

February 9, 2015

## ALL SCHOOL NEWS

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### 2015–2016 Faculty Leadership

Faculty leaders are entrusted by faculty to lead the school in the areas of pedagogy, current programs, classroom staffing, and long-term pedagogical vision and planning. Elected by faculty in the spring of each year through an approval voting process, our faculty leaders generously accept the mandate given to them by their peers to take on significant responsibilities in addition to teaching. Their vision, dedication, and persistence are reflected in the ongoing improvements to our programs, our site, and faculty team. They work very closely with me in planning for the future, grounded in their understanding of and commitment to the original intention for Waldorf Education set forth by its founder Rudolf Steiner.

On August 20, 1919, on the occasion of the “Opening Address Given on the Eve of the Teachers’ Seminar”—which was to include 14 lectures delivered between August 21 and September 5, 1919—Dr. Steiner presented a picture of the role of faculty members in the organization of a Waldorf School. He says:

“We must bring two contradictory forces into harmony. On the one hand, we must know what our ideals are, and, on the other hand, we must have the flexibility to conform to what lies far from our ideals. It will be difficult for each of you to find how to bring these two forces into harmony. This will be possible to achieve only when each of you enters into this work with your full strength. Everyone must use his or her full strength from the very beginning. Therefore, we will organize the school not bureaucratically, but collegially, and will administer it in a republican way. In a true teachers’ republic we will not have the comfort of receiving directions from the Board of Education. Rather, we must bring to our work what gives each of us the possibility and the full responsibility for what we have to do. Each one of us must be completely responsible. We can create a replacement for the supervision of the School Board as we form this preparatory course, and, through the work, receive what unifies the school. We can achieve that sense of unity through this course if we work with all diligence.”

In the nearly 100 years since this intention was spoken, Waldorf schools around the world have interpreted its meaning in many different ways in their attempt to bring about this Teachers’ Republic. While in and of itself an essential topic which we discuss regularly, my intention in sharing it with you today is simply to highlight that, at this time, our school faculty leadership truly takes up its pedagogical

task as a republic of teachers. Through the engagement of their colleagues in the Programs and Curriculum, Practical Needs, and Care of Personnel workgroups, they continue to create an inspired, cohesive, and harmonious culture of shared values, love of learning and continuing education, striving among our faculty and staff, and a vision for the future of our school.

Their work as faculty leaders, and its inspiration, is not nearly as visible as it deserves to be, and this announcement is far too modest an honoring of their dedication and achievements. Please join me in expressing our deep appreciation for their work.



**Annette Campana**  
Full Faculty Chair and  
2015–2016 Director of  
Pedagogy



**Stephanie Packer**  
Elementary Faculty  
Chair



**Laura Mason**  
Early Childhood Faculty  
Chair



**Britt Urquiza**  
Personnel Advisory  
Group



**Monica Lander**  
Personnel Advisory  
Group

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## February Reminders

School will not be in session for the following events:

- **Parent-Teacher Conferences:** Thursday, February 12 and Friday, February 13. If you have not yet signed up, please do so using the Sign-Up Genius link that was sent to you in email. If you have questions about using Sign-Up Genius, please [email Pam](#).
- **Mid-Winter Break:** Monday, February 16 through Friday, February 20. Extended care is available for students in grades one through five on a first-come, first-served basis. Deadline for registration is **Wednesday, February 11**. Please note that care is available only from 8:30 AM to 4:30 PM. You may register for morning sessions, afternoon sessions, or both on the days of your choice. Payment is due at registration. [Link to registration form](#)

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## Parent Appreciation | Talent Sharing

*“Thankfulness is the beginning of gratitude. Gratitude is the completion of thankfulness.*

*Thankfulness may consist merely of words. Gratitude is shown in acts.”*

**–Henri Frederic Amiel**

We are so grateful to all of you for being a part of our

Three Cedars Waldorf School Community! Your trust, confidence and commitment to Waldorf Education make our wonderful school possible!

