

# Messenger

Summerfield

WALDORF SCHOOL AND FARM

MAY 24, 2018

VOLUME 30, ISSUE 9

## Breathing and Rhythm...

THE GOVERNANCE COUNCIL WRITES TO THE SUMMERFIELD COMMUNITY ABOUT EXCITING CHANGES FOR NEXT YEAR

As another year soon comes to a close, we wanted to take some time to review the work we have been doing as a Faculty and College of Teachers. Working closely with our two Waldorf consultants, Dr. Johanna Steegmans and Jon McAlice, we have focused all year on questions of how to make our education more alive, allow the children to experience more of its depth, and bring out more of its healing qualities. One of our key foci on this work has been to look at breathing.

Rudolf Steiner said to the teachers of the first Waldorf school that, throughout its depth and breadth of experiences and content, “all our activity of teaching and education is first directed to a very lofty domain—namely to the teaching of right breathing, and to the teaching of the right rhythm in the alternation of sleeping and waking.” (Study of Man, lecture 1) While these actions may seem natural and instinctual, attaining right breathing and rhythm are the ongoing work and foundation of educational development.

One need only to think about how our world today has left us breathless to realize the impact this must have on the children and young people striving to learn in our school. While the curriculum and the methods are designed to help this process, the way we live and work as parents and teachers in this day and age has brought increased challenges to our breathing. This led the College and Faculty to look more deeply into how our education can develop right breathing in the students.



PHOTO BY MIGUEL SALMERÓN

The faculty spent a great deal of time over the year looking at ways to strengthen the rhythms and life forces in the teaching and community life of the school to enhance the quality of breathing. This spring we turned our attention to the schedule, keeping in mind the thoughts and the goals we set in our studies. Do our children experience a schedule that helps them breathe, or does it have some arrhythmia? We looked at how many different experiences and different teachers the children had in one day. Could we find ways to allow more depth and time to focus and help with breathing throughout the school? This is what we found:

- In the early grades, we looked at ways to have the “practice” lessons that the class teacher teaches take place right after main lesson and snack/recess, so the teacher could have the flexibility and flow that best uses that time to suit the needs of the children.

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## Important Dates:

EIGHTH GRADE PLAY

### Fiddler on the Roof

Thursday, May 24 & Friday, May 25  
at 8:45am & 7pm, Sophia Hall

TWELFTH GRADE PLAY

### The Crucible

Wednesday, June 6 & Thursday, June 7  
at 7pm, Sophia Hall

### Eighth Grade Commencement

Saturday, June 9 at 10:30am,  
Sophia Hall

### Twelfth Grade Graduation

Sunday, June 10 at 10am, Circus Tent

## JUNE EDITION AS WELL!

Please note there will be one more edition of *The Messenger* this year, to be published on Tuesday, June 5.

- In the middle school, we looked at ways the specialty teachers can be more integrated with the work of the class teacher. We looked at times where teams of teachers could be available to support the increasingly complex academic and social learning questions of the seventh and eighth grades.
- In the high school, we looked at beginning main lesson after some movement—so that, like seventh and eighth grades, students start their academic work a little later, when they are more awake. We found ways to group all of the academic periods in the morning and then hold the arts classes in the afternoon. We also looked at how we can allow more individualization of academic and diploma paths so that eleventh and twelfth graders can take their Waldorf education in directions over which they are increasingly responsible.



PHOTO BY MIGUEL SALMERÓN

In an ideal world, a lesson would end whenever the teacher sees the students have reached the greatest depth possible—when they have taken a complete and natural breath in and out with the experiences offered and are ready for the next one. This is, of course, impossible in a school with so many students and teachers

who are in multiple classes to organize. Yet, we are not so large that we cannot make improvements to the schedule that create more flexibility and freedom for the teachers to work together, so that the children's daily, weekly and yearly breathing rhythms are right for them to learn and grow as they should.

What all of this will look like exactly for next year is still in the making. Overall, the goal is to enhance what we do well and what Waldorf education and its developmentally-based curriculum can bring to the students. To parents, most of the school life might look largely the same, although we hope you will see children and young people able to go even deeper into the riches of the curriculum as they are able to breathe more with it.

~ The Governance Council

Ignacio Garat, Jason Gross, Kibby MacKinnon

Andrea Jolicoeur, *Secretary*

## SENIOR GRADUATION

The Twelfth Grade graduation will be held in the Circus Tent on **Sunday, June 10, at 10am.**

Graduates have prepared speeches and will sing as a group. Keynote speakers to be announced.

Student artwork will be on display. Refreshments to follow in front of Sophia Hall.

Please join us in celebrating the accomplishments of the Class of 2018!

## NEWS FROM THE BOARD



*By Jefferson Buller, Board President*

As I write this article, it is the morning after what felt to me like a tremendously successful Farm to Feast. The food was marvelous, as always, and the wine was truly outstanding. The company was unparalleled, and the speakers were emotional, heartwarming, and inspiring. Thematically, the talks trended towards resilience and community building, and I felt like last night's event demonstrated the school and its community's capabilities in those areas very well. The Auction was a great success, and I was so glad to see so many participate in reinforcing the good mission our school undertakes every day. I had a great deal of fun, and it was so wonderful to see many of you there enjoying yourselves as well. Thank you for your support of the event, and of the school. Thank you to all of our chefs, winemakers, volunteers, and especially our development staff for putting together such an incredible showcase of what makes our school community so valuable to all of us.

And, as this school year begins to draw to a close, I am reflecting back on the work the Board has done this year, but it would be remiss of me not to first mention a couple of Board members who are departing our ranks. Eric Rossin, Erika Stuart, and Paul Zehrer will all step away after years of service. They each have been leaders on the board and have contributed in countless ways to the strength and stability of our institution. We are all grateful for their steadfast support and many years of dedication, but we know that they will stay involved in committee work and general support of the school for many years to come.

The silver lining in having Board members depart is the opportunity to have new energy join the Board, and that is embodied in Patricia Gay and Simon Turkalj, who will join the Board at the end of May's meeting. We are also honored with the return of Laura Sternik to the Board. We are so excited to have this wonderfully skilled and multi-talented group added to our team. I am confident that they will bring great things with them.

All in all, it has been a refreshingly quiet year after the dramatic and devastating fires in October. For the most part, the Board's work has focused on becoming more efficient. We passed a budget that we feel is conservative and realistic, and we also spent time streamlining the Board's structure and revisiting our committee groups to ensure the time we spend serving the school is valuable and meaningful. In addition, we joined the college to do a review of the Governance Council, and would like to thank Tim Allen and Line Westman for pulling together all of the details and organizing the feedback, the tone of which was very positive overall.

We are excited to pull together our newly re-formed group over the summer in our Board retreat, to begin to plan for the '18-'19 school year, and as always, we are humbled to serve in our capacity as directors. Thank you for your trust in us.

