

Messenger

Summerfield

WALDORF SCHOOL AND FARM

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"IT REALLY ALL STARTED WHEN WE GOT THE TENT!"

Circus Waldissima Creates Friends for Life!

*Interview by Kathryn Sloan, Parent Volunteer,
and Adam MacKinnon, Editor*

As we all get ready for the excitement of Circus Week and the big shows on the weekend of March 24-25, we interviewed two of our most recent graduates who found a real sense of purpose and even a vocation with the circus, alumni Florian Basmajian (class of 2014) and Frederick Andersen (class of 2017).

What did the Circus mean to you?

FREDERICK: "I was in Mr. B's class and circus was naturally a big part of our class culture. Most of us learned to ride a unicycle in third grade and, that year, I also took an interest in lighting and the technical side of circus. One of the most endearing things Summerfield cultivates is the mentor/mentee relationship between students of different ages. Older children work with younger ones, from carving pumpkins to practicing reading skills. I got a chance to learn from Florian the how-to of setting lights for plays throughout the school and, by working together over so many years, we became good friends. We both loved lighting for plays and took any and all opportunities that came up. I also enjoyed passing those lighting skills along to the next wave of students for their plays."

FLORIAN: "Because of my parents, of course, I grew up in the circus, so it has always been a big part of my life... but it really all started when we got the tent."



CIRCUS WALDISSIMA

YOUTH CIRCUS:
JUNGLE BOOK—Sat, Mar 24, 2pm

ADVANCED PERFORMER CIRCUS:
UNDER THE BIG TOP!—
Sat 24 at 7pm • Sun 25 at 2pm

~ TICKETS ON SALE NOW

from the Main Office or
underthebigtop.brownpapertickets.com



When I was in eighth grade, my mother's long-time dream of a real circus tent for Circus Waldissima began to become a reality when a few families donated money, and we began the research to purchase it. I was excited to follow the whole process from planning its location on campus to the preparation of the site.

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Event Dates:

DOUGLAS GERWIN LECTURE:

'Root, Shoot & Fruit': Cultivating Imagination in Childhood

Thursday, Mar 22, at 7pm, Sophia Hall

• Spring Break •

Monday, Apr 2 through Friday, Apr 13

Senior Project Presentations

Wednesday, Apr 25 & Friday, Apr 27,
at 6:30pm, Sophia Hall

May Faire Celebration

Friday, May 4, SWSF Campus

HS Spring Music Concert

Tuesday, May 15, at 7pm, Sophia Hall

Farm to Feast Dinner & Auction

Saturday, May 19, 4-10pm, SWSF Farm



(Continued from Page One)

The following year, when I was in ninth grade and Frederick was in sixth, the manufacturers of the tent came from Germany with the tent to show us how to set it

up. We had lots of people there to help, and the excitement was so high that it felt like a festival.”

Tell us about what’s involved in setting up the tent?

FREDERICK: “Our tent can only stay up for six months at a time, but when we came to put it up the second year no professionals were on hand then and far fewer school families. It was a bit of a surprise, but Florian and I found ourselves to be the most knowledgeable people present about the whole process and suddenly had a great deal of responsibility! I was very happy that Florian is fluent in German and that he could understand the previous detailed instructions. With my assistance, Florian directed most of the process.”

FLORIAN: “Setting up a circus tent involves a lot of physics. The tent is a mechanical set-up relying on physics. Here at school we got a great background in physics that we applied right away and continuously.”

FREDERICK: “Physics is also so much more hands on here—where you apply the theories, not just memorize them off of a chalkboard. It all came together for me putting up the tents.”

We asked Mr. B (Circus Waldissima’s Don Basmajian) what happened next for the boys...

DON: “Professional circus artist David Jones [of the Daring Jones Duo with Blaze Birge] came to perform in one of our advanced shows and noticed the boys’ technical abilities—he offered Florian a summer job with Flynn Creek Circus, and Frederick followed soon after. Not only did the boys take down, transport and set up the travelling tent, but they took care of most technical aspects such as operating the lights and sound system. As well as all the tech, they were performers, ticket sellers and ushers. Most of their experience came from Summerfield—and it turned out they were the most diversely talented members of the professional team.”



How relevant was all your technical knowledge from Circus Waldissima?

FLORIAN: “I think we were both surprised at how much we really knew—and it was obvious that they were thrilled to have such flexible and well-rounded employees. After a second season with Flynn Creek, we also worked for Vau de Vire Circus on their tent set-up, adding yet another professional company and set of events.

So, while still in high school, we were applying what we’d learned with Circus Waldissima in the professional world and dealing with real world issues, such as deadlines and clients.”

And what about performing... ?

FLORIAN: “In school, you do a lot of performances... all the plays and productions every year but, to be honest, that was not what we really enjoyed most... Some people just do not enjoy performing!”

FREDERICK: “But we still had to do it— whether you like it or not you have to perform—and we really expanded our comfort zones, and learned so much about ourselves. Also, I think it made us better technicians to deeply understand what it is like to be a performer. I can picture myself standing on stage when I am setting lights. I know what they need.”

How is it working high up at the top of the tent?

FLORIAN: “For the past year, I have been working for Cirque du Soleil on the tent crew. I have spent 30 hours a week being 60 feet in the air on a man-lift, so I’m very glad that I overcame my fear of heights in my youth with Circus Waldissima!”



FREDERICK: “It was not only circus that made me feel comfortable high above the ring. Teachers allowed us to climb trees from Kindergarten on up. Many schools today don’t allow children to climb trees anymore.”

How do you feel the experience of circus at Summerfield prepared you for life after school?

FLORIAN: “One of the beauties of Summerfield is that teachers give students the freedom to find what they love and do it. For instance, several of the programs at Summerfield are student-led and -run, allowing the students’ interests to lead the learning process.

But, in everything we do, we learn all aspects of it—we experience the whole, not just one part. So we have a well-rounded knowledge, and we’re used to working collaboratively, which helps a lot in the real world. And, through circus and plays, Summerfield really provides an awareness of everything that goes into putting on a production and cultivates a caring for all the people it takes to make something great.

So, not only were we encouraged to find what it was we loved most about circus—and we certainly did do that!—but we learned much more too.”

Florian has been working for Cirque du Soleil since July 2017 and has traveled to Canada and China setting up tents for their international productions. Cirque du Soleil is also working with Frederick to bring him on board!

