

# Messenger

## Summerfield

## WALDORF SCHOOL AND FARM

JUNE 6, 2018

VOLUME 30, ISSUE 10



## Congratulations to the Class of 2018!

Congratulations to our Seniors. We applaud them on the completion of their high school years. They have worked hard and given much to Summerfield, each having come to know and understand their special gifts. Below is a list of their destinations next year. We wish them all the best in their future endeavors and adventures in the world!

~ The Summerfield Waldorf School and Farm Community

Daniel Aughenbaugh  
Iren Barnum

Lily Buller  
Trinity Burnham-Pohlmann  
Isabelle Dean  
Will Howard  
Nalani Knauss  
Mariah Lanphar  
Eli Mardigian-Des Jardins  
Nora Miller-Fitzpatrick

*UC Santa Cruz*  
*Gap Year, photography work and traveling*  
*Whitman College*  
*UC Davis*  
*Loyola University Chicago*  
*Santa Rosa Junior College*  
*Gap Year, traveling and working*  
*University of Washington*  
*UC Merced*  
*Sarah Lawrence College*

Madeline Nagle  
Nacia Schamoni  
Pascal Serkissian  
Mari Stusser  
Wayland Shephard  
Noah Westman  
Dharma Westphal  
Virginia Wooldridge

*Mule Packing in Sequoia National Forest & traveling in Mongolia*  
*Working at Ooh La Luxe and traveling*  
*Seattle University*  
*Gap Year, working as a guide*  
*University of Victoria*  
*Copenhagen Hospitality College*  
*Santa Rosa Junior College*  
*Seattle University*

*Top Row (L-R): Eli Mardigian-Des Jardins, Will Howard, Daniel Aughenbaugh, Lily Buller, Pascal Serkissian, Noah Westman*

*Middle Row: Nalani Knauss, Wayland Shephard, Isabelle Dean, Iren Barnum, Trinity Burnham-Pohlmann*

*Bottom Row: Nacia Schamoni, Kathinka Kiep (class advisor), Mari Stusser, Virginia Wooldridge, Mariah Lanphar, Nora Miller-Fitzpatrick, Madeline Nagle, Dharma Westphal, Fred Bassett (class advisor)*

### SENIOR GRADUATION

Sunday, June 10 • 10am • Circus Tent

## FAREWELL TO DEPARTING FACULTY & STAFF

As happens every year, we find ourselves bidding a sad but fond farewell to staff and faculty who are moving on to new things. We wanted to acknowledge the many years of dedicated service these dear people have given to Summerfield. We will miss you!

### FROM ADMINISTRATION

#### Judy Reid

A stalwart in the Finance Office since 2004, Judy has decided it's time to move on to the next chapter of her life: retirement! Having worked with Judy closely since 2005, I know her straightforwardness and patience has been appreciated by parents, staff and faculty alike. She created Summerfield's current financial processes from scratch and integrated our accounting systems with our database, leaving behind a stable and consistent structure that will be utilized for years to come!

Judy has proved to be thoughtful and caring, and will be a sadly missed member of Summerfield's admin. team. Though Judy leaves us as a staff member, I am certain she will keep herself busy! In addition to giving more attention to her home and ranch in Occidental (where her family has lived for generations), she will continue to travel the world, (having already visited Asia, South America and Europe), and volunteer here at Summerfield in her role of grandparent to Dakota, a rising ninth grader. Congratulations, Judy! We send you forward with the best wishes and appreciation. ~ *Andrea Trinei*



### FROM EARLY CHILDHOOD

#### Karen Guthman

After twelve years of teaching in the Early Childhood Village, first in Red Rose Kindergarten, then in the Rosebud Preschool, our dear Miss Karen will be saying goodbye to full-time work here at the end of the school year. Miss Karen has been a loving, warm and capable presence in the lives of so many little ones. She has made her legendary whole wheat buns and honey butter with the Rosebud children twice weekly for ten years; a rough calculation estimates that she has made well over 25,000 honey buns!

Her Acorn Aftercare children have been sung to sleep so sweetly, aspiring pint-sized farmers have been inspired by her chicken-handling skills, and her comforting arms have soothed many a preschooler in need of a hug.

We, her Summerfield colleagues, will miss her dearly and are cheered by the fact that she will be available as a substitute teacher, bringing her smile and magical ways to even more young children in our care. We extend a deep bow of honor and gratitude to our treasured Miss Karen!

~ *Catherine Schlager*



### FROM THE PRACTICAL ARTS

#### Laurel Henson

Laurel has been in our community for at least 20 years. She has worked as a handwork teacher and as an assistant throughout those years. Her daughter Holly and her son Rubin graduated from Summerfield's high school. The thread of her constancy will live on forever in the children. Her many gifts and generosity will be missed by both children and teachers. We wish her the very best in her future endeavors. ~ *Lisa Wilde*



### FROM HIGH SCHOOL

#### Leslie Loy

Three years ago we asked Leslie Loy, a Summerfield graduate who was leaving her work coordinating programs at Rudolf Steiner College, if she would fill in for a month or two while we continued our search for a credentialed school counselor who could fit our unique community and needs.

Three years and at least one job title later, Leslie is leaving us to work closer to her home in Sacramento. Over that time, she earned the respect of the students, parents, and her colleagues taking on the long list of tasks that goes with the title of school counselor, as well as a lot more with outreach and development.

Leslie used her keen mind, strong drive and commitment to the right education and health of young people as the springboard to serve our school and students with energy and insight. No task was too big or too small, and her myriad and profound contributions will be greatly missed. We wish her the best in her next endeavors. ~ *Jason Gross*



### ADDITIONAL FAREWELL: Lisa Wespiser

We would like to say a particular thank you to Lisa Wespiser for joining us in November as the Fourth Grade teacher.

She brought many gifts to the class this year, with one of the highlights being their wonderful play *Sif's Golden Hair*.

We appreciate having an experienced long-term sub caring for the class during this year of transition. Lisa has also been finishing her Administrative training this year and will be moving to Idaho for her new position as Principal of Peace Valley Charter School.

~ *Andrea Jolicoeur*





## TEACHER NEWS

### Teacher Announcement for Rising First Grade

The Lower School Core Group is very pleased to announce the hire of Amanda Butterworth as next year's First Grade Teacher! Amanda comes to us from Running River Waldorf School in Sedona, Arizona. She has many years of teaching experience and has taught elementary, high school and university classes, including performing and teaching Shakespeare.

Ms. Butterworth was raised in Canada with a deep reverence and appreciation for music, art, and humanity. Amanda was blessed to have a nurturing family who gave her an enthusiasm for nature, life and learning, including a grandmother who was a graduate of one of the first Waldorf Schools in Europe. Her interests and talents include the arts, handwork, music, theatre, homeopathy, the healing arts, meditation and writing.

Her undergraduate studies led her to major in Music (Vocal) and Liberal Arts at Douglas College in British Columbia. Following this, Amanda spent two years in New Orleans before beginning a ten-year tour of China, South Korea and Burma. Ms. Butterworth is currently completing the Waldorf Grades Training at the West Coast Institute and is excited to be able to bring her diverse teaching experience, combined with her love of the Waldorf education, to the children of today. She has two daughters, Fabienne, a rising fourth grader, and Oceane, a rising second grader, and they are excited and grateful to be joining the Summerfield community.

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



AND FROM EARLY CHILDHOOD...

### Thank You to Nada & Sophia!

Last August, we put out a call for teachers to turn a healthy waiting list into a small transitional preschool class for the fall of 2017. We were so grateful to find Nada Hadley and Sophia Grace Ferrar, who formed these active toddlers into a healthy class of 3-year-old Blossoms children, all of whom have been accepted into our Rosebud Preschool for fall 2018.

Nada and Sophia have been consistent, reliable and hard-working in creating a positive, healthy environment for these children, and adding such love and warmth to the childrens' lives. We wish Nada much joy as she ushers her new baby into this world in November, and wish Sophia much success in all her creative endeavors both at home with her daughter and in the world.

*~ Donna Stusser, Roots & Shoots teacher*



### Fare-Thee-Well, Ms. Thalia!

Our dear Ms. Thalia, the Yellow Rose Kindergarten teacher, will be returning to her home in Wales this summer. After many years as the White Rose teacher before retirement, she graciously returned this past semester to reopen the Yellow Rose, in order to accommodate a number of waitlist families. She is a treasured and wise teacher, mentor and friend who will be dearly missed by children, parents and faculty alike.

