

Early Spring Alights In the Summerfield Farmyard

By Farmer Dan

After a pair of twin black lambs with white caps on their heads were born on the farm in late January, their birth was soon followed by the tiniest, premature little fellow, white like a wisp of cloud, that couldn't stand by himself for the first few hours. He has the tenderest face imaginable, so benign that when a kindergartener looked at him, tears streamed down his face and, when asked what was the matter, he could only answer that the lamb was just too cute, in his case almost too unbearably sweet to behold.

The poet Mary Oliver expressed it like this in a line from one of her poems: "Joy is not made to be a crumb." After a weekend of bottle feeding and introducing him to nursing from his mama, on Monday morning the newborn was up on his feet and frolicking about in the tall new pasture grasses with the flock, which gave all the farmers the deep sense of relief that he was here to stay with us and the students. And as the week progressed, two more little ones were born to round out the birthing season with five healthy lambs bouncing around in the spring pastures. The final arrival, with his swirl of brown and white fur, was christened with the name "Milkshake."

Spring is one of life's forever gifts and although we are hoping we have not seen the last of the chilly and abundant winter rains, it is clear that the sap is already beginning to rise in the trunks of the fruit trees and in the roses and raspberry plants. So the students, especially the recently re-arrived fourth grade, have been busy helping clean out all the old

mulch in the raspberry patch as well as pulling out Bermuda grass, "caning" back the year-old plants by cutting them to a foot in height and removing dead and diseased old growth. Then new holes will be dug where new plants are needed, and the removed soil will be mixed 50/50 with fresh compost and soil amendments before setting new plants out every 18 inches. New irrigation lines will be strung, followed by a layer of Biodynamic compost made from manure shoveled from the cow barns and chicken coop last fall, and topped off with cardboard overlaid with a fresh covering of bark mulch to retain moisture and keep the summer weeds at bay. Once completed, we will then move on to the row of roses lining the edge of the playing fields, pruning, raking, composting, irrigating and mulching.

Meanwhile, the onion crop is being seeded in raised beds where several thousand seedlings will congregate until later in the spring. Then flats of the grass-like starter plants will be transplanted from "mats" of seedlings, slender blade-by-blade stems with their thread-like roots, into rows out in the fields currently resting under a verdant and burgeoning cover crop. After the third grade hands sowed the cover crop seeds and then drag-harrowed them in with the student-drawn harrow in October, early January brought rain. Now the cover crop should provide a rich and fertile seed bed for the new onion seedlings and other field crops come late March and early April. On special years like this one is shaping up to be, the cover crop will grow up to five feet tall and then we will be able to cut a maze into it for the students to frolic in a little before it is cut down and disced under, something the younger students love and look forward to.

In this brief post-holiday lull in the ongoing farm work, the third graders have been busy in the Woodwork Room measuring, sawing, sanding and soon-to-be assembling birdhouses. You may have



SHEEP WITH TWO LAMBS ON THE SUMMERFIELD FARM
CHALKBOARD DRAWING BY MRS. MACKINNON

noticed the upside-down birds that like to scurry up and down the trunks of the trees in the school yard, commonly known as the Nuthatch. These, like most birds, enjoy birdhouses like those being carefully constructed by our industrious young third grade bird-lovers. They are made of soft, common, inexpensive pine that is gently sanded and lightly finished with an eco-friendly varnish, but not painted as they seem to prefer natural houses. We have been learning to saw carefully in straight lines, finding where a half- and quarter-inch is on a tape measure, and practicing how to hammer in nails straight, preferably without hitting our fingers. They are extremely proud of their work, and the most popular question is, "Will I be able to take them home, and if so, when?"

