

May 23, 2016

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Our Commitment to Care

Each spring the heads of school in Northwest Association of Independent Schools (NWAIS) gather for a two-day retreat. It's a gathering I look forward to, as it provides a much-needed opportunity to essentially stop the clock, catch my breath, and engage in meaningful discussions with colleagues from more than 100 schools throughout the Pacific Northwest.

This year much of our conversation focused on a new standard for accreditation that is in a draft stage, referred to as "Commitment to Care." This standard aims to expand and deepen a school's dialogue and actions around issues of diversity, and calls for fostering "a program, culture and inclusive community... that embraces diverse perspectives, cultures, backgrounds and identities." In short, the standard asks schools to demonstrate "a commitment to care for all members of its community."

We gathered at our tables to mull over how we would measure and assess whether a school is indeed meeting this benchmark. What does caring look like? Is there qualitative data a school can collect? Do surveys and focus groups tease out whether a community is truly one that cares for each and every member? We have a sense of what it looks like when caring is absent—but can we as a school articulate what a caring, compassionate, inclusive community would look like?

This question has been weighing on me for a long time, and more recently in light of a letter I received from a grade school student. Written with careful penmanship in measured lines across the page, the author's earnestness and sincerity leapt at me from the page. She began with "I am writing to you about something I think we could change about our school to become a better community and have a happy environment. Here are my thoughts." She then made three suggestions, including talking more about other cultures and how we can help in the world, having a more diverse range of faculty and students, and making sure the books we are reading are not racist (her word). She concluded with "Let's have some change! Thank you."

This student's call to action excites me, and I hope everyone in our community, to dig in and do this incredibly important work. When I spoke with a high school class last week regarding an incident that reflected a lack of respect for one another, I shared that while I know they've learned some physics, algebra, and Shakespeare during their time here, what I truly care about is the human beings they are becoming. I—and our entire faculty and staff—are deeply committed to sending caring and compassionate young men and women out into the world. That begins with nurturing those qualities within our own community, and knowing what that looks and feels like. It will take both commitment and courage to have these conversations; and as our wise student wrote, let's have some change!

Warmly,
—Tracy Bennett, Head of School



Save the Date: Community Conversation

Please join Tracy Bennett, Janine Cleland, and Annette Campana for a community conversation on **Tuesday, May 24, 6:30–8:00 PM** to discuss goals and “state of the school” updates for Three Cedars Waldorf School.

TCWS 2016–2017 Faculty Leadership

We are very pleased to announce that faculty and staff have selected the faculty leadership team for the 2016–2017 school year. Faculty Leadership is composed of Faculty Chairs and the Pedagogical Carrying Group (PCG) led by the Pedagogical Chair, Annette Campana. We thank these dedicated individuals for their willingness to serve in support of our school.

Faculty Chairs



Monica Boucher

Early Childhood Chair



Jeanne Stevens

Grade School Chair



Jenny Fawcett

Full Faculty Chair

PCG



Kat Carlson



Aurora Garcia



Monica Lander

May Faire 2016 Appreciation

In glorious sunlight, the May Queen and her entourage began their journey through the meadows and forest to join in the celebration of May and greet the children who awaited their arrival. Many people had been preparing the grounds at Three Cedars Waldorf School for this great celebration; many had been baking for days. Flowers adorned the May Pole and the May Queen's throne and graced the May garlands and archway entry to the Faire. As the sun shone its brightest, grade one children sought the May Queen and her court in the forest and the procession began with singing and dancing by all of the grades until everyone was gathered around the May Pole. Musicians played as the children danced and sang, and at the end the parents and smaller children joined in a community dance. Thus began a wonderful May Faire!

The café offered savory food while the bake shop was stocked with sweet treats and a chest full of popsicles. Treasures lined the pockets of the pocket wizard's great green cape, as well as the pink and blue capes worn by pocket ladies and small pocket girl. Grade eight presented an obstacle course and musical chairs cake walk. A fishing pond and bead treasure hunt attracted treasure seekers; adjacent, Farmer Vince had fresh produce, organic eggs and meat, and honey for sale. Music was presented by Trio Cubano; the Spurgins with Miss Laura, Mrs. Nembhard, and Mr. Hoveskeland; and several middle school students who presented songs for all to enjoy.