*~ Rachel McGarva, White Rose Kindergarten teacher*



### Farm Guild

We will continue to meet in the summer. Please join us for our



Tuesday volunteer days. We work from 9am-noon, breaking halfway for a potluck snack and food. We're happy to help with your gardening questions, and you get to leave with a basket full of produce. RSVP to Dana at [dana@summerfieldwaldorf.org](mailto:dana@summerfieldwaldorf.org).

### Thank You!

"I cannot express how much your timeliness to our enrollment/re-enrollment deadlines and remittance deadlines helps in our processing for the upcoming school year. Thank you, thank you, thank you!"

*~ Judy Reid, Finance Office*

# 'Dem Bones Gonna Walk Around'

## A LOOK AT THE EIGHTH GRADE ANATOMY BLOCK

By Adam MacKinnon, Editor

*It's not Halloween, but there are skeletons on the walls in the Eighth Grade classroom! They're not scary, but actually rather beautiful—and they're all in motion doing some very interesting things... Intrigued, The Messenger spoke with Ms. Pothof to learn more about this project and how it fits into the study of anatomy.*



FREDI MRÁZIK

The Waldorf curriculum works in a spiral in so many ways, with subjects introduced, and then returned to in later grades with more depth and greater complexity, allowing understanding to be born from the seeds planted earlier. The Life Sciences are no different: they even begin way back in kindergarten with the loving focus on the seasons and the festivals of the year (and where the wealth of tactile experiences provided through creative play—with water, sand, wood, wool and other natural materials—builds a basis of sensory experience that will emerge as observational skills in later years), and continue in the lower school with the revelation and wonder found in the relationships of plants and animals.

Specifically, the study of anatomy first appears through the Man and Animal block in fourth grade, which is then

revisited in eighth grade, and comes to fruition in high school in ninth and tenth grade biology, where students go into depth studying the anatomy and physiology of the rhythmic, metabolic, nervous, hormonal and skeletal systems, as well as embryological development.

As fourth graders, students considered the contrasts and similarities between Humans and Animals. They learned how the human being, in anatomical terms, is a generalist, while animals developed specific anatomically-based skills often at the cost of others: a particularly strong sense of sight, or smell, or a means of locomotion. Students discovered what it is that allows us to be upright human beings: and what that, in turn, enables for us: they also covered what it means as an upright human to be able to extend our hand, with the possibility of offering help—a uniquely human capacity. Our spine gives us the ability to have stillness in the head, and that allows clear thinking. And, because our spine is vertical, our hands come into service for other uses since we don't need those two limbs to support our weight. For animals however, the head is more like another limb, just suspended. Students saw how there are trade-offs in evolution: as humans we gained the benefit



GIANNA MARTINELLI

of clear thinking and a balanced set of skills and capacities, rather than an overly specialised anatomy.

Developmentally, eighth grade is the year of the bones: the students start to push off again physically and develop more uprightness. The growth process of the bones is finishing up, and some of the growth plates are connecting. And in eighth grade teachers can bring a picture that students now have the morality to uphold themselves as upright human beings in a more conscious way. Moreover, the way students study in the eighth grade involves more freedom, which lends them more objectivity... and they need to now have the spine to make choices between what is right and not right. For all these reasons, Waldorf schools bring the study of the bones in eighth grade.

By this time, the students have also had the experience of seventh grade mechanics with the understanding that brings of levers and the force of gravity. When they begin eighth grade anatomy with the study of the foot, they have an awareness of what balance entails, and they can appreciate the levers in the foot. In Ms. Pothof's class, each student made a clay version of their own foot.



ANGELINA RUBIO



SID GOVEA



T.W. LEE



HARRIET REED



ZHURABEK LEUZINGER





This artistic work was accompanied by comparisons in main lesson between humans and animals, looking in much more detail at the ways in which certain animals specialized, whereas we humans remained generalists: for us, our hands were capable of making tools rather than being the tools. The class looked at how most animals walk on their toes: it's only the bear and the human that has their whole foot on the earth. The eighth graders studied various animal skeletons, looking for 'Where are the shoulders?', 'Where is the knee?' and 'Where is the elbow?' ... The wonder of these comparisons in fourth grade became real questions in eighth grade.



And then, the closing project for the block was for each student to draw the

human skeleton doing an activity that was meaningful to that student, and they had to get the picture anatomically accurate: they were given the freedom to choose that activity as a way in to a demanding project that might otherwise have been 'bone dry'. The eighth graders were not allowed to use the internet; they had to figure out other ways to do any research that was required, and much of what they did was to pair up and observe each other making these movements. And, of course, they used their imagination. As you can see from the accompanying artwork, the eighth graders responded with evocative drawings that revealed as much about themselves and their passions as it did about what was happening with 'dem bones' under the surface.



## TWELFTH GRADE PLAY

### *The Crucible*

BY ARTHUR MILLER

**Wed, Jun 6 & Thu, Jun 7  
at 7pm, Sophia Hall**

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

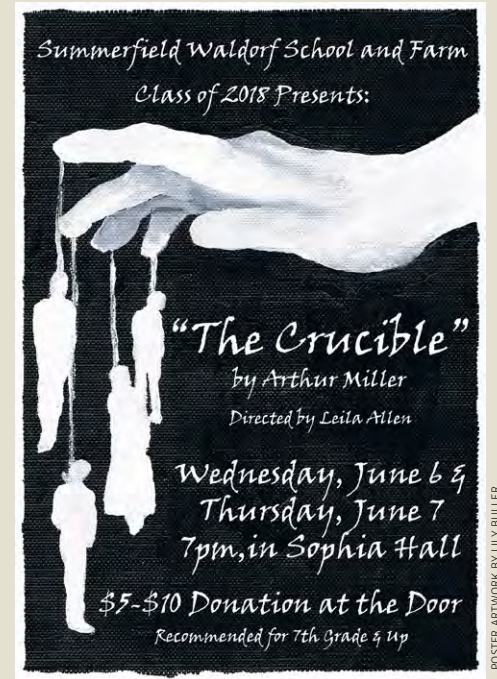
—JOHN PROCTOR IN *THE CRUCIBLE*

*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.*



## Sports Coaches Needed!

Dear Summerfield Parents,

Our after-school athletics program for grades six, seven, and eight *needs coaches!* We cannot offer these programs without parent support.

For the 2018-19 school year, we are hoping to offer:

**Cross Country:** for G6,7,8 (season begins late September)

**Co-Ed Volleyball:** for G7,8 (season begins mid-September)

**Boys Basketball:** for G7 &/or 8 (season begins November)

**Girls Basketball:** for G7 &/or 8 (season begins January)



All of these sports seasons last about 6 weeks. Coach candidates will meet with the Lower School Core Group and are required to complete a dual-coaching curriculum. For more details, please email [athletics@summerfieldwaldorf.org](mailto:athletics@summerfieldwaldorf.org) if you are interested in coaching.

~ Mike Carroll, Athletic Director

# Farm to Feast 2018

*By Caryn Stone, Development Coordinator*

Thank you to our resilient and warm community!

May 19, 2018 proved to be a gorgeous, temperate day on Summerfield Waldorf School and Farm's Biodynamic farm. Upon arrival, guests were greeted by a string quartet of student musicians playing classical music on the bed of the farm stand truck. Flowers were bountiful as guests enjoyed wood-fired pizzas, robata and libations by Summerfield vintners and community partners. A lovely silent auction featuring local artisan items was on display, ranging from student art to outstanding class projects. Guests also enjoyed live music by alumni trio Kai, Kyle and Vanessa and beautiful jazz by Summerfield parent Shea Beaux Wells.

This year we returned to long tables covered with white linens, under the walnut tree, for dinner. The meal featured seasonal foods prepared by outstanding local chefs and was served family style, with music by alumnus Stav Redlich.

While we enjoyed a special meal and conversation, Board President Jefferson Buller inspired us as he welcomed guests to the 12th annual Farm to Feast and introduced student speakers Eli

Mardigian Des Jardins and Lily Buller. These seniors reminded us why we choose a Waldorf education for our children. With humorous and touching stories from her classroom, educator and Summerfield alum Cielo Pryor-Garat exemplified how Summerfield prepares students for life after high school—a life of service. Current Summerfield parent and alumnus Jenny Kenyon moved us to tears as she reminded us of our resilience as a community. Auctioneer Renee Richardson led us in a spirited and enjoyable live auction that led to heartfelt and inspired community giving.

The evening ended with beautiful and delicious desserts, coffee, and rockin' music by the Honkeytonk Stumbleweeds under the string-lit walnut tree. Deep gratitude and warm community around the bonfire, under the stars, wrapped up the evening.

Farm to Feast 2018 was a real success, raising over \$170,000 thanks to great community efforts, including ticket sales, sponsorship, silent, live and online auctions, angel tickets, buy-in parties and the dinner ask. It takes an amazing community to create a fundraising event that is also an event of community gratitude.



