

January 19, 2015

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Welcome to New Students

Welcome to the new students who joined Three Cedars Waldorf School after Winter Break:

Madelyn Boyce, Apple Blossom Kindergarten

Beatrice Mendez and **Skye Murdoch**, Grade 3

Lauren Carlisle, Grade 5

Skylie Bystedt will join Morning Glory Kindergarten in February

We are delighted these children and their families are with us. Please join me in welcoming them warmly to our Three Cedars Waldorf School community!

—*Lisa Moore, Admissions Coordinator*



News from the Board

The TCWS Board of Trustees would like to thank Kelly Anderson for his work on the Board of Trustees. Kelly is stepping down after almost four years of volunteer service at the school. We wish him the best in all his future endeavors and a well-deserved break!

A position on the board is now open. If you, or someone you know, are interested in volunteering for board work at TCWS, please [contact us](#).

Thank you, and we look forward to hearing from you!

TCWS Director Search: Update from the Search Committee

The search for the new Executive Director is now in full swing. The position is posted on the website of Carney, Sandoe, & Associates, the consulting firm we have selected for our process. View the complete position description [here](#). The position is also posted on the websites most visited by Waldorf teachers and parents www.waldorftoday.com, as well as the site of the Association of Waldorf Schools of North America www.whywaldorfworks.org.

The recruiting process unfolds in several stages. Now that the position is posted, our consultant Skip Kotkins is “working the network” and having conversations with potential candidates. Learn more about [Skip's credentials and biography](#).

Over the next several weeks we do not expect to hear much from Skip. Carney, Sandoe & Associates is promoting this wonderful opportunity and placing it before the eyes of many qualified candidates. The Search Committee's next significant step will be to review applications we receive. We are looking forward to discovering our candidates' many skills and talents, and their interest in our beautiful and growing school. We will continue to provide updates on progress through the newsletter as this important chapter in the life of Three Cedars unfolds!

Jeff Altaras, Committee Chair

John Tinker

Andy Hoag

Michael Wegmann

Kristi Hartman

Annette Campana, PCG

Stephanie Packer, PCG

Laura Mason, PCG

Britt Urquiza, PAG

Monica Lander, PAG

Thank You to Pomegranate Participants

Thank you to those of you who joined us at the second Pomegranate Project Community Forum on Thursday, December 11. We were presented with beautiful conceptual drawings, which grew out of our first meeting with Pomegranate in the fall. Emerging themes include parent gathering spaces, a greenhouse and gardening area, enhancements to the central amphitheater, creating an outdoor classroom space, and creating a common theme to beautify and unify our outdoor spaces.

The Steering Committee met Thursday, January 8 to discuss the outcome of that last forum meeting and to prepare for our next and last Community Forum.

Please join us in Trillium Hall on Thursday, January 29 at 6:30 PM, where we will gather to prioritize and discern what is doable and how we can work together to make this happen.

If you have any questions, please feel free to [contact Cameron Altaras](#).

Pomegranate Project Status and Summary

During the past few months, we have had the privilege to work under the guidance of the Pomegranate Team (Milenko, Caitlin, and Eric) as we envisioned the improvements that we would like to see in our outdoor spaces on campus. This group, whose focus as a non-profit is to help shape resilient and collaborative communities through the implementation of practical projects, has spent a great deal of time not only hearing our ideas, but also observing and interacting with our students. Using all of this input and feedback, they have designed various projects that reflect our shared vision as a school, incorporate our community values, and could imbue and enliven our current spaces.



At our final Community Forum for this process on **Thursday, January 29 at 6:30 PM in Trillium Hall**, we will all have the opportunity to see these creative ideas, and determine which ones will be a priority for Three Cedars. This meeting will be the last opportunity to share our perspective and shape the vision from which we will begin to work. Furthermore, it will mark the transition from the creative envisioning phase to the practical implementation of the projects.

Again, our work together will be most dynamic and fruitful if as many community members as possible attend this forum. So, please join us to share your perspective, be engaged with the community, and actively shape the future of Three Cedars Waldorf School!