Our 2016 May Faire Team included Anna Shatrova, Cris Wegmann, Petra Hines, Kristina Paukova, and Leslye Coe. Three Cedars is grateful for their leadership in organizing the May Faire. The team extends a sincere and wholehearted thank you to many helpers:

- Leslye Coe, our longtime bookkeeper who retired last winter put 100 percent of her efforts toward 2016 May Faire
- Class coordinators offered incredible support
- Whole Foods and Uwajimaya donated food
- Kitty and Catherine Burke and Silvia Colombaretti prepared food for the café
- Andy Held christened the community oven with freshly baked bread
- A multitude of parent volunteers from the TCWS community lent time and talent to make this



event possible!

Much appreciation goes to the teachers, students, and staff who taught the dances, presented the puppet show, and helped set up and clean up our grounds. Special thanks goes to these volunteers and all others who joined in to make our May Faire an unforgettable event (if we've omitted anyone, please let us know!):

Anna Shatrova, Cris Wegmann, Petra Hines, Kristina Paukova, Aisha Simon, Amanda Yuly, Amy Masreliez, Ana Huston, Andre Schoorl, Andy Hartpence, Andy Held, Angela Wang, Asun Muir, Beth Parker, Bobby Herrera, Boris Bobrov, Brandon Dudley, Brett Rojas, Brian Orlando, Brittnee Mantis, Cai Wang, Catherine and Kitty Burke, Carla Boon, Carrie Babcox, China Lewis, Chris Clough, Chris Fields, Chris Spurgin, Christa and John Tinker, Christina "Jill" Granberg, Dana Bathiche, Dana Oskoui, Danny Uyematsu, Elizabeth Hartpence, Emily Brefczynski, Erin Yaseen, Esther Ruurda-Drake, Fernando Mendez, Flavio Baptista, Freeman Held, Georgy Trifonov, Jared Parker, Javier Rodriguez, Jeff and Mary Haller, Jemal Adem, Jenn Miller, Jenny Frank-Doggett, Jinho Ka, Josh Poley, Kandida Shangula, Karen Wegehenkel, Katy Oberto, Kelly Anderson, Kimani McDonald, Kris Solem, Kristi Hartman, Laurelin Duckett, Liang Du, Lisa Anderson, Lucy Murdoch, Luz Wigzell, Marc Carlisle, Marc Luesebrink, Mark Collier, Martina Fischer-Klee, Mary Gagliardi, Mia Bass, Michael Wegmann, Michelle Knapp, Molly Kirrene, Nelya Galiakbarova, Pam Collier, Paul David, Pavel Dolezel, Peg Rodrigues, Rachel Rodriguez, Rachelle Lane, Rebecca Sell, Rheann Fredricks, Ria Simpson, Rom Impas, Sanae Stanley, Sandi Parsons, Sari Gross, Sharmae Carlisle, Silvia Colombaretti, Stacie Walker, Stefanie Tholen, Sue Ann Belmont, Tabatha Jeantette, Tanya Orlando, Tara Gowland, Thamis Esteves-Mendez, Tiffany Santerre, Tom Doggett, Vickie Wang, Victor Warkentin, Vladimir Eremin, Yadira Martinez, Yajna Almeida, Yulee Yie, Zebiba Nur, and Ziyi Wang.

And a warm thank you to our beautiful May Faire Court. We love it when our alumni visit:
Sophia Hoag, Adam Jemal, Zoe Colwell-Lipson, Luica Felix, Grace Haller, Danny Hellstern, and Sophia Parker.

[Link to May Faire photos](#)

EARLY CHILDHOOD NEWS

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EC Last Day of School

To celebrate our last day of school on **June 16**, we invite all early childhood families to join us for a potluck picnic at Wilburton Park at **11:30 AM**. We will enjoy sharing circle games, eating a potluck lunch, and saying our goodbyes before summer break. Please note that this will be a shortened day for all students; no extended day or after-school care programs will be available. Mark your calendar and watch for more detailed information coming soon directly from your child's teacher.



The Woods Day Walking Stick

I hope you enjoy this article about the 6- and 7-year-old walking stick project. I would like to ask that you keep the information in this article in the adult realm and not share it with your child. The children are currently deeply engaged in the project and while there is a clear process, we teachers prefer that the children discover it for themselves rather than

hearing about it from adults. Thank you!