# May Faire Appreciations

By Michelle Bovard, Lower School Secretary

It is so wonderful to come together and create a day filled with flowers and music, dancing and games, the sharing of food and each other's company. And it couldn't happen without the help of so many people!

A big, warm thank you is due to our amazing May Faire Committee: Kristin McClung, Torey Halim, Kristin McKenna, Rachel Cauntay, Ginny Lambrix, Holly Trivan, and Mary Leveque—your care and hard work made our Faire shine! Thank you to all the faculty and staff who played a part—especially Sieglinde, Skeydrit, Isabel, Ignacio and Craig.

Thank you to the activity organizers and helpers, the cooks and bakers, musicians and decorators, heavy lifters, parking attendants, and countless others who made this event happen—too many to name, but we know who you are and I hope you know how much we appreciate what you do for the school by helping make a May Faire we all enjoy so much!

Finally, thanks also to our photographers! Photos from the event are available in the Main Office.



PHOTOS BY STEPHANIE STEPHENS

## Raising the Roof!

During April and early May, the Third Grade class worked on a special building project, creating and installing a shade roof for the central play structure.



The wood for the roof and supports came from an enormous red cedar log donated by Sturgeon's Mill, and parents Luke Bass and John Terstegge organized an eager team of third grade woodworkers, who learned how to hand-cut lumber for the frames and hundreds of shingles for the roof.

The whole project was done with hand tools, one of which the third graders had made with Luke and high school blacksmith teacher Konstantin Gortinsky.



At the end, the whole class worked with pride to haul on the ropes themselves and raise that roof up to be secured in place. Everyone is now enjoying the added shade, and the feeling of accomplishment for a job well done!

~ Adam MacKinnon, Third Grade parent



PHOTOS BY ADDIE MULLENIX

# Being Shaped by Summerfield...

EIGHTH GRADERS REVIEW THEIR JOURNEY SO FAR AT SUMMERFIELD AND CONSIDER HOW OUR CAMPUS HAS SHAPED THEM

*In the final weeks leading up to the play and the class trip, Class Eight students have been asked to reflect on their years in Kindergarten and Lower School. The first essay in a series of three posed the question: "How has the physical space, the land of Summerfield school and farm, helped form who you are now?"*

ZOEY ON HOW SUMMERFIELD HELPED HER FIND A NEW HOME:

My Waldorf education traces back to kindergarten at Chicago Waldorf School. Hidden among the city's concrete jungle, I hardly ever saw a large expanse of sky. When I came to Summerfield in seventh grade, trees and gravel roads replaced buildings and paved streets. It felt as if the sky was swallowing me up. For, however much I loved the new wildlife around me, I did not jump with excitement at the thought of going to a new school.

I was intimidated by how close the class seemed from an outside perspective. The first few weeks I missed my old class, where I knew little quirks about everyone and they about me. Who, at this new place, would know to eat my pizza crusts because I didn't like them? Not only was school something to get used to, but so was the climate. No snow on my windowsill at Christmas? Evergreens don't look the same against rain puddles.

As I look back on last year, I find so many things that show how much I've grown as a person. The natural beauty of Summerfield has led me to understand and treasure nature. Every flower, every birdsong has become part of me. I love that, every morning on my way to the classroom, I see a mother swallow fly in circles, catching insects for her nestlings to eat.

At the end of last year, when we did flying trapeze as a class, I noticed how supportive everyone was of each other, cheering and clapping from the sidelines. As I jumped off the platform and sailed into pure air, I realized that this is now I would describe my life: surge of adrenaline, itching to burst free, tethered to nothing, but with a net of support and friendship waiting below. Because of that experience I have become much more willing to try new things and let the past go.

Coming to Summerfield is one of the best things that has ever happened to me. So many memories will be planted here, and I will look upon them fondly.



HOPI CHOSE TO FOCUS ON THE TRACK...

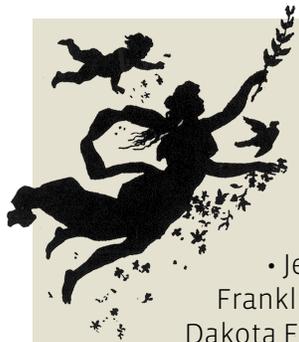
As a young person, my recesses usually consisted of fairy-tale games with limits only as far as our minds could grasp. My first friends were baby squirrels found under the dappled light of closely-knit trees. This was in first grade; now the rutted track is our domain during the sweetness of free time.

Aside from recess, this track also served as a training ground for the Greek Games, Medieval Games, track meets and cross-country. The running was always my favorite part of all the various athletic events, so I joined the sixth grade cross-country team. I only did this one year, but my love for running was born, and now I run at home almost every day.

The inside of this well-used track was the setting for many a game of capture the flag, football, occasional soccer, as well as the annual May Faire celebration. This is a place where memories were made daily—good, bad, and in-between.

One could say that the Summerfield track has character. Its rocky surface is pock-marked with countless swells carved by streaming elements testing its stability. I will miss the track's imperfections, but will be glad not to be running it with the fear of spraining an ankle. This ellipse has years to come of pattering feet leaving their mark.





## We Proudly Announce the Commencement of the 2018 Eighth Grade Class on Saturday, June 9, at 10:30am, in Sophia Hall

Sonia Ruby Rose Amezcua • Hopi Rose Stellina della Notte  
 Caiazzo • Vivianne Siobh an Dean  
 • Jeremy William Felton • Beau Franklin Forchini • Lorna Amelia Fowles •  
 Dakota Freeman • Ema Nyitzal Ivey Govea •  
 Meg Elizabeth Jones • Sabrina Knauss •  
 Jasmine Habiba Kuo-Dahrouch • T. W. Lee •  
 Cruz Cameron Leras • Zhumabek Peter Leuzinger •  
 Theo MacKinnon • Kiana Sky Marckx • Gianna  
 Martinelli • Sophia Molina • Fredi Payton Mrazik •  
 Freja Deborah Niklasson • Liam Richard O'Hare •  
 Harriet Naomi Reed • Joshua Ross • Angelina Maria Rubio • Ben Sarner • Ekaa Sood • Andrew James Storino •  
 Zoey Anne Sugino • Helena Carole Wood • Sophie Chaya Zwicker



## EIGHTH GRADE PLAY

### ***Fiddler on the Roof***

The Class Eight students are putting the final touches together in rehearsal for their exciting production of this wonderful musical.

Please come and celebrate this dramatic culmination of their time together as a class!