To express our gratitude to you, we would like to invite you to a fun-filled evening of Parent and Faculty Talent Sharing. Come sing, play, recite, juggle, or tell your best joke, while we dine and laugh together, and strengthen our community ties. Join us on **Friday, February 27, 2015 from 6:30 PM to 8:00 PM in Trillium Hall!**



Please RSVP at the front office. You will receive a number, which enters you in a raffle. Also, please let us know which talent you will be sharing by signing up on the poster near the office bulletin board before **Monday, February 16, 2015.**

## Open House

Are you curious about what is ahead for your child in the grades ahead? Are you curious about why certain approaches are used in Waldorf education? Do you think ahead to life after Three Cedars Waldorf School and wonder how the transition to high school will be? If so, come to our third and final **Open House for the year on March 7 at 10:00 AM!\***



We will spend this almost-spring Saturday morning delving into Waldorf education as offered in our school. Join us to see curriculum displays, a student performance, experience sample lessons, talk to teachers, and hear students discuss their perspectives on the education they received at Three Cedars Waldorf School.

As Stephanie Packer so beautifully remarked at the last Open House, "Nothing in Waldorf education is arbitrary. From the curriculum down to the very color on the walls, everything is done purposefully. We invite you to ask us why!"

And, of course, we encourage you to tell or bring a friend! We still receive the most new interest in the school from your word of mouth. Please direct any questions or inquiries to Lisa Moore: [email](#) or call (425) 998-7055.

See you there!

*\*Although we adore children, this event is designed for adults to enjoy on their own*

Rites of Passage: On the Cusp of



they can make an impact in the world.

Young people need initiation to walk the edge between darkness and light and to learn to make wise life choices. Without guidance from elders, young people will self-initiate, often in unsafe ways.

Join **Charlene Ray**, social worker, minister, and creator of the Passage for Girls program at Elkone Ranch; and **Carl Busse**, Waldorf teacher and guide for Rite of Passage Journeys, to examine the need of both girls and boys for initiation. Learn about different approaches to this important work and programs available in the Pacific Northwest.

## Adulthood

Thursday, March 12 • 6:30 – 8:00 PM

Three Cedars Trillium Hall

Presented by Charlene Ray and Carl Busse

Youth and young adults need and search for meaningful ways to make the transition from childhood to adulthood. Our culture gives young people a driver's license and the right to vote as markers of adult status. Yet, they often wander, unsure of who they are or how

## Final Pomegranate Community Forum

We had a great turnout at the final Community Forum on the Pomegranate project on Thursday, January 29. Thank you to all of you who participated!

We began with a review of work done to date and the ideas that have been generated. Then the Pomegranate team shared with us a map of the school which included many possible projects to enhance our site. These ideas included artistic elements such as wooden pillars and banners, shelters for students and parents to gather out of the weather, an outdoor classroom in the woods, a forest restoration plan, a garden, adjustments to the current plaza, new fences, and more.

Working within a budget allotment of \$25,000–\$30,000, we discussed the prioritization of projects. Making a decision about which projects to take up will be no small task. High on our list following the meeting are:

- Constructing a garden, complete with a hoop house for winter gardening and a system to capture and recycle rainwater. This will serve to extend classroom learning for students in all programs of the school.
- Erecting three wooden pillars, representing three cedar trees, at the entrance to our campus, serving as a more visible marker to the community around us that we are here.





- Building a bus-shelter type of structure at the base of the parking lot, as a place for children to stand while awaiting pickup and a place for parents to gather for conversation. The design will follow that of the three wooden pillars to be constructed at the campus entrance.

You can expect to hear from the Pomegranate Steering Group soon with details about next steps in this exciting process. We hope you all will have great enthusiasm for these projects and will be eager and willing to help us get started when we begin to implement them in the spring!

### **Pomegranate Steering Group**

FACULTY AND STAFF: Annette Campana, Geraldine Kline, Monica Lander, Laura Mason, Stephanie Packer, Chris Pressey

PARENT VOLUNTEERS: Cameron Altaras, Mary Haller, Andy Hoag, Beth Parker, Ben Ralston, Cris Wegmann

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## **Sex Ed at Three Cedars Waldorf School**

Sex education is one of the most topical issues in today's educational dialogue and as such deserves some special mention. Over the past few years the faculty has actively engaged in studying our ideal pedagogical approach to this topic. While envisioning and exploring all the different ways in which Sex Ed can be taught, we recognized that the deeply personal and highly sensitive nature of the topic requires more individualization than we are able to provide in a classroom setting. As a school, we gently support this unfolding during the various blocks in the upper grades. Yet the faculty has determined that the full scope of sexual education is best met in the home, where parents are able to convey this information in ways that are aligned with family values. However, recognizing that families may need guidance, our school will support families by offering bi-annual lectures from physicians who share our pedagogical strivings. Additionally, please feel free to have open dialogue with your class teachers who are willing to give guidance based on their classroom observations.