PHOTOS BY JEFFREY WESTMAN

**THANK YOU** An event like this doesn't happen without a dedicated team of volunteers who go over and above to support the Development office: Elena Bass, Michelle Fitzgerald, Lisa Hensley, Sarah MacPhail, Judy Reid, Kim Shepard, Tonya Stoddard, Carrie Wooldridge, and Cyndi Yoxall, with Hayden Terstegge jumping in with enthusiasm to join the Development team in March.

And a special thank you to those chefs, winemakers, and community partners, who made the day possible: Chefs Lowell Sheldon, Natalie Goble, Moishe Hahn-Schuman, Matthew Williams, Sarah Piccolo, Adam Davidoff, Laura Matis, Bill Dator and Farmer Dana Revallo; Anthesis Wines, CrossBarn Winery, Davis Family Vineyard, Martinelli Winery, Old World Winery, Porter-Bass, Small Vines Wines, Truett Hurst, VML and West + Wilder; Brew Coffee, Revive Kombucha, Lagunitas Brewing Company, Guayaki Yerba Mate and The Kefiry.



# Running Towards Her Future... With Elbows Pumping Fast!

A TWELFTH GRADE PARENT APPRECIATES WHAT SUMMERFIELD HAS OFFERED HER GRADUATING SENIOR

By Andrea Trinei, Twelfth Grade Parent



IN FIRST GRADE AT MAY FAIRE

In 2003, Lily was an outgoing, confident, always-smiling child. She was three, and we were starting to look for preschools. I saw an ad in the newspaper for an event being held at a school with a farm—it was called Morning on the Farm. Why not, sounds cute! Little did we know, those first steps on campus were the first of many, many steps (probably millions) that we as a family would take at Summerfield Waldorf School and Farm.

We met Farmer Dan. He encouraged all of us (including me seven months pregnant with our second child) to run down the apple lane. Lily's elbows thrust back and forth in an exaggerated motion, enabling her to go ever so fast. After sips of cider under an ancient walnut tree, we settled at the fence in front of happy ducks. We looked at each other, and thought, "This is it—where else on earth could we possibly send our child!" Settling down in the Kindergarten area (later to be known to us as the ECE Village, or the ECE Bubble), we learned a bit about the pedagogy of Waldorf education—Waldorf: something we had never heard of. There was a no media policy—no exceptions back then. That was OK with us, as we had gotten rid of our TV years ago (no one had smart phones or Alexa). No plastic or battery-operated toys? No problem! From the get-go Jefferson and I felt that the few toys we had growing up were fine for Lily—wooden, simple, beautiful. Right then and there we were sold. This was what we wanted for our girl... at least through Kindergarten.

Lily started that fall. She played, imagined, made friends. Our family of (now) four, started participating in community events... Sprites Night, Advent, May Faire.

As a family we helped clean and fixed broken faucets. When Miss Ellyn put out the call, we were first in line to lend a hand. I was offered a part-time job in the office, and Jefferson was asked to join the Board. Before we knew it, it was time to start first grade.

We started in the Lower School. We appreciated that other families felt the same way we did about media and that Mrs. Lloyd seemed to love Lily as much as we did. Mrs. Lloyd started to grow to know Lily deeply. We valued that reverence was modeled and expected. That academics were starting to be introduced with story-telling. Lily, though leaning towards being introverted, loved school. As the years passed, Mrs. Lloyd was so aware of who Lily was as a human, she was able to enhance Lily's strengths, while fostering those of her traits in need of development. Lily, never one to bring attention to herself, was cast as Thor in fourth grade. She literally beamed light from her smile. She skipped into adolescence before we had time to realize. While back in second or third grade, friends expressed their concern that Lily wasn't reading, by sixth grade she was a voracious reader, and learner. It wasn't forced. She couldn't wait to hear more about India's history, or to draw the constellations. In sixth grade, she played on the basketball team, which her papa coached. Her running was still enhanced by her back and forth elbows—so fast! When it came time to transition to a High School, there was no question about where Lily wanted to go.

Lily's thinking and learning expanded. Topics and subjects continued to be brought with intention. Lily was personally held accountable for her actions. In our ninth grade conference, we appeared before all of the High School faculty, who demonstrated their knowledge of Lily's habits and traits, her why's and how's. And those who didn't

quite know her yet were taking notes. We had partners in the shaping of this human!

Somewhere between eleventh and twelfth grade, Lily made a shift. She recognized what she was supposed to do, and she did it. She was confident in her uniqueness. She understood what Summerfield was providing her, and had provided her since she was three and a half: the tools to be her best self, the ability to enjoy learning, to question, to trust in herself and what she believes in.

Summerfield gave that to her, and to us. Summerfield offers that to Lily's classmates and families, some of whom we've known since 2003—we're a tight-knit bunch. Summerfield offers that to all its families. Summerfield is not just a Class Teacher. Summerfield is not just ECE. Or the Lower School or High School. Summerfield is Parent-Toddler through Twelfth Grade. Summerfield is all of the faculty and staff; it's our fellow parents and students; it's the independent governance structure, the food program and buildings and cherished grounds and Farm... and it's the ducks. Summerfield provides to all of us the model of intentional purpose. Who was Lily meant to be? Lily! She is the best Lily should could possibly be. Thank you, Summerfield Waldorf School and Farm. At times it was a bumpy ride, but what was provided us is simply priceless.

And now, as Lily heads off to Whitman College, she's ready, she's eager, she's realistic, she's optimistic. She's running towards her future with her elbows pumping just as fast as ever, thanks to Summerfield Waldorf School and Farm.

LILY'S SENIOR BUST IN CLAY



# Summer Visits the Farmyard

By Farmer Dan

It may seem like I am in attendance at the closing meetings of the school year, but actually I'm walking in a field at dawn hoping that like the plants that are now solid in the ground, so, too, are my farming and gardening students ever more strongly in their bodies because they have planted this field. Can you, too, perhaps see the morning burning golden on the hillsides in the sun when, for a moment, you seamlessly become that cool wind that refreshes and energizes your morning movements? From time to time, can you set aside the sound of traffic to hear and feel the Whip-poor-will and Morning Dove call's enfolding the farm and school yard and neighboring laguna with their gentle, plaintive calls to awaken and stretch us into another day? Are you able to stand in the crossfire of life's demands and still, for a few restorative minutes reflect back and savor those golden moments in our student's lives during this now-ending school year when they were happy and free and surrounded by a deeply caring and loving community of classmates, parents, faculty and staff? If you are willing and able, feel free to accompany me with a little strategic absenteeism from all your "important" meetings and business at hand for this bit of savoring.

A Serbian proverb says, "Be humble for you are made of earth. Be noble for you are made of stars." That could be a bit of a mantra for the teaching life in reflecting back over another year of working with students in all the grades on the Farm and in several Arts classes. There seems to be a lot more moving parts in the life of any given group of students on any given day than in the most elaborate computer. Perhaps there is no more rewarding and challenging and complex profession than teaching, and it has to be the least boring profession imaginable, as well. If you have a sixth grader who balks when invited to help you work in the yard or in a garden at home, imagine motivating and inspiring a class of them to get a farmyard turned over, weeded, laid out and planted with plants they started from seed and to work happily together in spite of rain, wind, heat, growth spurts, et al. While it takes a large "toolbox" and an art of juggling, plenty of humor, warmth, and a bit of "whip cracking", we can do it, as the students now know. With the beds especially well weeded and planted this year, drip lines laid out, and everything nicely mulched, the summertime farmyard is a place of beauty and a joy for all to behold. As most teachers agree, I am forever grateful for all the students of all ages who grace and enliven our farmyard with their warmth, wit, creativity, hard work, challenges, and the inspiration they bring for their teachers to continue to grow and prosper in their own personal lives.

