

Messenger

Summerfield

WALDORF SCHOOL AND FARM

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Welcome Back to School!

By Kibby MacKinnon,
on behalf of the Governance Council

A real sense of joy and well-being permeated the campus after the Rose Ceremony on the first Friday of school, where rings of first graders and twelfth graders were encircled by their fellow classmates, faculty, staff, parents and alumni. This feeling of joy and even exultation was not just happenstance, but the result of many months (and of course years for the twelfth graders and their families and teachers) of devotion and thoughtful preparation.

I'd like to share with you a picture of some of the preparation for this school year that I've witnessed over the past three months.

Early on in the summer, a small group of faculty and parents gathered on the campus for a workshop spanning three days and one evening to explore and develop our sense of place. We slowed down our pace, quieted our minds and tried to listen to what the birds were saying, to look for the trees where owls roost and drop their pellets, to discover in which hidden culverts the foxes might build their dens, and to start building 'ropes' or connections to an understanding of the natural world around us. In essence, we practiced paying attention to the life all around, in the hopes that we would become more enlivened.

As faculty and staff returned from their summer travels, we gathered for a three-day in-service, called by the College of Teachers, to explore more deeply the question "What is life?" and how can we create an even more enlivened campus. We were inspired to continue striving to be at the forefront of education by creating a space for life to be nurtured and revered, and by listening to what the children of today are asking of us for their future.

The following week, each of the sections of the school—Early Childhood, Lower School and High School—held their multi-day faculty meetings to prepare for the year and continue these discussions. This culminated in our Mandate Ceremony, jointly held by the College and the Board, where the each section of the Faculty, the Administration, the Farm, and the College and Board sat in a circle like the petals of a rose around a three-foot high hand-dipped candle, and spoke our intentions for the year. [contd. over]



AT THIS YEAR'S ROSE CEREMONY, WE HAD THE FIRST-EVER OCCURRENCE OF A TWELFTH AND FIRST-GRADE SIBLING. VIRGINIA WOOLDRIDGE WAS OF COURSE CHOSEN TO BE YOUNGER BROTHER JOSS' BUDDY, AND THERE WERE MANY TEARS FROM GINNY AND THOSE WHO SAW THEM TOGETHER.

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STORY IDEAS!

Adam MacKinnon (father of Willsy in Third Grade and Theo in Eighth Grade) is the editor of *The Messenger*.



Please let him know if you have story ideas, feedback on what you want to see more (or less) of, or just a burning desire to write.

Many thanks!

Adam can be reached at messenger@summerfieldwaldorf.org.



We sang the song *Finlandia*, which speaks of loving one's own country, while realizing that other lands and countries "have skies as blue and high as mine." Those who were taking on management roles in the Core Groups and Governance Council were witnessed and supported in signing our mandates. We all then processed silently around the entire campus, pausing to speak a verse in front of each group of classrooms as our way of bestowing blessings on the land we care for and inhabit. Participants then enjoyed a delicious brunch from our new modular kitchen, the result of many years of hard work and planning, and which will allow our hot lunch program to expand to the lower school as well as the high school students.

Next, the High School students returned, reunited, and welcomed the incoming ninth graders and new students. They cleaned their classrooms with plenty of laughter and goodwill, then set off on their Open Week adventures, trips that challenged them, helped them to know each other and themselves better, and prepared them for the coming year.

That weekend the Lower School and Early Childhood families descended like an army of angels to help the teachers get the classrooms and playgrounds ready for the year, and the eighth grade students and families played the supporting role of feeding the masses with a delicious taco salad. "It's not just about cleaning the classrooms, is it?" asked one second grade parent, "I have a feeling we're doing something greater when we all come together to do this work."

On Tuesday, September 5, the Lower School and High School students returned to their lovingly cleaned and polished classrooms and playgrounds adorned with fresh wood chips. The hazy air and 100 degree+ temperatures of the previous week had started to shift, and once again the campus was filled with the sounds of movement, play, growing and learning. The Lower School First Day Assembly reflected circles of growth like a tree, with the new first graders warmly embraced at the center by the second, third, fourth, and so on, all the way up to the eighth graders. ("Are those high schoolers?" I overheard from one first grader, with eyes as wide as two moons). The High School assembly followed in the afternoon, and the Kindergarten, Preschool and Parent-Child classes began later in the week. On Thursday evening, members of the Board, Governance Council, Parent Representatives and Administration warmly welcomed thirty new families to our school with a meet-and-greet orientation and so, finally, by the Friday of the Rose Ceremony, we were truly complete—one school, many, many faces, old and new.

So as I see it, that feeling of being joined together as one, that witnessing of the Rose Ceremony, where we saw crystallized the accomplishments of the dignified and upright twelfth graders helping the small and vulnerable first graders to 'show them the way,' is the beginning and the end of what we all work so hard for, over and over again.

Thank you to all who are here with us, weaving your part of this 'something greater,' this extraordinary cloth of our future. Blessings on our year!

The Governance Council is comprised of Kibby MacKinnon, Jason Gross, Ignacio Garat, with Andrea Jolicoeur (Secretary).

All School Meeting & Scottish Dance

THURSDAY, OCTOBER 12, 7PM

Summerfield's new Governance Council warmly invites our entire parent community to an All-School Meeting and Scottish Dance on Thursday, October 12, from 7-8:30pm, in Sophia Hall.

This All-School Parent Meeting will begin promptly at 7pm, and will give an overview of the school structure and a chance to put faces to names of faculty, staff, Board, College and Governance Council. Then we'll enjoy a community dance to kick off the new school year with live music and refreshments. We hope to see you there!

Important Dates:

Walk through the Grades, Campus Tour

Wed, Sep 20, 9am, Sophia Hall

Screenagers

Wed, Sep 20, 7pm, Sophia Hall

ECE & HS Photo Day

Wednesday, September 27

Michaelmas Festival & Community Picnic

Friday, September 29

HS Immersion Day

Thursday, October 5

All-School Meeting & Dance

Thursday, Oct 12, 7pm Sophia Hall

G7 & G8 Track Meet

Friday, October 13

Helle Heckman Talk

Wed, Oct 18, 5:30pm, Sophia Hall

LS Photo Day

Thursday, October 19

HS Open House

Saturday, October 21

Annual Michaelmas Celebration

By Andrea Jolicoeur, LS Coordinator

MICHAELMAS CELEBRATION ~ STUDENT WORKDAY, PAGEANT & COMMUNITY BYO PICNIC ~ FRIDAY, SEPTEMBER 29

REMEMBER TO BRING PICNIC DINNER, BLANKETS, PLATES & UTENSILS!

Michaelmas will be celebrated with a student workday, pageant and BYO picnic on **Friday, September 29**. During the school day, all second-eighth grade students will participate in projects to beautify our campus.

The Michaelmas pageant will begin at 4pm: a play and songs that the children will present about Archangel Michael's confrontation with the dragon in aid of the besieged townspeople. It is a picture of the faith and the striving of human beings in preparation for the cold months, hard work, and difficult lessons of the year ahead.



PHOTO BY MIGUEL SALMERÓN

MICHAELMAS NOTES PLEASE READ!

- The community meal after the pageant will be a BYO picnic. Please bring a picnic dinner for your family, and the school will provide bread to share, with fresh butter and apple cider from the farm.
- Children must be under the supervision of their parents as soon as the pageant ends.
- Parents may be asked to bring tools from home for their class' workday activities (during school hours)—label with family name!
- Classes Two through Eight and a few high schoolers perform in the pageant.
- In the lead-up to the day, parents may be asked to assist with costume fittings and alterations.
- Each class will ask a few parents to provide a healthy, hearty snack for the entire class to eat at 3pm.
- Students will stay with their class from 3pm until after the pageant.
- In the lower grades, a few parents may be asked to help get the children dressed for the pageant, between 3:30 and 4pm.
- We ask that families arrive by 3:45pm in order to be settled on the grass in back of the lower school buildings by 4pm when the pageant begins.
- Pageant begins at 4pm & lasts approx 45 mins.
- Bring blankets for seating, along with your family's picnic and personal eating utensils, plates and cups. The school will not be providing paper products for the meal, so please remember to bring what you need!
- 7th and 8th grade parents are in charge of the clean-up after the pageant and picnic.
- Please be sure to let your teacher & Viviana know if your child will need to be in Aftercare after 4pm.