–Stephanie Packer, Teacher, Class of 2017 and 2018



Stephanie Packer grew up in New Jersey, and graduated with a BA in Organizational Studies from the University of Michigan—Ann Arbor. During college, she spent a semester living and studying in Seville, Spain, where she formed a strong connection to the Spanish language and culture. This connection brought her back to Seville after graduation, where she taught English and American culture to both children and adults in various settings for several years. She also taught elementary school classes in a bilingual, public school setting. Simultaneously, she spent a few summers volunteering on a Biodynamic farm in Princeton, NJ, which sparked her interest in Waldorf Education. Stephanie went on to pursue this path by working in various roles at the Waldorf School of Princeton, and she completed her Waldorf Teacher Training at the Centro de Formación de Pedagogía Waldorf in Madrid, Spain.

Childhood: Age Seven to Fourteen

Thursday, Jan 22 • 6:30 pm

Presented by Johanna Steegmans

How does our curriculum adjust to support children as they progress through grade school? Johanna Steegmans will explain how the Waldorf curriculum aligns with the needs of the developing student. [Get Flyer](#)



Johanna Steegmans was born, raised, and trained as a pediatrician in Germany, and moved to Seattle in 1989. She completed her training in Naturopathic Medicine at John Bastyr University, and was on the founding faculty of Sound Circle Center, teaching Early Childhood courses and the Foundation Year. Now, she travels and teaches here, in the USA, and abroad.

Parent Association Meetings

Parent Association Meetings are coming up! We have been listening to you. At these meetings we will discuss some possibilities for a new structure and electoral process that will help us support the school community, school events, and our children's classrooms in a planned, meaningful way. Please come to listen and share your thoughts. As time permits, we will also start discussions about May Faire.

Meetings are scheduled at the following times:

Wednesday, February 4 at 6:30 PM in Trillium Hall

Thursday, February 5 at 8:15 AM in Trillium Hall

Thank you!

—Kristi Hartman and Cris Wegmann, Co-Leaders, Parent Association

Crafts and Tea Update

Crafts and Tea continues to meet on **Thursday mornings** after arrival. Location may vary. Parent Trina Casey, Mom to Harper in the Buttercup Preschool, is currently hosting our meetings at her apartment complex common area just five minutes from TCWS. Please join us for fun, friendship, and crafting (or learn a new craft!). Our creations often help support school festival and fundraising efforts. Please contact parents [Cris Wegmann](#), [Jeannette Nagel](#), or [Trina Casey](#) for more information about our group.

Donations requested! Soft sweaters you are no longer wearing... please bring your sweaters to school for crafters to turn into wonderful new items we can sell and gift at festivals. Lightweight

cashmere and similar are perfect! Please bring gently loved small treasures to school for use by the May Faire pocket person and fishing pond. Bells, gems, stones, shells, and small felted or handcrafted items are all welcome. Please avoid plastic or worn items. A box marked "CRAFTS AND TEA" will be placed near the lost and found for your donations. Thank you!

The scarf and neck warmer project is still in motion! Prior to the holiday break children and parents were invited to create these warm items together. Many thanks for all of the yarn donations! If you have items to bring in or finish, it's not too late! Please bring them to the front office as soon as possible so they can be delivered. Contact parent [Beth Parker](#) for more information.

There will be a silk scarf painting class at Molbak's in Woodinville on **Saturday, January 24 from 2:00 PM to 3:30 PM** with artist Tricia James. Interested folks should check out the Molbak's website, www.molbaks.com, for more details. We'd love to have someone share what they have learned with our Crafts and Tea group!

—Kristi Hartman, Parent Volunteer

Winter Bazaar

A heartfelt thank you to the parents who beautifully prepared our Winter Bazaar, bringing warmth and beauty to our community: Dana Bathiche, Carla Boon, Trina Casey, Liang Du, Martina Fischer-Klee, Nailya Galiakbarova, Kristi Hartman, Ana Huston, Ashley Jensen, Molly Kirrene, Sariah Leale, Asun Muir, Jeannette Nagel, Beth Parker, Sandi Parsons, Rachel Rodriguez, Christina Simmons, Karen Wegehenkel, and Cris Wegmann.



Thank you also to Leslye Coe, Elena Kirkegaard, Shelly McSweyn, and Chris Pressy for help with coordination and setup.

