

February 24, 2016

ALL SCHOOL NEWS

[Grades](#)

[Early Childhood](#)

[Announcements](#)

[Classifieds](#)

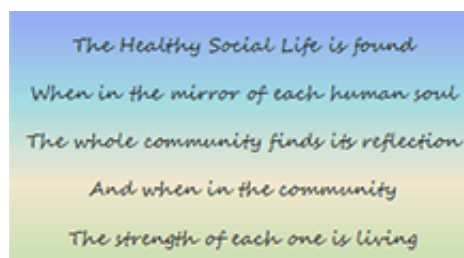
Holding Still

Earlier this month I joined Three Cedars Waldorf School faculty and parents for a Salon conversation titled, “The Healthy Social Life: Empathy, Sympathy and Antipathy in our Modern World.” We considered questions such as:

- How does experiencing our reflection through community help, hinder, or color our awakening to self-awareness?
- What do we learn about ourselves through others?
- What roles do we play for each other in this process, such as the Bully, the Victim, the Bystander, or the Ally?

Often I spend time engaged in conversations with members of our community who are suffering and in pain. It may be parents with concerns about their child’s relationships with other children. Or faculty members struggling in their communication with colleagues. Or students experiencing a sense of disconnect and isolation from their peers. In all of these instances I, and the others around the table, are challenged to truly understand the feelings and experiences of someone else. The very values we strive to instill in our children—tolerance, compassion, and forgiveness—are often the first we let go of in our own moments of discomfort and suffering. This is perhaps the hardest work we do in our community, a place where human relationships are highly valued and inherently fragile.

The rich conversation at the Salon that evening left me with more questions than answers. Steiner believed that over the course of time with the total change of human consciousness mankind will attain the condition of total compassion. The human experience will become one where we will not be able to see the suffering of another person without experiencing it exactly as if it were our own. Developing the capacity for empathy is an important step in this evolutionary journey.



As we discussed that evening, empathy is not just a



feeling. It is not simply stepping into someone else's shoes, as the saying goes. To be empathetic asks us to essentially empty ourselves in order to be present with others. In his book *Loving the Stranger: Studies in Adolescence, Empathy and the Human Heart*, Michael Luxford describes Steiner's concept of empathy as "a new power, a potential for holding still this eternal oscillation between sympathy and antipathy in the same way that we can hold our breath; and in this deed of

holding still, a space—a gateway—is opened towards the other person and his experience."

Clearly, creating this space for empathy is a huge undertaking. We are continually pulled between the forces of antipathy (distancing) and sympathy (going toward). Muddying the waters is our human tendency to draw on our personal childhood experiences to interpret and make sense of the actions and feelings of others. We all have those trigger moments, when our reaction to a situation bursts forth from a place deep within us, sometimes both out of proportion and out of character. This is where that mirror of the community reflection and our striving toward Luxford's deed of "holding still" are critical.

I'd like to offer that our calling as individuals and as a community is threefold. First, to gain greater awareness of those moments when we are struggling to acknowledge and understand another's pain. Second, to be open to the reflection of our words and actions that others offer. And finally, to have compassion for both others and ourselves as we deepen our commitment to doing the very hard work that drew us to this community in the first place. The learning opportunity for our children to witness this striving—and our occasional failing—is powerful.

—Tracy Bennett, Head of School

Community Conversations

Please join us for a community conversation on the opportunities and challenges we see for Three Cedars Waldorf School. In focus groups we will consider the questions:

- What are the key distinctive elements and shared values inherent in the school?
- What are the most pressing strategic issues facing the school?
- What are possible opportunities to strengthen the school?
- Why did your family choose TCWS?

The feedback from these conversations (and the online survey coming soon) will help identify our priorities and shape our planning in the coming year.

The conversations will be offered on **Tuesday, March 8 at 6:30–7:30 PM** and **Tuesday, March 22 at 8:30–9:30 AM**.

Please bring your ideas and join us!



Salon Conversation for Adults

Save the date! In our next Salon Conversation for Adults on **Thursday, March 31**, we will explore the topic “Considering the Path of Moral Development,” inspired by the recent AWSNA Conference attended by many of our faculty and staff.