On Fridays, a student who is a first grader who finds sitting in his desk and doing handwork with his classmates a bit challenging comes down to the farm to help me out. I

try not to over-plan what we will do during our time together, so he can help me decide what needs to be done from his perspective rather than mine. This week we decide that, first, we will gather the eggs, but then we get sidetracked when we notice that the ducks are all lined up and hopping as high as they can to reach the level of the low-hanging branches of the plum tree that grows in the duck pond enclosure to pull off the leaves and gobble them up. The boy instinctively goes over and pulls the branches down so the ducks can eat their fill, which they all do with much exuberance. Then he notices the duck pond is quite murky and asks if that is normal, and we decide that it needs a good cleaning for the health of the ducks—after all, he had a nice clean bath himself before bed last evening, he recalls aloud. So he opens the valve and the dirty water floods runs in a stream down through the chicken yard where the chickens delightfully follow it and peck out morsels that are stirred up by the flow. Once drained, the pond is full of silt and muck, and the sides are coated in dark green algae. He happily flushes all the muck down the drain and wonders how we clean the sides, so we fetch wire brushes from the tool shed to give the cement a stiff scrub. He decides to forego a promised popsicle to get the job done because "work is more fun", and soon the sides are clean and re-rinsed, and he is busy refilling the pond as the ducks all come over to check it out. He gives each of them a free shower with the garden hose while the pond slowly refills. When it is deep enough for the ducks to swim in, all ten of them pile in and we sit at the picnic table in the enclosure and watch them gleefully

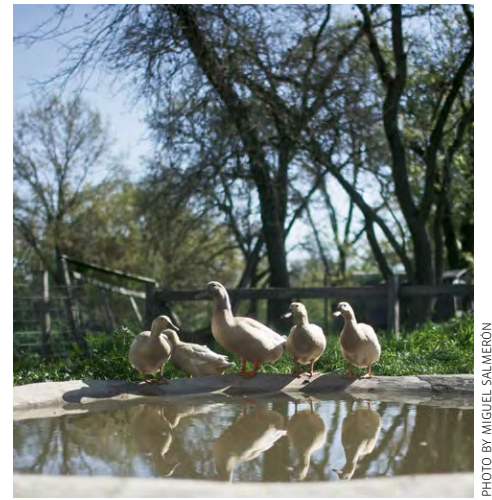


PHOTO BY MIGUEL SALMERON

FAMILY OF DUCKS BY GRACE HENRY, EIGHTH GRADE, 2015



frolic and splash and chase each other with much horseplay and take turns dunking each other in the fresh, clean water. Then, one by one, they leap from the chilly water to preen and pluck and flap their wings dry in the sun, and then immediately return for more play and a final cleaning. It reminds my little friend of the first graders at recess in their play-yard he muses, and then coyly wonders if there is still time for a popsicle before returning to his class, which conveniently there is. As my





grandfather was fond of saying about the learning possibilities and strategies a farmyard offers, perhaps by “letting the logs lie more loosely,” so to speak, the fires of learning are more naturally fanned in the spirit of the natural world’s luminous capacity of unquestioning affirmation.

Last year, the renowned Irish poet Seamus Heaney

was posthumously awarded the Nobel Prize for Literature, so, in closing, as Father’s Day approaches, here is his reflection/remembrance from a day spent in the fields with his father:

*Follower* BY SEAMUS HEANEY

My father worked with a horse-plough  
His shoulders globed like a full sail strung  
Between the shafts and the furrow.  
The horse strained at his clicking tongue.

An expert. He would set the wing  
And fit the bright steel-pointed sock.  
The sod rolled over without breaking.  
At the head rig, with a single pluck

Of reins, the sweating team turned round  
And back into the land. His eye  
Narrowed and angled at the ground,  
Mapping the furrow exactly.

I stumbled in his hob-nailed wake,  
Fell sometimes on the polished sod;  
Sometimes he rode me on his back  
Dipping and rising to his plod.

I wanted to grow up and plow,  
To close one eye, stiffen my arm.  
All I ever did was follow  
In his broad shadow round the farm.

I was a bit of a nuisance, tripping, falling,  
Yapping always. But today  
It is my father who keeps stumbling  
Behind me, and will not go away.

Finally, it is summer, and my wish is that we all will find some time, as summer gracefully unfolds, to make of our lives a little bit of a celebration as the sunflowers seem so able to do. There is a practice called “forest bathing” which suggests that, to help us relax in modern life, spend time among trees. Or simply spend time in nature to restore one’s mood, to give back one’s energy and vitality, and refresh and rejuvenate. But you know that. Hope to see everyone back safe and sound come late August.

Warmly from the Summerfield farmyard, as always,  
Farmer Dan

## Rhythm During the Summer

By Karen Rivers, from *Waldorf Education: A Family Guide*  
(reprinted with kind permission of the author)

June approaches very quickly and suddenly and, after that last assembly and picnic, it’s summer. Your children are home now for full days, day after day. The school rhythm is gone. The temptation is there to slip into a somewhat unformed vacation life where most, if not all, regularity has gone.

The daily and weekly rhythm of the school year have a deep significance for children especially up to the age of fourteen. Even high school students need the form and discipline of daily requirements to reach the ultimate goal of setting themselves demanding tasks as adults.

Therefore, we invite you to bring as much form and regularity into your child’s summer life as you possibly can. “Regular meal times, regular bed times, regular tasks—this is the backbone of a healthy and happy childhood,” as A.C. Harwood writes in *The Recovery of Man in Childhood*. Try to install many regular tasks in your child’s day. Let them help with all kinds of chores. Allow in-breathing and out-breathing: chores, reading, and music practice should alternate with free time. Ask even more of your child in keeping his or her room neat than you would during the school year.

A daily vacation schedule written out on paper is often an excellent idea for many children. It makes them feel that their contributions are important and that they are taken seriously. If you approach it in the right way, children will love to take part in gardening tasks. Most of them have had gardening experiences at a Waldorf school throughout the seasons. Caring for plants and regularly watering them can be a most joyful summer activity.

Let there be a clear beginning and end to the daily activities, whether these are meals or work tasks. Try to build in a daily story-telling time in the evening. Even middle and upper-elementary school children are not too old for such story sessions. Of course, some activities are woven into a weekly rhythm rather than a daily one.

The weekend brings special opportunities for full family activities. Many families enjoy visiting a particular place each week so that it begins to feel like home. With few adjustments, you will soon have a daily and weekly rhythm that is in harmony with the season and with the family. You may find that there is hardly any time for television.

When your children come back to school after a vacation, or even after a weekend, teachers can immediately notice to what degree they have been nourished and sustained by a wholesome rhythm at home. Such a rhythm is one of the greatest gifts you can give your children.

## Join Us On a Creative Journey...

Next year, join us as we wander through the season of waning light on an educational adventure following a path towards Advent. We will embark on a journey that will explore what the lights of Advent mean in relation to Waldorf education at Summerfield.

*The first light of Advent,  
it is the light of the stones,  
Light that shines in crystals,  
in seashells, and in bones.*

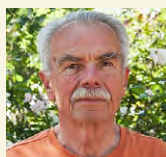
*The second light of Advent,  
it is the light of the plants,  
Plants that reach up to the sun,  
and in the breezes dance.*

*The third light of Advent  
it is the light of the beasts,  
The light of hope that we may see  
in greatest and in least.*

*The fourth light of Advent,  
it is the Light of man,  
The light of love, the light of thought,  
to give and understand.*



**IN SEPTEMBER:** *The Light of Stones*  
Come explore the mineral world with our blacksmithing teacher Konstantin Gortinsky, who will offer a workshop in blacksmithing to celebrate the fire of Michaelmas and rock energies.



**IN OCTOBER:** *The Light of Plants*  
Join Ronnie Sands, Summerfield's Permaculturist, who will offer a workshop to honor the plant world in weaving baskets.



**IN NOVEMBER:** *The Light of Beasts*  
Come get cozy with Lisa Wilde, our Handwork Teacher, who will offer a workshop honoring the animals, working with sheep's wool and plant dyeing.



**IN DECEMBER:** *The Light of Humankind*  
Come see what emerges from within with Ken Smith, Director of the Bay Area Center for Teacher Training, who will offer a workshop in clay to celebrate the human being.



Also look for upcoming announcements in the first *Messenger* of 2018-19 regarding a dynamic speaker series from the Parent Education Initiative!

~ Tonya Stoddard, on behalf of the Parent Education Initiative at Summerfield Waldorf School & Farm

# The Practical Arts in Waldorf Schools

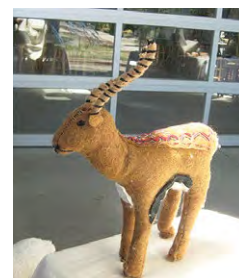
By Adam MacKinnon, Editor

Parents attending our recent wonderful Lower School Music Concert had a bonus, in the form of a beautiful display of craft work put together by Handwork teacher Ms. Wilde from the practical arts classes this year. The display was a reminder of how Waldorf education offers an education through the hands, a unique opportunity to develop one's own capacities by working with tools and materials. The Messenger wanted to share this description (from our annual Waldorf Arts Calendar) of the practical arts curriculum at Summerfield—also, alongside, please note the Parent Education Initiative at the school is offering parents the opportunity to experience many of these wonderful crafts in a series of accessible workshops in the fall of the new school year. Don't miss out on this unique opportunity!



