

October 19, 2015

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### Salon Conversation Evening

Did someone say “Salon?” (No, we’re not giving out haircuts.)

Our reference is to the salons, so-called, which arose during the time of the (again, so-called) “Enlightenment.” Times were changing, and people were on fire with new impressions that needed new articulations to contain and express them.

They found no better way of developing these new understandings than by gathering together in conversation around them. In fact, the ideas were able to achieve their definition and clarity precisely through the collective efforts at articulating them, from a variety of perspectives. Like the adage of the blind men and the elephant, each groping at it from their various positions, offering their impressions to each other for the sake of building an image of the whole, the salons offered an occasion for community-building in service and search of truth, in addition to the self-development of the individuals present. That said, the tradition of gathering together for such a purpose long precedes the French Enlightenment-era salon. We have records of such gatherings going back for about as long as our archeological records permit us to peer. In fact, they long precede hierarchical or bureaucratic forms of information gathering and sharing.



As Waldorf teachers, we likewise eschew “top-down” curricular impositions. We strive to retain our freedom to evaluate and navigate according to our particular circumstances and the mode of responsiveness called for in a given situation. That “circumstance” not only includes all of the contemporary concerns that our world mandates we consider, but it also very much includes the community that we serve: our students and the families that support and trust us with the sincere responsibility of the education of their children. That said, we teachers don’t always get a chance to converse and collaborate with the community in the way that we would like to. Our faculty meetings are full of discussion on all sorts of matters: practical, pedagogical, and philosophical. What tends to be missing at these meetings, however, are the voices of our wider community. While we have a certain degree of expertise by virtue of our experience and background, we are

not remotely under the impression that ours are the only voices or experiences that should be weighing in on some of the most novel issues of our time as we consider the implications of our times for education as such.

To remedy this absence, and to build further community and connection between us, we're looking to enact our own local version of a perennial tradition—a convivial gathering for the sake of conversation which explores, discovers, and ultimately understands something in new, deeper, and enriched ways. A conversation which achieves these merits by following certain principles in its exploration....

If it sounds scary, trust me, it's not. It's the easiest thing in world, precisely for these reasons: Much like a Quaker meeting, no one is obligated, nor even expected, to speak. In fact, the only time someone should speak is if they feel sincerely called to do so. Being sincerely moved means being moved by a felt-sense of an invitation or inspiration from the surround... of having something yet unsaid to offer, without value judgements attached. To be genuinely moved means to be moved in *\*response\**. In these meetings, we strive to be present and eschew agendas. The only way to do that is to truly **listen** (to others as much as ourselves, as, hopefully, new thoughts and perspectives will open up during conversation, or old thoughts might be re-enlivened by, and find place within, a renewed context). By hearing the experience and perspective of another, we understand something more about the larger social organism in which we are embedded. Like a cell to an organ, we don't necessarily know how to comport ourselves or what we have to offer unless we know our context. We don't need to always agree, nor disagree, but we should have a felt sense of exploring something together. So, the first thing to listen for, is the context, which is each other. Once one is listening (not forcing an agenda with which to convert or impress), one's soul becomes an instrument that will resonate (or become dissonant) with the situation accordingly. This resonance or dissonance, articulated uniquely in your own being, is precisely the contribution that you can make to the super-organism's self-understanding. This something can be a question, a clarification, a new articulation, a joke, a pregnant silence, a bored silence, an evocative grunt... anything! So, no pressure!

If everyone proceeds in this manner, while extending warmth to all present, the conversation will proceed and open itself organically. It may take us time to hit our stride, but without expectation or exception, the form inherently emerges from the field. It will thus be an exercise in organic development, which is itself intrinsically valued in our Waldorf sensibilities toward education, growth, and community-building. This is what we do at our meetings, and what we'd like to share with the community as a whole. We are well-aware of the wisdom that lives in our community, and would love to discuss pertinent and timely topics with you in this manner.

Goethe himself, one of the Waldorf movement's "traditional" masters, promotes this type of conversation as among the noblest of exercises that one can engage in for the sake of creative evolution and advance. David Bohm, the twentieth century physicist, believed this type of dialogue to be the very essence of the "implicate order" of reality finding a way to become "explicate" and conscious. All this is to say, you will be in good company if you come to participate, if not for them, then for us. In addition to the aforementioned cosmic motivations (even on a humble scale), it also happens to be fun!