New Date: Thursday, March 31

Time: 6:30 PM to 8:30 PM

Location: Trillium Hall



Parent Appreciation Evening

Please note that the date of our Parent Appreciation evening has changed from Friday, March 4 to **Friday, April 29**. We hope you can join us for this very special evening of hors d'oeuvres and entertainment—be ready to dust off your dancing shoes!



May Faire 2016: Saturday, May 7

On the first Saturday of May, our Three Cedars community gets together to celebrate one of its favorite festivals, the May Faire. We know it as the day that we make garlands, honor the May Queen, dance around the May Pole, play games, and watch our children have fun with their friends. Our celebration is actually a continuation of an ancient tradition, with the exact meaning and history unclear and mysterious. There were similar celebrations in many European countries for centuries, such as the pagan festivals in Germany during the Iron Age, the festival of Beltane of the Druids of the British Isles, and the festival of Flora during the Roman Empire. Regardless of its exact history, this ancient celebration connects us to the cycles of nature and life. We welcome spring and the return of light. We celebrate the magic of rebirth and awakening. The May Pole itself symbolizes the tree of life, and the strength and vitality of nature, and the garlands are weaved to capture the magic power of nature and gain its strength. Most importantly, May Faire has always been a joyful, colorful festival!

At our school, May Faire is a volunteer-run event, and it would not be possible without the help of our parent volunteers. There will soon be opportunities to sign up for various volunteer positions and with everyone's help, May Faire 2016 will be an unforgettable experience for our children.

This year the Faire will have a more intimate feel to it, like a village gathering. There will be soup and chili available, but we wanted to encourage the community to bring their own picnic lunches to enjoy with friends and family after the May Pole dance.

May Faire is on **Saturday, May 7** this year. See you all there!

—May Faire Planning Committee

TCWS Operational Updates

Here are a few “campus housekeeping” reminders and updates. Thank you for working with us to provide a consistent and safe experience for TCWS families!

School Office

Late arrival: If you arrive to school late, please remind your child to get a late slip at the school office before going to class.

Absence: If your child is staying home for any reason, please alert the school office as soon as you can, even if you have already told the child's teacher (attendance@threecedarswaldorf.org or 425.402.9874 x0).

Lunch: If your child has arrived at school without a lunch, please deliver his or her lunch to the school office—snack is at **10 AM** and lunch is at **12:20 PM**. When you drop off your child, remind him or her to check at the school office to pick up the lunch you will deliver.

Office hours: The school office opens at **7:45 AM** and closes at **3:15 PM**. If you have business at the office, please arrive no later than **3:00 PM** so we can be of service to you before closing.

Parking Lot

Making the parking lot a safe place for all Three Cedars students can be achieved only through the mindful cooperation of all of the adults in our community. You may have noticed that as a school, we have been working to institute some changes to traffic patterns at morning drop off: from 7:45 AM until 8:00 AM, someone is stationed at the crosswalk in the lower tier driveway. After the bell has been rung, we block the lower tier driveway by placing cones to divert all traffic to the middle tier of the parking lot. The purpose of this traffic diversion is to improve the safety of the early childhood students who are arriving at that time, and who are often hard to see as they cross the parking lot. As parents and drivers, we ask the following of you: as you enter the Three Cedars campus, please remember that you are on school grounds and SLOW DOWN. Please be vigilant for small children walking behind the planter beds. If you are dropping off your grade school child after 8:00 AM, please pull into a parking spot instead of stopping in front of the cones and blocking the traffic behind you. Together we can all help make sure that the children make it to class safely!



Student Records and Evaluation Reports

At the completion of the 2014–15 school year, TCWS began a planned transition to a new database system intended to streamline our admissions/enrollment processes and manage student evaluation reports from a single source with tie-ins to our school website. Just as we began to use the new system, our school merged with Seattle Waldorf School—and many questions arose about how we would proceed with our new technology systems being implemented. Over the next year we will be merging our electronic data into Seattle Waldorf systems. This process started with re-enrollment and will continue with our student evaluation reporting system.