PHOTO BY CYNTHIA RAISER JEAVONS

Sprites Night Planning Begins!

Sprites Night will be held this year on Saturday, October 28. As always, Grades Three and Four are



PHOTO BY MIGUEL SALMERÓN

in charge of organizing this event with the Sprites Night Committee. We'll begin our official planning meetings on Tuesday, October 3, 8:40-10am, in the Music/Aftercare Room, and we'll continue for the next three Tuesday mornings up until the event. Everyone is welcome, but attendance by Third and Fourth Grade representatives is especially requested.

For those of you who are new to Summerfield, Sprites Night is our annual alternative to the commercialism and 'sugary focus' of Halloween. Lower School classes organize and present scenes on the beautifully lit Pumpkin Path, and warm food & drinks are served as a fundraiser for the Eighth Grade. Look for more information in the upcoming *mini-Messengers* as the event gets closer.

— Michelle Bovard, LS Secretary

RETURNING THIS WEEK!

Cafe Olé

Cafe Olé opens this week in the courtyard by the Finance office, near the lower parking lot. The cafe will run Mondays, Tuesdays, Wednesdays and Fridays, from 8–9am.



Come share coffee or tea, and a muffin or scone with other parents in the Summerfield community.

Parent Education Offerings for the Fall

By Kate Hammond, on behalf of the Parent Education Initiative

The Parent Education Initiative is excited to be hosting three events in the coming six weeks that all address the underlying question of “How can we best support the health of our children?”

It is an interesting, and sometimes overlooked, fact that Waldorf education is based on the idea that if we understand the physical growth of the child, and design the curriculum and the lessons with this in mind, then we’ll be serving the health of the physical as well as the soul and spiritual. It is truly a holistic education.

• COMMUNITY SCREENING & DISCUSSION • **SCREENAGERS**

WEDNESDAY, SEPTEMBER 20, 7PM • SOPHIA HALL
FREE EVENT COURTESY OF SWSF

The first evening is a showing of the movie **Screenagers – Growing Up in the Digital Age**. Although the movie is centered on the life of a young teenager and her parents, it is relevant for all of us navigating this new digital landscape. Kylie Knott of the South China Morning Post writes:

“This funny, poignant documentary reveals the drug-like effect screen time has on a teenage brain, with dopamine—the chemical released in the brain whenever we experience something pleasurable—lighting up with every “ping” of an incoming message or death of a baddie in a video game.

Turning the camera on her own family and others, (filmmaker) Ruston offers solutions on how adults can empower youngsters to best navigate the digital world, including advice on creating a Family Screen Time Agreement to help bring balance back into a family’s structure. And the stories are not sugar-coated but messy and real, showing how issues are different for boys (video games being the main concern) and girls (social media issues). There’s Hannah, a 14-year-old victim of social media bullying, and Andrew, a straight-A student whose obsession with video games lands him in an internet rehabilitation centre.”



The movie runs for approximately one hour. All parents at the school are encouraged to come, while we recommend that only students from Grade Seven upward attend the screening with their parents. The screening will be followed by facilitated conversation and discussion. Come and be part of this engaging and controversial topic!

• HELLE HECKMAN LECTURE • **THE IMPORTANCE OF SLEEP**

WEDNESDAY, OCTOBER 18, 5:30PM, SOPHIA HALL
\$5 SUGGESTED DONATION

On Wednesday, October 18, we will host Helle Heckmann, a global early childhood consultant. She will be speaking about the importance of sleep in childhood. Rudolf Steiner surprisingly said that one of the main tasks of education is to teach children to “carry



their waking experiences into sleep”. Children do not process and digest experience during sleep as adults do. A sensitive and insightful education can support children’s growing ability to gain the full benefits of sleep. Not only does sleep support our physical bodies, but it can replenish the soul and spirit. But how do we support healthy sleep? How do we help our children go to sleep?

Helle Heckman has worked extensively with parents and teachers all over the world who are asking these exact questions. She has dedicated her life to support and inspire families for 30+ years. In an article entitled Daily Rhythm at Home and its Lifelong Relevance, she writes about helping young children go to sleep:

“It is so difficult for children to let go of you if they have not felt you present. But, if you have held your child, blown a little in the ear, told her a little story from the heart, so you have really been there, then you can kiss her and put her to bed and feel you can leave because you have really been there. And then you can expect that your child will be able to sleep by herself, which is healthy for your child.”

Helle Heckmann will share her wisdom and practical advice with parents. This lecture is primarily for parents of young children, but may be relevant for the lower grades, up to approximately age nine.

Being drawn into cyberspace through our devices and giving ourselves over to sleep are both ways of taking “time out” from the every day world. However, sleep is health-giving, and we have to all work on bringing mindfulness to our use of media in order to stay awake to reality. But what about leisure time? What activities can we encourage our children to participate in that are nourishing and promote wellbeing? How much free time is beneficial?

• JAIMEN MCMILLAN LECTURE •
MOVING THROUGH CHILDHOOD

THURSDAY OCTOBER 26, 7-9PM, SOPHIA HALL
TICKETS \$25



On October 26 at 7pm, movement expert Jaimen McMillan will visit Summerfield and speak to these questions, giving a lecture on the topic, 'Moving through Childhood—the Role of Sport and Free Play in Healthy Childhood Development.'

Jaimen is the founder of the Spacial

Dynamics Institute and has trained movement professionals for over 30 years. He was one of the initiators of the pentathlon for fifth grade students, recognizing a need for children to experience movement in a new way before fully entering into competitive sport.

In describing Spacial Dynamics®, Jaimen writes:

"As an educational specialty, Spacial Dynamics® is comprised of a growing compendium of age-appropriate exercises, games, and interactive activities that support the child's holistic and healthy progression from kindergarten through high school. This collection of exercises helps the growing child on his/her journey through different spaces on the way to self-development, which includes the discovery of oneself as well as the discovery of the other. Children at every age have different physical, psychological, and developmental requirements. Spacial Dynamics owes a great deal to the insights of the philosopher and educator, Rudolf Steiner, who isolated, identified, and integrated his ideas of multi-layered child development in his Waldorf School method. A major contribution of Spacial Dynamics is recognizing that each developmental step needs to be addressed by meeting each stage, each class, and each child at spatially appropriate distances, in ways that 'fit' the situation. Teachers can learn to choose the location of the educational encounter and meet the students where they need to be met by studying the art of spatial communication."

Jaimen is an engaging and innovative presenter. If you are curious about what Spacial Dynamics® is and how you can best support your child's education after hours and during breaks, this is the evening for you!



"Color is the soul of nature and the whole cosmos and, by experiencing the life of color, we participate in this soul." —RUDOLF STEINER

Painting the Mood and Colors of Michaelmas

SUNDAY, SEP 24, 10AM–2PM, ART-TECH BLDG

Rebecca Weissbrot, Anthroposophical painter from Gloucester, England, will be leading us in a watercolor painting experience. Beginners welcome.



To register, email ronni@summerfieldwaldorf.org. Cost: \$45 includes all materials. Space is limited, so please sign up in advance. Bring a lunch.

Discover Eurythmy

COME AND EXPERIENCE WHAT EURYTHMY IS

We are pleased to announce a fall class in eurythmy that's being offered by former HS eurythmy teacher Renate Lundberg, with piano accompaniment by Colleen O'Malley.

Says Renate, "We will move, learn and laugh together while at the same time finding deep meaning in simple new insights. There will be glimpses into what the students do in their lessons and get an idea as to what and why they do eurythmy through all the grades. This course is for young and old, experienced with and new to the subject. Bring your questions and requests!"

Where: the Eurythmy Barn at Summerfield.

When: Wednesdays, 7–8pm, September 13, 20, 27 and October 4, 11, 18, 25.

Cost: \$30 per session or \$120 for all seven

Sign up: rerolundberg@gmail.com or 707-328-7132.

Save the Date ...

LECTURE BY DOUGLAS GERWIN
THURSDAY, MARCH 22, 2018

We're delighted to confirm that prolific Waldorf author Douglas Gerwin (editor of *Trailing Clouds of Glory: Essays on Human Sexuality and the Education of Youth*) will give a guest lecture at Summerfield on March 22, on the topic **Root, Shoot, and Fruit: Cultivating Imagination in Childhood.**

Keeping Ideals Intact

AN EXPLORATION OF THE WALDORF HIGH SCHOOL

As we look forward to next month's High School Open House (see page nine), it seemed a good time to find out more about what a Waldorf High School is all about.