Our school's approach to Sex Ed, included here, is also in the [Three Cedars Waldorf School Community Handbook 2014–2015](#).

### **TCWS—Approach to Sex Education**

Children soon reach the age when they bring increasingly pointed questions related to their development, including those related to matters of sex. Many parents ask their child(ren)'s teachers for guidance on how to discuss this topic with their children in ways that are aligned with their choice for Waldorf Education.

This particular topic is heightened by the degree of intimacy brought by each adult's personal values: moral and spiritual considerations, our own personal history, the culture of our families, friends, and the society we live in. In the context of our school's cultural and religious diversity, we believe we can best support families by leaving them to hold the teaching of this topic to the fullest extent, in ways that are

aligned with their own personal values.

Historically, Waldorf Schools have introduced this topic in earnest in the middle school, in the context of human biology main lesson, and with much emphasis on human relationships. This approach and timing make sense from a number of perspectives, particularly that of the children's emotional ability to integrate the complexity of these concepts. Prior to that time, your child(ren)'s teacher will gladly discuss this topic with you in Parent Teacher conferences, focused on your individual child, and consider with you how to respond appropriately, how to choose the right combination of straightforward information and sensitivity for the children's developing soul life, and how respect for the students' unfolding lies both in how the information is delivered as in what information is brought.

These individual conversations, as well as the school's recommendations, are based on the following considerations:

- Our culture is one of high exposure: children have ready access to much information at increasingly early ages. We recommend that you choose a cohesive perspective and approach to sensitively guide your children in this area, in integrity with their development and in full respect of their individuality.
- One of the foundation of our pedagogical approach is the view that the world is good. We wish for children to be acquainted with sex education in ways that nurture their experience of this principle rather than "prepare them for the worse that can happen" and that it is crucial to consider specific context rather than generalizations.
- Children have access to much information through their use of media, supervised or not. We strongly recommend that you read our Media Policy once again, which while apparently stringent, was designed exclusively with the protection of the children in mind.
- We recommend holding the question of sex education as important, but not urgent. It is fine to tell a child that you think they are still a bit too young to go into details, or that these are important questions and that you want to find out the best ways to answer, which is why you will be waiting a bit longer while you are getting further educated.
- We recommend that you seek guidance on how to discuss sex education with your child(ren) in ways that are aligned with your family's values, whether cultural or religious/spiritual. There are a few Waldorf-specific resources available which we recommend. While geared toward adolescence (middle school), they provide excellent guidance: <http://www.waldorfbbooks.com/waldorf-education/adolescence>

To support a shared understanding of our approach, we will host Adult Education events focused on this topic, delivered by professionals who share our perspective on child development. These evening presentations will be part of our Adult Education series.

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## Expectations for Student Attire

After this season of Seahawks mania, we are taking this moment to remind all families that the faculty at Three Cedars will be back to more firmly implementing the guidelines for permissible dress at school for the remainder of the year. We find that by abstaining from wearing prominent logos, flashy media images, and jerseys (with the exception of their Ultimate Frisbee

shirts on Wednesdays only), as well as by giving appropriate attention to seasonal needs, the students are provided with a warm space which is free from social engineering and peer pressures. We prefer that students interact as individuals, without central emphasis revolving around "team allegiances" or other "collectivizing" trajectories.

We would also like to remind parents to ensure that the students arrive to school prepared for the weather, which at this time of year fluctuates widely. Students who do not have a jacket, or suitable pants, during the cold or rainy days may be kept in for recess if an extra garment cannot be found on campus. Please refer to the dress code guidelines in the [Three Cedars Waldorf School Community Handbook 2014–2015](#).

*–Faculty at Three Cedars*



## eScrip Primer: Sign Up and Support Our School

eScrip is an easy way to raise funds for Three Cedars and it's been around since 1999, raising millions of dollars for schools and nonprofits nationwide. The Better Business Bureau gives eScrip an A+ rating.

Merchants register with eScrip and then contribute funds to Three Cedars from a portion of what you spend with them. After you've signed up through eScrip, every time you shop at thousands of eScrip merchants online, or at registered local merchants, a portion of what you spend automatically gets directed to Three Cedars. And if you register your credit and/or debit card, every time you use it at registered merchants, you also contribute to our school. Online registered merchants include everything from Ace hardware to Nordstrom to Land's End. You can even give to Three Cedars when you eat out at restaurants like the Icon Grill. They're all listed on the eScrip website.