Buddha by Song Held (Class Five)

In working with the crafts, we bear witness to the creativity of the human spirit carried out by our hands. In Waldorf schools, the education of the head, heart and hands has the specific purpose to develop the imagination and harmonize the unfolding will and feeling life. The enhancement of these faculties forms the basis for an active thinking life.



Gazelle by Jazmin Zeinal (Class Six)

Rudolf Steiner said: "The more we take into account ... that intellect develops from the movements of the limbs, from dexterity and skills, the better it will be."

Our purpose therefore, in the practical arts, is not to train knitters, weavers, potters, etc., but rather for the students to practice such work and thereby be able to stand more securely in the world with a confidence for managing the affairs of life. The skills, although important, are secondary to the inner capacities being developed.

An underlying principle behind all the crafts is that students gain a real appreciation of the material, how it is transformed to create something new. Students produce objects that have a practical use with real value. This helps them understand that their work is important and brings an awareness that they have a place and responsibility in the world.



PHOTOS BY MIGUEL SALMERON

Basket by Mari Stusser (Class Ten)



## HANDWORK

In their first craft classes, the children progress from the wonder and glee of discovering slipknots to making their own knitting needles. Knitting and sewing skills follow and, through the creation of simple but useful items such as washcloths and knitted cases for pentatonic flutes, they develop fine motor skills, laying the groundwork for the more artistic crafts to come. Purl stitch comes in second grade; the crochet hook in third. Working with fibers in third grade, students experience carding, spinning and dyeing.

Cross-stitch is introduced in fourth grade, with its mirroring picture designs. This exercise in symmetry parallels students' growing awareness of the two sides of the self. Cross-stitching also requires imaginative thinking as the children picture the needle underneath their work and move it to the proper place. In fifth grade, the year-long project of knitting socks with four needles is tackled. Creating stuffed animals is a sixth grade task in which planning the design and cutting out a pattern precedes the sewing, introducing cause-and-effect. In this project, students experience the process of turning inside-out, mirroring the developmental stage of externalizing their inner being for the first time.



Goat by Angelina Rubio (Class Six)

In seventh grade, students engage in the ancient technique of felting. This tactile process is fun and fairly simple, relying on wool, water, soap, and will power. Slippers, hats, bags, balls, and even puppets, are made and later embellished with embroidery.



Pentatonic Flute Cases by Elijah Fox, Myles Semel, Danielle Stone, Willsy MacKinnon (Class Two)



Cross-Stitch by Theo MacKinnon (Class Four)



Crocheted Slippers by Daisy Feinstein (Class Three)

The use of the sewing machine complements the study of the Industrial Revolution in eighth grade. Students master a straight stitch, make a handwork bag for a first grader from pattern-drafting to completion, move on to a pair of drawstring pants, and finally collaborate on a class quilt to donate to a hospital or present to their teacher as a parting gift.



Scarves by Olivia O'Hare, Byron Howard, Alexandra Langley, Rowan Keller, Stav Redlich, Javier Ramos (Class Ten)

By tenth grade, students are ready to use the loom. As well as understanding the basic technology, they design and weave beautiful and functional fabrics, such as a scarf or a tablet-woven band. In this culminating handcraft project, students learn that the creative design process is as important as the end result and that craftsmanship requires effort and careful attention to detail.

## WOODWORK

Third graders learn all about measurement, complemented in woodworking by making their own ruler which they will use in the construction of birdhouses. They gain familiarity with basic hand tools as they saw, sand, nail and glue their birdhouse pieces. Using an old hand auger, the students bore just the right sized hole for the tiny Nuthatch that will eventually live in their creation, do a final sanding, and apply a sealer coat to protect the wood from the sun and rain.



Bird Boxes by Lazlo Gortinsky, Rylie Mrazik, Lucas Kaiser (Class Three)



Wooden Spoons by Liditza Saldana, Gianna Lovell, Joss Smith, Uma Baker (Class Six)

The sixth grader takes up the task of hand-carving a spoon or bowl from a rough log. Great satisfaction comes from balancing the inner (scoop or hollow) and outer (shape and handle) forms. Once in eighth grade, students are ready to tackle a three-legged stool. They study grain direction and learn to understand how grain relates to the structure of wood.

By tenth grade, the work becomes more complex, with students' clarity of thought enhanced and refined throughout the process of creating a dovetailed box. This practical work helps the students practice objectivity and distance themselves from the unstable emotional forces often prevalent in tenth grade. They



Stool by Morgaine Leopard (Class Eight)



Dovetail Boxes (Class Ten)

now have considerable knowledge of the different woods, a grasp of accurate design and layout, confidence in sawing and chiseling of more complex joints, and accuracy in applying the surface treatment and final finish.

## STONEWORK

Complementing the study of great masters like Michelangelo, seventh graders hand-carve a sculpture out of alabaster or other soft stone. Starting with a rough-cut block, they first study the nature of stone (its fault lines and grain patterns) and then sculpt with bow saws,



Eagle by Farranika Barnum (Class Seven)



Bear, Bird, Walrus, Falcon by Pete Bannister, Isabella Brenner, Roman Krause, Kai Hensley (Class Seven)

claws, chisels, gouges, mallets, rasps, files, sandpaper and polish. This project offers an artistic experience that tests the will and develops dexterity and precision in the hands.

## METALWORK

From soft wool to wood to copper, the increasing hardness of the materials and their resistance to being shaped corresponds to the developmental stages of the students. The first metalwork block comes in seventh grade and acquaints students with the divisibility and elasticity of copper. The tasks of copper bowl-making are rhythmical, promoting perseverance and rhythm over strength—it is not hefty hammer blows but sensitively-felt fine hammering that is essential. Full concentration is demanded so that not even one square millimetre is overlooked. The accurate bending of the material develops a feeling for symmetry and refines the capacity for finding form.



*Copper Bowls by Nathan Berger, Ella Morgan, Isabella Brenner (Class Seven)*

Ninth graders at Summerfield are taught blacksmithing, using a coal-fired forge. Students must maintain the forge fire at an even and constant temperature in order to transform a round steel rod into a well designed and balanced fire tool. This class meets the need for balance between the polarities of the ninth grader in a direct and uncompromising way. By contrast, the eleventh grader is ready for—and needs—finer work, which comes with the manual fabrication of jewelry, using sheet and wire. With the students' new sense of self and an increasing interest in the world around them,



*Jewelry by Al Rossin (Class Eleven)*

the technical and detailed work of jewelry is appealing and satisfying, and the quality of what they can make in class is such that they recognize themselves as becoming real producers in the adult world.

## BASKETRY

Students are introduced, both in eighth grade and in a high school elective, to a number of materials, both store-bought and gathered from nature, in order to learn to shape a basket through the weaving of these materials. They learn different styles, shapes, forms and patterns and, as they define the interior/exterior of their baskets, come to a deeper awareness of their own inner and outer space.



*Basket by Ula Camastro (Class Eight)*



*Handmade Books (Class Eleven)*

## BOOKBINDING

In eleventh grade, students learn the history of printing and bookbinding, and then print on paper they make themselves, using either the wheat paste technique or

marbling. They start with a clipboard, exploring the grain line and the handling of book-binding glue and cardboard. A simple Japanese booklet is next, involving bookbinding linen and hinges. A far more complex project follows: a portfolio with various flaps, plus spine and clasp. The work hones their fine motor skills and challenges their three-dimensional thinking.

## MODELING/CLAY/POTTERY

Modeling helps with hand-eye coordination, establishes a language of form, and sharpens awareness of experience of the third dimension. Discovering forms from a soft ball of beeswax in the first grade introduces modeling, with the hands as the only tool. With clay, from second grade on, more challenging tasks come, such as making spheres—sometimes one-handed—and the modeling of humans and animals. Often the student is asked to recall a story from an earlier main lesson and challenged to test his/her own inner picturing to model the figure from the story.



*Feet in Clay (Class Eight)*

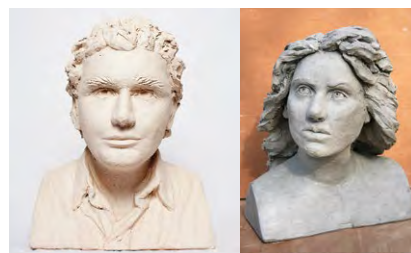
By eighth grade, students are led into transforming a sphere into the five platonic solids. A breathing-out follows this work when students go outside to dig clay and proceed through all the steps it takes to transform the rough material into usable clay and then into a

small pinch-pot. Sculpting life-sized bones complements the main lesson's study of anatomy. Ninth graders tackle hand-built pottery in earnest, using the coil method to create a large vase with an even-wall thickness throughout; it must be smooth, symmetrical and well balanced. This class addresses the ninth graders' swing between inner polarities through their work with an endlessly yielding material, which requires a new sensibility. In tenth grade, students begin use of the potter's wheel. Developmentally, this is a tumultuous and uncertain period where the students feel they have no stability or control, and being able to center the clay on the wheel brings lawful order to the inner and outer world. As well as manipulating the clay, they learn the processes of preparation, glazing and firing.