This article by David Sloan, which first appeared in Renewal Magazine, gives an illuminating picture of what our adolescents need, and how high schools can help prepare them to meet the world. The article is reprinted here with the kind permission of the author and Renewal editor.

During an eighth-grade parent meeting this year at the Waldorf School in Boulder, Colorado, parents extolled the virtues of Waldorf education: the freshness, openness and enthusiasm evident in their children; the unflagging devotion of the teachers; the artistic element weaving through every aspect of the curriculum; and the sense of community they had found for their children and for themselves. Then the discussion turned to the future and to how many students were continuing their education in the Waldorf high school. Many parents spoke ardently in support of the high school, but others raised heart-felt concerns.

"My daughter has been in this school for ten years. She says she wants a change...you know, a bigger 'pond' where there's more of a social whirl. If that's what she wants, how can I say 'No'?"

"I'm just not sure that a Waldorf high school will prepare my children for the real world."

"My son has already received what Waldorf has to give. What can a Waldorf high school offer that another good private school couldn't provide?"

What indeed does the Waldorf high school have to offer today's youth? Is it a quaint but outmoded relic of an earlier time, or is it a far-sighted antidote to the malaise sapping the energies and imagination of a whole generation?

How one educates teenagers depends largely on how one views this tumultuous phase of life. Some mainstream educators see adolescence as less than it really is: as a simmering rebellion which needs to be quelled before it runs amok, or as an illness that only time can cure. Still others consider the high school

years simply as a time of preparation for college or the workplace. It is not surprising then that our high schools begin to resemble armed training camps, or treatment centers, or obedience schools.

Waldorf high school teachers, however, view adolescence as something more than it appears. They recognize it as

an important stage of human development. In the teenage years a profound transformation takes place and powerful inner forces for the future are unleashed. Only in the first years of life do children change more dramatically than in their teenage years. In adolescence, for the first time, young people consciously begin to forge their own identities and to fashion their own values. They have inklings of what may become a lifelong aspiration. In adolescence alone do they awaken to feelings simultaneously painful and exhilarating; of something familiar dying within, and of a whole new interior world being born.

What is dying? It is the innocence of childhood. Adolescence is often presented in Waldorf circles by the Biblical image of the expulsion from the Garden of Eden. This is indeed a true picture of the dying away of the "paradise consciousness" of childhood. It doesn't happen all at once. William Blake describes the "prison bars" that begin to close around us already from the moment of birth. By puberty, this paradise that was childhood, with the endless days of play, the fertile fantasy life, the lack of selfconsciousness, seems but a dream. The loss of the buoyancy and brightness of childhood can turn the teenage years into a period of intense mourning.

What is being born? On a physical level it is the ability to reproduce. The bodies of these young people change so that they are capable of conceiving children. Just as mysteriously, their consciousness transforms, deepens and becomes more sensitive, so that they become capable of conceiving new thoughts. Quite suddenly, their inner lives acquire dimensions they never knew existed. It is a bit like walking through one's own old comfortable home and discovering a whole new floor or hidden wing of heretofore unknown rooms, with vast new vistas, as well as dark closets.

So Waldorf educators see, in adolescence, a convergence of two fundamental human experiences: the loss of childhood with its charmed innocence, and the birth of adulthood with its potential for creation. The high school teacher then must be both a midwife and a grief counselor, attending to the birth and to the dying away that are occurring within the students. In the midst of these traumatic changes, ideals are welling up within the young person. These ideals maintain that the world has meaning, that one's own life also has meaning, and that one can positively influence the world. The adolescent needs to have these ideals recognized and affirmed.

[contd. over]



PHOTOS BY MIGUEL SALMERON



He/she needs to have experiences that corroborate them. Hence the young person longs for three fundamental experiences:

- to find meaning in his or her life
- to find human relationships and a sense of connectedness to the world
- to feel that he or she can make a difference in the world



Adolescents whose ideals are affirmed and kept intact will or course survive adolescence and become functioning adults. But, beyond this, they are more likely to achieve mastery over themselves and their destiny. And they are more likely to become healthy adults who continue to grow inwardly long after the

physical body has begun to deteriorate.

Unfortunately, today more than ever before, young people are starving for this very nourishment. The great tragedy of secondary schools in our country today can be traced to this single fact: the younger generation's vision of life's transcendent possibilities has shrunk and shriveled into a cynical, passive acceptance of the view that the individual doesn't really count for much and certainly can't make much of a dent in the grand corporate scheme of things. Their longing for inspiration, for affirmation of their ideas, is not being met. Hence, they are becoming insufferably critical or withdrawn and self-absorbed.

New York City's Teacher of the Year in 1991, John Taylor Gatto, who has taught in public schools for over 25 years, has said:

"We need to rethink the fundamental premises of schooling and decide what it is we want all children to learn and why. For 140 years this nation has tried to impose objectives downward from a lofty command center made up of 'experts,' from a central elite of social engineers. It hasn't worked because its central premises are mechanical, antihuman, and hostile to family life. Lives can be controlled by machine education, but they will always fight back, with weapons of pathology: drugs, violence, self-destruction, indifference."

Gatto then recites a litany of adverse effects that the public school system has had upon young people: lack of curiosity, weak powers of concentration, little sense of the future or of the past, lack of compassion, rampant materialism, and uneasiness with intimacy.

The Waldorf high school curriculum consciously aims to nurture and encourage adolescent ideals, to satisfy longing for meaning in the world and self, and to instill a sense of importance. It seeks with clear intent to avoid (and if necessary to heal) the destructive habits of mind and spirit so common among young people today.

In order to find meaning in the world, one must first awaken to the world, to its phenomena. This requires the power of

observation. Even adults are seldom observant enough to notice what their spouse or child is wearing on a given day. An adolescent can be almost unconscious of what is going on around him/herself. I once asked my students to close their eyes and tell me the color of the shirt I was wearing. One fellow said, "I don't even know what color shirt I'm wearing!"

So in the Waldorf high school we arouse and sharpen the powers of observation. In a chemistry class, the students must describe clearly and precisely what happens when heat is turned up under a beaker of water. In English class, they must portray an object as commonplace as a pencil or an acorn, noting its color, texture, shape. In art history and anatomy classes in the ninth grade, they study a Greek statue or draw the miracle of the skeletal system. Through this, the human form—their human form—becomes a source of wonder and beauty, instead of a cheapened soulless media image.

This training in observation transfers to the social and moral realm. The students learn to observe other people and to be aware of their needs and problems. A student schooled in observation is more likely to notice that a classmate is feeling ill or "down" and to make a gesture of aid than is one who is lost in a cloud of adolescent self-absorption. Observing the world is a first and necessary step in making a positive impact on it.

In a Waldorf high school, history is taught showing the interrelatedness of all epochs, all cultures, and all areas of life. In the tenth grade Ancient Cultures course, for example, students are often fascinated by the parallels between the Egyptians' preoccupation with preserving the physical body through embalming and our culture's obsession with staying young through exercise, cosmetics, and surgical procedures. Music is presented along with mathematics, since it cannot be fully understood without it. The artistic achievements of a Michelangelo are studied in relation to the anatomical discoveries of a Vesalius. Thus, for the Waldorf high school student, history is not a list of facts and dates but a living, integrated tapestry of human activity and striving. Coming to know and to marvel at this tapestry, he or she acquires a sense of the meaning and coherence of human history and culture.

Waldorf high school teachers also stress the power of individuals to shape their world. History is presented as filled with the breath and pulse of real living people. The young people study the lives and achievements of the great personalities of human history: Socrates, Joan of Arc, Schweitzer, Churchill, et al. They come to know them as real persons of flesh and blood, with a spark of divinity. They see them as individuals who were able to make a positive contribution to the world. The young people learn that the individual can indeed help shape the world.
[contd. over]



They are likely to realize that they, too, have a spark of the divine and that they, too, can make a difference.