GRADE SCHOOL NEWS

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New Eurythmy Ensemble for Students

Begins Monday, January 26

We are delighted to announce Jenny Fawcett's initiative and the creation of the Three Cedars Waldorf School **Eurythmy Ensemble!**

The Eurythmy Ensemble is intended for students in grades two through eight who wish to deepen their understanding and experience of eurythmy in a focused yet relaxed atmosphere, and progress quickly in this unique performance art. As they create and practice pieces together, participants will be guided to observe and critique each other in a discerning way, receive feedback gratefully, and learn the difference between personal and universal expression, for example, distinctions between humor and silliness. Eurythmy offers a unique way to build agility, strength, and stamina as an aerobic exercise, as well as strengthen capacities for flexibility in thinking, through the collaborative effort required to move geometric forms together in a group. Potential performances will be considered after determining the composition and interest level of the group during the first session.

Designed as an after-school extra-curricular activity, our pilot program will begin on **January 26** and unfold over the course of four more weeks (February 2, 9, and 23). If the course is successful, more sessions will be scheduled in March and April. The course is designed for a group that includes 5-16 students who are enthusiastic, wish to actively participate, and are committed to completing the course. Potential performance opportunities will be determined during the first session.

More information or to sign-up: [download registration form](#)

Questions: contact [Jenny Fawcett](#)

Nature Program Postponed

The very low interest in our after-school Nature Exploration program offering for grades 6–8 led us to think that this time of year may not be the best time for our students and their families. We are canceling our winter offering, and considering a spring session when the days are longer and nature is awakened. Watch our newsletter for announcements!



Ultimate T-Shirts

A few parents have requested additional Three Cedars dark green Ultimate shirts. We need a minimum of ten shirts to qualify for a reorder. If you are interested in ordering a shirt, please [contact Beverly](#). Please specify the name of your child and the T-shirt size: men's small, medium, large, or extra-large; or women's extra-small, small, medium, or large. These sizes are all adult sizes.

The custom lumberjack plaid shorts require a minimum order of 15 pairs, and it is unlikely that we will reach that minimum for this reorder.

If at least ten people commit to ordering a T-shirt, Beverly will collect payment of \$26.00 per shirt and place an order. (Please note that if your child registered for Ultimate *after* the uniform order was placed last fall, one T-shirt is included as part of the registration fee.)

—Beverly Pressey, Parent Volunteer



Grade 2: Santa Lucia, Pinocchio, and January Lessons

December 13 is the date of the Swedish festival of Santa Lucia, though TCWS celebrated on December 12. Parents had baked buns and made tea, and the grade 2 students had practiced wearing white costumes and carrying a candle. Minseo Ka, as the oldest girl, led the procession with a candle crown and distributed baskets of buns, and the class sang in Swedish and English while processing through the campus. They took their role as "Guardians of the Light" very seriously, and brought a reverent and quiet mood to all students and staff.

Only a few days later, on December 17 and 18, the second grade performed "Pinocchio" in two different casts. One of the world's most famous children's books, the story of a wooden puppet who learns how to be honest and brave is complex. The Fairy and the Cricket help Pinocchio, but the Fox, Cat, Fire Eater and Lampwick threaten him and lead him astray. In the end, Pinocchio rescues his father Gepetto from a sea monster and turns into a real boy. Kalyan and Jayden were naughty and poignant in their lead role as Pinocchio, and the class surrounded them in dance and song as every student did their very best.



January can be dreary, but the celebration of Kwanzaa with candles, stories, food and art brightens the morning gloom and naturally leads into Martin Luther King Day and Black History month. Lasting seven days and celebrating a different principle each day, Kwanzaa is an opportunity to tell African and African-American teaching stories: Sungura the trickster rabbit, Sweet Potatoes in the Market, and Harriet Tubman all make deep impressions on students of all ages. Culminating in a feast, it is a very enjoyable celebration for the diverse group of second

graders.

—Kim Holscher, Grade 2 Substitute Teacher

Grade 2: Kwanzaa Celebration

The second grade has been learning about and celebrating Kwanzaa, an African-American holiday. The students have learned classic "spirituals" such as "This little light of mine," as well as African-American stories and principles. Extraordinary people such as Harriet Tubman and Martin Luther King Junior have been highlighted and written about in main lesson books as the room was filled with a jovial yet thoughtful atmosphere. The second grade culminated their Kwanzaa studies with a small feast and celebration Wednesday, January 14.