When you sign in to the eScrip Online Mall, you won't need any store loyalty cards to register. You just choose Three Cedars as the cause you want to support and start shopping. There are also special offers and coupons to which you'll gain access when you shop online.

To get started, go to the [Three Cedars Waldorf School website](#), and then at the top of the page, click **Support Us**. Under "How to Give," click **Scrip Programs**, and then click **eScrip**. There, you can learn more and sign up. (Please note that an error message sometimes appears when you click **Learn more**. Don't let that worry you. Scroll down and you'll find that all the links work.)

If you participated last year in our eScrip program by registering your Safeway Club Card, thank you. And if you haven't renewed your card this year, then your contributions to Three Cedars have stopped.

However, it's not too late to renew now. eScrip has made the renewal process as quick and easy as possible:

- Have your Safeway Club card number available. If you don't have it handy, please call Safeway at 1-

877-723-3929 to request your card number.

- Visit [www.escrip.com](http://www.escrip.com).
- Click **Yes! Renew**.

Thank you for taking the time to show your commitment to Three Cedars Waldorf School. If you have any questions, please don't hesitate to contact me.

—Cameron Altaras, eScrip coordinator, [email](#)



## Mochi Pounding

Mochi pounding is my favorite event of the school year. Every year I anticipate the warm smell of steaming rice, the excitement of the pounding, and the delicious end result. The process begins as the eighth graders pound the rice using wooden mallets in the heavy, hand-carved granite bowl. Everyone gets a turn to pound, usually in a group of three or four. The chill air is filled with the chanting of ICH – NI – SAN – SHI as

the mallets pound the rice in their respective order.

Adults, and sometimes students, are selected for the next task, one on one pounding with rice as Mr. Sugiyama molds and folds the rice with his hands. I have done this task for three years, concentrating on hitting the middle of the rice and NOT Mr. Sugiyama's hands. At the end, after a few exhausting counting "mistakes"—10, 9, 8, 7, 6, 5, 4, 9, 8, 9, 8..., my shoulders and arms burn from the effort. Another round of pounding ensues and finally the rice is deemed worthy to break into balls. The balls of mochi can be filled with bean paste or eaten plain. The fresh mochi is a warm and gooey once a year, very special treat!

—Grace Haller, Grade 8 Student

*Ed. Additional photos, courtesy of parent volunteer Paul David, are posted on [SmugMug](#).*

## Sharing Assembly

Three Cedars Waldorf students and faculty ascended from the daily rhythm of lessons, dialogue, projects, and practice to a pinnacle of artistic expression in its annual Sharing Assembly held on Friday, January 30 in the newly renovated Bellevue High School Performing Arts Center. This inspiring and aesthetic expression of the Waldorf curriculum spanned the grades to give a glimpse of human development and coming into potential.



Beginning in the spacious lobby of the venue, student art and handwork were displayed for all to enjoy. Once the audience was seated, the Strings Ensembles in grades four through eight lifted their bows to pull from their violins, violas, cellos, and bass a set of melodic expressions. Then, to start the progression of grades, grade one opened the class performances with their Japanese and Spanish songs and movement in a sweet circle. Grade two delighted the audience with their times tables enactments and folk dance, followed by grade three's graceful expression of Eurythmy and the practical life advice "To everything there is a season, and a time to every purpose...." of Ecclesiastes 3.

Accompanied by rhythmic drumming from Julius Martins, grade four had the audience clapping along to their Fractions lesson. Grade five drew oohs and aahs with their agile footwork in *Glorious Apollo* as the audience hoped the wood poles would not snap any ankles!

Grade six took the Assembly in a more solemn direction with their diligent delivery of Mark Anthony's Speech. Grades seven and eight demonstrated the depth and breadth of Eurythmy with enchanting fluidity, pattern, tone, speech, and snapshots of human relationship. Floating silks and the pure tones of Sophia Parker made grade eight's *Winter Grace* a truly ethereal experience. Wrapping up class performances was a humorous, toe-tapping Anatomy Jam by grade eight.

The program concluded with a sing-along of school favorite honoring mother, father, and children—*As I Went Down in the River to Pray*—accompanied by the Ukulele Ensemble.