Teacher News

This week, fourth grade students and their parents received the news that Ms. Pothof, our current eighth grade teacher, will not be continuing on as the class teacher for next year's fifth grade as planned.

A challenging, lengthy bout with pneumonia this spring led her to the realization that being a class teacher next year is not possible.

While we were very sorry to hear this news, we know that she has made the best choice for the students and for herself, and the search is already underway to find the right teacher for this class.

~ Andrea Jolicoeur, Tricia Walker, Isabel Wundsam
Lower School Core Group



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 learning.

"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?"



SUMMERFIELD'S COFFEE CART

Now Open on Thursdays Too!

Need a hot cup of Joe? Stop by the Finance Patio near the lower bus stop every morning, starting at 8am, for hot organic coffee or tea and freshly baked organic muffins, scones and cookies (Rain changes location to under Sophia Hall awning). And Masala Chai on Tuesdays.

Don't want to carry cash? Buy a \$20 Coffee Card to keep at the Cart.
Like a cup to go? Just promise to bring it back, and that's fine, too.

All proceeds go to the school's hot lunch program. Thank you for your support!

~ Addie Mullenix, Parent Volunteer & Coffee Cart Coordinator



PHOTO BY MIGUEL SALMERÓN

May Faire Planning Begins Tuesday, Mar 20!

By Michelle Bovard,
Lower School Secretary

Summerfield's annual May Faire will be held on Friday, May 4.

We are soliciting your creative energy to help plan the Faire! Meetings will be held every Tuesday at 8:35am in the Music/Aftercare Room, beginning March 20, up until the week of the Faire (with two weeks off for Spring Break).

While first and second grade families are responsible for the overall organization and coordination of May Faire, anyone and everyone interested in May Faire is invited to join the planning committee! Grades One-Ten will each organize an activity or offering for the Faire, and a representative for each class is asked to attend some of the planning meetings. Strawberry shortcake and a meal will be offered as class fundraisers.

Elements of past festivals have included flower garland-making, maypole dancing, live music, a May Queen & Jack o' the Green, games, races, crafts, face-painting, animals, a meal, and strawberry shortcake. Besides your class activity, parents in every grade will be needed to donate flowers and greenery for décor and garlands, and to assist with parking, decorating, and clean-up, etc. Please contact me if you have any questions or can offer a helping hand: 575-7194 ext.101, or michelle@summerfieldwaldorf.org.

Farm to Feast

By Caryn Stone, Development Associate

Please join us on **Saturday, May 19, from 4:00–10:00pm, for Farm to Feast® 2018**, Summerfield's biggest fundraising event of the year.

We are returning to the farm-to-table dinner under the tree!

This year's guest experience will start with a pre-dinner wine tasting with distinctive, award-winning Sonoma County vintners, appetizers, live music and time to enjoy our beautiful silent auction featuring unique and memorable class projects offered from each class and made with love by students, teachers and parents.

Dinner will be on the Summerfield Farm, created by extraordinary local chefs with organic, seasonal ingredients, and served family-style under the walnut tree. Guests will also enjoy speakers, a live auction, dessert, coffee, live music and dancing under the stars. Space is limited, 300 guests max. Tickets are \$110 per person, on sale in March via biddingforgood.com/farmtofeast, or in the main office. This is an adult-only event, 21+ years of age.

Featured Vintners: Davis Family Vineyards, Littorai Wines, Martinelli Vineyards, Paul Hobbs Winery, Porter-Bass Winery, Small Vines Wines, Truett Hurst, Old World

Winery, VML, and West + Wilder.

Featured

Chefs: Lowell Sheldon and Natalie Goble of Lowell's and Handline, Emma Uribe of Handline, Joe Zobel of Lowell's, Moishe Hahn-Schuman and Matthew Williams of Ramen Gaijin, Sarah Piccolo of Fork Roadhouse, Jennifer Johnson and Serafina Palandech of Hip Chick Farms, Laura Matis of Acre Coffee and our own Chef Bill Dator and Farmer Chef Dana Revallo of Summerfield.

Music: Various local artists, including a headline performance by *Shea Breaux Wells*, and dancing after dinner with *The Honkeytonk Stumbleweeds*!

Also featuring: Brew Coffee & Beer, Lagunitas Brewery, Revive Kombucha, Redwood Hill Farm, New Family Farm and more...

We will also be running an online auction starting on April 24 at biddingforgood.com/farmtofeast.



Join Our Team!

We need volunteers, donated auction items, and sponsors. If you are interested in being part of our awesome (and fun) Farm to Feast team, let us know. We are looking for positive, energetic people who can help in all areas of the event. We have also started our auction item collection for both the online and silent auction. We are happy to showcase your business or artistic creation. And we can use volunteers for procurement help from local businesses. And for those of you who are class reps, now is the time to work with your teachers on class projects for the auction.

To volunteer, donate auction items, or sponsor the event, please visit farmtofeast.org or contact Caryn Stone at 575.7194 ext. 105 or caryn@summerfieldwaldorf.org. And please help spread the word!

Spring Break Circus Camp!

April 9–12, 9am–1:30pm

Wish you could take circus class everyday? Join Sierra and Carolina for a week of circus fun! We will move between aerial skills, acrobatics and performance games!

• Registration Deadline: Fri, Mar 30 • Grades 4+ • Cost: \$250 (\$450 for a sibling pair)

To reserve or ask questions, contact Sierra Faulkner: sierracircus@gmail.com or 541.951.7819.



Thank You!

Our Enrollment and Finance Departments express their heartfelt appreciation for your timely response(s) to our Financial Aid and Placeholder deadlines.

Your efficiency and attention to dates helps us enormously. Thank you!

Parents Experience The Wonder of Waldorf!

By Adam MacKinnon, Coordinator

Thank you to everyone who came and experienced the Wonder of Waldorf event on March 10th.

This year's event was structured to give an insight into the 'vertical curriculum' in Waldorf education where the foundations for subjects such as math, language arts, and the sciences are laid in Early Childhood, and then build on themselves with ever-deepening layers as they are revisited throughout the grades and up into the High School. We wanted to bring a flavor of that work to this experiential Open House—and demonstrate how that intention spans the whole Waldorf curriculum.

Attendees responded enthusiastically to our 'concept paths' which illustrated the development of particular themes throughout each child's school journey.