—Jennifer Winson, Teacher, Class of 2021



Born in Kennewick, WA, Jennifer Winson moved at age eight with her family to North Idaho, where she enjoyed playing in the forests, rivers, lakes, and mountains, as well as learning to hunt, fish, water-ski, snow-ski, and mountain bike. While not outdoors, she learned to play piano, eventually teaching piano for seven years, accompanying dance classes for five years, and playing for Eurythmy classes for the last two years. Her passion for art led to winning several state and national art competitions in high school, and continued at Northwest College of Art, where she earned a BFA in visual communications, majoring in Fine Art and Multimedia. After traveling through Europe following college, Ms. Winson became interested in education, volunteering for three years in the art room at The Island School on Bainbridge Island. There she fell in love with working with children, becoming the school's extended day teacher as well as teaching piano and child and tot gymnastics for the Bainbridge Island Metro Park and Recreation District. She soon joined Sound Circle Center, completing her Waldorf teacher training in 2011, then joined Three Cedars as a kindergarten aftercare teacher, while continuing to teach piano and nanny for several Three Cedars Waldorf School families. Most Recently, Ms. Winson taught her own art classes at Art For Kids School, as well as art to grades six and eight at Three Cedars. Ms. Winson has also worked as a substitute teacher in our school and other local Waldorf schools, and serves as a private tutor and piano instructor. She is inspired to be stepping into a new role as the Class Teacher for the Class of 2021.

Getting Back to the Garden at

Three Cedars

Alternative holistic education is a commonly cited epithet for Waldorf education. If “holistic” serves to describe the aim we strive for, and the curriculum or “way” by which we educate at Three Cedars, it likewise implies the “problem situation” that we seek to provide an alternative for, namely: fragmentation, dissociation, and mechanization. Indeed, since at least as far back as the Industrial Revolution, the Earth and our children have been subject to a worldview and educational system that seeks to replace the Human with the machine, the Organic with the artificial, and the Living Earth with a lifeless collection of “resources,” even “human resources.” It is no wonder that Marx began to rail against what he saw as “alienated labor,” or activity that is divorced from its own fruits. No wonder that poets like William Blake bemoaned the degradation of the image of Humanity and Earth, as the clean breath of the spirit was deformed into the sooty smog of the smokestacks.



We might further remember that the intimation of this ever-labile fall from “grace” was articulated long before the Industrial Revolution. The book of Genesis imagines such a fall, and the paradise that Adam-Eve fell from is said to be a Garden. It is worth taking a moment to reflect on the image of a garden, to restore to consciousness some inkling of why this particular image might have served such a utopian function. A garden is a synthesizing image, integrating two polarities. In a garden, the growing, mutually-interpenetrating, self-generating, and dynamic energy of Nature is integrated harmoniously with the conscious design, aesthetic cultivation, and careful tending of the human will. Neither unbridled wilderness, nor sterile city, the peace that one often finds when in a garden, whether quietly turning the soil, delighting in the perfumed scents, radiant forms, and gentle sounds, or conversing with the fluttering and flittering visitors, is probably due to the felt and embodied intuition that one has found a little island of wholesomeness and sanity in a chaotic and oft-polluted world.

Indeed, growing up and going to public school as I did in the 80s and 90s, awareness of the growing environmental crisis was finally and more forcefully breaking into collective consciousness and school culture. The valiant efforts of environmentalists in the preceding generations had finally entered mainstream discourse and deliberation. What hadn't yet caught up, however, were practical initiatives to remedy the disturbing forecasting that was emerging. It was becoming clear to educators that humanity's dissociation from nature was leading to all sorts of troubling and unintended results, from polluted air and water sources, diminished habitations and wildlife, to toxic and consumer waste. It was clear that a holistic image of humanity could not exist without an integrated and mutually-enhancing relationship with our environment. But what we gained in knowledge of these pressing realities in school, we yet lacked in any empowered response, aside from the occasional reminders to recycle. Not only were programs to initiate us into a fuller participation in nature sparse or ill-conceived, but where were the spaces in which to practice a different mode of relationship to our environment, to our food, to our holistic being? This lopsided situation, that inherently divided our conscience from our ability to meaningfully respond, was a formula for neurosis... the opposite of a “holistic” education, no matter how well-intentioned.