By now, families who have grade school students have begun to receive printed or e-mailed copies of student reports. For the remainder of the 2015–16 school year, we will continue to distribute reports using this manual process. This method of sharing reports is temporary. Next year, we will begin using Seattle Waldorf School systems to manage and distribute student evaluation reports. Please be assured that we are archiving electronic copies of student evaluations, so school transcripts will be complete.

We thank you for your patience as we work through the many details of merging our technologies. If you have any questions, please [email Pam Collier](#) or 425.402.9874 x104.

TCWS Community Fund

Although we are only in our second year at this precious school, we recognize significant growth in our family. Not just in our children, but also in ourselves as parents. We often reflect on what things would be like in our home if we have not found Three Cedars—what would we have done without this community? From the fellow parents who have become supporting friends, to our teachers, to the staff, and all of the wonderful children, we have learned and prospered and we are happy. When the opportunity arose to help lead this year's Community Fund, we were delighted to participate. And so in a few weeks, please be on the lookout for more communications outlining the details of the TCWS Community Fund and opportunity to celebrate. Thank you for all you do to support our wonderful school!



—Bobby and Roslyn Herrera, Fundraising Pod

Sharing Assembly Review

Our 2016 Sharing Assembly gave many reasons to feel joy and gratitude as grades one through eight in turn stepped onstage at the Bellevue High School

Performing Arts Center auditorium. From the sweet smiles of our youngest students to the grace and agility of our older students, the stage was continually alive with color, movement, and sound as students sang and recited works in several languages, glided through Eurythmy forms, and pulled music from their souls into their stringed instruments. Where else but at a Waldorf school might you hear a physics-inspired rendition of the Black Eyed Peas “I Gotta Feeling”—performed entirely with stemmed glasses, bottles, xylophones, cello, and bass? Or a mashup of parkour and Eurythmy (“Parkrythmy”) to Aerosmith’s “Dream On?” Brimming with our own Waldorf mélange of creative expression, the Sharing Assembly made for an evening of laughter as light as silk, thought as deep as only dream can reach, and most of all, heartwarming community and affirmation that our children are fulfilling their highest potential right before our eyes. [Link to photos](#)



GRADE SCHOOL NEWS

[All School](#)

[Early Childhood](#)

[Announcements](#)

[Classifieds](#)

What's Happening in the Grades

Grade One | Nature Stories and Arithmetic

The first grade students listened to and retold nature stories and explored writing of their own to express their experiences during school day nature walks.

Concurrently the students also explored the wonder of sounds during these exercises as they use invented spelling (*writing the sounds the child hears*) to tell about relationships between plants, animals, weather, earth, sun, water, and wind that have been witnessed or imagined. These stories are filled with wonder, reverence, and beauty for the natural world.

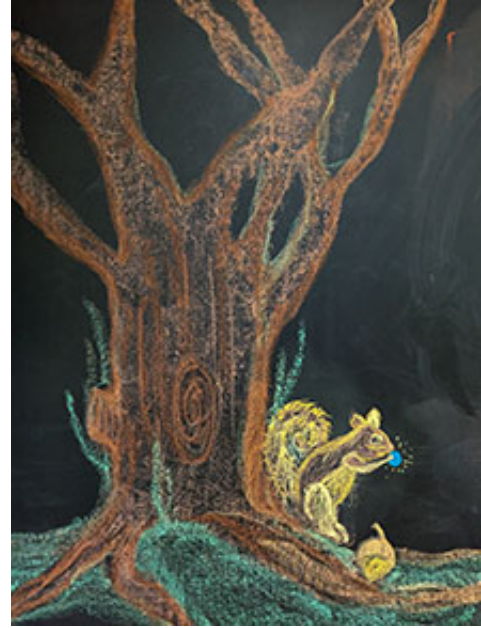
Upon our return from Mid-Winter Break the first grade students will again pick up and use the recently discovered tools of addition, subtraction, multiplication, and division. This is the second block of arithmetic with a focus on the four processes. Our main lessons over this block will invite the children to encounter the experience of arriving at a particular number through the processes



of +, −, ×, and ÷ through story, acting out, showing with objects, rhythms, singing, drawing, and of course the basic number and symbol combinations as they write number sentences.