Here's how it will work:

1. Come gather, as organs to an organism, in Trillium Hall.
2. A faculty member, or two, will take some time to set up a question or topic to be explored.

Like opening a field for us to play in...

3. The other attending faculty and staff will join in and further the exploration, along with any community members who feel so inspired.
4. We may break into smaller groups (depending on attendance) to continue conversation and exploration, before returning to our whole circle to weave what has transpired together.

We will have at least three such evenings over the course of the year, on different topics as will be announced. The first evening will take place on **Thursday, October 22 at 6:30 PM**, and is entitled “I Tech, Therefore I Am.” Please join us as Laura Mason and Aurora Garcia open the field for our consideration, as we then proceed to explore together the interrelations of Technology and Humanness.

We hope to hear you there!

—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.

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## The Practice of Punctuality

Standing behind the **policy** outlined in our handbook is a deep **intention** to uphold the values and ideals of Waldorf education in every aspect of our school life. In this regard, the practice of punctuality is truly one of the greatest gifts that we can give one another in this community. It is a gesture of deep respect for others, and a virtue



that will be valued and recognized in your children for years to come. Being punctual shows that one has the integrity to honor one's commitments, has the highest regard for others, and is a dependable member of the community. Yet, aside from these merits, there is also the practical necessity for being on time.

Anybody who has experienced being on campus immediately after 8:00 AM can perceive the palpable (and magical!) shift in mood that arises. The excited chatter of the first morning encounters on the playground fades into the quieting of students settling into their classroom space. This

spacious moment of quiet is then replaced by the sounds of children already at work. One might hear multi-part harmonies flowing out of an open classroom window, while from another room comes the sound of students rhythmically stomping, clapping, and reciting the times tables. Perhaps some children will even be seen outside learning how to jump rope or marching as a Roman legion. From the early childhood classrooms the sound of a bread baking song rings through the air as the children knead their dough—the smell of freshly baking bread is not far behind. Already, the school is alive and breathing.

Through these observations, it is evident that the children are engaged in their thinking, feeling, and willing immediately upon starting the school day. On the surface, these exercises are merely fun, beautiful ways to start a new school day. Yet, as with everything else in Waldorf education, these initial morning activities are done with a deeper purpose behind them. They are vehicles for helping the children to begin to breathe together, to work harmoniously as a group, to prepare them for the work and play that awaits, and to engage in a dependable rhythm which contributes to the strengthening of the will. Essentially, the first moments of the morning are truly the foundation for building a strong class community—something that is consciously cultivated and carefully nurtured.

All are affected when the rhythm of the day begins with the interruption caused by tardiness, so if you are having trouble arriving on time, please do not hesitate to reach out to your class teacher or the Director of Pedagogy for some guidance building a new morning routine. Repeated lateness can have surprisingly far-reaching effects on the child's sense of self and well-being. We are all here to work together to help these children thrive.

For more information on late arrival, please see [Community Handbook](#), Attendance Policy on pages 54–56.

*—Stephanie Packer on Behalf of the Pedagogical Carrying Group (PCG)*

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.

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## Admissions Updates

Please join us in welcoming **John Hombach** and his parents, **Stefanie and Alex**, to the Sweet Pea Preschool. We are delighted to have John join the class. His big sister, Jackie, is currently in Apple Blossom Kindergarten.

We all think highly of the incredibly dynamic and inspired teachers in TCWS' joyful school community. With admissions season just getting started for 2016–2017, we would like your help in connecting with potential new families. As you share what you love about Three Cedars Waldorf School, it would also help to direct parents to our admissions office and our website. Other insightful resources include our school tours and open house events. They give prospective parents the opportunity to learn more about the unique curricular approach of our school.

**School Tours** allow prospective parents to view classes while in session, tour our campus, and ask questions (**9:00–10:30 AM**). **Open Houses** allow prospective parents to learn more about our school and educational program, and how it can support each developing child. They will see our campus, meet faculty and ask questions. This program is approximately two hours long.

### Tour Dates

October 20  
December 8  
February 2  
April 5  
May 3  
June 7

### Open House Dates and Times

November 19, 6:30 PM – 8:30 PM  
  
January 9, 10:00 AM – 12:00 noon  
*highlighting our Early Childhood program*  
  
March 3, 6:30 PM – 8:30 PM

Tours and Open House events are intended for adults only. RSVP to 425.401.9874 x102 or by writing to [admissions@threecedarswaldorf.org](mailto:admissions@threecedarswaldorf.org). Thanks for your support.