As a community, we are truly privileged to live in the presence of this dedicated, engaged, and talented student body and faculty! Links to additional photos, courtesy of parent volunteer Paul David, are posted on [SmugMug](#).





## Crafts and Tea Is Now Online!

Please join us at our new [website](#) and our closed Facebook group.

We have created an [online survey](#) to find out more about our school parents' needs for our group. Please give us feedback there!

Thank you!

—Karen Wegehenkel, Crafts & Tea Mom

## GRADE SCHOOL NEWS

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### Grade Eight Trip to Whidbey Island

The eighth grade spent three days on Whidbey Island where we shared classes with their eighth grade. We met at 6:00 AM and made our way to the Mukilteo-Clinton ferry terminal. On the ferry, we stood out on the deck and watched as the sun rose in a plethora of warm hues.

Arriving in time for Main Lesson we continued our Anatomy block with Mrs. Pfeiffer. During the morning we spent time sculpting a human head. It was a challenging task forming the head, the neck, and coaxing the features out of the clay. The eyes and mouth proved particularly challenging. At the end of our lessons each head was unique and portrayed the artists' personality. Some were serious and others humorous.



We enjoyed being a large group, particularly at recess and during games class. Deep in the woods behind the school we played an intense game of capture the flag. People emerged from hiding, attempting to steal the flags, but no one was victorious. If you ended up in jail, to be freed you were required to sing and dance to a requested song. It was highly entertaining and the woods echoed with laughter! When the game ended, everyone emerged happy, dirty and a little scratched up. We had a blast and plan to incorporate the “sing and dance get out of jail” rule at Three Cedars.

Every day we walked the beautiful 30-minute trail through the woods to Mrs. Pfeiffer’s home. Mrs. Pfeiffer and her family kindly invited us to bunk in their home. It was perfect and cozy! Once home we began preparing our meal together. We were like a big family. We prepared and tidied every meal as a group. Dinners included loaded baked potatoes, fajitas, but a highlight was when the salmon caught fire! We all sat round Mrs.

Pfeiffer’s large table and enjoyed lively dinner conversations.

In the evenings we settled down for games and fun. The card games “slap” and “spoons” were favorites. There was also an amazing juggling display and a sit up, push up, and wall sit competition. One evening we even watched a movie! We watched *October Sky*, a true story about a boy living in a small mine town who was inspired by the first Sputnik launch to take up rocketry. One evening a group of us joined the HS ultimate pickup game. It was good fun and we met a lot of new people.

On Friday, the day of our much anticipated dance, we spent the whole day in the dance hall. During the morning we socialized and discussed etiquette. After snack we spent a significant amount of time learning and practicing our dance steps including the swing, waltz, tango, fox trot, and cha-cha. The rest of the afternoon was dedicated to decorating and getting ready for our evening. View [video 1](#) and [video 2](#).

Finally the night of the dance arrived. The eighth graders from the Seattle Waldorf School joined us at this time and we all entered the hall with a “Grande Promenade” and sat down for the dinner. The dinner consisted of lasagna and salad, and was filled with polite conversation and awkward silence. After dinner the dance floor was quickly cleared of the tables and we excitedly stood around as the music and lights started up. The playlist was fantastic and we had three types of dances: dance card, all dance, and freestyle. The dance cards helped us to clarify who to ask, either, boys ask girls or vice versa. They also told us what school to ask. This took the stress out of asking and allowed us to fully enjoy the dancing. The dances were announced and partners were quickly found. The night was filled with dancing and breaks at the dessert table. All the fun eventually had to end and the dance was concluded with a dance off. We sadly said our goodbyes and left to catch the ferry home.

We look forward to seeing our friends from Whidbey at upcoming field trips and thank them for them for the great memories. A particularly big thank you also to Mrs. Pfeiffer, Mr. Jacobs, Peter, and David for generously sharing their home and making our trip possible!

*Ed. Links to additional photos, courtesy of Volker Harms, are posted on [Smug Mug](#)*

## Grade Eight Anatomy Block

Grade eight has just completed its anatomy block. In this block, the idea of movement permeates study of the human body. We explored the human body in terms of form and function. In the study of our bones and muscles, it is emphasized that one without the other is not nearly what they are together. Students learned that the bones are where blood, our most “living” substance, is made. They also studied the wonders of the human eye and the intricate structure of the ear.