Fortunately now, as time rallies on, more and more opportunities are becoming available for meaningful response. From innovative schools with land at their disposal like Three Cedars, to initiatives and programs developed by experienced and contemplative horticulturalists and

educators, with increased sources of funding, we are now poised to educate our children in a truly empowered way.

Chris Pressey, our inspired Facilities Manager, has done an excellent job of networking with a fantastic permaculture instructor, Zsafia Pasztor, to help bring a robust gardening initiative to our school. Permaculture is a truly holistic approach to gardening which integrates careful human observation and study of the land's tendencies and energy-flows, with in-depth knowledge of the mutually-enhancing relationships and benefits that different species of plant and animal life afford each other (including humans). The results are aesthetically gratifying and maximally self-sustaining garden-spaces with bountiful yields. It seeks to enliven a garden's self-organizing and self-sustaining tendencies while relying on minimal intervention or "hard labor." That said, there is still much work to be done.

We are in the planning and development stages now, and faculty are actively working on integrating our grade-level curriculums with the opportunity at hand. How auspicious for the early childhood classes to share in growing the food that winds up in their delicious soups! How wonderful for our elementary students to engage their own Living Earth, and take their Botany lessons to their outdoor classroom! In order for this timely and worthy project to be successful, however, we will need the support and commitment from the community at large: parents, friends of the school, neighbors, etc. Because gardens have not fallen from grace themselves, they still have their being within "holistic time," and wisely mirror our attunement and dedication to them, or lack thereof. Sun to Sun, Moon to Moon, Season to Season. The garden doesn't take a break during winter, spring, or summer vacations, though its needs do change accordingly. Please be on the lookout for ways to become involved in this community-wide endeavor. As a start, **come attend one of two sessions in Trillium Hall on January 28 from 2:00 PM to 2:45 PM and 3:30 PM to 4:15 PM to hear Zsafia present on this gardening initiative coming to our school, and please take a look at Zsafia's website, Farmerfrog.org, for inspiration.** We are truly only limited in what we create by our imagination and collective will. This is an opportunity for all of us to participate, as a true community, in work that is connected to its own fruits again. It is the Great Work that we all strive at Three Cedars to bring to fruition for our children and our future.

—Daniel Packer, Teacher, Class of 2016



Raised in New Jersey with his sister (also faculty at Three Cedars), in the liminal space of the suburbs, and flanked on either side by the metropolitan culture of Manhattan and the rural spaces of NJ, Daniel Packer has had a lifelong interest in exploring the co-evolution and the intersections of psyche, cultural epochs, and the deep history of the earth and cosmos. Re-imagining the role of, and cultivating, the developing human being as an integral, meaningful, and reverent participant in the evolutionary journey has been a guiding motivation. Pursuing this interest led to a BA in Philosophy from Tufts University in 2003, and an MA in Philosophy, Cosmology, and Consciousness Studies from the California Institute of Integral Studies in 2007. It was there that he first began studying the work of Rudolf Steiner, an introduction that continues to deepen with each year. Discerning a calling that lies at the intersections of education and archetypal psychology, he has worked in a variety of educational settings in public and private schools, including assistant teaching at a Waldorf school and tutoring/mentoring in private practice. He has also worked as a case manager for individuals with

disabilities while pursuing further education in Jungian psychoanalysis at the Jung Institute of Colorado and the Assisi Institute. Drawing from a number of inspirations and approaches to the holistic development of the human being, Mr. Packer is grateful for the opportunity to deepen his relationship to Waldorf pedagogy as class teacher for the class of 2016.

Musical Notes

Hello Three Cedars families! I am very excited at the prospect of sitting and listening to the Strings programs at the sharing assembly later this month. The students are working on final touches in order to represent themselves and the work they have been doing. Joy is the mission!



I had considered writing to you all about how fancy I am and what a career I have had! I “practiced” this kind of sharing on the grades 6–8 ensemble. It was met with extreme eye rolling. Therefore, I have decided to spare you the details and get to the point.

As I get to know Three Cedars and the students here I am profoundly moved by what a special place this is and how perfect, for a teacher, the environment is to allow an approach to teaching that roots into the deepest source of the subject. For music, that is beauty and joy.

At other times in my life I have focused on creating an environment geared toward pushing the students to virtuoso levels. I have also focused on college scholarship and looked at the projected future marketplace in order to decide which areas to work in. Here, however, building an excitement for learning and reinforcing it with joy and beauty makes certain an attitude of enjoyment for learning that permeates the experience. There is still room to find the other things elsewhere if a student wants to go that route.