Along with our farm apprentice Aaron, currently in her second year with us on Summerfield farm, we now have another young woman, also from North Carolina, named Savannah, as our newest apprentice. It is very pleasant and inspiring to have such a pair of strong, cheerful, capable and professional young women taking up the work so we have strong farmers in our future. As we move forward

LAMB BY LUCIA WELLS, SECOND GRADE



with our all-school lunch program, it is crucial for our young students to have strong, dedicated, passionate role models helping us take up our work as stewards



SHEEP PASTEL BY MARI STUSSER

of our sacred land. Watching them hoist the one-hundred-pound bales of alfalfa and harvesting endless crates of greens and veggies as well as weeding, milking, making yogurt, doing the tractor work, building fencing, planting seedlings in the greenhouse, and caretaking the chickens, sheep, rabbits and cows, is incredibly inspiring for all our budding little farmers all the way from preschool to twelfth grade. So, if and when you happen to see them hard at work on the farm, please give them a warm hello and thank them for their dedication to our school farm and our lovely green earth.

This being California where the ground does not freeze, growing and harvesting, especially of brassicas, goes on year round. Which is good, because even the kindergarteners love to harvest, especially the huge heads of green cabbage that were laying in their chilly winter beds until last week. Together, we managed to wrestle two hundred and eighty pounds of basketball-sized heads from the muddy soil and cart them to the washing station. It is quite a parade to bring a heaping cart load of cabbage in with the children (the “horses”) pulling and pushing with all their might through the mud and squealing with early morning energy and delight as some trail

along behind the haulers, chatting and telling their little stories. For a reward, we usually cut one head up so everyone gets several fresh, dew-washed, sweet

leaves to munch on as we continue our morning walk around the farm to the animal pens where hungry chickens, bunnies, and sheep await.

Mary Oliver once gave “Instructions For Living a Life: Pay attention. Be astonished. Tell about it.” On the farm, kindergarteners get the opportunity to do all three. Deep within the students, lives their infallible sense of what their lives are meant to be. As the world grows rich, grows wild, they too, grow rich, grow sweetly wild, as they were born to be. The land says: I am part of holiness. And I, too, whisper the falling drops of rain. And us too, cluck the chickens as the children hold the warm, soft, freshly-laid eggs against their rosy cheeks. Watching the newly-emerging apple blossoms bow and slide on the wind, and now daffodils opening in the morning, are gentle reminders—each morning’s lesson so much more profound than mere words—that Mother Earth’s comfort is great and that her arms never withhold. It inspires the farmer leading this merry band through the winter fields that maybe our world will, indeed, grow kinder eventually, with these children leading the way.

Springs re-energizing blessings from the farmyard,

Farmer Dan

Welcome to Savannah!

Our newest addition to the Farm recently took up residence. We asked farm apprentice Savannah Livengood to introduce herself...



My name is Savannah Livengood. I graduated last spring from Warren Wilson College in North Carolina with a degree in Environmental Education. After working on a big production farm for the summer, I’m happy to get back to my roots—working with students and being able to connect more closely with the land, using biodynamic growing practices.

While I’ve been gardening and teaching others about growing food for a few years now, this is the first time I’ve worked extensively with livestock, and I am so happy to have the opportunity to care for our animals (especially the baby lambs!).

I’ve only been in California for a few months, but I’m really starting to love it and am so grateful for the opportunity to be here at Summerfield, working and learning with so many wonderful students, teachers, and staff.

~ Savannah Livengood,
Farm Apprentice

Exciting Expansion of Lunch Program!

We are delighted to announce that our lunch program is now ready to feed first, second and third graders too! Our farmer, apprentices and children K-12 have been working hard to care for and harvest the produce. We’re now growing more food during the winter season (in part thanks to the new farm greenhouse), and our creative chefs are able to use these vegetables in a way that has the students eating very well. A huge thank you to all of the parents carrying the coffee cart—this is not only a great social opportunity but it also gives a big funding boost to the lunch program!

~ Ronni Sands, Lunch Program Supervisor

Development Announcement

It is with mixed emotion that we share news of changes in our Development office. Our Development Director, Cyndi Yoxall, has decided to move on to other opportunities outside of the school, and Caryn Stone will become our new Development Coordinator.

On the one hand, we are sincerely sad that we will be losing Cyndi, who has been such a dynamic component of our development team—she will be deeply missed. Cyndi has transformed our Development department over the last several years, and the school's development is in the best place it has ever been, thanks in large part to her efforts and cultivation. On the other hand, we are also happy for her. We wish her the very best, and know she will be very successful in her new position at the Children's Museum of Sonoma County.