The survey responses below give a sense of how valuable and informative the day was for those that came. It's an event that the school will reassess based on demand and your comments, so please do keep the feedback coming.

Particular thanks to all our wonderful teachers who prepared and delivered such fascinating classes, and to our group of dedicated high school students who guided parents around from class to class, helped with set-up and clean-up and served as panelists along with parents, faculty and alumni. Many hands contributed to make this event possible, from flyering, to putting up banners, to setting up and serving food. Thank you all!

HERE ARE A FEW OF THE COMMENTS OFFERED AFTER THE EVENT...

"The Wonder of Waldorf Open House at Summerfield is a must for both current and prospective families. As a prospective parent, I felt instantly welcomed, thoroughly informed and solidly impressed by the coordination of the day's events in which groups experienced a few aspects of an average day at the school, which is anything but average!

The student component of the Q&A panel was particularly insightful, as each one articulated their individual experience at the school and, to me, conveyed their preparedness to go out into the vast world and make a positive difference. Thanks so much for the wonderful day!"

—DEBORAH DERRIG, PROSPECTIVE PARENT

"We were all very happy to have a panel with so many high school students. It gave us a chance to observe the direct impact of the Summerfield experience on six beautiful, honest individuals.

Those of us who came appreciated the entire morning. We thank the teachers, staff, students and parents who created this approach to allow us to understand how a Waldorf education has a very different/deeper educational and developmental impact on students than that found in any other schools."

—ROSA PEREZ, KINDERGARTEN PARENT

"The themes and vertical alignment that were communicated based on children's developmental capacities in different stages was informative and well articulated by all. I appreciate having my notions challenged and extended about the highest quality education possible that my child might ever receive."

—JAMIE WORTHINGTON, SEVENTH GRADE PARENT

"I loved the math from Beth and George. In both classes I left with a better understanding of what math looks like for my child. I appreciate the depth that is given to this throughout the curriculum. And I loved the Eurythmy: Skeydrit explained the philosophy and gave a beautiful lesson. Her presentation was creative and clearly showed a sixth grade Eurythmy class."

—CIRCLE/GEOMETRY PATH PARTICIPANT

"What I liked most was seeing the experiential nature of science education here. Until Summerfield's Wonder of Waldorf Open House, I understood learning as an intellectual experience rather than one that involves the whole being. I hadn't anticipated that I could be even more excited about my child's education than I was when he started school here!"

—KIRSTIE STRAMLER, FIRST GRADE PARENT

Path A: The Circle/Geometry

KINDERGARTEN: Circle with Ms. Line

FIFTH GRADE: Freehand Geometry with Beth Weisburn

TENTH GRADE: Geometry of Infinity with George Herschkowitz

Path B: Warmth/Chemistry

THIRD GRADE: Farming/Cooking with Farmer Dan

SEVENTH AND EIGHTH GRADE: Singing & Chemistry
with Ms. Pothof & Mrs. MacKinnon

NINTH GRADE: Blacksmithing with Konstantin Gortinsky

Path C: Earth/Botany

KINDERGARTEN: Nature Story with Ms. Rachel

FIFTH GRADE: Botany with Mr. Allen

NINTH GRADE: Herbal Studies with Ronni Sands

Path D: The Word/Literature

PRESCHOOL: 'Mousie Circle' with Ms. Catherine

FIRST GRADE: Story to Picture to Letter with Ms. Sternik

HS HUMANITIES: Picture to Structure to Conception
with Jason Gross

"The day offered a window into my child's experience that you don't get in a Parent Evening. The extended contact with different teachers provides more depth and breadth to how the entire school is holding all of our children. What stood out specifically for me was the heart so freely expressed by Farmer Dan, Ms. Pothof's description of how she engages students in "scientific" exploration, seeing the ninth grade at work on the forge, and Ms. Wundsam's way of engaging us so we could "feel" that she is teaching the students about themselves, not just the techniques for creating beautiful art.

As with many families, we make considerable sacrifices in order to send our son to Summerfield, and this day confirmed for me precisely why we have made this choice and gave me the heart to meet that challenge.

I would like to see more parents attend these events! ... Is there a way to help parents to see the tremendous value of gaining a better sense of the continuity in the education and what one's child has already experienced?

I almost didn't come to the open house because I was weighing the best use of my time, and I was a bit irritated at the thought of "going back" to the lower grades for some of the sessions. I wanted to pick and choose among classes to get a sense of my son's future. But, actually, it turned out to be perfect.

As the day progressed, I realized that I have a very narrow picture of what my son has experienced, and the time with Farmer Dan was invaluable in seeing this. Following the continuity of themes, in this case even a very simple but profound concept of the circle and the line and how this develops through their education, was fascinating and grounding. It was also enlivening to experience the continuity in the larger theme of warmth. I feel like I "got it" in a deeper way... after eight years at this school!

On a personal level the morning was truly lovely, enriching and heart warming."

—COLLEEN WIMMER, FIFTH GRADE PARENT

'Different Learners'

OUR ANTHROPOSOPHICAL DOCTOR SPEAKS ON HOW TO SUPPORT CHILDREN'S LEARNING

By Adam MacKinnon, Editor

Dr. Johanna Steegmans visited Summerfield in January, offering her services as our anthroposophical doctor, and also gave a lecture on the topic of 'Different Learners', exploring some of the pathways the child's soul might take to learn, how roadblocks in this path can become more obvious, and what we can do, as parents and educators, to help...



Dr. Steegmans opened the morning by thanking everyone for coming and recognizing that in this Summerfield community there is a real atmosphere of learning, for the adults as well as the children. She wanted to stress that this was not so much a lecture as a community conversation that we would have together to come to a growing knowledge on the topic of different learners. How can we as parents and teachers remove boulders in the pathway of the child as they learn?

She showed a number of books she had brought on the subject: "It is very easy to read A LOT about different learning ideologies!" she noted, laughing! Jane Healy's book 'Different Learners', from 2010, recommends Waldorf as the way children need to learn. There is also an excellent article in the Autumn Research Bulletin by Howard Gardner on multiple intelligences, an approach that is synonymous with Waldorf education. Both Peter Selg's very helpful booklet, 'The Child as a Sense Organ', and Thomas Fuchs' 'The Brain as a Community Building Organ' stress the understanding of the whole child.