A person able to express him or herself effectively is more likely to find meaning in life and more able to influence the world. In English classes, we work consciously to bring meaning and value back to words. As George Orwell predicted in his novel *Nineteen Eighty-Four*, there are today many forces at work to undermine the foundation of our humanity—our language. To a terrifying degree, “Newspeak” has come into existence. Missiles are “peacekeepers,” taxes are “revenue enhancements” and in certain circles, “bad” means “good” and “cool” and “hot” are used interchangeably. Hence, through each part of the English curriculum in a Waldorf high school—the morning verse and the weekly writing assignment, the group recitation and the memorization of great poems and passages of prose—the adolescent is enabled to express him or herself clearly and truthfully in speech and in writing.

Teenagers are insecure almost by nature; unsure of who they are and what their limitations and possibilities are. For all their bravado, they can be as fragile as seedlings set out in the spring. The process of empowerment involves giving them the skills which will help them to meet the challenges life presents them in the future.

This includes, of course, the basic knowledge and skills in math, English, and the sciences. It includes also the artistic and handwork skills. In most high schools today, these are considered frills—secondary exercises in self-expression.

In a Waldorf high school, the arts and handcrafts are, as they were in the first eight grades, an essential part of the core curriculum. The students continue with their musical instruments, sing in a chorus, do eurythmy, learn how to bind a book, draw a figure in perspective, hammer out a silver bracelet, weave a scarf.

This training prepares the students for the unlimited situations they will encounter in life. Also, it gives the young person a broad-based self-confidence in his or her ability to learn and to apply new skills. In addition, the arts and handcrafts help the student in the academic side of learning. Rudolf Steiner emphasized the extraordinary power of the arts, therapeutically and pedagogically. They are bearers and cultivators of thought. They create the power to think, reason, conceptualize and imagine. Modeling clay, doing eurythmy, weaving, all nourish the thought forces which allow the

sophomore to comprehend poetry and grammar.

Thus, in a Waldorf high school, the adolescent is helped to make the transition from childhood to adulthood. The ideals which are emerging with such heat and passion are recognized and supported. The young person is helped

to find meaning in the world, and in his or her own life. He or she is helped to understand and feel that he or she can make a difference in the world. It should be noted here that, in addition, the Waldorf high school prepares students for the real world of college and career as well or better than other high schools, public and private. There has been as yet no formal study of Waldorf high school graduates in the U.S.*, as there has been in Germany. All indications, though, are that they do well on college boards, are admitted to and excel at quality colleges and universities, and are able to pursue successful careers and professions.



[Editor's note: at the time David's article was first published, this was true. But, since then, the Research Institute for Waldorf Education have conducted a major study of Waldorf graduates—see sidebar on next page].*

For the child who has had a Waldorf elementary education, the benefits of the high school are magnified. Seeds sown years before in the early grades grow and come to flower. The tenth grader who came to know the saints and Old Testament figures in the second and third grade meets them again in the study of the Bible as literature. The eleventh grader finds that the freehand geometric drawing done in the fifth grade is the basis for a new study: projective geometry.

Rudolf Steiner recognized the high school years as a critical period of life. From the beginning he intended Waldorf education as a twelve-year, not just an eight-year experience. And, indeed, the high school years are too critical a period to leave to teachers and administrators who fail to recognize and honor adolescence for what it is. However, while there are today close to a hundred and fifty Waldorf elementary schools in North America, there are still only three dozen Waldorf high schools [now 42]. For the benefit of the adolescents of tomorrow, let us hope that this number will increase in the years ahead.

In the broader educational arena, most educators and administrators today are searching desperately for an approach—any effective approach—that will kindle adolescents. The Waldorf curriculum is just such an approach. For several decades it has been quietly educating young people and graduating them into the world with their ideals intact. The time has come perhaps for the Waldorf high school curriculum to be recognized and implemented in the wider arena.

David Sloan is a faculty member of the High School Teacher Training at the Center for Anthroposophy in Wilton, NH, and founding member of the Merriconeag Waldorf School in Maine.



Standing Out without Standing Alone

PROFILE OF WALDORF GRADUATES

Subsequent to David Sloan's *Renewal* article on the previous pages, a major study by the Research Institute for Waldorf Education has profiled what happens to Waldorf high school graduates.

The Abstract and detail of the survey and its findings make fascinating reading. Find out more at www.waldorfeducation.org/Waldorf_grads.

In summary, the study revealed that the majority of Waldorf school graduates share the following characteristics:

- They value the opportunity to think for themselves and to translate their new ideas into practice
- They practice life-long learning and have a highly developed sense for aesthetics.
- They value lasting human relationships.
- They seek out opportunities to be of help to other people.
- They sense that they are guided by an inner moral compass that helps them navigate the trials and challenges of their professional and private lives.
- They carry high ethical principles into their chosen professions.

Furthermore, professors who have taught Waldorf students across many academic disciplines and across a wide range of campuses—from State Universities to Ivy League—note that Waldorf graduates have the ability to integrate thinking; to assimilate information as opposed to memorizing isolated facts; to be flexible, creative and willing to take intellectual risks; and are leaders with high ethical and moral standards who take initiative and are passionate to reach their goals. Waldorf graduates are highly sought after in higher education.

Learning More About the Richness of a Waldorf Education

THE HIGH SCHOOL OPEN HOUSE — SATURDAY, OCTOBER 21

By Jason Gross and Leslie Loy, for the High School

On Saturday, October 21 the High School will host its annual Open House from 10am-1pm. This day is crafted to give a hands-on experience to students and their parents about how the Waldorf curriculum continues in high school and meets the needs of the developing adolescent emerging into adulthood.

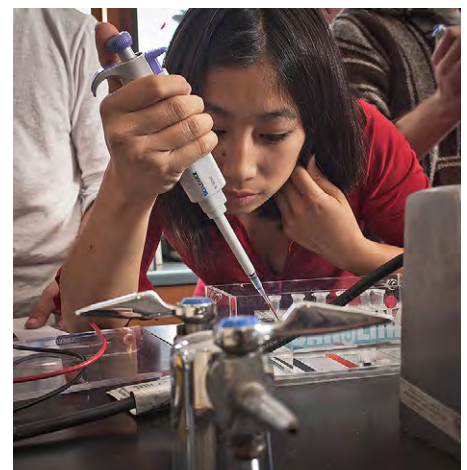
Why is the Waldorf high school educational experience considered the flowering of the roots and stem of Early Childhood and Lower School? Why do we recapitulate the eight year Lower School Curriculum in the four years of High School?

Waldorf education is alive because the learning experience is always making a bridge either between the student and nature or the student and other human beings. This bridge is constructed from the feeling life in Lower School, and in High School young people are ready for thinking to be the bridge. By re-experiencing the integrated curriculum in a new way, through thinking, students deepen their understanding of and connection to the world and others. This builds their individual morality and thereby their understanding of their own evolving selves.

At Summerfield we mirror the curriculum study in our social activity. We do this by developing an intentional community built on agreements. Our size and our high number of faculty per student help us make it a reality that each student is seen and is encouraged to see others. This, like the connectedness of the curriculum, helps young people develop the skills and capacities to live as free moral people in this increasingly complex world: they work through social issues, learn to address conflict, ask questions, and engage with the greater community through service work, travel, and structured encounters with nature.

How does all this happen in practice? The answer is detailed and complex. Learning about the high school and how we practice Waldorf education here at Summerfield is a process. No matter where you might be in your developing understanding of Waldorf education, particularly in the high school, coming to the High School Open House is a very good way to deepen your understanding of the richness this education offers.

Please come join us on Saturday, October 21, and begin the conversation with us about your hopes, and ideas for your child as you begin to ask yourself what high school could and does look like.



Returning... A NEW YEAR ON THE FARM

By Farmer Dan

Once again, we re-gather as a school community to begin yet another school year. The Persian poet Rumi once wrote, "Look as long as you can at the friend you love, no matter whether that friend is moving away from you or coming back toward you." New friends, old friends, new beginnings. A new Art Tech building graces the western edge of the playing fields ready to welcome our budding artists and craftspeople and a fancy new kitchen is churning out fresh Biodynamic lunches and snacks, a dream many years in the making and now finally a reality. The farm has stepped up its produce-growing capacity in a huge new hoop house, and I'll be lighting the fire under the students on the farm to help with harvesting, composting (translation= ratcheted-up manure shoveling), and planting in coordination with the farmer and his apprentice. Growing their own food for the students to nourish their growing bodies, minds and spirits could not be any more inspiring to the SWS farmers and gardening teachers, so please join in our celebration of healthy eating and growing habits.