All of a child's years in the Three Cedars kindergarten provide ample opportunities to engage in purposeful work. From chopping vegetables and kneading bread dough to folding napkins and setting the table, all students have plenty of work to do in addition to their very important work of play. Much of this work is optional for 3- and 4-year-olds, but once a child reaches 5½ or 6, they find that their jobs are mandatory. Never fear, most of these jobs are things they have been waiting to do for one, two, or even three years before they gain the privilege themselves.

The most important and anticipated project for all of the older children in our program began in the last few weeks—preparing walking sticks for our year-end hike. The project begins with each child choosing a sapling from a “walking stick tree.” Once they have done the hard work of cutting down the stick with the saw all by themselves, they peel off all the bark. Some sticks have bark that peels off easily by hand while others require the use of a carving knife. The sticks then rest for several days before they are dry enough for sanding. The first phase of sanding takes weeks as every dent and scratch is removed before moving on to a finer paper. Our sandpaper is color coded and this helps make their progress visible to the students. During the first sanding phase with blue sandpaper I very often hear, “Am I ready for red yet?!” Many children are disappointed with my answer over and over before they finally get the good news that their stick is indeed ready for red. When they finally hear the answer they were looking for they are quite delighted! By the final week of school all of the children will have completed blue, red, gold and finally the much desired black sandpaper. Once their sticks are “as smooth as silk” they oil them to a fine shine. On the last day of school all of the completed sticks assist us on our long hike to Kelsey Creek Park and finally go home with the children.

It is my hope (and belief) that the children who have been through the early childhood program at Three Cedars leave with a strong will for work and a feeling that they are capable of accomplishing great things on their own. Through this project and other work in our program I can easily see the potential for these students to become strong, capable adults. I hope the walking stick that each child will eventually take home will be a treasured reminder of hard work in the kindergarten, not only on this particular project but over all of the years with us.

In closing, I want to share with you a conversation that took place between a third-year kindergarten student and me a couple of years ago. It has stuck with me as it illustrates so well what the children learn from this experience.

Miss Laura: “Come and follow me, it’s time for you to do some good, hard work today.”

Six-year old: "What work?"

Miss Laura: "It's your turn to cut your walking stick down."

Six-year old: "What?! Finally! I have been waiting so long! Literally, I have been waiting six years!"

Six-year old after ten full minutes of sawing: "Now I know why I had to wait so long... this is hard work!"

Hard work, indeed! Blessings on all of our children and the hard work they are doing to be ready for their year-end hike and for life!

—Laura Mason, Morning Glory Teacher

GRADE SCHOOL NEWS

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What's Happening in the Grades



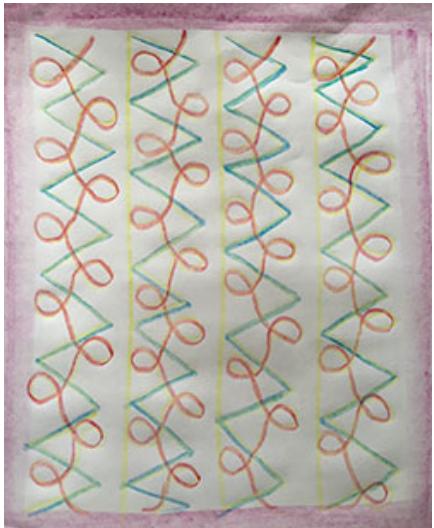
Grade One | Nature Stories and Class Play

May finds us preparing for our first grade school play, "The Four Brothers." Students are learning their lines and acting out parts of this adaptation from the Grimm's Fairy Tale, "The Four Skillful Brothers." A favorite part enlivening all of our imaginations is when the dragon descends upon the ship sailing through the ocean. The stretching and exercising of

the imagination is deep as first grade students live into how they will act out this exciting part! When we are not working on the play, we are practicing lowercase letters as we write nature stories. In these last weeks of the school year, first grade students are fully present to seek each and every learning opportunity that enters their school day.

Grade Two | Form Drawing and Fables

In our last form drawing and fables block, we will work with accuracy and balance to prepare for more complex forms in third grade and for cursive writing. We will continue with rhythmic sequences in which symmetries are highlighted, and also explore new perspectives for coloring the spaces that arise. We will also continue our rich images with fables from around the world, and at the same time we will be introduced to some of the special characteristics of the animals that appear in the stories.