Music provides so many lessons that transcend music itself. To list a few: form, coordination, measurement of time, producing in the moment, awareness of others, balance, momentum, collaboration, decision-making, breathing, reading, counting, points on a graph, symmetry, and opposites. The list goes on. At the core, we the students (teachers learn a lot from these kids each day too!) are the art, we are the joy, and we are the beauty.

—*Spencer Hoveskeland, Strings Teacher*



Spencer Hoveskeland was born and raised in Port Angeles, Washington. He is a multi-instrumentalist who specializes in low strings and is best known for his work as the creator, performer, and artistic director of the internationally renowned Bottom Line Duo, a bass and cello group. Spencer has performed professionally since childhood and has taught hundreds of workshops and classes across North America. He holds an Associate of Arts and Sciences degree, as well as a Bachelor of Arts with a major in music. Spencer is on numerous recordings

as a soloist, sideman, as part of the orchestra for numerous movie scores, and is in demand as an arranger and composer. He helped produce the Cebreros Festival of Strings in Cebreros, Spain and has served on the board of the Seattle Musicians Union, the Montana Performing Arts Consortium, and Arts Northwest. He includes performances at Carnegie Hall, Lincoln Center, and the Kennedy Center as some of his favorites.

EARLY CHILDHOOD NEWS

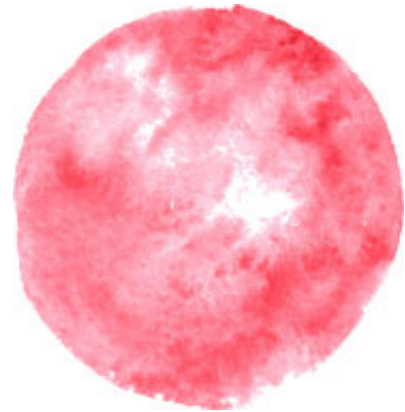
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Circle Time

Circle time is a very important time in the day of the early childhood classroom. During circle time we work with singing, movement, and speech. It is also a very joyful time of the day. As a teacher, when I am planning a new circle, there are many things that I try to incorporate. I like to build circles around a theme, usually related to the time of year. This could mean creating a circle with songs and verses related to the season, a festival, or some theme that is presenting itself in this particular group of students and families. For instance, last year we had many new baby siblings arriving in our classes, so I presented a circle all about babies and how to be a big brother or big sister.



Circle time lays the foundation for the beginning stages of learning literacy. Through their imitation of speech and music, the children are building their vocabulary and learning phonetics. We do the same circle each day for the course of three to four weeks, often adding or taking away a song or verse. So, they have many opportunities to stretch and develop their memory as well.

Circle time is very movement oriented. I try to incorporate large movements to help develop gross motor capacities, and small movements to develop fine motor capacities. For variety and balance of movement I like to introduce polarities, such as presenting one part of a song fast and another slow, or sing loudly and then very softly. And there are many other ways to support physical development through the incorporation of movements such as crawling, skipping, galloping, bending low or reaching high, and crossing the midline of the body.

As a teacher, I am always taking into account the age of the students that I am working with and the individual group, which changes from year to year. In the preschool, circle time is generally shorter than in the kindergarten and also simpler. This accounts for both their ability to stay engaged for a certain period of time and their physical ability, both of which increase with age.

I draw my ideas from many books written by other early childhood teachers, songs I've learned from my colleagues over the years, as well as favorite songs and verses from my own childhood. And I also have many opportunities to create my own verses or adapt verses to appropriately meet the needs of my particular class.

Below is a sample of the circle that I started with Buttercup class when we came back from the Winter Break. I love doing circles about snow as the imagination can conjure up such wonderful images of white and wintry snowy days. Of course it would be nice if we had some actual snow to tromp around in after circle time... I'll see about making a request to the weather man!