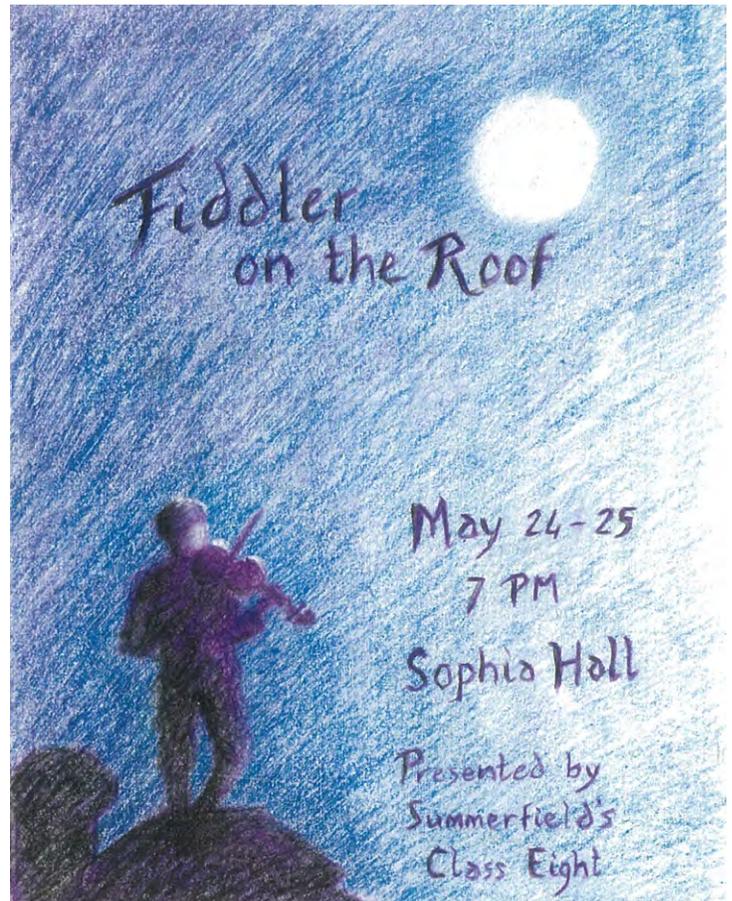
~ Saskia Pothof, Eighth Grade Teacher

Winner of nine Tony Awards when it debuted in 1964, *Fiddler on the Roof* is the brainchild of Broadway legends Jerome Robbins and Harold Prince; songwriters, Jerry Bock and Sheldon Harnick; and bookwriter, Joseph Stein. Touching audiences worldwide with its humor, warmth and honesty, this universal show is a staple of the musical theatre canon.

Set in the little village of Anatevka, the story centers on Tevye, a poor milkman, and his five daughters. With the help of a colorful and tight-knit Jewish community, Tevye tries to protect his daughters and instill them with traditional values in the face of changing social mores and the growing anti-Semitism of Czarist Russia. Rich in historical and ethnic detail, *Fiddler on the Roof's* universal theme of tradition cuts across barriers of race, class, nationality and religion, leaving audiences crying tears of laughter, joy and sadness.

~ Description from Music Theatre International

*Recommended for all ages, but please note length of performance. Runtime is about 2 hours. Free admission.*



POSTER ARTWORK BY SASKIA POTHOFF

MUSIC BY JERRY BOCK, LYRICS BY SHELDON HARNICK,  
AND BOOK BY JOSEPH STEIN  
BASED ON *TEVYE AND HIS DAUGHTERS* BY SOHEM ALEICHEM

PERFORMANCES IN SOPHIA HALL:

**Thursday, 24 May at 7:00pm**

**Friday 25 May at 7:00pm**

## TEACHER NEWS

### Teacher Announcement for next year's Fifth Grade

The Lower School Core Group is happy to announce the hire of Andrea Vander Pluym for next year's Fifth Grade Class Teacher. Please join us in welcoming her and her son to our community!



Andrea received her Waldorf teacher certification at the Bay Area Center for Waldorf Teacher Training, and graduated from the University of California, Los Angeles with a B.A. in English literature and a concentration in creative writing.

Andrea is the founding Board president of Berkeley Rose Waldorf School, where she served

in its administration and held several teaching positions, including class teacher for grades one through four. Her teaching experience prior to that includes teaching fine arts/crafts, special needs education, and afternoon programs in several Los Angeles institutions (early childhood through sixth grade).

She is also a seasoned writer and editor, with over 20 years of experience. Andrea is the author of three published books for young adults, including *Respect*, which was recognized in a White House ceremony and brought to President Obama's oldest daughter's school. Andrea lives in Bodega with her 13-year-old son, Bastien Brace. In her spare time, she supports a budding biodynamic farm on the property.

*Sincerely, the Lower School Core Group:  
Andrea Jolicoeur, Tricia Walker & Isabel Wundsam*

### Eighth Grade vs Faculty & Staff Softball Game

Come cheer on teachers and students in our annual softball game on Wednesday, June 6, from 10:45am-12:30pm. Everyone is welcome!

~ Don Basmajian



### Winter Faire Request

The Winter Faire is still two seasons away, but planning for one of the most popular activities is a year-round affair. The Snowflake Shoppe is the much beloved place where children can shop for handmade gifts for family and friends—without their parents! Next year, each class will be making 30-40 simple items for the Snowflake Shoppe. Classes will be given one or two simple crafts, instructions and supplies as needed. The crafts include a variety of skills such as making knitting needles from wood dowels, sewing garlands and crowns, knitting or crocheting animals, baking, and even assembling spices and bath salts.

We are accepting craft material donations: wool felt, yarn, etc. And we are always looking for parents who would like to take on a few extra crafts to contribute to the Snowflake Shoppe! Knitters, we need you!

If you, or your class, would like to start your craft now and work on these through the summer, please let us know: Kristi Hruzewicz ([kristi.grotting@gmail.com](mailto:kristi.grotting@gmail.com)) or Holly Trivan ([htrivan@me.com](mailto:htrivan@me.com)).

### Annual Fees Due by May 31

Annual Fees for the 2018/19 school year are due by May 31. A *late fee* of \$150 will be charged for failure to make payment by May 31 or formally arrange for alternate payment of Annual Fees by May 25.

Annual Fees may be paid in the following ways:

1. Via cash or check payable to SWSF
2. By adding them as a June installment on your existing FACTS account.
3. By a specialized plan where Annual Fees and Tuition are combined into 2018/19 monthly installments

If you wish to utilize #2 or #3 above, you must email [judy@summerfieldwaldorf.org](mailto:judy@summerfieldwaldorf.org) before Friday, May 25. Your request needs to include how and when you wish to pay your annual fee. Thanks!

~ Judy Reid, Finance

### Reminder from the Development Office

Annual Giving pledges need to be fulfilled by May 31, 2018 (or arrangements made with the Finance Office) in order for classes to receive the \$500 participation incentive.

Thank you for your support!

# Cranky Contraptions

## SIXTH GRADERS GET A PREVIEW OF SEVENTH-GRADE MECHANICS

Interview by Adam MacKinnon, Editor

*The Messenger spoke with Tim Allen, the Sixth Grade Teacher, and Fred Bassett, High School Physics Teacher, about a fascinating Lower School/High School collaboration to bring a taste of some of the principles of physics to the sixth grade students. They called this project 'Cranky Contraptions' in which students got to construct their own simple machines and toys to illustrate basic mechanical laws.*

### Why did you decide to bring this subject to sixth graders?

*Fred:* Mechanics is actually a seventh grade physics topic. However, the sixth grade presents a unique opportunity to introduce a craft project that is a playful example of concepts introduced later in the seventh grade mechanics curriculum, with an emphasis on the six simple machines that include levers, wheels, axles, and screws.