She explained that, in her work as an anthroposophical doctor, when you go deeper into a child that doesn't want to learn any more, you sometimes find a sense of shame because of their different learning styles which have been labeled as a learning disability. Perhaps that child has built a shield of protection, a pseudo-personality to cope with their struggles with learning differences. And later on, it can also lead to coping mechanisms such as drug use, an epidemic amongst youth.

The drugs are taken as a way to experience the oneness of the world, rather than directly accessing it one's self—but drugs are liars to the true process.

Learning can be joyous, but also painful, in its own way. Yet, in every pain, there is a new sense organ to give us strength to go on. These are opportunities to come together. And we learn most effectively by overcoming things.

What are the foundations of learning:

We think of the brain as the main instrument of learning, but actually we learn at least as much through the body and the bodily senses. The brain is the organ to synthesize what we learn with our whole human being, and we learn best when our whole body is engaged. The brain is a very complex organ, and the processes of learning too are complex... so we will only be able to help when we understand the importance of engaging the whole child: eyes, ears, balance, movement, touch, etc. And not to forget the importance of feelings as well!

As young children, we take everything in. We experience that we are not separate from the world. We are born out of the spiritual world and have to work to (re)connect with the physical world. We become beings that will regain the feeling that we are part of the world. Learning is all about recognizing our relationship to the world.

And our senses are windows or doors to the outside world. These openings when we realize "I" and "the World" are actually one—these are the senses. This is where the Inner and Outer World meet immediately.

Learning starts when the child is born or even before, in utero. The child slowly opens her eyes; at first, she has a dim, unconscious experience. The mother's happiness is of paramount importance for the child's learning to blossom later. Can the mother be joyful and unworried?

The moment of birth itself is the first learning with a full-body experience. Here am 'I' ... and... there is Something Else. By bouncing or pushing against a boundary (for instance, the birthing canal) 'I feel myself'. By doing this, I know that I exist.

Dr. Steegmans cited an experiment adults undertook where they were left floating in darkness in a warm water tank for different durations of time. People lost their feeling for time. They lost a sense of their own 'self'. They got scared and felt 'out of body'. It allowed the participants a real understanding of when a child experiences the fear of not being in their body. For a child, it can also happen with foods, for instance, if the gut gets inflamed.

The experience of birth is such an intense happening that it can form the basis for much learning later in life. And in the moment when the mother gives birth with pain, for half an hour there is an excretion of oxytocin, which helps the first primal bonding between the child and the mother. It is part of the first deep sense of safety. But even if you had a caesarian, you can make up for the feelings that were missed through swaddling, squeezing, through the tightness of clothes and through working on a strong sense of touch with your child via massage, etc.

The sense of touch gives the child the foundation for learning. Not "touch"ing the world, but feeling the world through the boundaries that the child experiences... "I can feel myself in the world. I feel my uprightness. I trust in myself. I exist. I am." We want the child to have a feeling of embodiment: "I am here in my body." And the feeling of boundaries allows the child to experience herself. "Without feeling the boundaries, I lose myself, leading to fear."

Touch equally is engaged with the first sucking experience, the child initiating the first act of nursing, which activates all the ring muscles in the body. But this, too, if it is lacking, can be made up later on through exercises such as whistling and games with the mouth/lips and breath.

Someone asked "What about twins: is their first sense of touch with each other in the womb, before they meet mother after the birth?" For twins, it's often about a fight for space, a need to find their space and figure out their individuality.

The power of imitation:

In the very early years for a child, one of the most sacred things

that we must take into account is a child's incredible power of imitation. First they imitate the mother, then they imitate the environment around them. So our job is only to put around the child that which is worth imitating.

There is a common fallacy that you have to face the child outwards (for instance, in a stroller) to let them get their sense of the world; to stimulate them; 'to get their brain going'. This is a misunderstanding: the child needs instead to see the world through the face of the mother. S/he has to experience the world through you (the trusted adult) and through the sense of touch. For the young child has no clue how to take in the world; s/he needs to do so by observing your reactions. If the child is left to face that outwards, without it being mediated through the trusted source of the mother, then it affects how they can trust what they see in the world; they develop doubts about even their sense of touch. The best thing we could do in the United States to create healthy learners is to better support our new mothers!

Fathers in early childhood serve the role of holding the togetherness of the family, and then transition into their own more important role for the child after five years old. And, together, the mother and father as a couple can show their love for each other so that the child experiences that love.

What is thinking?

Thinking for the very young child is the mind taking a concept and connecting it with another concept in often astounding and creative ways. (Do you remember how often you thought: "My child is a genius, truly"?) For creative thinkers to develop, our children also need the freedom to perceive their own movement (to feel themselves) and to find the still point in their own balance. This inner sense of freedom is the foundation for flexibility in thinking. In the young child, this is nurtured through free play.

Uprightness and learning to walk, the discovery how gesture will become speech, to be able to look at things and put them together with new meaning: all this is a healthy foundation for learning. After age six, children start to think more conceptually and will lose more and more the "picture thinking", but to do this creatively and with 'life' they have to have had the freedom to bring ideas in their own way. But if we give the child 'dead concepts' (for instance, a scientific explanation of what the moon is), we kill all that creativity. They find the way to stand up more; they discover that gesture can become speech; they become able to look at things and put together the idea of why something is as it is and then amaze you with their questions (for example, 'Does God live on the moon?').

Where do we have to bring balance? What if the child is too one-sided?

Some children have a difficult in coming into *doing*. They watch only. While others are moving all the time, and cannot stop!

The child who cannot come to stillness may have a 'head focus' that is not strong enough to slow down movement, while the child who observes all the time and does not move may have 'head forces' that are slowing down movement.

For the young child, thinking is 'making pictures'. Our pictures have to come into action, or it can be overwhelming, can become fearful. We can help the head forces by strengthening the limbs, encourage



moving and breathing. We must find out what speaks to that child to get them excited about moving.

The inner and outer activity of the mother and the educator also help the child: walking with them encourages them. We are the medium for them to learn—so it's our job to set the example for them to imitate. If you want to have free-thinkers, you have to get more active!

Someone asked 'What about thin-skinned, sensitive children?' For them it's about their *sense of life*, which is a very fine sense of feeling comfortable in your being. For instance, when we are hungry or full, wet or dry, warm or cold, we are activating that sense. It's a muscle that does not get enough use in early childhood, especially in more recent times as we as parents have moved too far on the road of 'attachment' parenting which protects our children too much and gives them no resilience. And, if they know they have the strength within themselves—the knowledge that "It hurts, but I can do it"—then they will not need to seek out drugs and the like later on in life.