On our first Friday of school, we all gathered to witness and honor the first grade and senior class come together at our traditional Rose Ceremony, which has a way of effortlessly drawing tears so gently from the many of us who have known these students throughout so many seasons of their young lives. Certainly, the students are our pride and joy, and we enjoy

celebrating their becoming, as a community of loving parents, friends, family members, teachers and

administrators. A parent of an adopted daughter at SWS once told me that her child never got tired of saying to her, "Love me more, Mama," so this ceremony has always meant a lot in terms of expressing our love for the students in a wonderfully communal way. We wish them all the very best in their first, and in their final years with us, and all the years in-between. The theologian Reinhold Niebuhr expressed it like this: "Nothing we do, however virtuous, can be accomplished alone. Therefore we are saved by love."

In mid-August, looking down at the cool blue Pacific Ocean spread out underneath the plane while returning from a pleasant two-week fishing vacation in northern Minnesota with friends and family, coincidentally these words from another Rumi poem were in the notebook that I'd brought with me. They go like this:

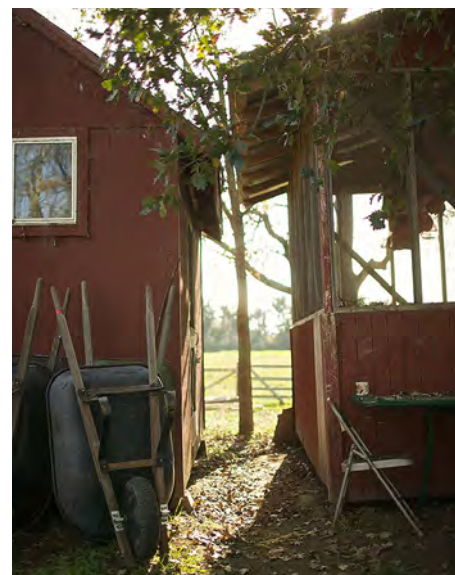
*In the ocean are many bright strands
and many dark strands like veins that are seen
when a wing is lifted up.*

*Your hidden self is blood in those,
those veins that are lute strings
that make ocean music,
not the sad edge of the surf,
but the sound of no shore.*

*And yes, we have ways within each other
that will never be said by anyone.*

—Lines from 'The Diver's Clothes Lying Empty'
by Rumi, translated by Coleman Barks

The faculty returned early from summer break for some inner work together focusing on outdoor exercises and inner reflections guided by Robin Bliss-Wagner and Jon McAlice. The theme was based on a verse from Rudolf Steiner that basically says, "If I am to find myself, I must look into the world: and if I am to know the world, I must look into myself." Paraphrasing Jon, the unfolding



PHOTOS BY MIGUEL SALMERON

of the plant is akin to the unfolding of the child's consciousness. The same forces, etheric if you will, are at work in different manifestations that are expansive as well as contracting and that enable "growing out into" and "becoming one with." As Waldorf teachers, we ask ourselves what are the core experiences and the knowledge practices that are essential for our students? How do we find our way into the essential and put our students into situations where they better understand the world around them, situations and experiences that engender "shaping thinking" that brings them into being, into the physical, and gives innate gesture to thought. Real thinking, effervescent and unpredictable, versus dead thinking so to speak. "No thought today is true unless it can be lived. The idea of water will not sustain a plant." Moving things around in something given (metamorphosis), expansion/contraction, growth, transformation = life that brings forth life vs life that brings forth death. Not to live in practical behaviors, but rather be completely conscious. When life forces that are shaping/formative and expressive/manifesting shape the mirror of consciousness, the inner life of the child, or soul if you will, this unfolding of the etheric begins to bring the soul/spiritual into a healthy relationship with the body. This is the spiritual self becoming YOU.

Steiner encouraged teachers to allow for knowledge practices that awaken





the innate spark of goodness within the child. Not learning about things, but entering into through un-programmed encounter, not telling the child what he/she should think—the coming to knowing, not memorizing—but letting things unfold and grow so the spark of goodness is not extinguished. This education in freedom enables the students to enter into a space where they are not separate and shapes the inner life by fanning the spark of goodness. And, through imagining the inner gesture of our students' thinking—Meticulous? Timid? Courageous?—what you as their teacher choose to pay attention to becomes real.

The following is a summary of *10 Ways to Engender a Child Pulsing with Life*, or *Characteristics of a Soul's Ecosystem*, or simply *10 Ways of Strengthening the Etheric in the Child* that Jon eloquently closed with for you to expand upon:

- | | |
|---|--------------------|
| 1. Reverence/Devotion | 6. Memory/Habit |
| 2. Sense that Everything is As It Should Be | 7. Imagination |
| 3. Joy and Love | 8. Rhythm/Movement |
| 4. Presence of Spirit/Religiosity | 9. Music |
| 5. Poetic imagery | 10. Aesthetics |

Certainly an impressive list of characteristics to work towards in life!

With all the fruit-filled blessings of fall to you from Summerfield Farm,

Farmer Dan

Farm Stand News

By Farmer Dana

Harvest season is in full swing on Summerfield Farm!

Our Third Grade just finished harvesting some of the most beautiful clear dawn onions we have ever grown, and our farm stand is full of delicious biodynamic fruits, vegetables and eggs.



You can support our school by buying most of your produce from our farm stand. We harvest every morning, but if we are sold out of anything we'd be happy to harvest it specially for you.

This year much of our produce is being used by both our new lunch program and by the eighth grade market. Last week alone we supplied over 300 pounds of vegetables to these two school programs!

We also have our regular Volunteer Day happening on Tuesdays. We work from 9am until 12:30pm, taking a break at 11am for a potluck snack. Don't forget to bring a sun hat and water bottle. Hope to see you out on the farm!

THE EIGHTH GRADE MARKET IS BACK!

Every Thursday from now until the Thanksgiving Break, the Eighth Grade will be hosting their famous *Gr8 Market* at the bottom of the Sophia Hall stairs from 12:35–1:30pm.



Come and see what goodies they have in store for you and support the Eighth Grade for their end of year trip fundraising!

Weekly offerings will vary, but here are some of the current items on sale:

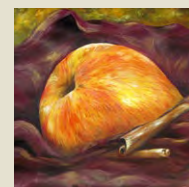
- Products canned by eighth graders on the Farm
- Fruit Leathers
- Canned/Frozen Apple Juice
- Cookies
- Muffins
- Brownies
- Popcorn
- Miscellaneous other snacks
- and, starting this week, delicious lunchtime Burritos.

Thank you for your support!

—Judy Reid, Eighth Grade Class Market Coordinator

Apples Wanted!

The After-School program is looking for donated apples for their snacks.



We would be willing to come pick them up if you prefer. ~Thank you, Viviana

APPLE: BY ZOE HUNT

WELCOME TO NEW FACULTY AND STAFF!

The summer is always a time of transition. After saying a fond farewell to several long-serving stalwarts of the school at the end of last year, we begin anew and are delighted to announce the following new hires to the Summerfield family of teachers and staff. Please join us in welcoming them!

IN ADMINISTRATION

Carrie Wooldridge HR COORDINATOR

Carrie is our new HR Coordinator, replacing Andrea Trinei, who has taken over from Cathy Torres as the new Registrar. Before moving to California in 2011, Carrie worked as the Admissions Director at Safety Harbor Montessori Academy for 10 years. Carrie describes knowing the very first moment she walked onto Summerfield's campus that this was where she wanted her children to grow and graduate as Seniors. She feels blessed to join her children daily on Summerfield's campus in this beautiful Waldorf environment.



Kerry Lynn Yeary RECEPTIONIST

Kerry Lynn Yeary, mom to seventh grader Ben and ninth grader Maddie, is a native of Sonoma County and has owned her own business Kenner Road Jewelry Design since 2007. After being a lead volunteer for Farm to Feast for over four years, Kerry Lynn now brings her many years of customer service and understanding of Waldorf education to the role of receptionist at SWSF.