—Rob Schultz, Executive Director

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## Lantern Walk

**Saturday, November 14, 2015**

**5:00 PM (Early Childhood)**

**5:15 PM (Grades 1 and 2)**

Early Childhood, grade one, and grade two families are warmly invited to join us for our annual Lantern Walk on **Saturday, November 14**. The lantern walk originated in France where on Martinmas, November 11, children and parents of old gathered holding candles and small lanterns to take a lighted walk through the streets of their tiny towns and villages in honor of St. Martin, the patron saint of beggars. One winter's day, by the city gates, Martin saw a poor beggar who was shivering with cold because he had no clothes to put on. Martin saw others pass the man without helping him. Martin used his sword to cut his cloak in half and gave half to the beggar. St. Martin inspires us all to share our warmth, love, and light with others. Please join us to celebrate this mood and to shine our own lights as the daylight dims and the days grow shorter. You can expect to hear from your child's teacher soon with more detailed information.



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## Volunteer Opportunities for Alumni

Dear Alumni! We are seeking volunteers for two November events—our Lantern Walk and Open House.

For the Lantern Walk, we are looking for singers and recorder players to share lantern songs as Kindergarten families make their way through our luminary illumed woods and also to accompany first and second grade families as they share songs and their brightly lit lanterns with our neighboring community. Volunteers are needed for this event on **November 14 between 5:00 PM and 6:30 PM**.

We are also looking for alumni to act as tour guides and participate in a discussion panel during our upcoming Open House on **November 19 from 6:30 PM to 8:30 PM**.

We are interested and delighted to know what our alumni are doing. If you would like to share an update, please also feel inspired to send an item for our monthly newsletter.

To respond or for more information please contact, [Annette Campana](#).

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## Pomegranate Update

A great deal of thought and passion went into the Pomegranate project, and I want to provide our school community with an update on where we've landed.

Last spring I read through the booklet that outlined the ideas that were developed, and in the early summer the budget details were reviewed to see how the project would be funded. \$30K had been allocated for the work and paid to Pomegranate for consulting fees. A small additional amount was pulled to obtain and install the hollow cedar log for rain catchment, and a grant through the City of Bellevue was used to purchase the two cisterns and the drip line system for the garden. In August Milenko Matanovik, the director of Pomegranate, and I had a delightful chat. I was very impressed with his explanation of the projects intended for Three Cedars and the photos of past work his group has coordinated at other sites. However, to continue with the proposed entry columns and shelter projects we would need significant materials, specialists, and artists to guide the process, all of which we cannot fund this school year.



The conceptual work done during the Pomegranate discussions was directed to strengthen parents' connection to our school community. This aligns with the inclusiveness I am attempting to improve at Three Cedars. A few ideas surrounding campus enhancement are beginning to develop, and costs and compliance issues are being reviewed. This may lead to better space and signage at our entry, replacing the early childhood playground gate and fence with a naturally curving wooden structure, or other another creative project. It is my hope that we can work together on something when the spring sunshine emerges.

In the spirit of inspired and joyful learning,

—Rob Schultz, Executive Director

## Eurythmy for Adults

***“This art of Eurythmy is a social art in the best sense; for its aim is, above all things, to communicate to us the mysteries of human nature.”***

—Rudolf Steiner

Come and join Jenny Fawcett for an introductory course in Eurythmy for adults.



**Dates:** Tuesdays October 27, November 3, and November 10

**Time:** 9:15 AM – 10:00 AM

**Course fee:** \$60.00



*Unceasingly itself  
creating  
Soul life becomes  
aware of self;  
The cosmic spirit,  
striving on,  
Renews itself  
by self-cognition,  
And from the darkness  
of the soul  
Creates the fruit  
of self-engendered*

*—Rudolf Steiner's  
Calendar of the Soul,  
September 13–19*

Imagine listening to a beautiful piece of music with its varied qualities and mood. Now imagine how each tone of the melody relates to the other in space and time. As the melody sings and rises does it uplift or create tension? As the melody falls, do you feel sorrow or at peace? What about the rhythm? The beat? How do these elements of music create a holistic composition?