Dr. Steegmans notices the huge difference between the way mothers and fathers drop off their young children at school or kindergarten. With fathers it is much more "You can do it!" So this is a sense we can work with, we can stretch their tolerance for doing something difficult. And we can develop the picture within ourselves too, that this is something they can handle. Bring a picture in your own mind of you standing behind your child saying with love "I know you can do it. I will not pretend that it's easy, but I know you can do it." This will be enormous for their sense of self-reliance later.

And Love is so important too. As a parent, love is not giving into your child all the time. It is not sympathizing with them all the time. Love is 'seeing your child'. The child opens you up to something in the parent that you did not even know you had to open up to.

As parents and educators, it's our role to provide the medium so they can learn, and we need to be aware of, and celebrate, the diversity in learning styles.

Luckily, we've already made a great decision in choosing Waldorf education, which fosters many modalities of learning with its emphasis on beauty, movement, rhythm. What else are crucial requirements for healthy learning? Food, sleep, acceptance of the environment, and openness to the possibility of alternative timelines for different learners (that's what Mulberry Classroom does, providing a curative approach for normal children on different timelines).

What about the child who struggles with math?

Math and Physics have a lot to do with how real the world around us is to be "sensed" in early childhood. If you bring it through movement, then there is confidence. Math is there in our bodies. If Math turns out to be difficult for a child, it is because it has not been embodied.

And, as adults, how do we embody?

For adults, walking dancing, singing, and being interested in the world is the best approach. Then, feeling the joy of being here, in our body! And experiencing lots of love!

Special thanks to Yea-Yunn Turkalj for her notes from Dr. Steegmans' lecture.

Making Time...

DELVING INTO THE TIME BLOCK IN THIRD GRADE

By Adam MacKinnon, Editor

The Third Grade class recently explored the notion of Time. The Messenger spoke to Tricia Walker, Third Grade Teacher, and parent Eric Iskin, who brought a collection of beautiful old pocket watches for the students to work with.

Mrs. Walker opened our discussion by explaining the context in which the Time block appears. “It comes on the heels of bringing the Old Testament Creation story to the third graders. The students hear how God created the heavens with the sun, moon and stars on the fourth day, saying “Let there be Light!” And thus there was a separation of the light and the dark, and the light God called Day and the dark He called Night. A Waldorf teacher might then point out how this is the first creation of Time in the firmament.”

This Old Testament block is often the first, or comes early, in the third grade year. Many third graders are going through the “Nine-Year Change”, a time when they can feel really disconnected from the earth. They have shed their younger childhood and moved away from the dream-like state of imitation. And so much of the third grade curriculum is about helping children reconnect to the earth through work, often with their hands: they do Shelter Projects, there’s a strong emphasis on Farming in the curriculum, they cook for the first time. It’s a pivotal year for the rest of their development, and the curriculum supports that in every way.

Of course, the Time block is closely related to all the Math blocks the students experience in third grade. So the class adds and subtracts Time, and third graders often move straight into a block of Measurement and Currency soon after working with Time. Mrs. Walker noted, “Because of our farm, the children have a real sense of the passing of time and, this year, in third grade, they planted the winter cover crop and have been able to see it come up. This sense of the passing of the seasons and their own deep connection to the land is a huge gift for the children at our school.”

The idea of Time is brought to the third graders with pictures from times past, way back in history. The teacher will tell stories

of how the first peoples found their way by looking at the stars, and how they noticed patterns in the movement of the stars that corresponded to the passage of time and the turning of the seasons. Mrs.

Walker told the story of the river Nile, how it flooded every year and filled the land with water to irrigate the crops, and that the Egyptians connected the flooding with the appearance of Sirius in the night sky. The class talked about the cycles of the moon and saw how these observations allowed people to tell how long a month was. The child lives into this picture and gets a sense of how the sky can guide their way.

Mrs. Walker: “Within the class, there was a strong turning towards the heavens. The students started noticing what was happening with the moon and describing to the class the next day how it had looked. This interest plants the seeds for the study of Egypt in fifth grade, sets the scene for the astronomy block in seventh grade, and cycles back to come to fruition in the high school curriculum.”



QUARTER HOUR REPEATING CHRONOGRAPH C1890, SWITZERLAND



The next step was to ask the students how might the earliest peoples have been more precise. How might you tell people how and when to meet? So they looked at sun-dials and how shadows can help one tell time. They made their own on the lawn in front of third grade and saw how the shadows

moved throughout the day. The class talked about obelisks and water-clocks and followed a progression through history, watching hour-glasses with sand moving through them.

This approach is a central part of how every subject is brought in Waldorf: teachers go from the whole to the parts. The block started with the huge picture of the sun, moon, and stars, and then moved on to the shadows created, and then became more and more detailed, down to the parts.

After this progression through history to set the scene, the students worked on learning the seasons of the yearly cycle, the months of the year, the days of the week, and the daily cycle through all the hours... and eventually talked about clocks and the ticking of seconds passing by. The class explored how language is full of references to time, for instance that we say, ‘Wait a second!’ and ‘Wait a minute!’ Mrs Walker: “As a class, we started to play with the idea of time as something they experienced themselves, in their body. They were all asked to stand at their desks, eyes closed, and sit when they thought a

DRAWINGS FROM TIME BLOCK MAIN LESSON BOOK BY CHLOE SIERRA



minute had passed. They did this at the start of the block, and again at the end, and it was fascinating how much better they were at sensing the passage of a minute by the end.”

Mrs. Walker described a bead calendar they also worked with: “From the very first day of school in third grade, each child got a bead that went on a string, and then got a series of special beads, firstly for the seventh day of creation, and a different larger one for each holiday or special day (e.g. Michaelmas, their birthday). After many months, we could tell the passage of time through the beads.” And the culminating project for the block was the completion of a calendar as a Christmas present for the student’s own family, with seasonal drawings representing each month of the year.

I was curious to learn about how the students understood the passage of time in terms of the school day, and how the simple business of what class comes next was represented in the earliest grades? “In first grade, the passage of the school day is typically shown using symbols for the schedule, then in second grade it is done just with words, and now, in third grade, each class time is shown with words and numbers for the times,” Mrs. Walker explained.