IN EARLY CHILDHOOD

Nada Hadley LEAD BLOSSOMS TEACHER

Nada joins Summerfield as Lead Teacher for our new Blossoms class. Nada grew up in Waldorf from preschool through high school in Germany. Recently, she has worked as an assistant teacher at the Rainbow Playgarden preschool in Santa Rosa.



Sophia Ferrar BLOSSOMS TEACHER ASSISTANT

Sophia is a Summerfield alumna (1999-2007) who comes to the role of Blossoms teacher assistant from a background as a preschool teacher and nanny. She is working on finishing a bachelor's in fine arts and a nursing degree, and is also a mom of a three-year-old daughter who is in pre-school here. Sophia is delighted to return to Summerfield to join the Early Childhood faculty and work with the Blossoms students.



IN THE LOWER SCHOOL

Remedios Loosli

LOWER SCHOOL MUSIC & CELLO TEACHER

Mr. Loosli is the new Lower School Music & Cello Teacher. He is an alumnus from Highland Hall Waldorf School in Northridge, Ca. (which he attended 1st-12th grade). He learned cello there and has never stopped playing—indeed he says music has always been an indispensable part of his life. Reme went on to graduate from Pepperdine with a degree in English Literature and a minor in vocal performance for Opera, and then earned a degree from LeCordon Bleu in Culinary Arts, going on to run his own *Heart of Cooking* business. Recently, he's been earning his Waldorf teaching credential from the West Coast Institute. Reme is excited to get to know the community and looking forward to calling Santa Rosa his new home!



IN THE HIGH SCHOOL

Cait Johnson HIGH SCHOOL COUNSELOR

Originally from Sonoma County, Cait returned to the area from Portland, Or., four years ago so her children could attend Summerfield. Cait has worked with students from preschool to twelfth grade in traditional schools, home school and independent study schools, and at Waldorf charters. She is thrilled to now be a part of Summerfield as both a parent and faculty member.



Glyn Craydon HIGH SCHOOL SCIENCE TEACHER

Glyn was a founding high school teacher at Summerfield and thus is not exactly new! He is returning as our middle and high school science teacher. Glyn previously worked as a biochemist in Germany, and has a post-graduate degree in Science Education from the University of London, as well as a Certificate in Waldorf Education. He is looking forward to teaching Chemistry main lessons in the high school and seventh grade. He lives in Santa Rosa with his wife Deborah, who is a flower essence practitioner.



AN ADDITIONAL FOND FAREWELL:

Angela Pryor-Garat

HIGH SCHOOL SPANISH TEACHER

Angela has taken a new position for the incoming year as an art teacher at the NGL Academy. We would like to extend our gratitude for Angela's ten years of dedication and service here in our high school as a Spanish teacher, core group member and advisor, as well as the warmth and enthusiasm she brought to working with her students.



SUPPORT SUMMERFIELD'S
THEATRICAL COSTUME COLLECTION

SECOND ANNUAL COSTUME SALE

TUESDAY—THURSDAY, OCTOBER 3-5,
IN FRONT OF SOPHIA HALL



The Costume Guild is raising funds for the school's theatrical costume collection.

Come shop for Sprites, Nite, playtime, or Halloween outfits for your children to enjoy.

You'll want to be there at the beginning for the best selection.

And come again at the end for the best prices!

Please donate gently-used costume pieces (in all sizes, adult as well as childrens) to this fine effort. A collection box is outside the Lower School office to receive your treasures.

Sale Hours:

Tuesday, Oct 3 & Wednesday, Oct 4:
12 noon–1:30pm & 2:30–3:30pm

Thursday, Oct 5:
12 noon–3:30pm

Parking Lot Speeding!

Please remember our 5mph speed limit in the parking lot and on the entrance and exit routes.

Small children can easily dart out unexpectedly. Slower speeds equal safer schools!



Clowning Around with Circus Club

Circus Waldissima is still flying high after a spectacular season last year and tons of positive feedback from their performances of *Alchemy*!

We are thrilled to open registration for our 2017 Fall Semester of Circus Club featuring some exciting new classes as well as some old favorites!



Back by popular demand is Kathleen Brown's **Tap Dance/ Circus Fusion** class on Mondays. This class is already full, but we are taking names on a wait list.

We are still offering **Circus Skills** and two levels of **Unicycling** class, but this year **Trapeze** will be its own class. We also have two sections of **Aerial** class and a **Juggling** class.

Cabaret is our advanced performance group and is by invitation only!

All Circus Club students will also have the chance to perform at the Winter Faire on Saturday, December 2.

After school classes begin the week of September 18, and run through November 16. Registration forms are available in the Main Office or online at summerfieldws.org/circus.

Another exciting announcement is that Circus Waldissima will be offering some workshops this semester. Some of you probably remember our amazing *Alchemy* guest performers from **Paradizo Dance**. They will return to offer a workshop on Saturday, November 11.

Calling all **Intermediate to Advanced Unicyclers**. There's a workshop just for you on Wednesday and Thursday, October 11 and 12 after school.

Mark your calendars now and be on the lookout for more details to come. Can't wait to clown around with you!



Facing New Challenges in Open Week

High School starts each year with a week-long field trip in August before classes begin. Students from ninth to twelfth grade get to choose from many different trip options. It's a way for the new ninth graders to jump right into life in the high school and to meet fellow students from each of the other years. It's also a chance for the new juniors and seniors to take on greater leadership roles.

The Messenger asked two students to write about their experiences...

Horse Camp BY LILY BULLER

As it's my last year at Summerfield, the decision of which Open Week I should go on was an important one. My initial choice was to go on the trip I've gone on for the last two years: Meditation. I've had a ton of fun on that trip in the past, and I was excited to do it again.

However, I eventually realized that a repeat of past years was, to be frank, a waste of the opportunities I've been given in coming to Summerfield. So, with some reluctance, I signed up to go horseback riding in Point Reyes with my sister, who is a freshman—I thought it would be nice to be together on her first Open Week and my last.

I'll be honest, I was a little apprehensive. At this point, I should probably mention that, before this trip, I had been on a horse once, maybe twice in my life, and both times it had been a rather terrifying experience. So you can imagine on the first day, immediately after we unpacked, and were off to Five Brooks Ranch to go on our first ride, I was pretty dang nervous. And then, much to my dismay, I was assigned the biggest horse at the ranch. I wasn't that surprised, as I was the biggest person on the trip, but having the biggest horse was intimidating nonetheless.

As it turns out, my horse was a gentle giant and an absolute sweetheart. I immediately loved her and felt more comfortable about the whole trip. I was perfectly happy to ride



her for the next four days, day one being an easy ride of just two hours, up and over some hills. Day two and three were both around five hours long. On day two, we rode to the visitors center and museum through some cow fields and, on day three, we rode over some more mountains down to a lake, and swam for about an hour. It was fabulous. The water was refreshing, we were in such a beautiful location, and we had the company of some great people.

The fourth day was the ride that made all my stress worth it. We rode about three hours out to the beach and, once we were there, galloped down about half a mile to a waterfall. This experience was so liberating. My horse, Lulu, was so big that her trot was as fast as any of the other horses' canters. On the trails we hadn't gone any faster than a trot but, on open beach and ocean, Lulu and I could go as fast as we wanted. Lulu went full speed into a gallop, racing through the sea foam and spray, scattering sand and salt behind her.

I had an amazing time on this trip, despite my apprehensions at the start. I can now say that I have faced and conquered a fear of mine. A somewhat small fear, but a fear nonetheless. To all those who still have Open Week trips to go on, I give this advice: don't waste your time repeating things you've already tried—expand your horizons, grow as a human being, and take full advantage of what Summerfield uniquely has to offer. You truly won't regret it.

The Sequoia Redwoods Backpacking Trip

BY GAVIN SELLORS

When we signed up for this trip, we all knew it was going to be intense. The description told us that we would be covering 46 miles in 1 week and climbing above 11,000 feet, so we were confident we knew what to expect and were prepared for it. In truth, nothing could prepare us for the unique challenges we faced, nor the incredible rewards we experienced.