If one listens to an orchestral composition, each instrument needs to be confident of its own voice. Sometimes there is tension, sometimes harmony. What are qualities that create a whole piece? Why do we connect so strongly with music?

Through Eurythmy, the human being becomes like an instrument in music. What is our tone? Our color? How do we through movement create a harmonious composition? When is it our turn to sing boldly and when is it time for listening and rest?

In this three-week introductory course, we will discover how Eurythmy awakens in us a deeper understanding of our highest and truest nature. Through movement we will become aware of the essence of presence as we move together as a group.

*—Jenny Fawcett, Grade School Faculty Chair and Eurythmy*



Jenny began her life as a Waldorf educator in the kindergarten at Seattle Waldorf School in 1995. She spent two years as lead nursery teacher at the pioneering Evergreen Waldorf School, which later became Three Cedars. During this time, she studied Eurythmy regularly in Seattle with David-Michael and Glenda Monasch along with dear colleagues who would later form the performance ensemble, Eurythmy Northwest. She decided to move to Europe

to embark on a four-year full time Eurythmy education, and received her diploma from Goetheanum in Switzerland after training at the Rudolf Steiner Seminar in Järna, Sweden in 2001. After a few years of teaching adults in the Swedish Eurythmy School and performing in Europe, Jenny returned to the states and has since been teaching adults and children full time in Princeton, Sound Circle Teacher Training, Whidbey Island, and at Three Cedars Waldorf School.

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## Fall Salad Day

Happy fall! It's been a little more than a month since school started and I am now starting to get comfortable with the rituals and routines that make up James' day. The faculty and staff have also been diligently working with their schedules and routines. We are coming upon an opportunity as a parent community to thank our teachers for the ways in which they ignite our children's development and excitement for learning. Let's reach out to offer them support in the way many of



us know best... food.

**Salad Day this fall is Thursday, October 29.** It is during the Parent/Teacher Conference dates and by bringing them food on the first day, we can feed the teachers for two days in a row!

What is Salad Day? It's the day when we as the parent community come together and supply lovingly made nourishment for our faculty and staff. The teachers love this event; it's a favorite as they appreciate the variety and general yumminess that shows up on their table. If you are interested and would like to bring a dish, please let me know what you would like to bring. It's called Salad Day, but please feel free to bring whatever dish speaks to you. This is a gift of the heart, and what your heart longs to bring is just perfect. It can be a salad, a soup, a main dish, a dessert, some bread, some cheese—whatever feels right.

Let us join in in celebration of all the gifts our faculty brings us. To sign up to bring a dish, please visit [signupgenius.com/go/30e0a4daad23a13-salad](https://signupgenius.com/go/30e0a4daad23a13-salad). I will send an email with specifics as we get closer to the date. If you are unable to step into this at this time, please rest assured that other parents will and know we will have another day like this in the spring.

Thanks,

—Christa Tinker, TCWS Parent of James, Grade 7

## TED-Ed Is Coming to Three Cedars!



TED-Ed Club is a school-based program that supports students in discussing, pursuing, and presenting their ideas in the form of short TED-style talks. TED-Ed Club is available to middle school students (Grades 6 – 8) and will be led by Sue Ann Belmont (grade six parent) and supported by Annette Campana (Director of Pedagogy). The club will be held on Mondays from **3:15 PM – 4:30 PM, starting on November 9 ending April 4** (totaling 18 sessions)

What are the goals of a TED-Ed Club?

- To support students in developing presentation and public speaking skills, so that their ideas can be more easily seen, understood, shared, and acted upon.
- To stimulate and celebrate creative ideas put forth by students from all over the world.
- To connect groups of students of all different backgrounds around the world.

What do meetings look like?

- The signature activity of a TED-Ed Club is students sharing, debating, and discussing the ideas presented in TED Talks and TED-Ed Lessons.
- Students developing and presenting their own ideas through TED-style talks.
- The TED-Ed Club meeting structure is designed to support students in taking influence from TED speakers, and ultimately developing and presenting ideas based on their own passions. Students will also gain skills in storytelling/storyboarding, production, and creating visuals that communicate

their ideas clearly.