Grade Two | Form Drawing and Fables

In our upcoming block, second graders will return to working on form drawing. We will work on vertical and horizontal symmetry as well as crossing the line of symmetry and doing exercises in metamorphosis, which adds an additional level of complexity. Forms are first brought in movement, walking, drawing on backs, in the air, and following with eyes before the students create their forms on paper. As Van James wrote in the article we looked at last year says, "... [this kind of drawing] lays the basis for helping the child grow into a well-rounded human being ... making visible the beauty and balance that can live within one's own soul life." We will also look to nature for inspirations for our work in this block.



Grade Three | Dwellings and Houses Around the World

In grade three, we learn some of the basics of being able to live well on Earth. We have explored where our food comes from in a farming block, where our clothing comes from in our fibers block, and how trade and money work in our last math block. Now it is time to explore the importance and variety in shelters around the world. We will look at the different kinds of housing used by indigenous peoples around the world, as well as what works well here in the Pacific Northwest. During the block, the students will work on their first individual project, building a model of a favorite style of shelter, along with a brief write-up to accompany it.



Grade Four | Writing and Norse Mythology

Now that the grade four students have developed the capacity to incorporate their individuality into the creation of a harmonious class "being," they are ready to master the agreed-upon conventions of writing: punctuation; capitalization; sentence, paragraph, and composition structure; verb tense agreement; and grammar—all through the medium of the dramatic Norse myths.



Grade Five | Play Block

The fifth grade bid our dear Santi Steinman goodbye the

day before Mid-Winter Break (the Steinmans have moved to London). Now we are beginning our play block, during which we will practice for our play “Demeter and Persephone.” The fifth graders are looking forward to seeing you at our community performance on **Friday, March 11 at 6:30 PM.**



Grade Six | History and Business Math

Sixth grade just completed the study of the Decline of the Roman Empire and European Geography. This epoch of history came to life through the stories of the deeds and biographies of figures such as Julius Caesar, Mark Anthony, Augustus Caesar, Caligula, and Nero. We also looked at the beginnings of Christianity and Islam, through the lives of Jesus and Mohammed respectively. Woven throughout this block were comparison and contrast of the land, times, and people from different places in Europe.



After Mid-Winter Break we will begin our Business Math block, where we will study the evolution of different economies. First, we will compare and contrast the three main economies: self-sufficient, barter, and money. Then, we will see how banking came into existence, particularly through historical stories from the Crusades. Lastly, not only will we gain practical experience with concepts such as interest, taxation, profit and loss, discounts, and commission percentages, but we will also deepen our connection to the human and moral element of economic process and perception of value. Within this context of money and its uses, students will be able to review whole number and decimal fractions, while also beginning to work with percentages and graphing.

Grade Seven | Geography

Having completed our Play block, in our next block the continents of Africa and South America will be described both in their physical geography and with an exploration of their people and cultures prior to the arrival of the European explorers. The history and culture of the three great empires of West Africa (Ghana, Mali, and Songhai) will be discussed, as well as the Incas of South America.



Grade Eight | Chemistry

In our Chemistry block, which will show itself to be quite “close to home,” we will examine the properties and interactions of organic substances that get used on a daily basis in cooking and metabolism. The role and properties of sugars, starches, proteins, and fats in nature and nourishment are explored. The interconnections of these properties, their production, and associated industrial implications will bring about lively discussions as well. Photosynthesis will also be studied and the students will look at metabolism as a chemical process.



Grade Five Sharing Assembly Impressions

For homework, grade five students wrote down their thoughts from the Sharing Assembly. Here are some excerpts.



Gali Bobrov: “When I stood on the stage, confidence filled my entire body. The hard wood floor was solid underneath my feet. The class and I performed as smoothly as a silk scarf.”

Eva Rodriguez: “When I stood on the big stage, I felt the hard stage under me and the big spotlights above me.”

Willow Anderson: “I liked the hardcore Eurythmy. That was fun.”

Vova Trifonov: “I remember when I first stepped onto the hard stage I could hear hundreds of whispers. I saw the bright lights and we started playing our piece.”