We sincerely thank Cyndi for all of her hard work and effort and for getting us to such a terrific place from a development perspective. We wish her the very best in this exciting new "development" in her career.



We are fortunate to already have in place the extraordinarily capable Caryn Stone, who will become our Development Coordinator in this transition. We appreciate Caryn's enthusiasm and willingness to step up into this vital role and have every confidence in her abilities!

Caryn has worked in our Development Office for the past five years and brings strong skills in fundraising, grant writing, and event management to her work. Caryn is a Sonoma County native, attended UC Santa Barbara for undergraduate studies, and holds a Masters in International Relations from Golden Gate University. She has worked for non-profits for the last 17 years, included two years at the Rudolf Steiner Foundation in San Francisco, where she gained a great appreciation for Waldorf education. Caryn and her husband Eric have two daughters at Summerfield, Zara in sixth grade and Danielle in third grade, where Caryn is also a Class Parent Representative.

~ The Governance Council, together with Jefferson Buller, Board President

High School Reflections

BY COLE YOXALL

*SWSF Alum Class of 2017,
Freshman at Seattle University*

In one of my college essays, I was asked to explain the meaning of the motto "Educating men and women for others", and how it was once said that "our prime educational objective must be to form men and women for others..." which is often associated with Jesuit and Marymount schools. In the process of writing, I realized that this is the main virtue I hold for myself and live by. Although the phrase appears simple on the outside, it has a very powerful meaning that can reshape our world for the better.

The concept of striving for selflessness over selfishness is an extremely important value that everyone should uphold. If people in our society commit selfless acts for those in need, without expecting anything in return, we will experience catharsis as a result. By definition, catharsis is "the purification and purgation of emotions—especially pity or fear—through art or any extreme change in emotion that results in renewal and restoration" (Wikipedia). With all of the tragic events and hatred that occur in our world today, we need to enforce a new strategy that will lead to a healthier lifestyle. Catharsis is typically achieved from a drastic change in emotion, therefore we need to tie the ideas about being of service to others into modern education. If children were taught to commit selfless acts and give to others, they would continue to be actively engaged in the community throughout their entire lives, making our nation more caring and less greedy.

After being at Summerfield Waldorf High School for four years, I have realized the intention of a Waldorf education is a significant step in the right direction, as it allows students to think with an open mind and

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Did you know there are schools who make up to \$40,000 a year, without it costing the parents anything? **eScrip** campaigns can be invaluable for the school: all you need to do is help our efforts by signing up for eScrip and registering at places you already shop (Oliver's, Whole Foods, Starbucks, Target, REI, Hanna Andersen, Amazon, etc.)

~ Cyndi Yoxall, Development Director



learn to value different cultures and lifestyles. With critical and creative thinking as a backbone of the educational system, as well as a focus on community service, responsibility, compassion and respect, students often become highly motivated to help those who aren't given the same opportunities.

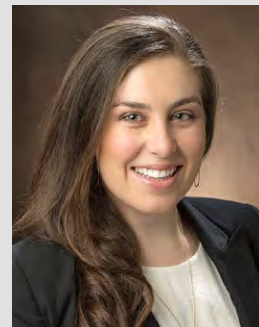
Over the years, I have witnessed my family and friends in the community give selflessly in many ways from advocating for those in need, to cooking food for sick friends, helping others move, raising money for local non-profits and our school, collecting clothes for nearby homeless shelters or those affected by fires, and contributing to charities to support their cause. And I have watched all of the families at our school give selflessly every year to support what we have, to prepare for future students and to help others be able to remain here through difficult times.

I feel deeply grateful for my Summerfield education and hope to create change in the world as I move forward. As I go through college at Seattle University, I intend to offer what I can through community service, social advocacy and by giving from my heart. I will also bring the knowledge, compassion and strong will into my adult life in future years, helping to make a difference. My current goal is to become a Pediatric Occupational Therapist, working with children with physical, sensory and behavioral challenges. Thank you to all of you who have supported me along the way and who continue to support all of us, the Summerfield students, as we learn and make our way in the world.