### It seems as if the students really got to work with their hands ...

*Mr Allen:* Yes, as Fred mentioned, the cranky contraptions gave the sixth graders a hands-on preview to the mechanics they will study in their seventh grade physics lessons. Without learning any theory beforehand, they designed and developed a contraption that transferred a rotary cranking motion into another type of motion. Each encountered hurdles in tuning the materials to their design, or errors in the design itself.

### Why does a project like this meet students of this age so well?

*Fred:* The sixth graders are at a developmental stage where there is a lot of joy in making something that requires a mix of creative imagination, basic hand tool skills, and patience to construct a playful toy-like kinetic sculpture that uses some minimal rotary mechanical effort to operate.

*Mr Allen:* It was exciting to see the students engaged in an activity that weaves together both their logical thinking capacity

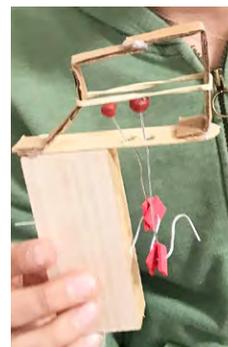
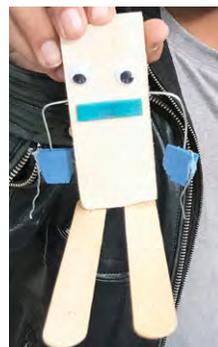
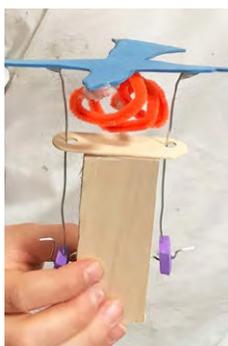
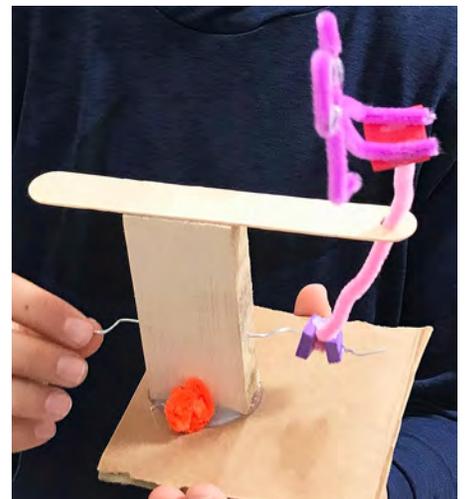
and the productivity of their hands. Their thinking guided the materials, and the material informed their thinking. This process was exemplified by one student who went through four iterations of her design before she got it to function as desired.

### How does this approach to teaching science differ from that in traditional education?

*Fred:* This building project allows for pure experience and experimentation without any abstraction of concept... a cornerstone of how we teach science in Waldorf education.

*Mr Allen:* These cranky contraptions naturally gave rise to the discovery of mechanical principles for oneself, and the development of logical thinking informed by the physical world.

*Fred:* The memories built through this experience will provide a reference point next year during the grade seven physics block, and for the science they'll encounter in high school. So it has a lasting value... You could consider this analogous to turning the soil at the the end of the growing season (activity), letting it rest (sleep), to make it ready for the next season (awaken anew for a deeper exploration).



# A Victory in the Summerfield Farmyard

By Farmer Dan

It seems we all, at times, celebrate victories in our lives, little ones and big ones. Perhaps your baby stands up the first time, or your toddler makes it to the potty on their own, or an adolescent cleans their room and makes their bed without being asked. After months of chemotherapy, my 93-year-old neighbor Lloyd announced to me, while watching a Warriors playoff game together, that he had walked a half a mile that morning along the creek to celebrate that, after a year of treatment, his recent medical tests have come back clean. Meanwhile, he feeds chicken to my puppy from his dinner plate at his table.

A kindergartener remembers to take one egg at a time from under the hens and sets it gently into the basket, fulfilling my wishes for a complete basket of uncracked eggs. Then he remembers to close the gate as we leave the coop, and tenderly takes my hand as we walk back together to the picnic tables for cool cider on a warm morning in late spring. The sixth graders sit on the seats instead of the table tops of the picnic benches when they arrive for farming class, and then all rise to say their verse together without me asking twice. Our massively pregnant cow, Miss May, gives birth to a healthy little boy calf at 12:30am while the SWS community sleeps, and then falls into a calcium-deficient stupor the next morning. But the vigilant Farm apprentices are able to get the vet to the farm in time

for a massive shot of vitamins and, by noon, she is standing and the new calf is happily nursing. The entire class of amazingly large eighth graders come down to the Farm for a visit, about to celebrate their victory of eight successful years of Lower School work and, when they see the new calf and hear the story of the mama's survival, are adamant that he is to be named "Victory", as a testament to their mutual successes. So while we have setbacks, we also enjoy many personal victories in our interactions with friends, students, children, animals, siblings and spouses, day in and day out.

As the school year winds to a close, the words of the late great boxer Muhammad Ali help remind us: "Don't count the days, rather make the days count." As our great annual farm feast and fundraiser fast approached, there was quite a massive push to spruce up the farmyard, not only for our guests, but also to have a lovely place to host our summer farm campers. The gardening greenhouse is overflowing with plants seeded, potted, and nurtured by the sixth grade gardeners so, drawing from such a rich supply, the farmyard beds are now filling with a promising splash of vibrant summer color, most notably a newcomer, Tithonia, a graceful scarlett Mexican sunflower, as well as our more traditional sunflowers, zinnias, marigolds, and Shasta daisies. Our spectacular walnut tree in the front and center of the farmyard

has recently leafed out, always somewhat of a perennial late bloomer. Peas are climbing their trellises, slender, tasty cucumbers are ready for harvesting, as are the smaller, sweeter first zucchinis, and even the tomatoes are beginning

to form up on the new vines in the hoop house. Plums and peaches are about the size of a half dollar, and apples as well are shaping up for eventual harvesting come autumn reminding the students that, if the earth can bring forth such abundant and nurturing fruit each spring, then certainly can we.