*Coil Vase by Christopher Lockwood (Class Nine)*

For the twelfth grade, the students are required to sculpt in clay a likeness of themselves. The students are familiar, from years of painting, with the task of creating the illusion of form, of putting into two-dimensions that which they see in real life. However, with clay, the form must be built up and this sculpting activity requires them to experience and understand depth and how they are in space for the first time. There is no boundary of a plane: the sculpture is visible and must be accurate from all sides, but the student, when looking in a mirror, can view only one perspective at a time.



*Self Portrait in Clay by Al Rossin, Rowan Foley (Class Twelve)*

This concluding senior year project requires students to engage with the question of identity: "Who am I?", "How am I seen?" and, most importantly, "What is my place in the world?"

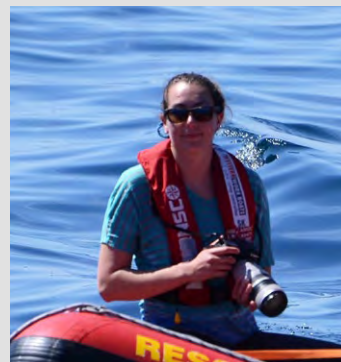


# A Whale of a Discovery

ALUMNA DAWN BARLOW HELPS IDENTIFY A NEW POPULATION OF BLUE WHALES

By Adam MacKinnon, Editor

*Summerfield alumna Dawn Barlow (class of 2012) is making waves in the field of marine mammal research. She's part of a prestigious graduate program at Oregon State University and has been a core member of a team that has made international news for the discovery of a new population of blue whales in the coastal waters of New Zealand. The Messenger spoke to Dawn to learn more...*



DAWN BARLOW COLLECTING DATA IN NEW ZEALAND FOR HER STUDY ON BLUE WHALES

Dawn graduated from Summerfield in 2012 and then completed her undergraduate education at Pitzer College in 2016, with a double major in Organismal Biology and Environmental Policy. Having been fascinated by whales all her life, she studied humpback whale ecology in Southeast Alaska for her undergraduate thesis in Biology. Joining the graduate program in Wildlife Science at Oregon State University led to participation and a leading role in this study by the Marine Mammal Institute based at OSU.

The study found a group of blue whales frequenting the South Taranaki Bight between the North and South islands of New Zealand that were genetically distinct from other blue whales in the Pacific Ocean and Southern Ocean. Although not as large as Antarctic blue whales, which can reach 100 feet long, these 'pygmy blue whales' still reach lengths of 70-80 feet. Most crucially, the study found that the whales lived there year-round—if those findings are acknowledged and the whales' status becomes non-migratory, that will impact environmental protection for this unique population. Blue whales, including all subspecies, are currently endangered.

Publication of the research has drawn the attention of the world media, with stories appearing in *Forbes*, *The Independent*, *The New Zealand Herald*, *Daily Mail*, among others.

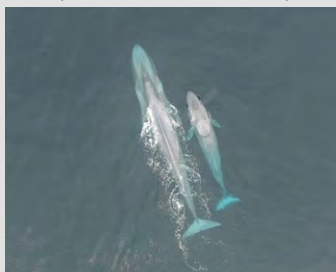
The research results were the culmination of many years' work trying to determine the abundance, distribution patterns and population structure of these blue whales. Initially tipped off by observation from seismic surveys, the team studied oceanographic patterns, old whaling records, carried out a careful analysis of hydrophone recordings, compared sightings with photo IDs of whales from other regions, and used biopsy darts to determine the genetics of the whales.

"There is no doubt that New Zealand blue whales are genetically distinct, but we're still not certain about how many of them there are," Dawn said. "We have generated a minimum abundance estimate of 718, and we also were able to document eight individuals that we re-sighted in multiple years in New Zealand waters, including one whale seen in three of the four years with a different calf each time, and many others we saw at least once."

Dawn's work has large environmental significance, as this part of New Zealand is considered important for fossil fuel extraction, and permits have recently been issued to mine the seafloor for iron sands. Dawn and her advisor, Leigh Torres, are returning to New Zealand in July to present their findings to scientists, politicians, and industry representatives and discuss avenues forward, now that a population of whales has been documented in an area dominated by the oil and gas industry. They will also present the results of their research to the International Whaling Commission.

And it doesn't stop there for Dawn... before these trips, she defends her Masters thesis at the end of this week, and then, after what promises to be a very busy summer, she begins a PhD in the Department of Fisheries & Wildlife at OSU in the fall. We wish her all the best!

FROM LEFT: PAIR OF BLUE WHALES SURFACING; RESEARCH TEAM APPROACHING A BLUE WHALE FOR PHOTO-IDENTIFICATION AND GENETIC SAMPLING; BLUE WHALE MOTHER AND CALF; BLUE WHALE LIFTS ITS FLUKE AT THE START OF A DEEP DIVE



# Reliving the American Revolution on Campus

## NINTH AND TENTH GRADERS EXPERIENCE A 'MEGAGAME'

By Leslie Loy, High School Counselor



STUDENTS YIFANG ZHANG, LILYA MING, MADDIE YEARY AND TEACHER BEN MEW

On May 24, the entire ninth, tenth, and three of the eleventh graders (who helped as facilitators), experienced their first megagame—a historic simulation of 1775-1782, during the American Revolution (or one of the American civil wars). This special event was intended to complement the Revolution's main lesson block in the ninth grade, and to contextualize the initial impulse of the U.S.'s Constitution in the tenth grade Civics track class, while also engaging students in the Civil War elective.

Megagames are large simulation games typically involving 30-100 people playing

on teams with and against other teams while also participating in interdependent games that are part role-play and part board game. The result is a unique opportunity for players to experience teamwork, the immediate consequences of their choices, and, of course, fun.

This particular game was *The World Turned Upside Down*, themed in a pre-American Revolution New World. Students participated in this simulation of historical conditions while practicing communication, creative problem solving, strategic, and critical thinking skills. They learned both to have to take responsibility and to trust others to carry out goals and objectives in an immediate feedback loop. Students were divided into teams representing Colonial and British interests, and played out history according to their own capacities and resources. Each student took on an historical character role to play and chose between different areas of



participation—interacting in one of many subgames, including Congress, combat, a spy ring, and the British court.

Most of what took place in the game was up to the students themselves. As they went into the game, they didn't know whether, by 3pm that day, the American Revolution would have occurred or not. Together, these students and some faculty members encountered first-hand what challenges come with trying to bring about historic change, whether through diplomatic negotiation or military action. They discovered quickly how easy or difficult it is to convince others to take up a cause or an idea; they practiced how to negotiate and settle terms in verbal and written agreements; and they discovered the consequences of misunderstandings and how easy it is to plan but to have one's plans fall apart due to others' decisions.

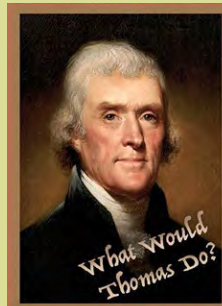
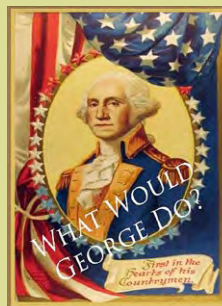
The event took up the entire school day on-campus, and was hosted by West Coast MegaGames, a volunteer organization comprised of a mixed group of Waldorf alumni and teachers and game facilitators. Their goal was to encourage creative thinking and teamwork, and to give young people a sense of how history is all very neatly packaged *post-facto* but can be very murky in the making!

ZACHARY FELTON-PRIESTNER, AN ELEVENTH GRADE FACILITATOR, SHARES HIS EXPERIENCE:

"As a Colonial Military Assistant, my job during the *The World Turned Upside Down* mega-game was to help students during the two primary action phases—the Action and Free Phases—when I assisted students with military or governing decisions. The game offered a unique way for the students to work together or to betray one another in a game setting. They quickly discovered the outcomes of their decisions through the quick turn-arounds of the game actions.

During all of this, the ninth and tenth graders experienced what it might have been like to have a leadership role during the American Revolution. In the beginning years (turns) of the game, players were a bit timid at the military map, and all conflicts were resolved by truces. Both sides seemed to be unclear on how their actions would take effect, and so they held back. Then, in the fifth year (1780), nearly all of the conflicts were resolved through battle, and the connections between the spy, military, and congressional/parliamentary games began to take shape... and a story unfolded.