Winter Circle 2015

(Songs are in italics)

*In the winter garden
Through the falling snow,
Stars are gleaming, streaming, gleaming
Down to earth below
Deep snow, deep snow,
Through the woods we'll go*

*Big steps, sturdy steps, walking in the snow,
Big steps, sturdy steps, through the woods we'll go.*

*Tiny steps, tiptoe steps, walking in the snow,
Tiny steps, tiptoe steps, through the woods we'll go.*

*Big steps, sturdy steps, walking in the snow,
Big steps, sturdy steps, through the woods we'll go.*

*The north wind doth blow
And we shall have snow,
And what will the robin do then, poor thing?
He'll sit in the barn
To keep himself warm,
And hide his head under the wing, aah*

*The north wind doth blow and we shall have snow,
And what will the dormouse do then, poor thing?
He's curled up in a ball in his nest oh so small,
He'll sleep until spring comes again. Ah*

*Little light snowflakes
Whirl around.
Little light snowflakes
Fall to the ground.
Fall on the tree
And fall on me;
Make the earth white,
Make the earth bright.*

*Deep the cellar, timbers high,
Pointed roof against the sky,
Drive the nails in straight and true,*

*Build a house for me and you.
Windows, shining eyes to see,
Doors that open to welcome me,
Fire upon the hearth stone bright,
That is home on winter's night.*

—Miss Amie, Teacher, Buttercup Preschool



Amie Aylward grew up in the Goodenough Community. As a former Waldorf student who spent preschool through grade eight at the Seattle Waldorf School, she can speak confidently about the approach and benefits of this form of education. Miss Amie's first experience at Three Cedars was as a young college graduate, teaching After-School Care shortly after earning a BA in Psychology from Western Washington University. Her experience at

Three Cedars and in other early childhood programs inspired her to pursue a career in Waldorf teaching. She completed the Waldorf teacher training and storytelling training at the former Emerson College, UK, where she enjoyed cooking and organizing for events and community-wide festivals. During her time in Europe, she took many opportunities to travel and especially enjoyed two trips to Israel to participate in the Healing Words Festival, an initiative using storytelling to create dialogue between the people of Israel and Palestine. Her work history also includes summer camp counselor, teacher, and director; alumni outreach coordinator at Emerson College; and preschool teacher at the Waldorf-inspired Tara's Tots in Seattle. She joined the Three Cedars kindergarten program in 2010. Miss Amie's interests include festivals, cooking and baking, nutrition, travel, hiking, fiber arts, singing, and puppetry.

ANNOUNCEMENTS

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Three Intelligences: Cognitive, Emotional, and Moral

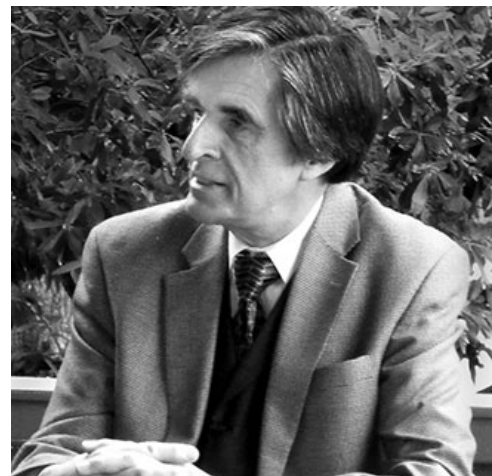
Date: Wednesday, January 21

Time: 7:00 PM

Location: Seattle Waldorf School High School Campus

This lecture explores Waldorf education in light of recent brain research.

Children think not only with their heads but also with their hearts. Beyond these two complementary intelligences, however, lies a third way of knowing that guides them—steadily but often



unconsciously—along their chosen path of destiny.

What is this third way of knowing and how does it relate to cognitive and emotional intelligence? These and other questions related to the unfolding of children and teenagers will be addressed by exploring three developmental stages of Waldorf education in light of recent brain research and other discoveries related to human maturation.

Douglas Gerwin, Ph.D., is Director of the Center of Anthroposophy in Wilton, NH, where he oversees adult education and Waldorf high school teacher preparation. He has taught history, literature, German, music, and life science at the Waldorf high school level since 1983, and child development and other courses at the University of Dallas, where he received his doctorate in Psychology and Literature in 1984.

Flyer

Energy Medicine 101 and 102 Classes

Carla Boon, Eden Energy Medicine – Certified Practitioner and Authorized Energy Medicine 101/102 Instructor (and mom with kids in Apple Blossom and Buttercup classes), invites you to attend classes in Energy Medicine.