Once again, this week an ambitious group of third graders surprised me as we were assigned to shake many jars of fresh golden butter from pints of frosty cold whipping cream. Together, we had discovered from our previous Michaelmas experience that in order for the cream to turn into a solid, sunflower-yellow ball of fresh butter with a reasonable amount of vigorous shaking, the whipping cream had to be thoroughly chilled, so it came to the class from thirty minutes in a freezer, and that made all the difference. We believe, as a group, we now hold the world's record for butter-shaking expertise. Shaking in pairs, by passing the jars back and forth to a partner after the count of 50, one pair of students managed to shake 11 jars of cream into butter, and they narrowed their time down to an amazing four minutes on the final jar in an olympic medal performance. The final result netted 75 jars of butter for the tables at Farm to Feast so, if you happened to enjoy the unusually fresh and tasty sweet cream butter at the event, please feel free to thank the nearest third grader when you see them on the campus playground. And if you have a restless child and need a great activity, try chilling a pint of whipping cream, pouring about a third of a pint into an empty pint jar, securing the lid very tightly, then have them shake away until the buttermilk separates from the butter. Then add a little salt or herbs to taste to the strained-out ball of butter, and chill and serve a fresh glass of buttermilk to your thirsty child for their effort of all that shaking.

Another very welcome and pleasant visitor to our farm pastures recently has been



PHOTO BY ADAM MACKINNON



Corazón (Spanish for “heart”), a previously wild but now tame mare owned by Lena Haug, the daughter of our music teacher, Isabel. Corazón, nicknamed ‘Cor’, is an extremely beautiful, elegant and graceful horse who is very friendly and who has become the darling of the farmyard. Lena has been a long time horse trainer and is well known by many of the girls at Summerfield. Several of our

students are familiar with and have ridden on Cor, while riding their own horses as well, in programs that Lena has worked with over the years since she graduated from SWSF several years ago. So it has been a pleasure to have her lovely horse around during the day when a few students seem to ‘find an important job’ that can take them over to the farm for a visit at lunch or snack recess, and our two cashmere goats and flock of sheep have also struck up a friendship with their newest pasture mate. There is an inherent beauty and grace unique to horses that seems to speak especially to the hearts of girls and young women, so we are very pleased to have such a cherished guest on the Farm for a while.

In the musical *Fiddler on the Roof*, about to be performed by our graduating eighth graders, one of the leading actors, Tevye, introspectively asks his wife, Golde, while observing their children, “Is this the little girl I carried? Is this the little boy at play?” To which Golde responds, “I don’t remember growing older. When did they?” It is so curious, as Mary Oliver observes, how the mind can seize both the instant and the memory. As our students move up into their next class level, or graduate from kindergarten, eighth or twelfth grade, as teachers we ask ourselves similar questions. Another line from the musical comes from the Matchmaker who promises a young couple: “I promise you’ll be happy, and even if you are not, there’s more to life than that... Don’t ask me what.” The Koran says that “We are here for the good of others” and that love is the whole and we are only the pieces. We deeply desire for our beloved children to be happy but, as they say on the coast of California, “You can’t stop the waves but you can learn how to surf.” So perhaps as teachers and parents we can continue to teach

surfing, to help each other negotiate life’s waves, together.

Once again, the poet Mary Oliver helps me close, this time with her reflection on the meaning of love, and its kinship with poetry. First she says:

*Two or three times in my life I discovered love.  
Each time it seemed to solve everything.  
Each time it solved a great many things  
but not everything.  
Yet it left me as grateful as if it had indeed, and  
thoroughly, solved everything.*

Then she follows and concludes with this closing thought, encapsulated in a poem, that love, as is true of all life’s greatest gifts, is really a mystery to behold, perhaps best with humility:

MYSTERIES, YES BY MARY OLIVER

*Truly, we live with mysteries too marvelous  
to be understood.*

*How grass can be nourishing in  
the mouth of lambs.*

*How rivers and stones are forever  
in allegiance with gravity  
while we ourselves dream of rising.*

*How two hands touch and the bonds will  
never be broken.*

*How people come, from delight or the  
scars of damage,  
to the comfort of a poem.*

*Let me keep my distance, always, from those  
who think they have the answers.*

*Let me keep company always with those who say  
“Look!” and laugh in astonishment,  
and bow their heads.*

Have a safe and lovely summer!

Warmly from the farmyard, Farmer Dan

**Farm Guild** will continue to meet in the summer. Please join us for our Tuesday volunteer days. We work from about 9am–noon, breaking halfway for a potluck snack and food. We’re happy to help with your gardening questions, and you also get to leave with a basket full of produce. RSVP and questions to Farmer Dana at [dana@summerfieldwaldorf.org](mailto:dana@summerfieldwaldorf.org).



## Egg Cartons Needed!

The Farm needs egg cartons. If you can drop any off, please leave them neatly stacked in the Farm stand.

Thank you so much!

~ Farmer Dana



# From Sand Cakes to Senior Projects

THE TWELFTH GRADERS' JOURNEY AT SUMMERFIELD COMES TO A CLOSE WITH MEANINGFUL, PERSONAL PROJECTS

By Donna Stusser, *Roots & Shoots Teacher, and Twelfth Grade Parent*

Provide a young child a bit of structure and some raw materials and observe what they create. Set up their schedule so that there is uninterrupted time to sink into free play, repeat this process frequently, and you will find how, out of very little, they will create a mixture of masterpieces which might include rose petal sandcakes in spring, leaf mulch soup in autumn or hand-patted sand buns in winter.

Slowly move forward fifteen years and hopefully the child continues to have ample time to develop interests in their local community and the greater world in which we live. If their life has been rhythmic and fairly predictable, they will have a good amount of time on their hands.

Waldorf teachers typically do not give their students homework in the first four grades. In fourth grade it begins in small doses, allowing the child to unwind after school or take up a hobby or sport. Summerfield's aftercare program is full of outdoor games and free play and a whole gamut of board games, crafts and yummy food.

Community Service is required of all high school students at Summerfield. They must volunteer their time to serve the greater community in a way that interests them. Many students establish ongoing relationships with these organizations and continue long after their yearly 20 hours are fulfilled. In the spring of their Junior Year, Summerfield students are asked



to share their ideas for a Senior Project to which they are expected to devote a minimum of 200 hours.

A few weeks ago our Seniors exhibited delight and confidence in sharing the journey of their Senior Project with its ups and downs, trials and successes.

It was as much about the process as it was the final project. We were entertained, inspired and brought to tears as they presented their work.

Some chose something familiar with a new twist, as Dharma did with her dance piece where she programmed lights into the costumes and worked with two other performers. Although Iren has been



making jewelry since third grade, she launched a business and a website, including a social and environmental platform.

Isabelle chose the physical and mental challenge of becoming a first responder and trained alongside local Gold Ridge Firemen. Daniel chose to quiet his mind and develop a meditation practice.

The range of interests were wide, but in each one you could sense that students had only just begun something that would influence them forever.

Would Lily continue writing and someday publish the 17 short stories she wrote for each of her classmates? Would one turn into a novel? Would Madeleine continue acting, directing and writing musicals or pieces for theatre? How could she not?

Some students had something physical and concrete to show, such as the 20-foot ark



Noah built or the 1947 Willy's Jeep which Eli refurbished.