## Grade Four Play

On January 22 and 23, the fourth grade performed “Thor and Loki’s Journey to Utgard,” written by their class teacher, Mrs. Spurgin. Deepest gratitude is extended to Tommi Morgan, who prepared the class for this play during Mrs. Spurgin’s absence; Rachel Rodriguez, who helped with costumes; and to Ms. Huynh, Mr. Hoveskeland, and Ms. Fawcett.



*Link to photos, courtesy of parent volunteer Julia Bobrov, are posted on [SmugMug](#).*



Mary Spurgin has fond memories of a childhood in Tarrytown, NY, spent chasing four brothers on the roof and sledding on frozen creeks. Mrs. Spurgin majored in Interdisciplinary Visual Art and minored in Japanese at the University of Washington where, during her senior year, her love for art, interest in child development, and enthusiasm for teaching pointed her in the direction of becoming a Waldorf teacher. After earning her BA at UW, she began training at Sunbridge College in New York, where she earned a Masters in Education. Mrs. Spurgin spent four years class teaching at Green



Meadow Waldorf School in New York. It was then that she began the greatest journey of her life: motherhood. While she was pregnant with her son, she and her husband returned to Washington State, where she began tutoring students from both Three Cedars and Seattle Waldorf School. Mrs. Spurgin became a class teacher at Three Cedars in 2012–13. She enjoys playing guitar, oil painting, knitting, cooking Japanese food, and gardening. She also enjoys traveling and has visited Thailand, Korea, Japan, China, Italy, and England.

## EARLY CHILDHOOD NEWS

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### Fishing in the Woods

On a recent weekend I spent some time at school cleaning out my backpack following a particularly wet and muddy week. I removed many things, cleaned them and carefully returned them to their proper place. This week on Woods Day after the children lined up I hefted the backpack, now loaded with water and our snack and wondered if I could have done a better job getting rid of some things that I didn't need. Obviously the emergency supplies and food are a must but do I really need to be hauling around clippers, a saw, balls of string and scissors? The answer soon came as a student came to me with a stick that he reflected looked quite like a fishing pole. "All you really need is a line and you can catch a fish." I said. Out came the ball of string and the scissors. It wasn't long before other children caught wind of this new game and brought over their own sticks. One was so long that when sawed into pieces it made enough fishing poles for four children. Before long, most of the children were sitting on logs or standing over fishing holes catching fish. When it was time to head back to school all of the fishing poles were carried with great care out of the woods and many were taken all the way home for safe keeping. Do I really need to be hauling around clippers, a saw, balls of string, and scissors? Apparently so...



Born in Kirkland, WA, Laura Mason was raised in the then-rural neighborhood of North Rose Hill. Though she and her sisters spent long hours playing in horse pastures, open fields, and woods surrounding their home, her favorite place was the dirt pile in her yard, where she spent many hours digging tunnels and making mud pies. Childhood vacations were spent hiking and camping in the Cascades as well as taking road trips to museums and historic sites. Many of these experiences are well known to her students, as she brings them to life in the classroom through storytelling. Miss Laura attended local schools from kindergarten through high school, sharing a classroom with several friends for the entire 13 years. Throughout school, she loved vocal music programs, particularly performing at music festivals. After Miss Laura transferred her elder daughter to Three Cedars Waldorf

School in the first grade, she began a new career as an early childhood teacher. She joined Three Cedars in 2002 as a preschool assistant, then served as a preschool teacher, and finally, as a mixed-age kindergarten teacher. Miss Laura received her Early Childhood In-Service Teacher Training Certification from Rudolf Steiner College, where she discovered a love of wood carving and a renewed enthusiasm for gardening, both of which she brings into her work as a teacher.

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## ANNOUNCEMENTS

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### Sound Circle News

#### **Open House | March 7, 2015, 10 AM – 12 PM**

*Seattle Waldorf Grade School, Huckleberry Hall*

Come view Sound Circle Center in session and see first-hand what Foundation Year and Waldorf Teacher Training is all about! Our Open House includes class attendance, presentations and discussions on Waldorf Teacher Training with Foundation Year Program Director, Heidi Jefferson-Gloor, and Teacher Training Program Director, Nettie Fabrie. Enjoy a tour of the campus, and conversations with current program students. RSVP to Kimberley Hiner, [information@soundcircle.org](mailto:information@soundcircle.org).