I noticed that the players who took the game seriously, and who thought about what moves would best suit their desires were ultimately the most successful and were the ones who enjoyed the game in its entirety."





# Growing Up in a False Reality

KIDS TODAY ARE OUT OF TOUCH WITH THEMSELVES, OTHERS, AND THE WORLD AROUND THEM

*By Cindy Eckard, author of the blog, "Screens & Kids"*

*As we head into the summer months and encounter many new influences outside our own Waldorf school bubble, parents may find it helpful to be reminded of why we choose to wait before exposing our children to social media.*

*This article was first published by psychologytoday.com last year, then picked up by the Waldorf Today newsletter, and is reprinted here by kind permission of the author.*

Many people are focused on reducing screen time for children; I'm one of those people. The health risks are enormous for our kids, in a variety of ways, from their vulnerable, undeveloped eyes to their growing bodies and minds. And while I am the first to advocate for schools and parents to limit the amount of time our children spend on digital devices, per se, I am also growing increasingly convinced that our emotive relationships with these machines—which correlates to screen time—needs more exploration. What psychological needs are these digital devices filling—and what price is being paid when they dominate our lives?

Not long ago, I reluctantly signed up for a social media account, recognizing the efficacy of that medium for instantly reaching large, targeted audiences. Because I was pursuing the passage of specific statewide legislation, the timeliness of the messaging was important to me, to educate stakeholders and mobilize political support as quickly as possible.

With nearly the same speed that my messages were being sent, my own need to know how my messages were being received, emerged. It was remarkable how quickly I felt compelled to look at my hit count or check for messages. Hit that bar and get that pellet. No pellet? Hit the bar again. Ah. Pellet. Good pellet. Hit the bar. How many people reacted to my message? That's it?! Send another message. Get another pellet.

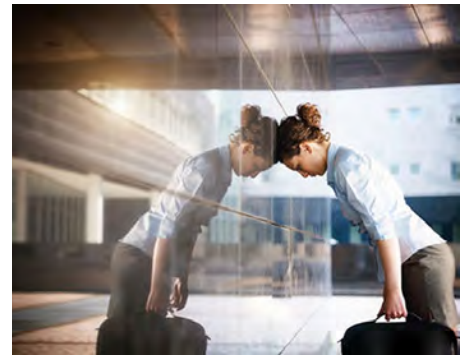
It quickly became evident that I was drawn back to the computer with growing

frequency and increased emotional investment. If my message was well received, I felt validated, vindicated, and smart. And if my message was ignored, it was certain proof that no one cared about the things that interested me most, and I felt isolated. This, from a grown woman, with a lifetime of professional communications and technology experience.

So I can hardly imagine the emotional roller-coaster that many children are now experiencing. It's very easy to see how cyber-bullying has become such a crisis, since our children's self-esteem is now hinging on uncontrollable virtual approval, and invisible, shifting, unpredictable digital feedback. The validation we all crave is now seemingly only available to our kids in an artificial way. Even their grades are impersonally emailed to them—no more dirty looks or pats on the back from their teachers.

How uncomfortable and insecure, then, our children must feel. Whatever approval kids may receive from one another is fleeting, fickle, and unreliable. "Friends" are not real friends. And any embarrassment is amplified, shared universally, and inescapable.

What used to happen and be forgotten in a week when we were kids, now lingers and taunts. A cell phone snapshot can persist online forever and humiliate a child for years. There is no escape, no relief, no place to hide. It's cruel. How damaged will this generation be, from the stress of performing for each other, to avoid being "unfriended"? Social media is a sneaky



little medium that hurts. The girl at the lunch table doesn't yet know she's the target of criticism by the other kids at the same table.

So the need to stay on top of the latest, artificial developments becomes paramount to kids. Who's in and who's out, and who said what, and what picture was posted, and what replies were sent becomes a constant obsession. It gratifies immediately, defines group cohesion, quenches curiosity, excites, and motivates kids to check into their virtual experience nonstop, or be left out of everything. It's a sad situation, made sadder because their parents are doing the exact same thing, modeling the exact same obsessions.

Seeking artificial validation not only results in addictive, destructive behaviors, it also displaces the very experiences that would otherwise offer us authentic validation. Actual experiences are no longer valued over virtual ones. My family had an outdoor adventure party not long ago that featured a huge boa constrictor, hissing cockroaches, and a bearded dragon lizard. Although encouraged by the handler, none of the 11-year old kids at the party would even touch the critters. Instead, they pulled out their cell phones and took pictures of them. They didn't want to actually experience what a snake or a lizard felt like. They just wanted to show their friends the cool snake pictures.

Even common interactions are now being avoided because of these devices, and replaced with disingenuous placations. Technology enables us to avoid conversation, confrontation, rejection, disapproval, honesty. We can avoid any personal risk, ensuring we



are always “liked.” An emoticon parades as an emotion. A series of exclamation marks masquerades as enthusiasm. We LOL when we don’t even think it’s funny. How can a whole, healthy person of any age develop or thrive under these circumstances?

We are bankrupting our spirits, our relationships and our society. Peace and quiet are the new enemies of happiness. We need so much constant distraction these days to avoid our own realities, that gas stations now have television screens on the pumps, so we can maintain the

constant stimulation we had in our cars, in our homes, in our offices. Schools are encouraging ever more use of screens for communication among students... who are sitting next to each other in class.

With eyes on screens, we are not looking at each other. We are not noticing anything or anybody around us. So our children are losing the ability to converse or to cope with emotions, their own, or anyone else’s. They require constant noise and colorful, moving pictures or they are immediately irritated, bored and—increasingly—they are anxious, depressed, suicidal. They are out of touch with their own hearts and minds, with each other, and with the natural world around them.

Limit screen time? Absolutely. We must save our children’s retinas from blue light, protect them from myopia, get them a good night’s sleep, and insist they go outside and play. We must make sure their

growing muscles and bones aren’t twisted and bent from staring into ill-fitting equipment. We must demand that schools live up to their legal obligation to provide safe and healthy classrooms.

But the price to be paid by our children because of these devices needs to be understood beyond the damage to their bodies. We need to consider our children’s humanity and perspectives—their spirits. We must turn off these devices and teach our children how to build true friendships, cope with actual challenges, explore their own emotions, contribute, appreciate the natural world, and enjoy the rich, meaningful experiences of real life.

*To view legislative hearings on this topic, hear interviews, and access medical studies on the health risks of digital devices, visit Cindy’s website at [www.screensandkids.us](http://www.screensandkids.us).*

## 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

**CER** 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](http://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.

### MacKillop Construction

Complete building & remodeling services for Sonoma County homeowners. Specializing in whole house remodels, kitchen and bath, decks and additions. Over 30 years experience. A Summerfield family!

[mackillopconstruction.com](http://mackillopconstruction.com) • (707) 205-7260

**Parenting**  
Requires Enormous Effort

**Rejuvenate**  
Your Mind and Body

**osmosis**  
DAY SPA  
SANCTUARY

[osmosis.com](http://osmosis.com) | Freestone | 707.823.8231



## Classes/Workshops/Camps

### Business Opportunity:

Change of ownership/Sale of lovely Waldorf toy/gift store Circle of Hands in the Barlow market district of Sebastopol. Terms TBD, with 1-month free training included. Please indicate your interest by contacting Leslie Young at [lesnsons@sonic.net](mailto:lesnsons@sonic.net).



### 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 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 craft; use of linens & utensils; tables & chairs; personalized 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.

**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.

### 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 [figwortrs@gmail.com](mailto:figwortrs@gmail.com). Cost is \$300-350. Questions, call Ronni @ 823-3192.

### Sewing Camp

July 9-13. 12:30-3:30pm at Summerfield. 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.

### Summer Theater Camp in July!

Held at Summerfield Waldorf School and Farm, July 9 - July 27, 2018; Monday-Friday 9:30am-3:00pm; Performance Friday July 27th eve; Ages 9-13 years old; Shakespeare's *Twelfth Night*; \$625 for three weeks. Liz Turkel Vose, Director. Speech, Storyteller and Theater Instructor at Bay Area Center for Waldorf Teachers, Emerson College, Chekhov Theatre Ensemble; Hannah Jane Dakin, Stage Manager. Email [yeayunn@me.com](mailto:yeayunn@me.com) for registration forms. An independent initiative held at Summerfield Waldorf School & Farm.



**SAILS** the school store  
located in the main office

Books, candles, dolls, playsilks, calendars,  
crayons, and more.

20-50% of "sails" from the store go to Summerfield.