Some devoted their hours and efforts to earth stewardship projects. Trinity tackled beach clean-up, removing large amounts of plastics from Salmon Creek before they could be deposited in the ocean and added to the gyre of plastic there. Mari rescued 6 tons of food waste from local markets and bakeries, keeping it from entering the landfill so that it could find its way the bellies of those in need.



Many of the students chose projects dear to their hearts so they could further what they knew they loved. Nacia taught art to second graders in both Waldorf and public schools. Wayland discovered more about his father, Grant, through the process of restoring their family home with rewiring, and trench digging—hands-on and heart open.

Nora learned about living with AIDS in Sonoma County and how she could use her talents, skills and resources to help. Nalani got up close and personal with the folks at Black Sheep Ranch and turned strangers into friends while interviewing the members of its community and creating photographic and literary portraits of her subjects.

Some projects radiated their influence both near and far, as did Mariah's local event to raise funds and awareness for improving education in Tanzania. She saw this need on a trip to Africa and knew she could make a difference, just as Ginny felt there must be a way to integrate and socialize special needs children with their peers.

It took Ginny's courage and belief in her project to approach the teachers at Parkside Elementary to ask if she could come regularly and work with general and special education students after having coordinated their trip to the Special Olympics.

Some students relied solely on themselves, as Daniel did in his meditation practice. Others, like Will, involved other students in his creation of unique, eccentric and fashionable clothing, with the help of Iren. Madeleine cast her classmates in her "musical."

Pascal topped it all off with the final offering: he constructed a homegrown (literally) tostada with the same care, love and humour that he brought to planting, tending and processing his corn, tomatoes, beans, chicken and cilantro.

With each project, I could see so much more than what the student shared in the brief fifteen minutes s/he had. Many, if not all of the students, spoke of meeting their edge and pushing through. Knowing these young adults, some for 13 years, has been such a gift! Recent and distant memories kept flashing by as they spoke. Isabelle driving the basketball through the opposing team, Lily reaching for the rebound, or Dharma dancing hip-hop. Iren selling her jewelry at Winter Faire, or Pascal serving food to the masses at a school event. Wayland playing trumpet at a concert, Eli

and Noah constructing a new roof on the farm shed. Each and every student has contributed to our community in many ways.

I couldn't help asking myself: What would I do with one year's time, roughly 200 hours divided up into a minimum of four hours a week and what would be the outcome? Could I stand before my community and present my project with such poise, grace and confidence as our seniors did? Would I have the stamina to continue when things got tricky?

Perhaps I have inspired you to start a project of your own or at least to support our high school seniors in their projects and, if nothing else, to allow your young child the time and place to develop themselves inwardly one delicious sandcake at a time. It all begins through quiet, self-initiated play and, with time, a child's interest expands to include their local community, then their wider global community, and then our planet earth which they have honored and blessed from such an early age in a school which places a core value on reverence and respect.

Blessings on our Seniors and their journeys, both inner and beyond. Deep thanks to each and every one who has helped them find their way. And blessings on Summerfield Waldorf School and Farm, from the little to the big!

## Accepted College List for Class of 2018

By Caitlin Johnson, HS Counselor

As our seniors near the end of their time here at Summerfield, they have been working hard to prepare for their next adventure. Some students have chosen to take a gap year to travel and work or to further define their personal paths, while others are off to college. Below is the impressive list of colleges where our seniors have been accepted this year. Please join us in congratulating our entire Senior Class on their achievements!

- |  |   |
|--|---|
| <i>Bard College</i>                          | <i>Mills College</i>                                  |
| <i>Bennington College</i>                    | <i>University of the Pacific</i>                      |
| <i>University of Colorado, Boulder</i>       | <i>University of Portland</i>                         |
| <i>University of Colorado, Denver</i>        | <i>Portland State University</i>                      |
| <i>Copenhagen Hospitality College</i>        | <i>University of Puget Sound</i>                      |
| <i>UC Davis</i>                              | <i>Reed College</i>                                   |
| <i>DePaul University</i>                     | <i>Sacramento State University</i>                    |
| <i>Drexel University</i>                     | <i>University of San Francisco</i>                    |
| <i>Glasgow School of Art</i>                 | <i>UC Santa Cruz</i>                                  |
| <i>Goucher College</i>                       | <i>Sarah Lawrence College</i>                         |
| <i>Hampshire College</i>                     | <i>Savannah College of Art and Design</i>             |
| <i>University of Idaho</i>                   | <i>School of Visual Arts, New York</i>                |
| <i>Lewis and Clark College</i>               | <i>Seattle University</i>                             |
| <i>Loyola University, Chicago</i>            | <i>Sonoma State University</i>                        |
| <i>The University of Manchester, England</i> | <i>University of Victoria</i>                         |
| <i>University of Massachusetts, Boston</i>   | <i>University of Washington</i>                       |
| <i>UC Merced</i>                             | <i>Whitman College</i>                                |
| <i>Middlesex University London</i>           | <i>Whittier College</i>                               |
|  | <i>&amp; our wonderful Santa Rosa Junior College!</i> |



# The Eleventh Grade Journey

STUDENTS EXPERIENCE A PATH OF SELF-DISCOVERY IN THE REDWOODS

By Ronni Sands, HS Farming & Gardening Teacher



The eleventh grade took a path of self-discovery in the Redwoods near the town of Gualala. The Gualala River was our constant friend and companion—an “emerald pool” where we spent time building rafts or dams, or skipping stones. Our goal was to become secure in oneself in nature, to drop the distractions, and come to the present moment.

What do you need to know to do this?

Know what the different bird calls mean, know how to make a fire, build a shelter, be with yourself. You must come to know the landscape, and what really matters.

We played games, danced, sang songs and



wrote poems. Here are a couple of student poems that give a picture of the place that we came to know and love:

*Sole Dancing* BY ULA CAMASTRO

Silence echoes down the winding river  
The sunlight casts a little sliver  
Wind whistles in the trees  
Creaking and cracking,  
I step and freeze.  
A ghost dog barks, that's a fact.  
Shivers run down my spine and back,  
As the river gurgles, saying it's just fine.  
Solo, I step from rock to rock,  
Looking up, I see a flock.  
They move as one,  
Dipping and diving in the sun.  
The world spins in slow motion  
As the river runs towards the ocean.  
All in one, one in all,  
Life keeps breathing, far past the stars,  
Twinkle, shimmer, sparkle, shine,  
They watch over us all the time.

*SOLO* BY SAMEER SHAH

Sleeping along the river,  
Wind carrying the ghost dog call.  
Then walking the trail up to the hill,  
Helping Velton pull bullthistle.  
And at night, sitting cold by the fire,  
Playing games like fox tail tag  
To pass through the night.  
These are the thoughts  
Through the long, silent Solo  
I thought when my thoughts were alone.

## Isabelle Dean awarded Youth of the Year!

The Sebastopol Chamber of Commerce has selected Isabelle Dean for the 2018 Youth of the Year award!