Santi Steinman: “I was surprised because I didn’t blush.”

Alexa Jeantette-Coca: “I looked at my family, they looked at me. I felt like they were staring into my soul. I got ready to play my piece feeling the hard black stage as it creaked.”

Nikka Stanley: “I could hear the sound of the piano flowing like water.”

Ultimate Corner

Spring league play is just around the corner for the Geckos and the Lumberjacks. Games start the second weekend of March, and the Spring Reign tournament is scheduled for April 23–24. Watch for more details.



Jenny Frank-Doggett (mother of Lucy in Grade 7 and Bailey in Grade 10) has been with the Ultimate program since it began at TCWS in 2009. She has participated in coaching at games, administrative support, and weekly onsite support. She is stepping down from this position, but will continue to support Ultimate at TCWS.

A few words from Jenny:

"I started playing ultimate as an undergraduate at Colorado College and continued through graduate school and my early working years.

At that time, anyone with the basics could walk onto any Ultimate field and be accepted, so it provided an instant social connection.

Much later, I volunteered at Three Cedars for three years on the Social Inclusion and Student Care Committee (2008–2011), which dovetailed nicely with my professional work, clinical psychology. In 2009, Ultimate at TCWS was started and it was completely parent led. When we started there were only 6–8 kids, all elementary age, so some of the parents filled in and played every week (I was one of those). As the team grew bigger, the founder coached the middle school team and I coached the elementary team. This provided a nice extension for me to continue work with social inclusion as that formal program was discontinued at the school, and to continue to play with the children.

I remained an assistant coach to the elementary team the entire time I worked with TCWS Ultimate. Eventually, the founding parent left the school, and Ultimate was made an official school program and Gavin Sing was hired to coach. Now, close to one third of the students at TCWS play on our Ultimate teams. My favorite thing about our program today that many of today's coaches are recent TCWS alumni coming back to support the program where they started their Ultimate careers."

—Mary Haller, Ultimate Frisbee Middle School Parent Coordinator

EARLY CHILDHOOD NEWS

[All School](#)

[Grades](#)

[Announcements](#)

[Classifieds](#)

Water Painting

Painting day in the Buttercup Preschool has a special rhythm. After all the children have arrived at school in the morning and the door has been closed, I sit down on the rosy carpet and sing a little song about the Rainbow Fairies. When the children hear the song, they know it is time to leave what they are doing and come to me to have their aprons put on. Then, they quietly find a place to sit at the table. The table, previously set, is ready to welcome the children. At each place sits a sheet of paper saturated with water, a



wide brush resting on a cloth, a glass jar of water, and one or two jars containing watered-down paint. We all start painting together, including the teachers. The room is silent except for the gentle tinkling of the brushes being rinsed in the glass water jars. The children are peaceful and absorbed in the color and its movement.

This painting experience is similar in most Waldorf early childhood programs. But why do we paint quietly? Why do we saturate the paper? Why do we only offer the three primary colors? And why do all the paintings look similar?

As human beings, we are profoundly influenced by color. We are seldom aware of it but the colors in our environment strongly affect us. Children in particular respond strongly to color—it potentially affects their physical, emotional, and intellectual growth.

Waldorf education seeks to develop the capacity to feel deeply, to be sensitive to beauty, and to experience compassion for others. The arts are essential in cultivating a receptive and sensitive soul, and painting can be very helpful in this process.

In the Waldorf early childhood program we relate to painting as a study and exploration of color. We want the children to go on a non-intellectual journey, experiencing the movement of a drop of red paint on the wet paper. What happens when the brush moves that drop from one side of the paper to the other? What miraculous transformations take place when a yellow drop touches the red drop? What is the relationship between the two? Do they create harmony and joy?

When watching the children paint, you can see their reactions to the subtlest change on their paper. They are no longer interested in the shape that they may have wanted to form—they have entered a meditative state, letting the color and movement touch their souls. The color speaks to the young child and the child learns to listen and understand this language. This is a very different experience from drawing with crayons, where creating shape is the focus.