Grade Three | Spring Farming

This block rounds out the children's experience of life on the farm. We harvested in the fall, and now we look to the tasks of the farmer in the spring. We will return to Hawthorn Farm in Woodinville, where we spent every Wednesday in October. We'll experience a new set of seasonal chores and greatly look forward to seeing how the baby goats have grown. We also will take our first overnight trip in early June to visit Happy Valley Farm on Whidbey Island.

The third grade and I are also seeing our dream of baking the weekly challah bread in an outdoor oven come true! Grade three recently baked four loaves of challah in the amazing oven built by Chris Pressey, Andy Held, and many other dedicated parents. While the bread baked, the kids shook and shook cream until we had fresh butter to go on top! It was a delicious treat!



Grade Four | Zoology 2

Each student has selected a Pacific Northwest animal to research, and we will continue to develop our research skills by following a step-by-step process in the classroom. First, students write a preliminary outline, and then with parent support gather resources such as library books. We then learn to capture and synthesize notes, adjust the outline based on our reading, and develop increasingly refined drafts and supporting illustrations into a final book. At the end of the project, students have the opportunity to share their books and give a brief oral presentation.



Grade Five | Geography and Botany of North America

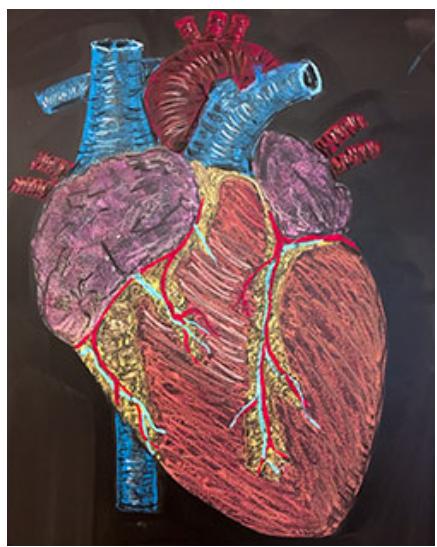
Through studying the geography of Mexico, Canada, and the United States, students will learn the natural and cultural flavors of each region. Further, through map-making and song, they will learn the fifty states and the Canadian provinces and territories. To support the second botany block, we will learn about archetypal plant life from various parts of North America. Additionally, animals that live off of and thrive in such plant life will be discussed.



fuels and precious metals and jewels, particularly with respect to the role that they had in the development of human civilization.

Grade Six | Mineralogy

While we started the year by observing the heights of the celestial sphere, we end the year by penetrating the depths of the earth's core. In this block, we will explore the physical world of minerals, and will also examine the polarities of the fiery nature of igneous rocks and the watery development of sedimentary rocks. We will also study the formation of fossil



Grade Seven | Chemistry

Upon completing our study of physiology, our study of chemistry will begin with the observation of fire. We will use our senses to describe what we see, and through this description, we will begin to understand chemical and physical changes. Experiments will be demonstrated in the areas of combustion and we will introduce the pH scale. The culmination of the block will be an exploration of the lime cycle through building a kiln, heating marble, slaking lime, and finally making mortar.

Grade Eight | Class Play

By "trying on" other personalities, enacting plots, empathizing with others, attending to subtle cues, and exploring new emotional gestures and movements through space, the students integrate a fuller portion of the human experience into their lives. Increased cultivation of conscious speech and gesture leads to a more confident and robust presence in everyday life. They grow as individuals, but also and especially as a group, they learn to work deeply and faithfully for each other as they

come together as a class and create a final dramatic performance. The play will be, in part, an expression of the year's language arts curriculum, which in the upper grades involves understanding point-of-view and dramatic themes. Our community performance will be held on **Thursday, May 26**.

A Glimpse into Middle School Math

At once a practical and yet also a social block, business math truly meets the sixth graders' inner and outer needs. In addition to honing in on math skills, the class also spends a great deal of time immersed in rich conversation about pressing topics that are alive and perplexing in even today's economy. For example, we discuss the subjective and often fleeting nature of value. Then, we compare and contrast the three main economies: self/sufficient, barter, and money.

Following this exploration, we examine how banking came into existence, and how it has evolved over time. Lastly, each student is given a hypothetical job and a salary from which they learn how to budget, calculate taxes, balance a checkbook, and live an everyday life using everyday math. Skills we emphasize include the use of the four operations with whole numbers, fractions, and decimal fractions, particularly as they relate to using percentages and graphing. Moving flexibly between fractions, decimals, and percentages is another important goal of this block.