When the class looked at clocks, they started by talking about the difference between night and day, then noticed how a clock describes day and night as half of 24. They talked about a.m. and p.m., and recognized where the 1/4hr, 1/2hr, and 3/4hr fell. Students wrote down key events of the day and were asked to find out what times they occurred. “We went round the class, and learned just how different everyone was in terms of when they woke up and when they went to bed. For many, this is the first time in their life they start to feel unique, that that they are individuals, and that their family might be unique. That realization lets them know that they themselves have their own journey. That, in itself, is grounding and becomes solidified into their family rhythm.”

They also drew their own clocks to understand the different segments of an hour and a day, and then worked with simple clocks to see the relationship between hour and minute hands. Each student was invited to bring in a real watch (not a digital one!) to school if they wished—the first time this was allowed!

Towards the very end of the block, third grade parent Eric Iskin (a jeweller and keen collector, restorer, and dealer of antique time pieces) came to the class as a guest and brought in a collection of nineteenth and early twentieth century pocket watches that each child was able

to handle, open, wind up and start. Eric asked the class how old they thought watches were and went on to compare and contrast the watches of today with the first ones made over 500

years ago. He talked about the advancements made in time-keeping and how the industrial revolution and the importance of the railroad had pushed forward technological advancements very rapidly in the nineteenth century, in large part due the need for safety and scheduling on the railroad.

Eric asked the third graders how many of them had ever played with a wind-up toy. Of course, everyone had... and he went on to explain that mechanical wind-up toys are all powered by a main spring that distributes power to gears that then turn to carry out different functions. One student noticed the balance wheel inside which he knew all about, commenting that it was like the pendulum in a clock which regulated the timekeeping. So Eric brought up the challenge watch-makers had faced, in that a clock with a pendulum was static most of its life, but a watch needed something much more sophisticated that could cope with being moved about. They came up with the balance assembly that could insulate the watch’s key time-keeping components from all of the shocks of life.

Eric had them open up the back of each of the watches and gave each child a loupe—a jeweler’s magnifying glass—with which they examined the mechanism closely and saw how the clockwork functioned. (The students even got to take home their loupe as a holiday gift!). They had a seemingly never-ending series of questions for him about each and every part but, most of all, they wanted to know how to set the time. And so Eric showed them, and “they all breathed life into the mechanism by winding it.” He

went on to say, “For each third grader, it was magical to see the balance wheels come into motion.”

Mrs. Walker noted, “This was their first exposure at school to anything technological and to the results of mechanisation. The fact that they could hold these beautifully-made items that were over 100 years old and that they could wind them and make them tell time was quite empowering for the students.”



ILLINOIS GENTLEMAN’S POCKET WATCH C1920S, SPRINGFIELD, IL.

AN ANTIQUE POCKET WATCH FOR EACH THIRD GRADER TO HANDLE



FARM CAMP & EARTH ECOLOGY CAMP



 **FARM CAMP:** AGES 4-5 AND 6-10
(6) ONE-WEEK SESSIONS AVAILABLE: \$300 / WEEK
JUNE 18 - JULY 27 | 8:30 AM - 1:00 PM

 **EARTH ECOLOGY CAMP:** AGES 10-14
ONE WEEK-LONG SESSION: \$315
JUNE 18 - 22 | 8:30 AM - 2:00 PM

Farm Camp at Summerfield Waldorf School and Farm is an opportunity for children to connect with the natural world while living into the rhythms and experience of a working farm. The day is designed to inspire a connection with and love of nature and the outdoors. Summerfield offers six, one-week sessions for children ages 4-10, June 18 through July 27, 8:30am-1pm, Monday through Friday. Children may register for just one week or up to six weeks.

Our program for 4–5 year olds makes its home in the Kindergarten village. The children journey to the Farm several times during the week to visit with the animals, pick berries, gather eggs and harvest vegetables. Within our magical Kindergarten village, children will do crafts, sing, play games, hear stories, and enjoy much outdoor play time!

The program for 6–10 year olds meets at the Farm every day and begins with circle time on hay bales. Then farm chores begin; gathering eggs, planting in the garden, drying herbs or picking berries and harvesting vegetables. Some children assist the Farmer in the field work, or help cook delicious organic snacks in the outdoor kitchen. Crafting and games are in the afternoon and their day is ended with a story and lunch.

Seeking students age 10-14 who wish to be immersed in the outdoors, caretakers of the Food Forest, practicing Permaculture skills, harvesting food from the farm, crafting with materials from nature, building a community of friends!

Earth Ecology Camp for 10-14 year old's is Monday–Friday, June 18 through June 22, 8:30am–2pm with Farmer Ronni Sands!

Students will learn ecological skills and practices in our Permaculture garden. Daily activities include growing and harvesting food, gathering herbs for teas and herbal medicine, picking berries, plant dying, basket weaving, painting and cooking in our solar oven. We will explore the wild areas of the land, the farm and become an “earth-wise” community.

REGISTRATION DUE APRIL 20TH. RECEIVE A 10% **EARLY-BIRD DISCOUNT** WHEN YOU REGISTER BY MARCH 30TH!

Summerfield

WALDORF SCHOOL AND FARM

For more information and to register, go to
WWW.SUMMERFIELDWS.ORG/SUMMERPROGRAMS
OR CALL (707) 575-7194 x103



CIRCUS WALDISSIMA *presents*

SUMMER CIRCUS CAMP 2018



Clowning, Juggling, Trapeze, Acrobatics, Tightrope, Stilts, Unicycles,
Rolling Globe, Costumes, Mask-making, Make-up and more!

Circus Camp

Summerfield Waldorf School and Farm and Circus Waldissima are pleased to offer their popular Summer Circus Camps again in 2018!

For children ages 6 to 8 years, there are 3 one-week sessions (June 11–15; June 18–22; June 25–June 29). For children ages 9 to 14, we offer a two-week long session (June 18–June 29). All skill levels are welcome.

Our days will be filled with learning new skills in circus arts, including clowning, juggling, tightrope, trapeze, and acrobatics, to name a few. We will then bring it all together at the end of each session in a wonderful free performance for friends and relatives to enjoy.

This is the 20th year of Circus Camp, led by experienced circus arts instructor, Sieglinde Basmajian. Camp hours are 8:30am–1pm Monday through Friday in our big blue and red circus tent.