Each color has its own characteristics that touch the soul in a unique way. Therefore, a certain color will have a similar presence in every painting, creating the illusion that the paintings are alike. However, each child's experience of the color's personality is different and takes the child on an individual journey.

As with most activities in the Waldorf early childhood program, we want the children to have deep physical, emotional, and spiritual experiences. We believe that these experiences can occur only when the adults step aside and let the children meet the world through their own senses, by letting them be free to fully enjoy the miraculous gifts that the universe has to share without imposing our interpretation.

—Emma Goldschmidt, Buttercup Preschool Teacher

ANNOUNCEMENTS

[All School](#)

[Grades](#)

[Early Childhood](#)

[Classifieds](#)

The Role of Technology in Mankind's Evolution

Robotics, human-machine hybrids, avatars, artificial intelligence, and the Singularity: is this our human future? Why must we deal with machines for our evolution?



Date and Time: Sunday, February 28

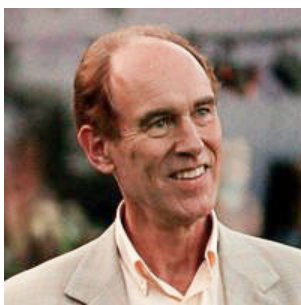
1:30 – 3 PM: Lecture—Mankind's Destiny with Machines

3:15 – 5 PM: Workshop may include preparations given by mythology, electricity and evil, artificial intelligence, consciousness soul development, and a path to Jupiter depending on audience questions.

Location: Huckleberry Hall, Seattle Waldorf School, 2728 NE 100th Street, Seattle, WA 98125

Suggested donation: \$30 at the door to cover cost of speaker's travel and venue

Register in Advance: [website](#) or 206.985.2059



Andrew Linnell is a 42-year veteran of the computer industry and a graduate of the University of Michigan (MSE 1973) and Emerson College, England (1979). A member of the Anthroposophical Society since 1979, he is president of the Boston Branch, faculty member for the Village University of Concord, and member of the School for Spiritual Science. He has spoken to branches and libraries throughout the USA and abroad on various topics from Quantum Physics to

Christian Mysticism to Art History.

Sponsored by the Center for Anthroposophical Endeavors, CFAE

Turning Education on Its Head

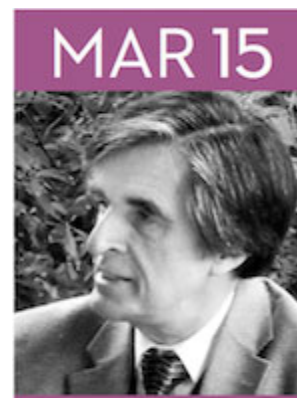
Date and Time: Tuesday, March 15, 7 PM

Location: SWS High School Campus

Please join us for this **free** parent education event with Douglas Gerwin.

Recent neuro-scientific research shows that the brain behaves less like a "hard-wired" computer, and more like a dense forest in which pathways appear through repeated use and disappear through neglect. The implications for education of this paradigm shift are huge, especially since the cortical functions of children and young adults do not fully develop until they reach their early twenties.

In his ground-breaking talk, Douglas Gerwin, Ph.D., explores how Waldorf education helps



Douglas Gerwin

children and adolescents unfold their powers of intelligence by means of a curriculum designed to nourish their developmental needs from preschool through the high school years.

Douglas Gerwin, Ph.D., is Director for Anthroposophy, including Chair of its Waldorf High School Teacher Education Program, and Co-director of the Research Institute for Waldorf Education. A Waldorf graduate himself, Dr. Gerwin has taught for more than twenty-five years at university and high school levels in subjects ranging from biology and history to German and music. He is editor of *For the Love of Literature: A Celebration of Language and Imagination*; *Genesis of a Waldorf High School*; *The Andover Proceeding: Tapping the Wellsprings of Health in Adolescence*; as well as author of various articles on adolescence and the Waldorf curriculum. He is also co-author the *Survey of Waldorf Graduates*, the first comprehensive look at how North American Waldorf graduates fare in college and beyond.

Seattle Waldorf School Summer Program

Seattle Waldorf School is offering programs for students entering grades 1–9 (as well as two weeks of early childhood programming at the Nest; details and registration for that will be released later in February).