#### **Foundation Year | Next Session Begins September 2015**

*Now Offered Every Year at Sound Circle Center!*

Foundation Year provides opportunities to study and strive for personal renewal and self-transformation. Deepen your perception and self-knowledge through artistic practice and skill development. Foundation Year will strengthen and nourish your soul, and fulfill the pre-requisite for entering the Waldorf Teacher Training Program at Sound Circle Center.

Applications now being accepted for the September 2015 Foundation Year. Please visit our [website](#) at for more information or to apply.

#### **Introduction to Anthroposophy | Saturday Mornings, 9:15 AM – 11:00 AM**

*Presentations by selected faculty*

*Seattle Waldorf School, Huckleberry Hall, 2728, NE 100<sup>th</sup> St., Seattle*

Cost: \$20.00/session, payable at the door.

Are you curious about Anthroposophy? Would you like to understand more? Please join us for these introductory sessions of the various aspects of Anthroposophy. Join us for one or all sessions. No registration required. A detailed description of the topics can be found on the [Sound Circle website](#).

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## AWSNA | 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 2015 newsletter, please visit [AWSNA Community Newsletter, February 2015](#).

### Tracking the Ancient Mysteries

**Date:** Sunday, March 29, 2015

**Location:** Mirabella at Fairview Ave. N. 116 Fairview Ave. N. Seattle, 98109

Had you ever heard about the Ancient Mystery Centers by the time you graduated from high school? Why did so many Roman historians cite the important role these centers played in the development of world culture, mythology, and religion? We will explore their history and track their sponsorship of Early Christianity and their influence on so-called heretical theologies, how they went underground by the sixth century, and their continued brief flowerings through the Renaissance and on to the founding of America. What happened at these mystery centers? What knowledge flowed into civilization? How did Christianity relate to their wisdom?



**Schedule:**

1:00 – 2:20 PM: Vanishing of the Mysteries: Plato, Aristotle, and Alexander to Justinian and Haroun al Raschid

2:20 – 2:40 PM: Break with coffee/tea

2:40 – 4:00 PM: Other Streams of Christianity: Heretical Theology, Cathars, Rosicrucianism, and Manichaeism

4:00 – 4:20 PM: Break with coffee/tea

5:40 PM: Flowering of the Ancient and Early Christian Mysteries in Renaissance Art (A study of Leonardo's Virgin of the Rocks and other students of Leonardo)



**Guest Speaker:** Andrew Linnell, a 40-year veteran of the field of computers and related technologies, has been the president of the Boston Branch of the Anthroposophical Society, a member of the Anthroposophical Society since 1979, and member of the School for Spiritual Science. He has written for *New View*, *Being Human*, and other publications. This past summer, he gave 16 lectures on “Tracking the Ancient Mysteries from Egypt to the Founding of America” as a faculty member for the

Village University of Concord. He has spoken to branches and libraries throughout the USA and abroad. His lectures have covered various topics from Quantum Physics to Nanotechnology to Color to Knights Templars to Christian Mysticism. Andrew has an MSE degree from the Univ. of Michigan, Ann Arbor, Michigan.

**Sponsored by:** Center For Anthroposophical Endeavors and The Rudolf Steiner Books Store & Children's Shop, 9727 Lake City Way NE, Seattle, WA 98115. 206-985-2059.

[Steinerbooks@outlook.com](mailto:Steinerbooks@outlook.com)

**Donation for each lecture:** \$20 (\$60) advance Visa/MC; registration for entire seminar by March 25 is \$55.

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## One Reason Costs Go Up in Education

*January 28, 2015, Jane Shaw, NAIS Blog Post*

For independent schools, rising costs are an uncomfortable part of reality. Jane Shaw, President of the John W. Pope Center for Higher Education Policy, opens a financial conversation by sharing economic theories about the differences between education and other service industries, and between non-profit and for-profit institutions—that suggest a continuing spiral of revenue and costs.

[Link to full article](#)

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## Does the Internet Make You Dumb?

*September 12, 2012, Claudia Ehrenstein, Worldcrunch*

At a time when Internet use is widely accepted, Dr. Manfred Spitzer, neuropsychiatrist and author, is convinced “that when young children spend too much time using a computer, their brain development suffers and that the deficits are irreversible and cannot be made up for later in life.”

The resulting “digital dementia” can compromise “neuroplasticity,” the ability of the brain to adjust to new challenges and to learn effectively.

[Link to full article](#)

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Our newsletter is published once per month when school is in session.  
Submission deadline for our next newsletter is **Monday, March 9, 2015**.

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