Fourteen of us, hailing from various classes, followed the leadership of Farmer Dana, Lena Haug, and Chelsea Young as we traversed the trails under the weight of our packs. We traveled through forests, over mountains, across valley meadows, and quenched our thirst in crystal clear mountain streams and alpine lakes. We thought that distance and elevation would be our greatest challenges, but Mother Nature had other ideas. We saw this on the very first day when we stepped out of our vans into sweltering heat and had to trek for mile after mile through open ground under the baking sun. We saw it again later in the trip when smoke from a nearby fire descended on the trail like a suffocating blanket. This is not at all what we had been expecting, and it is likely that if I had been alone I would not have been able to surmount these obstacles. However, because of the way we were able to come together as a group, always checking in, encouraging and supporting each other in whatever ways we could, we were able to adapt and overcome the unexpected challenges we faced. [contd. over]



PHOTOS BY IGNACIO GARAT

PHOTOS BY LENA HAUG



The trip wasn't all sweat and suffering. Far from it in fact. Our efforts were rewarded with some of the most spectacular natural beauty any of us had ever seen. From star-filled night skies to towering redwoods, to delicate wildflowers, to gorgeous alpine lakes, the trip was filled with beauty we never could have imagined.

Perhaps the single most difficult and rewarding moment of the trip was our ascent up Black Rock Pass. Nature shattered our expectations again by sending a deluge of rain our way the night before we were to tackle the pass. As we set out the next morning, getting to the top of the pass now seemed impossible. Many of us were now hiking in wet boots, while others were so soaked that they were shivering. Still, we began our trek upwards, and miraculously, as we ascended, so did our spirits. We began to smile, tell jokes, and cheer each other on. Despite being drenched, we were laughing our way up the mountain. As we reached the top of the pass, the sun broke through the clouds, sending down rays to illuminate the trees, lakes, ridges, and valleys that extended below us as far as the eye could see. Without the rain, I realized, the golden rays of the sun would not have had clouds to shine through. Without the rain, climbing the pass would have been joyless, as our resilient spirit would have had nothing to arise from.

In a sense, the trip was not unlike life. As we travel life's trail, we can never predict what challenges we will meet, but by working with those with whom we share the trail, we can adapt to deal with whatever we are facing. By supporting each other along our way, we give each other the strength to overcome obstacles and experience life's beautiful rewards, both those we expected and those we had never dreamed of.

AN EARLY CHILDHOOD STORY...

"Kindergarten Wonders"

"Dolls, oh these dolls, how I wish that our Kindergarten had a new collection like that," said a certain Kindergarten teacher as she saw the most beautiful collection of dolls, beds and clothes being bid up to an amazing amount at our Farm to Feast *[editor's note: this was the extraordinary class offering from the second grade class!]*.

"Oh well—our dolls will make it for another few years," she thought as she made her way home. The dolls in the Kindergarten had been repaired, redone, loved and played with for many, many wonderful years.

But, "Wait!" said a group of parents. "Kindergarten should never need to wish for new dolls or plenty of clothes and beddings and pajamas." So, this summer they set to work and procured three new dolls, had fabric donated and sewed beautiful clothes, pajamas and underwear as well as new bedding for all the dolls.

Now the dolls are happily cuddled, fed and cared for by the children—every day. And if you would like to see what they look like, please stop by the Red Rose Kindergarten...

Now, that's a true story!

— A most amazed and grateful Red Rose Kindergarten Teacher, Ms. Line

P.S. ... and if you ever wish to do the same for our White Rose Kindergarten, or have dolls and clothes to donate, please let the Kindergarten teachers know. They, and the children, will be most grateful!



School Photo Day is coming!

Sari Singerman will be photographing us again this year. The dates are:

- **Wednesday, September 27 for Kindergarten (9am) & High School (11am)**
- **Thursday, October 19 for Lower School (Grades 1-8).**

Make-up/retake photo date will be Tuesday, November 7

Sari recommends wearing dark autumn colors and solids. For the optimal portrait, please avoid wearing bright colors, white t-shirts, or anything with logos/branding.

Also, parent volunteers are needed to help on Photo Day. You will receive a generous photo package in exchange for your time. Please contact Michelle Bovard if you are available: michelle@summerfieldwaldorf.org.

Alumni Profile

PAXTON MILLER-FITZPATRICK,
SWSF ALUMNUS, CLASS OF 2012

FIRE FIGHTER AT PARK COUNTRY
RURAL FIRE DISTRICT 1, MONTANA

Interview by Caryn Stone, Development Associate

We spoke to Paxton on Wednesday, September 6, 2017, from a mountain top with cell phone reception in the Lewis Clark National Forest in Central Montana, near Helena.



Paxton is an Engineer Boss Trainee, working on the Alice Creek Fire, one of three fires in a 50-mile radius. Paxton's crew spends 14 days at a time living at the fire. They work 15-16 hour days on the line, then sleep, eat and shower at a camp called a "spike camp". Paxton's crew is currently camped on a rancher's field 5 miles from fire. Food is brought in from town every night, and they shower in a unit at the back of a semi-truck. Paxton's crew prefers to sleep in hammocks strung up between trucks, while other crews prefer tents.



A typical day on a campaign fire begins at 5 or 6 am. After chow, the crews meet to review the night before and make plan for the day, reviewing hazards, weather, and expectations for fire behavior.

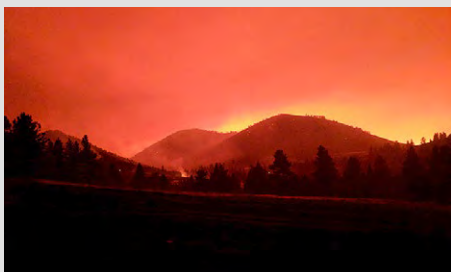
As an Engineer Boss Trainee, Paxton is training to run a truck, which entails being in charge of safety, personnel and truck maintenance. At the moment, Paxton's truck is on structure protection, which means if the fire starts to get close to a structure, they must figure out how to protect it.

Typically, the crew might drive the truck to bring water to the fire line, or they might dig a "hot line" a foot away from fire in order to take away fuel from fire. They also might be responsible for directing helicopter water drops, or patrolling the line on foot.

Paxton is in a Fire Science program at the University of Montana, Helena, and is currently in a residency program through Park County Rural Fire in Livingston, Montana, where he lives at the fire station year-round. In exchange for his education, he works five 12-hour, overnight shifts per week. A typical work week is five days in a row from 6pm to 6am, during which time he is expected to respond to whatever emergency comes to the department. They deal with all hazards, with the exception of EMS—structure, wildfire, motor vehicle accidents and rescue.

He has been given extra time off from this semester to continue working on the wildfires, as there are too many fires in Montana and not enough resources. He does homework when he has internet service and downtime.

Basically Paxton doesn't do anything other than fire-fighting, and he loves it. It is a rewarding job, and the long hours are worth it. He wouldn't dream of doing anything else.



Summerfield Bike to School Program

Keep riding! Our BiketoSchool program is in full force for the fifth year.



It's simple—all you need to do is track your rides to school.

One of our donors will give \$1 per rider per day through the whole year to our Annual Giving Fund—and, one-way trips count!


What a fun way to make a difference and earn money for Summerfield. Wallet-size ride cards are available in the Main Office to keep track of rides. Exclusive BiketoSchool t-shirts can be earned by riding all year!

~Cyndi Yoxall & Caryn Shapiro
Stone, the Development Office

YOUR FAMILY SHOPS,
OUR SCHOOL EARNS DOLLARS!

eScrip Program 

Families are encouraged to register their grocery club cards (e.g., Oliver's Market), and existing credit / debit cards as supporters. A percentage of all purchases made at eScrip merchants will be given back to our school. Visit eScrip.com — it's that easy!

Benefit Mobile 

This is another fantastic way to raise funds for Summerfield while you shop using your phone.

Simply download the Benefit Mobile app from benefit-mobile.com to your phone, select SWSF as your beneficiary, link to your bank or credit card, and you are all set to purchase gift cards to spend at your favorite retailers. A percentage will go directly to SWSF!

Questions? Ask Lisa Olauson at lisa@wholenessmatters.com.

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 in Santa Rosa, California. We enjoy a setting that is integrated with nature and a vibrant Waldorf community! Program Director Don Basmajian has been a Waldorf Class Teacher and physical education teacher for over 40 years. He brings his every-growing love of teaching and the Waldorf curriculum to our teacher training students. Our students 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.