The full program runs June 27–August 5, with single-week day camps, multi-week day camps, and two new overnight programs for older students (including Ultimate Frisbee on Orcas Island and a week at Happy Valley Farm on Whidbey Island!).

Click [here](#) to view programs and register. You can search by week (click “Search for a Program” and type “Week 1” “Week 2” etc. in the Keyword field) or by grade—note that grade listed is child’s grade as of fall 2016. If you’d like to view all summer programs currently offered, simply select “Summer” in the “Programs” field on the search menu.

*TCWS families who register in February can use the code **earlyBird16** to receive ten percent off ALL programs!*

Note that a few additional programs may be announced at a later date, depending on enrollment—stay tuned for more!

For more information, please [email Annie Paladino](#) or call 206.524.5320, ext. 4041.

Sound Circle News

Sound Circle Center offers a variety of programs in arts, anthroposophy and education. For more information, visit soundcircle.org/offered-programs



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 February 2016 newsletter, please visit [AWSNA Community Newsletter, February 2016](#).

Miss Sophia's Art Exhibition

Dear Three Cedars Waldorf Community,

I want to invite you to an art exhibition I am having at Café Cesura, a five-minute drive from the Three Cedars campus.

Dates: February 1 – 29

Location: Café Cesura, 1015 108th Ave NE, Bellevue, WA

It's been a joy for me to work with Miss Laura in the Morning Glory kindergarten class, and to see all the children immersed in imagination and creativity. One of my favorite days in Morning Glory is Wednesday, because I get to see the children paint! Like the children in Morning Glory, I too started painting in kindergarten at Seattle Waldorf School, and that love for painting has grown into my adult years. Who knew that the same drawings of the moon cycle from my Astronomy main lesson book or the maps from Geography would appeal to so many people in watercolor form? It's been exciting for me to share my work with the public. Attending a Waldorf school has given me such appreciation for the arts and nature's beauty, which inspires my art every day.

Thank you all for supporting Waldorf Education and I hope to see you at Café Cesura!

—Sophia Trinh, Morning Glory Assistant



Waldorf in the News

Hannah is a Kimberton Waldorf High School student with a very ambitious senior project.

[Read on](#) for an inspiring story! Or, [watch the video](#).

“Screenagers”: Growing Up in the Digital Age

IndieFlix and ParentMap are proud to present the premiere public film screenings of 'SCREENAGERS', a documentary that sheds light on the impact screen time is having on families, and explores how learning, playing and socializing online affects teens' developing attention span, fragile self-esteem and moral instincts. [More information.](#)

CLASSIFIEDS

[All School](#)[Grades](#)[Early Childhood](#)[Announcements](#)

Seeking Waldorf Family to Buy Home in Hungary

We are a Hungarian Waldorf family with three children, living in 40 minutes proximity of Budapest in the middle of a nature reserve in a wonderful small village—Pilisszentlászlo—with both a Waldorf kindergarten and a Waldorf school.

Our family is one of the founders of these two institutions. All three of our boys had the privilege to learn there. By now they all finished with school here, and as we try to live where it is best for our children now it is time for us to move on from this wonderful village.

Exactly 10 years ago we built here a very high quality house, the first passive house (a building that requires almost no heating) in Central Europe. In order to be able to move on, we need to sell our house, an extremely high-quality six-bedroom detached building. We hope to be able to sell it to another Waldorf family that has the luck to move for some reason to Hungary, near Budapest.

We are writing this letter to every Waldorf School on Earth asking them (and you) to distribute it among the families, so that by chance you can help us find the new owners of our beautiful house. Whomever (or whatever institution) finds us the buyer is entitled to a three percent finder's fee. The asking price of the house is € 487,000.

For more information, please visit [Facebook](#)

View a 105 minute [documentary film](#) about the construction of the house

Your kind help will enable us to move on and support the studies of our children.

With kind personal regards,

–*Gyuri Mihály* | [Email](#) | +36(20)9315305

Our newsletter is published once per month when school is in session.
Content for the next issue is due **Monday, March 14.**