AGES 6 - 8: ONE-WEEK SESSIONS \$290 / WEEK

JUNE 11 - 15 | JUNE 18 - 22 | JUNE 25 - 29

8:30 AM - 1:00 PM

(aftercare is available from 1:00-3:30pm)

AGES 9 - 14: TWO-WEEK SESSION \$580

JUNE 18 - 29, 8:30 AM - 1:00 PM

(aftercare is available from 1:00-3:30pm)

REGISTRATION DUE APRIL 20TH. RECEIVE A **10% EARLY-BIRD DISCOUNT** WHEN YOU REGISTER BY MARCH 30TH!

Fly into Summer with Flying Trapeze Camp

Summerfield Waldorf School and Farm and Circus Waldissima will be hosting not two, but three exciting one-week sessions of Flying Trapeze Camp courtesy of Trapeze Arts! Fulfill your dreams of flying through the air on a full size trapeze set up on Summerfield's back lawn. Session dates are June 11–15, June 18–22 and June 25–29. This camp is best for ages 8 and up. Choose either the morning session (8:30am–12:30pm: \$290) or the afternoon session (1:30–3:30pm: \$195), or drop-in to any afternoon session, space permitting, for \$40. Lessons are individualized for each student and students' progress at their own pace. By weeks-end students will have a full repertoire of skills and will perform them for friends and family!

Summerfield

WALDORF SCHOOL AND FARM

For more information and to register, go to
WWW.SUMMERFIELDWS.ORG/SUMMERPROGRAMS
OR CALL (707) 575-7194 x103

Sonoma Recology Comes to the High School Assembly!

By Ronni Sands, HS Farming & Gardening Teacher

Actually, Sonoma Recology comes to Summerfield every week to pick up our trash and recycling and, now, also our green bin. Sonoma Recology took over for the Ratto Group in January as our garbage hauler. This is exciting because they are doing a good job keeping the environment cleaner. In order to learn more about this, we invited their education team to do a trash audit with our High School Green Team. They also met with the newly-formed eighth grade Green Team. They were very helpful in answering our questions, giving us great feedback on the work that we are doing and suggesting some improvements. “What goes where?” is the ongoing question, as this changes regularly and has to be continually updated.

The green bin is our newly acquired possession. The green bin takes any paper that is soiled, from tissues to paper towels, as well as yard waste and food scraps. We have such a good compost system on hand



that we will mostly put in soiled paper. The eighth grade has been doing an audit on how much paper towel is used in a month in the lower school. With the green

bin, those towels can go in there, and Sonoma Recology will take all of that and make compost on their site in Novato.

In order to educate the rest of the high school, we invited the Recology team back for a high school assembly, where we could be informed of the Why's and the How's of garbage and recycling. The eighth graders were invited as well. The Green Teams began the assembly by giving a picture of how our audit went and ways to improve. We explained the green bin and also the reusable paper collection—paper that has been used on only one side will be collected and repurposed into hand-made books. The eighth graders stepped up to share their goals this year, which include raising money for the purchase of electric hand-dryers in the bathroom so that we can stop using so much paper. They also want to work on educating lower school students on how to sort their trash and help with keeping waste down. Sonoma Recology stepped up and took over, with many interesting facts about the relationship between global warming and landfills, which are producing a lot of methane gas. If we can keep more things out of the landfill, we can reduce the gases produced.



We can do better with our recycling and pledge to stop buying packaging that is not recyclable or better yet, go for reusable.

“Sort it right and keep it out of the Waste Stream” was our next activity. Sonoma Recology brought baskets of trash and recycling. We divided up into 6 teams at 6 tables and went to work sorting. This was a great opportunity to practice and ask questions “What goes where?” Even our custodian, Ann Platz, was there to get her questions answered.

We do need to clean our containers before they go into the recycling. Food waste does not mix with recyclables: in fact food and oils can contaminate the load and then an entire bin might be rejected and end up in trash. And paper coffee cups are really a no-no! The lining makes them have to go into trash, and the lid is no longer accepted in recycle either. Use your reusable cup or don't get coffee until you have it with you. Build your reuse muscle. It takes a village to care for our planet. Teach and practice with every action. These are times when every little thing that we do right can teach and build a better future.

SENIOR PROJECT PRESENTATIONS Wed, Apr 25 & Fri, Apr 27, 6:30pm in Sophia Hall

The Class of 2018 would like to invite you to witness their senior project presentations to the Summerfield Community. The senior project is a year long experience comprised of a project, a written paper and an oral presentation. This process gives students an opportunity to explore a subject that is meaningful to them, during a time of transition into adulthood.

Topics this year range from building a boat to restoring a car, from forming a nonprofit to support the education of African children to working with disabled children here in Sonoma County, from biographical writing to exploring emergency services and many more!

Latecomers please wait between presentations before entering.

~ Beth Weisburn, HS Math Teacher & Advisor for Senior Projects

PARENT EDUCATION OFFERINGS FOR AFTER SPRING BREAK:

Class in Spacial Dynamics®

Come and learn how to live more joyfully and fully in your body! Through the use of Spacial Dynamics® and Bothmer Gymnastics exercises, grow more fully into your potential, by exploring the life-giving experience of consciously moving as a human being in space. Wear loose clothing and bring your curiosity!

The classes will include some gentle movement, stretching, posture work and games. Open to all members of the community.

Thursday mornings 8.45–10am, in the Eurythmy barn, Apr 23–Jun 4, 2018. Sliding scale \$100–\$140 for 7 sessions.

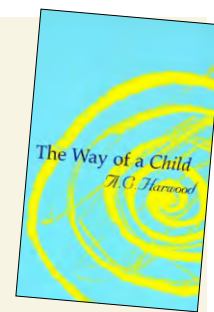
To register for either class or for more information, contact Kate Hammond by phone at (707) 623-9863 or by email 2katehammond@gmail.com.

The Way of a Child

How can we best support our children on their journey through childhood? Through the insights of Rudolf Steiner we can understand our children more deeply and holistically.

In this study of A.C. Harwood's book *The Way of a Child* you will learn more about the principles of Waldorf Education and the anthroposophical view of the child. Through discussion, you will take home practical ideas to apply to your life at home.

Most suitable for families with children birth–14 years of age. Mondays 8.30–10am, April 23–May 21, in the Library. Sliding scale \$80–\$100 for 5 sessions.