Finally, in order to put all of these new skills to work in a dynamic and meaningful way, the block ends with students designing and developing their own businesses. Although parents may see some of these businesses running smoothly on campus, what is not visible are the many hours of work put into developing business plans, executing market studies, and presenting to our business office in order to request a loan. In fact, this year each business was originally denied the loan, which forced students to further clarify and justify their proposals and projections.

You may have bought a cupcake or given your child money to have his or her desk cleaned thoroughly, and this transaction helped our sixth graders to learn firsthand about loans, revenue, expenses, profit, and even customer service. Thanks to all of your support, our grade six class earned close to \$900, which they will donate to the charities that their respective businesses chose to support.

During the sixth grade business math block, not only do students encounter the math necessary to run a successful enterprise and the social implications for economic decisions, but they are also introduced to the idea of simple interest. In the seventh and eighth grade, we return to this concept and take on the topic of compound interest. Waldorf students begin working with algebra in the seventh grade. When we teach algebra, the experience of this approach to math is brought to students from real-world examples. For example, when we teach the Pythagorean Theorem we do not simply provide the formula $a^2 + b^2 = c^2$; instead, we explore the relationships of the three



squares adjacent to the sides of a right triangle until the students discover this equality for themselves.

With the foundation provided by algebra, seventh and eighth graders are ready to begin using their skills with exponents to calculate the growth of a savings account, a credit card balance, or even a 401k. We begin this study by relating it back to each student's own experience running a business for a few weeks in the sixth grade. From this practical experience that all Waldorf students share, we can look into the future and see how the money they earned could grow over the years. We imagine that \$900 of earnings invested, and we see how much it could grow by the time students go to college or even retire. Instead of simply giving the students a formula, the class derives the necessary equations by exploring the simple interest concept that they already understand, and applies the recently acquired knowledge of exponential algebra. The students harvest the seeds planted in the sixth grade and begin to grow branches of mathematical thinking that they will use for rest of their lives.

—Stephanie Packer and Jeanne Stevens

Grade Five Pentathlon

Somewhere in the early grades, the word “Pentathlon” begins cropping up in conversations at a Waldorf school. What? Another ceremonial event? Well, yes, but Pentathlon is, in my view, unsurpassed in scope, spectacle, and its resonance with the participants. It has become a highly anticipated tradition at Waldorf schools across America and a fifth grade rite of passage.



Essentially, the Pentathlon culminates the study of ancient civilizations—in particular, Greece during its golden age. The students’ imaginative attempt to immerse themselves in this culture, with its emphasis on grace and beauty and the ideal form, is made real by their earnest re-enactment of the original Olympic experience. So, for two days, our very own fifth graders join other fifth graders from ten regional Waldorf schools at Camp Killoqua near Marysville for the 2016 Pentathlon.

Important fact: students do not compete as schools, but are individually sorted into ancient Greek “city-states.” The highlight of the opening ceremonies is the moment when each student learns whether he or she will wear the colors of Athens, Sparta, Corinth, or Thebes. For these two days (and one sleepover night) the students practice, play, and bunk together in these groupings. Parents are encouraged to let most of the event unfold without their participation. As you know, fifth graders are on the cusp of adolescence and this is a perfect opportunity for each of them to become more confident, disciplined, and respectful of one another.

Arriving at the actual “competition” on the final day, I am always struck by the atmosphere of hushed reverence (well, okay—hushed until the final relay race). Equally stunning are the faces of intense focus as each child seeks her or his personal best in long jump, discus, javelin, Greek wrestling, and running. Most amazing of all, perhaps, is the total absence of pre-teen self-consciousness. Just visualize more than 100 fifth graders wearing Greek chitons (tunics) and

throwing javelins without a whiff of embarrassment, awkwardness, or indifference. I would call that a miracle!

For the rest of their lives, these children will carry with them some knowledge of classical ideals (and human fallibility). In a sense, they become ancient Greeks—intellectually, emotionally, and physically. Such lessons are not forgotten and that, more than laurel crowns or even newfound friendships, is the real beauty of Pentathlon.