Based on the work of Donna Eden (author of Energy Medicine), these classes will teach you how to tap into and organize your subtle energies, resulting in a strengthened immune system, greater clarity, more vitality, and less stress. You'll learn basic exercises and techniques that are easy to use every day, for yourself or to offer your friends and family, empowering you with tools for improved health and well-being! Eden Energy Medicine uses techniques from healing traditions around the world, including Traditional Chinese Medicine, yoga, applied kinesiology, and qi gong.

Continuing Education credits are available through the NCBTMB for licensed massage therapists for an additional \$10 per class.

EM 101: Saturday, January 24 (6-hour class)

EM 102: Sunday, January 25 (6-hour class)

Cost: \$125/class

Five Ways to Encourage Kids to Grow Up to Be Innovators

December 16, 2014, Gwen Moran, Fast Company

Many kids today face shifting curricula requirements, a strong focus on standardized test results, piles of homework, and a seemingly never-ending quest for achievement in everything from academics to sports. A recent documentary, *Race to Nowhere* delves into the rigors and risks of growing up in the 2010s.

Former elementary and high school teacher Tony Wagner says he is worried this concern with business and benchmarking is stripping children of their creative nature. The research for Wagner's bestselling book, *Creating Innovators: The Making of Young People Who will Change the World*, has revealed some troubling dynamics.

"The average child asks 100 questions a day," he says. "But by the time a child is 10 or 12, he or she has figured out that it's much more important to get right answers than to keep asking thoughtful questions."

How do we cultivate in children qualities to help them succeed as innovators later in life? The linked article explores five key principles: Play, curiosity, passion, fearlessness, and purpose.

[Link to full article](#)

Handwriting Versus Typing: Is the Pen Still Mightier than the Keyboard?

December 16, 2014, Ann Chemin, The Guardian

No one can say precisely how much handwriting has declined, but in June 2012 a British survey of 2,000 people gave some idea of the extent of the damage. [According to the study, commissioned by Docmail](#), a printing and mailing company, one in three respondents had not written anything by hand in the previous six months. On average they had not put pen to paper in the previous 41 days. People undoubtedly write more than they suppose, but one thing is certain: with information technology we can write so fast that handwritten copy is fast disappearing in the workplace.

Marieke Longchamp and Jean-Luc Velay, two researchers at the cognitive neuroscience laboratory at Aix-Marseille University, have carried out a study of 76 children, aged three to five. The group that learned to write letters by hand were better at recognizing them than the group that learned to type them on a computer. They repeated the experiment on adults, teaching them Bengali or Tamil characters. The results were much the same as with the children.

Drawing each letter by hand improves our grasp of the alphabet because we really have a "body memory."

[Link to full article](#)

Requiring Kindergartners to Read Not Supported by Convincing Research

January 14, 2015, Valerie Stauss, Washington Post

The Common Core State Standards call for kindergartners to learn how to read, but [a new report](#)

by early childhood experts says that forcing some kids to read before they are ready could be harmful.

Two organizations that advocate for early childhood education—[Defending the Early Years](#) and [Alliance for Childhood](#)—issued [the report](#) titled “Reading in Kindergarten: Little to Gain and Much to Lose.” It says there is no evidence to support a widespread belief in the United States that children must read in prekindergarten or kindergarten to become strong readers and achieve academic success.

[Link to full article](#)

Book: The Boy, the Old Man, and the Apple Tree

A chance meeting between a young boy and an old man sparks a journey of discovery: the magic of nature, the delight of friendship, and the harmony of connecting the two.

“There is an apple tree inside each seed. Don’t you believe me?” asked the old man.

The little boy looked at the man, wondering if he was telling the truth. Grownups should know better than to make up stories like that, he thought.



Born in Toronto, Canada, Jocelyn Mojzes is an accomplished author, artist, and landscape architect. She writes extraordinary stories about ordinary things, people and encounters. In clear and simple language, she teaches us to appreciate the charms of nature, especially the beauty of the plant world. She shows us how to sow and care for trees, to rejoice in their growth and fruits, as well as to love, protect and live with nature. In these stories, the love of nature helps people of various ages and backgrounds discover friendship, goodness and love.

[More information](#)

Our newsletter is published once per month when school is in session.
Submission deadline for our next newsletter is **Monday, February 2, 2014.**