ALUMNI PROFILE:

Liliana Delman

SWSF Class of 2007.



I am currently in my third year working at Colorado College where I serve as the Coordinator of Mentoring & Diversity Initiatives in The Butler Center, the office of diversity, equity and inclusion. In this role, I've helped develop a peer mentoring program for sophomore students, led numerous workshops on social justice, and advised several multicultural student organizations. Last year, I founded my own business, Delman Consulting, which has a dual purpose to provide social justice education to schools, organizations and businesses, and to support high school students and families to find the right college and guide them through a successful application process. I also recently completed applications for several Ph.D. programs in Education with a focus on racial justice and am hoping to begin my doctoral studies in the fall.

I have explored identity, racism, whiteness, and social justice as an individual and student for the past 13 years, though my learning experiences in diverse communities began much earlier. I spent my childhood traveling internationally as my parents trained hundreds of students from across the globe about human awareness and embodiment—so multiple languages, belief systems, and cultures surrounded me during those early years of my life. Once I stopped traveling so frequently, I sought out diverse and challenging experiences to continue my learning and growth. I began discovering topics of discrimination and injustice during my high school years by participating as a youth delegate to Anytown USA, a program focusing on developing the next generation of leaders fighting racism and prejudice, and through intergroup dialogues at youth meditation retreats.

After graduating from Summerfield, I moved to Massachusetts to attend Smith College where I received my BA in American Studies and Urban Studies. Post-graduation, I worked for two years in San Francisco, living with other Summerfield grads and holding several different positions in various fields. Realizing I wanted to do something else with my life, I decided to attend graduate school at Miami University in Ohio, where I earned my MS in Student Affairs in Higher Education with a concentration in Diversity, Equity, and Culture.

Throughout all of my career paths, I've known I wanted to focus on connection, personal development, and equity, but now I realize I can do all of these things in the field of social justice education, which is why I decided to launch Delman Consulting. Here I can help organizations, schools, and business improve their inclusive efforts, advise students, and also pursue my Ph.D.

Up until college, I was entirely Waldorf-educated, and I am forever grateful for my time attending Summerfield from second through twelfth grade. My experiences at Summerfield and in a Waldorf educational environment taught me to think holistically and creatively, which not only aided me in my academic studies, but also supported my ability to navigate the challenges and successes of my professional career. Most importantly, the friendships I made at Summerfield have lasted through the years, and I consider many of my friends to be more like family who will always be a part of my life.

Looking towards the future, I see myself continuing my consulting work during my doctoral studies and eventually, as a professor, teaching new generations of students about the realities of injustice and the opportunities for equity and positive change.

LEARN MORE ABOUT LILIANA AND DELMAN CONSULTING AT WWW.DELMANCONSULTING.NET.

Ninth Grade Play Presentations

Friday, March 2, 7pm, Sophia Hall

The ninth grade will present short scenes from their Comedy and Tragedy Main Lesson.

- *Agamemnon* by Aeschylus
- *The Servant of Two Masters* by Carlo Goldoni
- *An Ideal Husband* by Oscar Wilde
- *Our Town* by Thornton Wilder
- *Waiting for Godot* by Samuel Becket



The performances will run for approx. 1hr. Suitable for sixth grade and up.

~ Leila Allen, HS Drama Teacher

The Great Apron Project

A fundraiser for the school's hot lunch program has grown out of the adult Handwork Class with Lisa Wilde. A group of parents will machine-sew Japanese style cross-back aprons, then sell them at the May Faire, just in time to make a special Mother's Day gift. (As the group grows in skill and number, we will offer Father's Day aprons as well.) Sewers have a range of skills, so don't feel that you have to be a pro to join us. Please contact me if you'd like to know about future work days: amullennix@gmail.com.

~ Addie Mullennix, Third Grade Parent

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?"

Registration for Summer Camps is Now Open!