During the October fires, Isabelle worked every day with the Ceres Project (a youth-based volunteer-supported local community kitchen that grows, cooks, and delivers nutritious and healing meals year-round for the terminally-ill) to prepare food for those in need.

When Analy reopened as an evacuation site, Isabelle phoned Ceres at 7am to see if they needed help and went right over. She has been volunteering weekly at Ceres for four years, and is now a team leader there. Isabelle's supervisor at Ceres has nominated her for this award.

For her Senior Project, Isabelle completed a rigorous training to be an Emergency Medical Responder, a first responder. Also, inspired by the emergency services in the October fires, she joined the Explorers Program with the Gold Ridge Fire Department and still participates on a weekly basis each Wednesday and Thursday. For her Apprenticeship Week, she volunteered at the Fire Department and was able to ride along with firemen.

Both at school in leading class meetings, on the basketball court, and in the wider community, Isabelle exemplifies social awareness and leadership. Congratulations, Isabelle!

~ Beth Weisburn,  
HS Math Teacher

## Summer Camp Update!

The registration deadline for all camps has been extended indefinitely until camps are full. Here are the availabilities:

**Farm Camp** (ages 4–5): week of July 16;

**Farm Camp** (ages 6–10): Weeks of June 25; July 2; July 9; July 16 and July 23

**Circus Camp** (ages 9–14): June 18-29;

**Advanced Circus Camp** (Grades 5 and up): Weeks of June 11 and June 18

**Flying Trapeze Camp** (ages 8+): 3 one-week sessions from June 11–29, mornings or afternoons

Please visit our website for more information and registration forms or pick them up in the Main Office: [summerfieldws.org/summerprograms](http://summerfieldws.org/summerprograms).

~ Lisa Hensley, Summer Camps Registrar

# The Messenger Marketplace

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

## Training

### Center for EDUCATIONAL RENEWAL

WALDORF  
TEACHER  
TRAINING  
SONOMA  
COUNTY

**Center for Educational Renewal** opened its program in 1990 on the beautiful, 40-acre campus of Summerfield Waldorf School and Farm, enjoying a setting that is integrated with nature and a vibrant Waldorf community! Director Don Basmajian brings his ever-growing love of teaching and the Waldorf curriculum to our teacher training students as deepen their understanding of Waldorf pedagogy, human development and Anthroposophy. An in-depth study of the arts and the curriculum serves as the foundation for our students' self-transformation. In addition to coursework, students complete annual classroom observations and student teaching. Graduates are prepared to become professional Waldorf teachers at the early childhood, lower school and high school levels. New course begins June, 2018! ednew.org Four years, part-time, September - May, Wednesdays and Fridays, 3:30pm-6:30pm; Two-week Summer Intensive each June.

## Community Events

### The Christian Community

Fri., June 15 - 7:45pm seasonal discussion with our priest in the Eurythmy Barn; Sat., June 16 - 9:15am children's story and song (1st - 6th grades), 10am children's service, 10:30 am 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](mailto:craig@wiggins.nl). For further information or to be put on our email list, contact Elinor Biller at 696-4731 or [biller@sonic.net](mailto:biller@sonic.net). All are welcome.



**SUMMER THEATER CAMP**

WHEN: MONDAY JULY 9 - FRIDAY JULY 27, 2018  
9:30 am - 3:00 pm  
Performance Friday July 27

WHERE: SUMMERFIELD WALDORF SCHOOL AND FARM  
655 Willowside Road, Santa Rosa, CA

WHO: AGES 9-13 YEARS OLD

PLAY: SHAKESPEARE'S TWELFTH NIGHT

COST: \$625

DIRECTOR: Liz Turkel Vose, Speech, Storyteller and Theater Instructor; Bay Area Center for Waldorf Teacher Training, Emerson College, Chekhov Theatre Ensemble

STAGE MANAGER: Hannah Jane Dakin

For registration forms, please email: [yeayunn@me.com](mailto:yeayunn@me.com)

AN INDEPENDENT INITIATIVE HELD AT SUMMERFIELD WALDORF SCHOOL & FARM

## Classes/Workshops/Camps

### Class, Party & Camp Offerings at Circle of Hands

6780 McKinley St. #120, the Barlow,  
• 707-634-6140 • [circleofhandswaldorfshop.com](http://circleofhandswaldorfshop.com)  
To reserve & schedule, call Monica at 236-2829.



**Birthday Parties with Monica:** Let us plan your child's special day! 2 hours in our beautiful party/workshop room—includes set-up & clean-up; handmade or themed decorations; party game. Starting at \$120 for 4 children; \$15 per additional child/craft. Limited space for up to 4 adults during the party.

**Mermaid Baby Workshop:** by Monica Ashley. Wed, June 6, 6-9pm, at Circle of Hands. In this evening class, you will be guided in making a complete doll from beginning to end, with a customized tail shape & body color; choice of skin tone & hair. \$50 fee includes materials.

**Summer Art Camp with Monica:** for children ages 5-8. 9am-2pm, Mon.-Thurs., \$265 p/session. June 18-21, Snow White & Rose Red; July 2-5, Pirates & Mermaids; July 9-12, Jungle Animals.

COMING SOON: **Woodland House Workshop:** with Sharon Easley on Sun, July 22, 1-5pm, \$100. For creatures 5-500 years old, but ages 5-10 must attend with an adult (for no extra cost). This class is very popular, so sign up early! Call us at 707-634-6140 or register & pay on our website.

### 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 6/25; 7/2; 7/9. Sign up at [artcampkuprian.weebly.com](http://artcampkuprian.weebly.com) or contact Renate @ (707) 495-7543 or [kuprian@sonic.net](mailto:kuprian@sonic.net).

### Cherry Ridge Nature Camp has openings for summer

An outdoor Waldorf camp on a beautiful 5 acre remote property for 3.5-7 year old children. Activities include tree climbing, gardening, walks in nature and woodworking/crafting. Contact Ms Donna for schedule details at [dstusser2@comcast.net](mailto:dstusser2@comcast.net). Flyer on the bulletin board at SWSF.

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

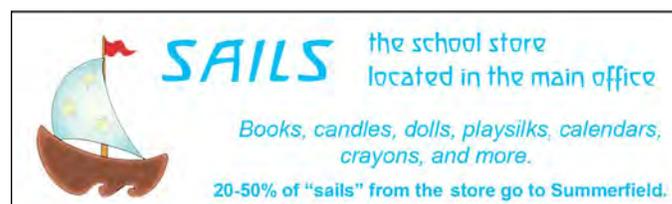
Our very own master handwork teacher, Lisa Wilde is offering a weekly handwork group from 8:30-10am on Wednesdays. Classes are \$10. Drop-ins and all skill levels are welcome. Participants may also bring their own handwork projects and get advice or just work with the group.