I've been to *three* Pentathlons now, with all of my girls. With each Pentathlon, I am blessed to see the uniqueness and individuality in each of my daughters. However, there is one commonality—all three girls gave it their very best!

—*Tabatha Jeantette-Coca, parent of students in grades five, eight, and ten*

[Link to Pentathlon photos](#) (Pentathlon photos on SmugMug courtesy of Javier Rodriguez)

Grade Four Potlatch

Each year, grade four students from Waldorf Schools in the Puget Sound area come together for a three-day native Potlatch. Whidbey Island Waldorf School hosts the event on the grounds of Whidbey Island Institute, near Clinton. Students are joined in clans of around 25 members—with students from every school in each clan. Native elders from around the nation share their traditions and wisdom with the students.

Guides, teachers, and students create and honor a “sacred space” from the moment they arrive at the Potlatch to the moment they depart. Participants leave modern life behind, starting from their journey on foot across trails to the gathering area on the grounds. Our grade four class was noted by leaders as being fully present, holding themselves strong and upright, respectful in ceremony, powerful in their sharing of the Chinook blessing, grounded, and focused in the carving, drumming, flute-playing, line drawing, and First Peoples’ games sessions.

The last night of the gathering is the traditional Salmon dinner and Potlatch giveaway. It is here that the clans came together to offer one another a class gift made by each school, exchanging these gifts in a sacred manner as part of a community ceremony. Our grade four class, guided by the inspiration and vision of parent volunteer William Hines, created a beautiful deerskin medicine bag. These special gifts are taken home by each receiving class to be treasured and respected.





Ultimate Player Perspectives

The final cheer of the championship game for the **Lumberjacks** ended in, "You say Rudolph, and I say Steiner. Rudolph! Steiner! Rudolph! Steiner!" Our opponent was, of course, another Seattle-area Waldorf school, Bright Water. *Ultimately*, we came in second in the B division behind our fellow

"Waldorfians." It was our first loss of the season.

We had a great turnout of grades six, seven, and eight for the season, as well as four students from the French-American School and a few prior TCWS students.

A hearty and hale sendoff to Aldous Root, one of our alumni coaches, who will be going off to college next year. Thank you!

Wednesday afternoon practices at Wilburton continue until **Wednesday, June 8**. Go Lumberjacks!

—Mary Haller, Ultimate Frisbee Middle School Parent Coordinator



The **Geckos** ended their playoffs in a game with the West Woodland Wildcats. Despite rainy weather and the absence of fifth graders due to the Pentathlon, they rallied hard and made some solid plays.

[Link to Ultimate photos](#)

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Summer Art Camp at TCWS

Dates: Monday, July 25 to Friday, July 29

Time: 9:00 AM to 12:15 PM

For: Students currently enrolled in grades 5–8

Tuition: \$175 per student for the week includes a \$25 material fee and a \$50 non-refundable deposit

This summer, TCWS's own Mary Spurgin is delighted to offer an art camp on campus! Projects will be tailored to student interest and experience and may include linocut printmaking, scratchboard drawing, sun print making, watercolor painting, pastel drawing, and sketching from life. Students will need to bring a snack from home and will have a snack break at 10:30 AM each morning. There is space for up to 12 students; a minimum of six students will need to register in order for the camp to take place.

The deadline for registration is **Friday, May 27**, and we are unable to accept any cancellations after that date. If the minimum enrollment is not met, the camp will be subject to cancellation (with a full refund and notification by **Wednesday, June 1**).

To register your child for the summer art camp, visit the Seattle Waldorf Summer camp registration page.



Summer Baking Camp

Two sessions: July 13–15 and August 8–10

Time: 9:00 AM to 3:00 PM (five days of care and expanded hours are available but space is limited)

For: Grades 4–7

Cost: \$150 (scholarships available)

Contact: Michelle Mickle, 425.891.8946 or [email](#)



Learn to bake and decorate scrumptious pastries and cupcakes, and learn master baker's secrets! Also dance, giggle, experiment... this small camp (3 to 6 kids) offers participants a good deal of experience. When things are baking we can go outside, play in the stream, take short hikes in the forest, play squirt gun tag, paint, make a pair of earrings, create nature sculptures, make an ombre tee shirt, or just relax and enjoy the lazy days of summer.

Michelle Mickle is a former elementary school teacher and a mom of three Waldorf kids. Please feel free to ask her any questions or voice any concerns. Organic ingredients are used where possible and many allergies can be accommodated.