Classes/Events/Workshops



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

Waldorf 14" Dress-Up Doll Class:

with Truth Almond at Circle of Hands in Sebastopol on Tues. 10/3, 9am-12pm and Wed. 10/4, 9am-1pm. You will create a girl or boy doll, with your choice of skin tone, eyes and hair, in a light-hearted craft group led by one of the nation's most delightful & experienced teachers. Doll clothing will be available for sale. The \$138 fee includes all supplies—natural materials of cotton & wool. Tuition assistance is available on request. Make a \$40 deposit today to secure your spot, either in the store, by phone (634-6140), or on our website: www.circleofhandswaldorfshop.com/collections/class/products/waldorf-14-dress-up-doll-class-with-truth-almond-october-3rd-4th-2017.

Family Contra Dance

Saturday, September 23, from 5-6:30pm at Wischemann Hall in Sebastopol. All ages, live music, easy to learn dances called by Kalia Kliban. \$5/person or \$10/family. Raffle prizes from Circle of Hands, Screamin' Mimi's and Sarah's Silks. More info www.nbcds.org.

THE IMPORTANCE OF SLEEP IN CHILDHOOD

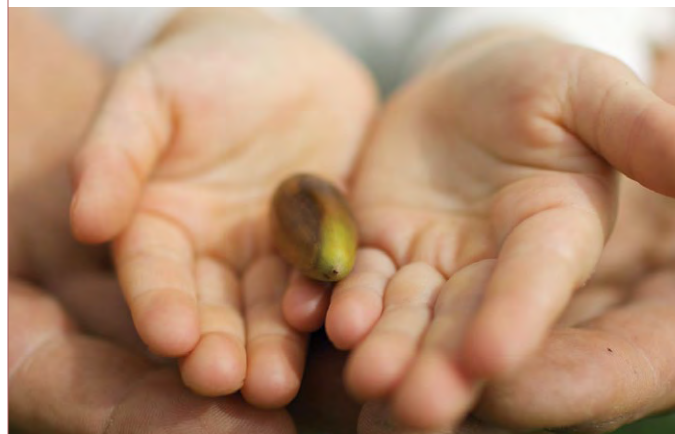
A lecture by Helle Heckmann

Wed Oct 18 2017, Sophia Hall

Summerfield Waldorf School And Farm

Suggested donation: \$5

Come join us for a MORNING on the FARM




SATURDAY, NOVEMBER 4TH, 9:30-11:00AM

Children under 5 years of age and their parents are invited to spend a fall morning on our Biodynamic farm. Come meet our Early Childhood teachers, visit the animals, hear a story, and make new friends. This is a free event open to all families new to Summerfield.

RSVP: tracy@summerfieldwaldorf.org or (707) 575-7194 ext. 102

Summerfield

WALDORF SCHOOL AND FARM



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

Exploring Mindfulness

What is mindfulness and can it help us meet life's challenges with more peace, calm and self-knowledge? Can this set of skills provide nourishment and support? These are questions that a small group of our wider community has been asking. This conversation will continue on **Saturday, October 7th** in a workshop for teachers, staff, parents, and high school-age students. During this morning of discovery and self-care, we will explore how mindfulness might support us in our personal and professional relationships and within the family unit.

For more than 2,500 years, contemplative traditions around the world have used mindfulness to reduce physical and emotional suffering, to help people of all backgrounds turn towards difficulties with tenderness and courage, and to help cultivate a way of being in the world where we are paying attention to what is happening right now. Thirty-five years ago, mindfulness emerged as a research-based intervention called Mindfulness-Based Stress Reduction (MBSR). But what is it really? Mindfulness is a set of skills that allow us to respond rather than react; to see with an open, curious mind; and to move towards freedom from our unconscious habits and negative judgments.

We hope you will join us in this ongoing exploration, Saturday October 7, from 9:30–11:30am in Sophia Hall. Cost: \$20/person. For more information or to register, please contact Ronni Sands at ronni@summerfieldwaldorf.org or Chelsea True at chelsea@joyfulmindproject.org.

Ronni Sands has been teaching at Summerfield for twenty-five years, mostly high school gardening and basket weaving in the eighth grade, and is a trained Biodynamic farmer. Chelsea True is a certified MBSR for Teens teacher and Mindful Schools Certified Instructor. She is also a Summerfield parent with a daughter in seventh grade.

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Services Needed/Offered

Seeking Host Family

One of our international students, Mengming, a female 11th grader from China, is in need of a host family. You should have an extra room in your home and you would be able to host through the 2017/2018 school year, and maybe even for the following school year after the summer break. This a wonderful cultural learning opportunity for you and your family! You will be compensated \$1,200 per month to cover the costs of room and board. Please contact Olivia Wells, the International and Exchange Student Coordinator, as soon as possible. olivia@summerfieldwaldorf.org.

House for Rent

2 Bedroom, 1 Bath country home near Occidental. Vegetable garden. No Smoking please. \$2,500 per month. Contact Mark McAuliffe at mjkr57@hotmail.com.

Teacher Seeking Rental

Summerfield teacher is looking for a 2bd/2ba for rent, hopefully close to the school and for a long term. We have two happy chihuahuas. Please let us know at: Veronicaseidemann@gmail.com. Thank you!

Alumni Couple Seeks Sebastopol Rental

Greetings! We're two young professionals looking for a 1-2 bedroom house. August is a Summerfield alumni, working as an agricultural consultant. Sarah is the asst. kitchen manager at OAEC & private chef to Summerfield families. If you know of any rentals, please contact August at augustjyork@gmail.com --- call or text, 707-480-7815.

Rick Concoff Violins

Quality string instruments for rent or sale at below-market prices. Rent to own as well. Accessories available too! Call Rick at 707-477-9196 for an appointment.

Sebastopol Strings Academy

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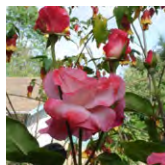


Singing and Piano Instruction with Mary Beard

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.

Childcare and In-Home Help

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



Plan for the fall, it's planting season!

Larose Gardens, gardens done with a woman's touch. I design, enhance and maintain gardens of all styles and shapes. Experience in residential, commercial, organic farming and drip irrigation. 707-824-4602 or anagardens@aol.com.

Floral Acupuncture

Floral Acupuncture™ treatments plus parent & child flower essence sessions with Deborah Craydon, author of *Floral Acupuncture*. Flower essence practice for 19 years with Waldorf parents and children. See *LILIPOH* Magazine- Summer 2017 issue to read Deborah's article: "Liquid Color" - using her Flora Corona Colored Light Elixirs with children. Call 707-757-5435 or cell: 530-215-9757.



Laguna Farms

Laguna Farm CSA would love to provide fresh, sustainably grown produce to you and your family. We are located just south of downtown in Sebastopol where you can come to our farm-stand, pick up your produce and see how we grow. Produce and juicing boxes

start at \$20 with optional add-ons or delivery. www.lagunafarm.com use coupon code "newcsa" for \$5 off your first box. Enquiries: 707-823-0823.



Heather's Custom Meats offers monthly meat CSA boxes to Willowside Waldorf Families. Our ranch is just down the road from your school. We use natural and humane practices to raise our beef cattle that are grass fed and grass finished on our organic pastures. Purchase 20 pounds of meat each month for \$175. Arrange for convenient pick up at the school when you pick up your children. CSA subscription club members get great benefits including discounted per pound price of \$8.75 for great ground beef, steaks and roasts, added value items such as home-made preserves and pastries, locally-made seasonings and recipes, plus free admission to our annual Spring Open House event. Call Heather on 707-843-9936 or email heather@heatherscustommeats.com to sign up!



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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.summerfieldwds.org/messengeradvertising, or email messenger@summerfieldwaldorf.org for more information.

Messenger

655 Willowside Road
Santa Rosa, CA 95401

Editor/Designer:
Adam MacKinnon

VISIT US ONLINE AT

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Summerfield

WALDORF SCHOOL AND FARM



HIGH SCHOOL OPEN HOUSE

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- College prep curriculum overview
- Meet the students, faculty and alumni
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Our students consistently rank in the top 20% of Sonoma County average SAT scores and attend the colleges and universities of their choice. Rigorous standards of academics, critical thinking, independent research, and community accountability serve to help students acquire the skills and knowledge they need to succeed in postsecondary education, and life beyond in a variety of fields.



RSVP: admissions@summerfieldwaldorf.org

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