The Messenger Marketplace

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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.

Community Events

The Christian Community

Fri., Mar 23 - 7:45pm discussion with our priest in the Eurythmy Barn.
Sat., Mar 24 - 9:15am children's story and song (1st - 6th grades), 10am children's service, 10:30am The Act of Consecration of Man (service is for adults—childcare available) followed by a potluck lunch afterwards. All events are in the Eurythmy Barn.

For confirmation classes for children 7th grade and up or for baptisms, contact Rev. Craig Wiggins at (484) 557-8086 or craig@wiggins.nl. For further information or to be put on our email list, contact Elinor Biller at 696-4731 or biller@sonic.net. All are welcome.

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'Beat the Devil!' Faust, the Whole Story

Saturday evening March 31 at 7:30pm, Sophia Hall
Glen Williamson, so well-known to his friends and audiences here in Sonoma County, will share with us his interpretation of Goethe's 'Faust, or Beat the Devil' as a special Easter offering. \$15 suggested donation, payable at the door.

Sponsored by The Christian Community of Santa Rosa
and The Language of the Heart Branch of the Anthroposophical Society.

Written and Performed by
Glen Williamson

Glen Williamson appearing courtesy of Actors' Equity Association

Classes/Workshops/Camps

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

Felted Chick Workshop at Circle of Hands: Saturday, Mar 24, 11am-4:30pm, led by local artist & teacher Denise Marshall. For adults. \$60 includes all materials. Learn the basics of needle felting over a wire-wrapped armature as well as the technique of making bird feet. Add glass eyes and head feather to make a sweet chick that will add a lovely touch to an Easter basket or your spring décor! Reserve a spot at the store or call 634-6140. Bring a lunch, or zazu kitchen will provide one for \$20.

Birthday Parties with Monica Ashley at Circle of Hands: Let us plan your child's special day! 2-hr use of our beautiful party/workshop room—includes set-up & clean-up; handmade craft; use of linens & utensils; tables & chairs; personalized or themed decorations; party game. Additional options include a handmade birthday crown \$25; face painting \$45/hr; character visit \$75 p/hr; invitations \$2 each. Starting at \$120 for 4 children; each additional child/craft \$15. Limited space for up to 4 adults during the party. To reserve & schedule, call Monica at 236-2829.

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.



Rosebud Summer Camp

Join Miss Catherine for sun-filled, cozy preschool mornings in the Rosebud classroom and play yard at Summerfield Waldorf School and Farm. Our mornings will be filled with verse and song, imaginative play, cooking and baking, gardening, simple crafting, storytelling and puppet shows. Sessions begin June 11 and end July 18; three mornings/week from 9:00am until 12:30pm. Monday through Wednesday. Cost is \$160/session. Registration forms can be found in the Summerfield main office or outside the Rosebud preschool room. For additional information please call Miss Catherine at 707-829-2879.

2nd Herbal Studies class for parents

Sat. April 21st, 10-2. Come learn and practice making herbal products while gaining a deeper knowledge of the plants. Jennifer Monin and Ronni Sands will share practices for making spring tonics, fermented vegetables, and herbal oils and salves. Learn to identify the plants and know which herbs help with which system of the body. \$30-40 sliding scale. To register, email Ronni.figwortrs@gmail.com.

Art Camp @ Summerfield

For children ages 6-12. Explore and create with a variety of art forms: drawing, painting, sculpting and print-making, walks in nature. Dates: weekly 06/25; 07/2; 07/9. Sign up at artcampkuprian.weebly.com or contact Renate @ (707) 495 7543 or kuprian@sonic.net.

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Business Opportunity:

Circle of Hands Waldorf Shop (toy & gift store) is seeking someone to fill a paid management position to begin in May of 2018, leading to potential ownership by July 2019 or earlier. Present owner Leslie Young is looking to retire and sell the shop under generous terms and is also willing to continue future assistance to the business on a voluntary basis. Annual salary depends on experience, w/ training provided by current management to run the operation. Some retail experience preferred, Quickbooks and Excel knowledge helpful. Please inquire by email, lesnsnons@sonic.net.

Services Needed/Offered

The Third Grade teacher is in need of housing!

We are looking for a two bedroom (or larger) house for my family with a fenced back yard for our little dog, Slipper. We are paying \$2000 a month right now and would like to stay around that amount if at all possible. We have extremely good credit. We are also considering buying a house. If you know of any rental or house for sale please contact me, Tricia Walker, at 707-236-2116.

Personal Chef ~ Homemade Meals ~

Are you too busy to cook or need a break from your own cooking? My Personal Chef services can make it easier for you to put delicious home cooked meals on the table. Let my passion and experience for yummy, nutritious, seasonally appropriate cuisine support the health and well being of your family. To reduce the time it takes packaging and increase freshness I cook at your home. Please contact me if you are interested. References available. Alyssum Revallo. alyssumskitchen@gmail.com (707) 480-0655.

Need Help with Your Children This Summer?

Experienced early childhood and summer camp teacher from Shepherd Valley Waldorf School, CO, is spending this summer in Sebastopol and seeking work. Great with all ages of children, and open to many situations: a playgroup, a nanny share, or one family gets me the whole summer! Please email and I will send resume, references and pictures. And we can talk too. Also seeking a room for the summer. Iris Kelly Candea 303-332-7953 or iriskelly@thresholdseminars.com.

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Made to nourish the mind, body and soul, with grass-fed beef bones sourced from Sonoma County Meat Company, our bone broth is incredibly nutritious. Rich in protein, collagen, and minerals, bone broth is very alkalizing and good for your gut flora. Drink on its own or use as a base for soups. \$8 per quart. Call or text (707) 570-5484 to order.

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Childcare and In-Home Help

Waldorf mother of a 7-yr-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 4.5 years. Felicja 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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Summerfield WALDORF SCHOOL AND FARM

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located in the main office

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Messenger

655 Willowside Road
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Editor/Designer:
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UNDER THE BIG TOP

A Circus Show for All Ages

SATURDAY, MARCH 24th, 2018 ★ 7:00 PM
SUNDAY, MARCH 25th, 2018 ★ 2:00 PM

TICKETS \$18 ADULTS AND \$12 CHILDREN

AVAILABLE AT THE SCHOOL OFFICE ~OR~ UNDERTHEBIGTOP.BROWNPAPERTICKETS.COM