Sound Circle News

Sound Circle Center (SCC) is an independent, not-for-profit adult learning community. SCC offers many inspiring Waldorf teacher training and

professional development programs during the school year and over the summer. Workshop topics include Waldorf education, leadership, and parenting. The teachings of Rudolf Steiner, the founder of Waldorf Education, are at the heart of the SCC mission, and SCC is dedicated to the support of Waldorf Education in the Pacific Northwest and all of North America.



Visit the [Sound Circle Center website](#) to learn more about our [programs](#) and [summer intensives](#).



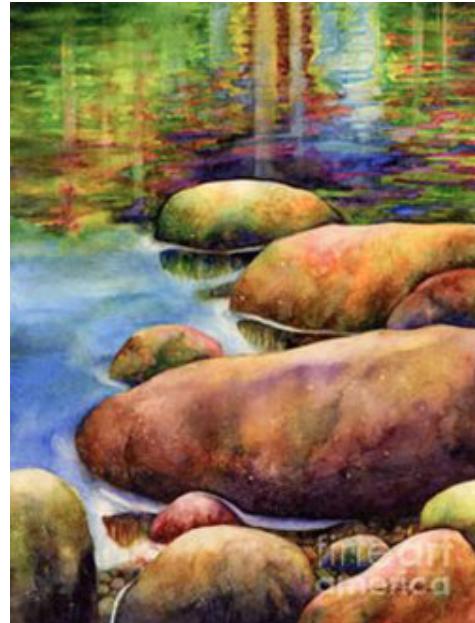
Information About Waldorf Education

Inform Newsletter: The Association of Waldorf Schools of North America (AWSNA) is a nonprofit membership organization of independent Waldorf Schools and Institutes in Canada, the United States, and Mexico. To read their May 2016 newsletter, please visit [AWSNA Community Newsletter, May 2016](#). Highlighted topics include coverage of the International Forum (formerly the Hague Circle), Waldorf education in the news, and a description of a Waldorf alumni event in Manhattan.

Cultivating Solitude to Foster Creativity

The following excerpt comes from the Essentials in Education Blog article, “The Importance of Productive Solitude”:

The virtues of solitude have been extolled for centuries. As Pascal said, “All man’s miseries derive from not being able to sit quietly in a room alone.” Solitude, and being comfortable within it, is especially crucial for children and adolescents. The intuitive reasons for a quieted mind in children are logical—they will be better able to focus, be more creative, and find emotional stability and peace via mindfulness.



In Waldorf education fiber arts, woodworking, and painting are three primary examples of longer stretches of time that students will spend working quietly alone. These activities not only help focus and concentration, but promote mindfulness on the task at hand, which quiets the mind overall. As the research implies, this is a life skill with many far-reaching benefits in both education and well-being overall.

[Link to full blog article](#)

Eat and Buy Healthy this Spring

The following information comes from Grace Wang, former SWS elementary student, current high school senior attending International Community School in Kirkland, and sister to a student in the TCWS early childhood program. Grace shares this information as part of a final project for her AP Environmental Science class.

May flowers come after spring showers, but with them come the ever-persistent weeds. In response, many neighborhood organizations and large industrial agriculture companies will resort to spraying Roundup Ready or another synthetic herbicide.

Getting involved with local organic farms is a great way to support small-scale farms that refrain from using synthetic pesticides, herbicides, and insecticides. Kids can have fun picking berries and harvesting vegetables, and fresh produce always freshens up the dinner table. Below are a few organic farms that encourage community involvement in the greater Seattle and Eastside area. Consider visiting these farms occasionally during the summer, berry-picking season, or during the fall for pumpkin harvesting:

- The Root Connection: Woodinville (20 minutes driving time from TCWS)
- Jubilee Farm: Fall City (40 minutes driving time from TCWS)
- Wild Hare Organic Farm: Tacoma (60 minutes driving time from TCWS)

Closer farms that grow and sell wholesome produce (but may not be as kid-friendly—as in being open to the community for u-pick and other involvement) are also good weekly sources of fresh local foods:

- Full Circle Farm
- Seattle Tilth
- Harvold Berry Farm

Supporting these farms often means helping small families gain publicity in a social culture dominated by mass consumerism. But, together we can reverse the social norm—happy spring, and let's eat healthy!