TED-Ed Club represents thousands of student groups from around the world actively pursuing and presenting their ideas. To find out more, visit [ed.ted.com/clubs](http://ed.ted.com/clubs). If you have further questions, or if you want to register\* your middle school child, please contact [Sue Ann Belmont](#).

*\*Note: There is a maximum capacity of 20 participants for this program.*

*—Sue Ann Belmont, TCWS Parent Volunteer*

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## The Yearbook Is Back!

Good news: the 2015–2016 school year will be captured in a yearbook! This community effort is led by Karen Wegehenkel, with Annette Campana as the school liaison. We chose TreeRing ([www.treering.com](http://www.treering.com)) as our printer again—they are a sustainable company, they plant a tree for every yearbook sold, and they will channel \$3 per book back to our school. So far, Mia Bass and Tara Gowland have volunteered to help create the yearbook. If you are interesting in supporting our effort, please contact Karen via [email](#) or phone (206.229.0248). Thank you!

*—Karen Wegehenkel, TCWS Parent Volunteer*

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## Hospitality Volunteers Needed

The Three Cedars Waldorf School community welcomes you!

- Do you like to socialize?
- Do you feel a part of the school community?
- Would you like to feel more a part of the school community?
- Are you creative?
- Do you enjoy showing appreciation for the teachers and staff?
- Want to get more involved, but don't know how?

The TCWS community and hospitality team is looking for a few big hearts to help provide support for families and staff. Even new families can lend a helping hand.

Some of the tasks we support:

- Welcoming new families
- Answering questions families may have about the school
- Family social events (such as ice cream social, community potlucks)
- Staff and teacher appreciation days

If you are curious, if you want more information, or if you are eager to join in the fun and lend a helping hand, please contact [Sue Ann Belmont](#).



## Holiday Crafts, Cookies, and Community

This year's Three Cedars Winter Bazaar will be held on December 4 at the school. Our Crafts & Tea group is already preparing hand warmers, gnomes, knitting needles and other wonderful gifts to be sold as a fundraiser for the school. We are also planning to have some yummy baked goods for sale.

We would love to have you join us in this community initiative. Please stop by the Crafts & Tea gathering in Trillium Hall on Thursday

mornings to volunteer or lend your talents. We will also be getting together around Thanksgiving weekend for some fun in the kitchen as we make delicious treats and get to know each other.

If you cannot join us but still want to share your talents, please contact Karen Wegehenkel ([email](mailto:karen@tcws.org), 206.229.0248) or message us at "Crafts and Tea Moms" on Facebook.

We look forward to meeting you.

–Karen Wegehenkel, TCWS Parent Volunteer

## Chinook Book Fundraiser

Time is running out to raise \$5,000 for the school with our community Chinook Book sale. If you have not already picked up your books, please visit the office and sign up to receive one or more. They will be delivered to you at school right away! You may keep, resell, or gift your books/mobile apps, and with each purchase our school receives \$15. Combo packs include a book and mobile app for only \$30—a \$7 savings. Take a box home and your holiday gift-giving is complete! Books contain deep discounts on Puget Sound area offerings from restaurants and groceries to live theater and entertainment. If each family takes three books and each faculty member takes one, we will easily make our goal. We only need to sell 340 books in all. Can you help our community gift Three Cedars with \$5,000?

Please join me in thanking the following people for jumping in to help, by purchasing and/or selling Chinook Books out in the community: Laura Mason, Sanae Stanley, Emma Goldschmidt, Mary Spurgin, Thamiz Mendez, Dana Oskoui, Vicki Wang, Grace Guan, Roslyn Herrera, Stephanie Packer, Stacy Lewis, Sue Ann Belmont, Zebiba Nur, Petra Hines, Claudia Steinman, Laurin Jones, and Kandida Shangula.



Everyone who takes Chinook Books home will be entered in a drawing for local gift certificates—Kirkland Performance Center and more!

Want to learn more about Chinook Books' sustainably-minded merchants? Visit [www.chinookbook.com](http://www.chinookbook.com). Other questions? Call or text 206.683.0652 or [email](#).

Thank you for supporting the sale and Three Cedars Waldorf School!