**Children's Treasures • Classic Books • Wooden Toys  
Cooperative Games • Natural-Material Soft Dolls  
Handcraft Supplies • Craft Classes**

**Open Daily from 10am to 5pm**

Now shop online at our new website  
& see our monthly class schedule at

**Circle of Hands**

**6780 MCKINLEY ST. #120 AT THE BARLOW**  
707-634-6140 • [www.circleofhandswaldorfshop.com](http://www.circleofhandswaldorfshop.com)

**FIBER ART KIDS CAMP!**

**WEAVE • DYE • CROCHET • FELT**





[www.fibercirclestudio.com](http://www.fibercirclestudio.com)

M - F 10:00 - 1:00	8099 La Plaza	<b>JUNE 25th - 29th</b>
Ages 7+	Cotati, CA	<b>JULY 23rd - 27th</b>
\$200	(Suite H)	<b>AUGUST 6th - 10th</b>
Includes ALL Materials!	707-242-3400	

**CONNECTING TO SILENCE**

**A SUMMER ARTS RETREAT**



**June 23-24 - 9:30-4:30**

Theme: Exploring the process of deep listening in order to truly hear and allow others to feel heard.

Artistic Arts Retreat held at a Biodynamic Farm in the Sebastopol countryside. Watercolor painting, clay modeling, music and more. Outdoor solar swimming during lunch break.

Sunni Smith from Hawaii, mother, artist, musician, Waldorf teacher, gardener, author and much more will lead many of the exercises.

Sliding Scale Fees: \$120. \$140. \$160  
In addition a materials fee and 2 catered lunches of \$60 is required.

Please contact Barbara Renzullo  
707-478-0885 or [renzullo@sonic.net](mailto:renzullo@sonic.net)



## Services Needed/Offered

### **Carpool Help Needed!**

New Summerfield family looking for 2-4 days of morning carpool pickups at any SMART train station between Petaluma Downtown(7:00AM) and Santa Rosa North((7:29AM) for our daughter, Justeen. School day's end Karla and I can pick up and provide rides. Please contact us at 415-730-8435, Karla's phone.

### **Seeking Household Helper**

New family (w/2 kids, 6 & 3, and a dog) to Summerfield seeks household help (12-16hrs over 2-3 weekdays). Seeking positive, dependable, patient, experienced, honest helper. No media use, no drama, and not afraid of hard work. Just west of Sebastopol off Bodega Hwy. Contact Hillary: hlclandesign@yahoo.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.

### **Tutoring Available for Your Student**

Experienced Waldorf educator of 20 years available for summer tutoring. I have taught all curriculum subjects to students from 6- to 16-years-old. My tutoring style uses imaginative and motivating images, games and movement, as well as rigorous adherence to academic standards. I look forward to hearing from you and working with your child or student. Adam Stopeck: astopeck@gmail.com, 707- 974-5696.

### **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.

### **Rick Concoff Violins**

Quality string instruments for rent or sale at below-market prices plus rent-to-own & accessories available! Call 707-477-9196 for an appointment.

### **Sterling Silver Flute for Sale**

Yamaha 581 series, open-hole with extended b-foot. Great condition, newly cleaned, polished and padded. Quality instrument to carry your intermediate/advanced flutist through college and beyond. \$1500. 707-849-7681 or anyaconcoff@gmail.com.

### **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.



### **Relieving pain - Cranial-sacral, gentle mobilization & Classical Homeopathy**

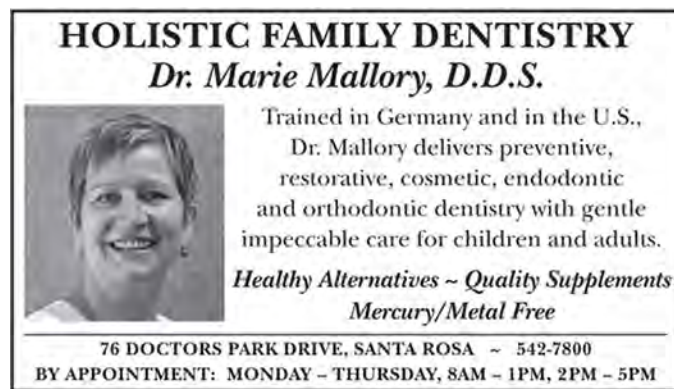
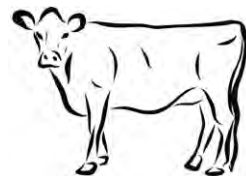
Are you or your family living with chronic pain or old injuries? Kids suffering with braces? I address the source of pain and get you back to a life of ease in your body. Fully clothed sessions. Elizabeth Lakin CCHH, CCSP, NTS • elizabeth@nurturingvitality.com • 707-583-2370 • www.nurturingvitality.com • by appointment in Sebastopol •

### **Healthy Family, Healthy School**

Spring is here and Summer is coming. Revitalize your system with Organic, non-GMO, alkalizing superfoods. Experience these high-quality, plant-based green foods and 20% of all purchases will be donated to SWSF! A benefit to your family and your school. Call Leah Hunt (SWSF alumna) for free samples, health consultation, concierge service and \$50-\$100 off! 707-695-5694, myhealthyvessel@gmail.com. Or visit my website: ishoppurium.com. Gift card code: summerfield

### **Bone broth made by Farmer Dana**

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.





### 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.

### Incoming First Grade Teacher Seeking Housing

Ms. Butterworth and her two daughters (ages 7&9) are looking for housing! Prefer 2-3 bedrooms and between \$1500-1800. Land for lease to put a trailer on also could be great! Please contact [abutterworth6@gmail.com](mailto:abutterworth6@gmail.com).

### SWSF Family Seeking Rental

Jun (new high school science and math teacher at Summerfield) and family including an incoming 9th grader, are looking for a two bedroom guest house or cottage to rent from August... preferably so we can commute in 20 minutes or so to school. Please contact Jun at 916-821-4320, [szyijune@hotmail.com](mailto:szyijune@hotmail.com) or Tom at 916-425-2003, [thomeckraus@aol.com](mailto:thomeckraus@aol.com).

### New SWSF Family Seeking House to rent

New Summerfield family is looking for a 3+ bedroom house for a long-term rental, preferably close to school or up to a 30-minute commute to school. Maximum rent \$4000. Please contact Jeannette at 425.281.1728 or [jeannette.nagel@gmx.net](mailto:jeannette.nagel@gmx.net).

### This is Planting Season!

LaRose Gardens: Gardens done with a woman's touch. I design, enhance, and maintain gardens of all styles and shapes. Experienced in residential, commercial, organic farming, and drip irrigation. Contact Ana at 707-824-4602 or [anagardens@aol.com](mailto:anagardens@aol.com).

Home is where my family is.



SANDRINE DALIGAULT  
REALTOR® DRE:02036042  
CENTURY 21 Alliance

[www.sandrinerealestate.com](http://www.sandrinerealestate.com)  
707-326-6373  
[sandrinerealtor@gmail.com](mailto:sandrinerealtor@gmail.com)

**persinger architects**  
and associates



We make your dream a reality.

6940 Burnett Street, Sebastopol  
[www.PersingerArchitects.com](http://www.PersingerArchitects.com) (707) 829.0700

“THERE IS NO SUBSTITUTE FOR **EXPERIENCE**”

- Master Negotiator
- Consistent Top Producer
- Summerfield Parent
- Waldorf Alum

YOUR LOCAL SONOMA COUNTY REALTOR®

TheHedgesGroup.com

**TIMOTHY HEDGES**  
[timothy@vanguardsonoma.com](mailto:timothy@vanguardsonoma.com)  
707.696.7325 | DRE #01368460



*Natural Beauty...*

Nourish your skin from the inside out with Gemma Organics Anti-Aging Youth Serum

*“This product is liquid gold!”*  
Keri E., Professional Esthetician

*“I literally glow each morning after applying it.”* – K.D.

**Free Priority Shipping**  
for the  
Summerfield Community!  
Use promocode:  
**summerfield**  
[GemmaOrganics.com](http://GemmaOrganics.com)



  
GEMMA ORGANICS

**MARTINELLI**  
Real Estate

CELEBRATING  
**30 YEARS**  
OF SERVING  
SONOMA COUNTY



 GINA MARTINELLI  
investor • broker • realtor®  
[LIVENEARSUMMERFIELD.COM](http://LIVENEARSUMMERFIELD.COM)  
707-888-9999

DRE# 01007201

### ADVERTISE IN THE MESSENGER

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



## Messenger

655 Willowside Road  
Santa Rosa, CA 95401

Editor/Designer:  
Adam MacKinnon

VISIT US ONLINE AT

[www.summerfieldws.org](http://www.summerfieldws.org)