Forms can be picked up in the Main Office or online at: www.summerfieldws.org/summerprograms. Choose from:

Farm Camp for ages 4–5 and 6–10: one-week sessions offered from June 18–July 27;

Earth Ecology Camp for ages 10–14 offered the week of June 18;

Circus Camp for ages 6–8: one-week sessions offered from June 11–29;

Circus Camp for ages 9+: two-week long session from June 18–29;

and the super popular **Flying Trapeze Camp** for ages 8+: registration for this camp will be coming soon!.

We are also offering an *EARLY BIRD* registration discount of 10% off if you register by March 30.

Visit our website for more information or email farmcamp@summerfieldwaldorf.org or circuscamp@summerfieldwaldorf.org.

~ Lisa Hensley, for Summer Camps

Financial Planning

Please mark your calendars for the upcoming items:

- To be considered for Financial Aid for 2018/19 School Year applications were due February 12. If not already done please submit immediately.
- Placeholder Deposit for the 2018/19 School Year of \$500 per student are due March 13.
- Annual Fees for the 2018/19 School Year are payable by May 31. PS2day \$400, PS3day \$450, PS5day \$500, K4 and K5 day \$700, 1st \$900, 2nd thru 8th \$1000, and HS \$1600.

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:

2/28: Inge Schaefer: Forest for the Trees

Sydney Hollinger: Veil Painting

3/7: Mark Quirt:

Waldorf Arithmetic from Around the World

Savannah Mitchell: Waldorf Inspired Mother's Group

3/14: Vanessa Faryan:

Environmental Education:
Trees, Trash & Trout

Lorian Shick:

Developing Individuality
Through Strengthening the Will



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NEW BOOKS in the School Store!

- *Different Learners*, by Jane Healy
- *The Child as a Sense Organ: An Anthroposophic Understanding of Imitation Processes*, by Peter Selg
- *The Biology of Transcendence: A Blueprint of the Human Spirit*, by Joseph Chilton Pearce
- *A Practical Guide to Curative Education: The Ladder of the Seven Life Processes*, by Robyn M. Brown

SAVE THE DATE!



SATURDAY, MAY 19th, 2018

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

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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.



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Classes/Workshops

Circle of Hands Workshops led by Monica Ashley:

Doll-making Camp: Feb. 19 & 20, 9am-2pm.
Two-day camp with activities for ages 7-11.
\$120 plus \$50 materials fee. Call Monica at
236-2829 or Circle of Hands at 634-6140 to
register for this and the next two classes.

Wet Felting/Needle Felting Workshop: Feb. 24, 10am-12:30pm,
for ages 7 & up. \$35 fee includes materials.

Heavy Baby Workshop: for adults. Two Wednesdays, Feb. 28 &
March 7, 6pm-9pm. \$85 total, with an additional \$20 for long hair.

After-school Knitting: by drop-in every Thursday, 3:45-5pm, for ages
7-11. \$20 each week.

Circle of Hands: 6780 McKinley St. #120, the Barlow, • 707-634-6140
• circleofhandswaldorfschool.com



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.



Easter Egg Decorating for Families

Come and learn the traditional art of Ukrainian egg decorating! This workshop is suitable for anyone over the age of 6. It is a fun and beautiful technique. Class takes place in my sunny and warm home: 1864 Hearn Avenue, Santa Rosa, CA 95407 (please park round the corner on Goldpan Way). All materials provided, including eggs!



Sunday, March 11, 2-4pm. Limited spaces available. \$60 for a family of up to 4 people. To register and for more information contact Kate (707) 623-9863, or by email 2katehammond@gmail.com.

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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.

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. Contact me at marymezzo@sonic.net or 707-546-8782.

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Messenger

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Editor/Designer:
Adam MacKinnon

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www.summerfieldws.org



CHALK PASTEL STUDIES OF BLUEBIRDS IN SPRING BY THE EIGHTH GRADE
• A COLOR EXERCISE IN THE COMPLEMENTARY COLORS OF BLUE AND ORANGE •

TOP ROW (L-R): *BLUEBIRD SCENES* BY DREW STORINO, ANGELINA RUBIO, SABRINA KNAUSS
BOTTOM ROW (L-R): THEO MACKINNON, ZHUMABEK LEUZINGER, RUBY ROSE AMEZCUA