### Garden Teacher Training Intensive

Ronni Sands & Willow Summer will be offering a Garden Teacher Training Intensive this summer in the Permaculture Garden at SWSF on June 30, July 1 and 2, 9am-4pm. This course will be theory and practical projects for creating an outdoor learning experience for children K-12. Using their book, *Growing Sustainable Children*, the course is appropriate for parents, teachers, farmers and anyone who wants to deepen their own gardening practices. To sign up, email [figworths@gmail.com](mailto:figworths@gmail.com). Cost is 300-350\$. Questions, call Ronni @ 823-3192.

### Sewing Camp

July 9-13. 12:30-3:30pm at Summerfield Waldorf School. This summer, create with grade 8 sewing instructor, Cathleen Wolford. Upcycle/reuse/recycle old clothing to make new pieces with machine-sewing instruction. Limited to 10 students, grades 6-9. \$175. RSVP to Kristi Bell (480) 213-6057. An independent initiative held at Summerfield Waldorf School & Farm.



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**Services Needed/Offered**

**Singing and Piano Instruction with Mary Beard**

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

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**Sebastopol Strings Academy**

Private Cello Lessons, Group lessons in Beginning cello, Intermediate cello, and Elementary Piano for String Players, and Music Theory. Maureen Caisse. 707-206-1566. [sebastopolstringsacademy.com](http://sebastopolstringsacademy.com).

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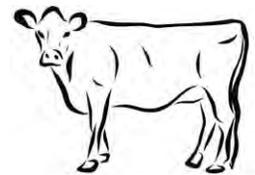
Do you have a learning difference (ADHD/ADD, dyslexia, etc)? This time management/planning course is designed for students age 12+ (or college-bound) and their families. 4 classes: Aug. 2 – 5/Santa Rosa. Cost: \$290+ Melissa Baker 503-380-8031 [TheTimeProfessionals.com](http://TheTimeProfessionals.com)

**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. Felicia Channing 707-327-8287 or [zabeldy@gmail.com](mailto:zabeldy@gmail.com).

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**Rental Available**

Two bedroom unit available from the end of June for long term rent in South West Santa Rosa. \$1900 per month plus utilities. Suit couple or one-child family. Please call Kate 707-623-9863 for more information.

**Room for Rent**

on Mill Station Rd in Sebastopol (available May 19). Mom and two year old daughter looking for a female roommate to share home near Ragle Park. In the country on a beautiful, wooded property, but still close to town. \$950/mth includes all utilities, internet, bi-weekly housecleaning, 50%+ of garage for storage, office, etc. For more info contact Stacey 415.302.0567.

**Rental Available from July**

Summerfield Family has a 2 bed 1 bath condo in the Coddington area of Santa Rosa that will be available to rent in July. This is close to all forms of public transportation including a very short walk to the Smart train station. We are kindly asking \$1,800 per month and if you have any question please call 293-0700.

**SWSF Family Seeking Rental**

Takako and Sage Rasmussen (Second grader) are looking for a granny unit situation or home to rent in the area where we can commute in 30 minutes or so. The maximum rent I could pay would be \$1700. Please contact Takako at 707-318-2865 or takako.rasmussen@gmail.com.

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Visit us online at  
[www.summerfieldwaldorf.org](http://www.summerfieldwaldorf.org)

## TWELFTH GRADE PLAY

### ***The Crucible* by Arthur Miller**

*"It is rare for people to be asked the question which puts them squarely in front of themselves."*

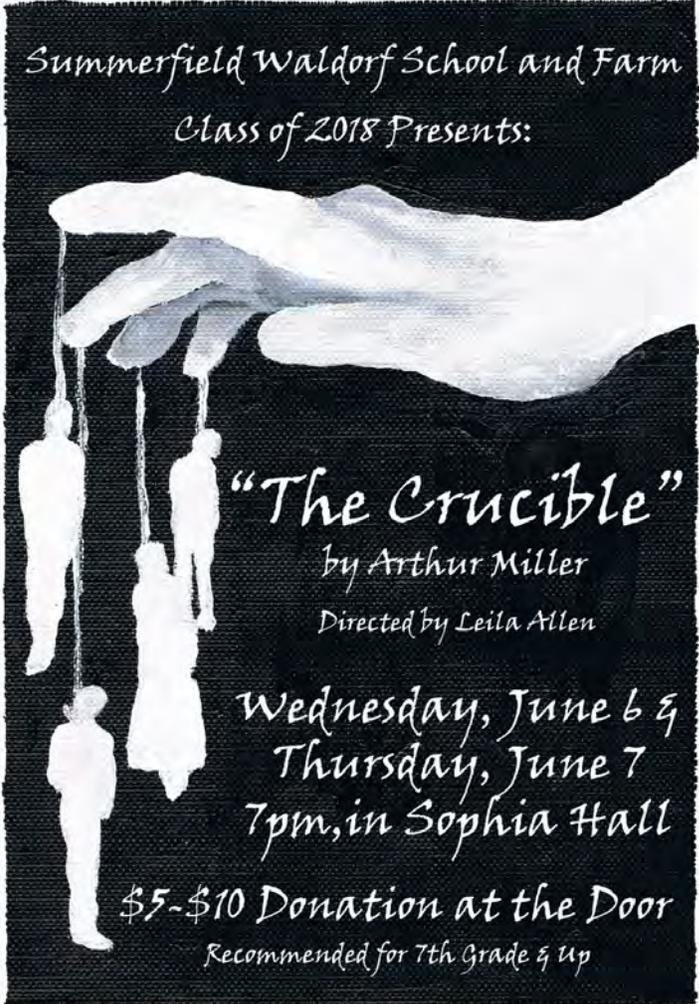
—JOHN PROCTOR IN *THE CRUCIBLE*

*The Crucible* is based on the witch trials which took place in Salem, MA, in 1692. Arthur Miller wrote the play in 1953 as social commentary on Senator McCarthy's witch hunts which deeply affected his colleagues in the theater and film world. Miller, himself, was called before the House Committee on Un-American Activities in 1956. Before the trial began, a committee member told him his charges would be dropped if he could have his picture taken with Miller's wife, Marilyn Monroe! Miller refused and the hearings commenced. Miller would not name anyone a communist. He was convicted for contempt of court, but the ruling was later overturned.

The themes in *The Crucible* of lies and deceit, intolerance, mass hysteria and moral judgment felt relevant to our Twelfth Graders. They are sure to bring depth and richness to these characters that so many of us have known since our own days in high school drama classes.

~ Leila Allen, High School Drama/Speech Teacher

Please note: As adultery is also a major theme in the play, we are recommending it for seventh grade and up. The run-time is about 2 hours with one intermission. Free admission.



Summerfield Waldorf School and Farm  
Class of 2018 Presents:

**"The Crucible"**  
by Arthur Miller  
Directed by Leila Allen

Wednesday, June 6 &  
Thursday, June 7  
7pm, in Sophia Hall

\$5-\$10 Donation at the Door  
Recommended for 7th Grade & up

POSTER ARTWORK BY LILY BULLER