After reading this article, please [click this link](#) and take a short survey in support of my project:

—Grace Wang

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August Farm Chicken CSA



August Farm is a small-scale, pasture-based, diversified livestock farm. We raise chicken, pigs, and sheep. Our chickens have been bred to grow more slowly than industrial breeds. The more natural growth results in superior, old-fashioned tasting chicken with a deep, rich flavor our grandparents would recognize. Our chickens are raised in the pasture, fed certified organic grain, and slaughtered on the farm. Our priority is to provide our livestock with the highest animal welfare and supply our community with the highest quality meat.

We are taking orders now for our summer chicken CSA, bulk chicken orders, and chicken locker packs. Deliveries start

Sunday, June 12. We make monthly deliveries to drop sites in Portland, Olympia, Tacoma, Seattle, and Redmond.

August Farm's [chicken CSA](#) is the most convenient way to eat pasture-raised chicken year round. There are four share sizes to choose from; choose between 2 and 5 chickens per month. Your Summer Chicken CSA share will be delivered monthly (June, July, and August) to a convenient drop site near you. We also have [chicken locker packs](#) available. The locker pack is about 15 pounds of pasture-raised chicken including a whole chickens, boneless chicken breasts, leg quarters, and wings. Want to stock your freezer with whole chickens? Place a [bulk chicken](#) order of four or more chickens and we'll deliver it to you at one of our drop sites. Find more information and to place an order, check out our [website](#). Contact us at info@august-farm.com with any questions.

1/2 L Merlino Violin for Sale

This violin comes from Henry Bischofberger Violins, third-generation violin maker from Switzerland (<http://hkbviolins.com/index.php>). It is in very good condition with only a minor scratch. Originally priced at \$960 plus taxes, the violin has an estimated trade-in value of \$750 (violin only) by Henry Bischofberger Violins.



We would like to sell this beautiful instrument of high quality along with its shaped violin case, 1/2 violin bow, and K Holtz and Essential Elements for String book for \$750. This package is a good choice for a family who seriously considers a quality sound from a violin. With a family of two or more children, this purchase offers a good alternative to rental costs. The 1/2 violin can work for ages 6–11; consult with your teacher first. We are selling the instrument because our child has outgrown the 1/2 size violin after two years of use.

Please contact Julia Rotella with any questions at 425.890.3218 or JuliaRotella@gmail.com.

Bring Back Your Skin's Youthful Glow

I created the Christine Greer (named after my grandmothers) line of luxurious bath and body products for women who, like me, care about what we put in and on our bodies. On average, women use up to 10 different products on their bodies daily. Whether it is soap, lotion, or makeup, the majority of the ingredients listed in those products only preserve the product and have no real value for you or your skin. In fact, these preservatives are potentially hazardous to your overall health. Harsh chemicals such as parabens and other synthetic chemicals at first sight may seem harmless, but can cause skin irritation and over time can have a negative effect on your health. Because this is a huge concern for me, I decided to create products that are harmless, nourishing, and that actually work!



All of my personal care products, which range from body scrubs to lip balms, are locally handmade using the finest oils, creamy butters, and delicious fragrances from local businesses throughout the Puget Sound.

My products are designed to:

- Hydrate and soothe dry skin
- Reduce the appearance of cellulite and stretch marks
- Be gentle enough for daily use
- Be made with organic sugars and coffee

Products range from \$5 to \$36. Visit me on Etsy at **ChristineBathandBody** and get FREE shipping: use code **HAPPYSpring**

Bellevue Farmer's Market

The Bellevue Farmers Market supports small, local farms by providing a viable, vibrant marketplace for them to sell their farm-fresh products directly to consumers. The market offers a weekly event for urban residents that educates, nourishes, and fosters community. It runs **Thursdays from 3:00 PM to 7:00 PM, May 12, 2016 through October 27, 2016** at 1717 Bellevue Way (Bellevue Presbyterian Church parking lot; parking is free). For more information, visit bellevuefarmersmarket.org.

Wanted: Used Car

Daniel Packer, grade eight class teacher, is looking for a reliable and affordable used car, preferably before the summer is over. If you have or are selling one, please contact him with the details at DPacker@threecedarswaldorf.org

Our newsletter is published once per month when school is in session.

Content for the next issue is due **Monday, June 6**.