—Kristi Hartman, TCWS Parent Volunteer

## Thank You, Michaelmas Volunteers

***“From caring comes courage.” –Lao Tzu***

The 2015 Michaelmas Festival on **Friday, October 2** was outstanding and many parents, Jenny Fawcett and all of the teachers, and the children made many donations of time and supplies to make this festival special. The donated apples were pressed into delicious apple cider for everyone to taste and also were turned into applesauce; donated ingredients for dragon bread, soup, and honey butter made the snacks for all of the grades and kindergartens/preschools a treat. All of our class and specialty teachers took their Michaelic courage and prepared the students to shine and experience a festival day of singing and using courageous strength to master games.

Our photographers, Thamis Mendez, Karen Wegehenkel, and Pam Collier, captured the spirit of our festive day and Britnee Mantis-Hanacek delivered hay bales for additional seating and decoration. Special thanks to Karen Wegehenkel and Crafts & Tea parents for adorning the plaza with corn stalks, pumpkins, and silks. We are grateful to them for their gift of time.

Many kindergarten and preschool parents helped to create a festive mood at our Michaelmas Festival and Harvest Luncheon. Special thanks to Trina Casey and Christina Simmons for baking; to Julia Belgrave, Liang Du, Rheann Fredricks, Nailya Galiakbarova, and Stacie Walker for ironing the golden glowing silks; to Chongli Gao, Dana Oskoui, and Amanda Yuly for donating delicious apple cider; and to Grace Guan and Kristina Paukova for setting up the play yard tables beautifully. Kandida Shangula and Eric Cody donated an abundance of dried flowers—thank you!

A warm thank you to all parents for providing vegetables for the soup, apples for the apple cider, and marigolds for dying the silks.

—Geri Snyder and Faculty



# GRADE SCHOOL NEWS

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## What's Happening in the Grades

### Grade One | Arithmetic

During our first arithmetic block we will explore the quality of numbers in the world around us, in rhythms, in practical life, and in our imaginations. A very wise Waldorf teacher with 35 years' experience once told me that "...the most important block of study for the Waldorf student is their first grade quality of numbers block. If a child truly understands the nature of numbers and develops an authentic sense of the numbers, he or she is certain to have a strong foundation for all higher levels of math." I completely believe this wisdom. If you find yourself interested in an adult version of the quality of numbers, read through *A Beginner's Guide to Constructing the Universe: Mathematical Archetypes of Nature, Art, and Science* by Michael S. Schneider. Math is truly an extraordinary exploration for children and adults alike!



### Grade Two | Language Arts / Play Block.

Second grade students will practice facing their audience, speaking clearly, producing meaningful gestures and movements, careful listening and working together during their play block. The story we will enliven is based on the magical story by Padric Colum, *The King of Ireland's Son*.



### Grade Three | Farming Block

In our Farming Block, the children will learn about the elements that traditionally have come together to make a healthy and successful farm: good soil, helpful animals, sturdy tools, and hard-working farming families. Because this block falls during harvest time, we will also learn about the plants, particularly the grains that are being harvested



in the fall, and the tools that have traditionally been used for such tasks.



### **Grade Four | Arithmetic**

We'll begin the year with a thorough review of the arithmetic work that the class has done over the past three years: place value; the four operations; calculations with multiple-digit numbers; measurement of length, weight, volume, and time; long division; and long multiplication. We will play with magic squares and codes, learn about ratios and factoring, look for patterns and shortcuts for doing mental arithmetic and basic calculations, and build the foundation for solving word problems. A goal of individual mastery of one-digit problems in the four processes will enable each student to take up fractions with ease.



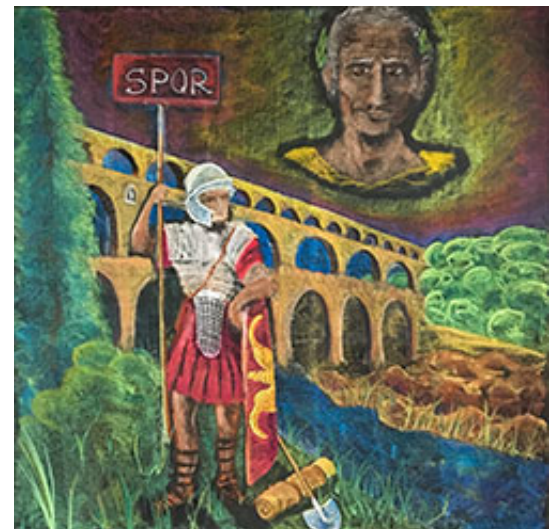
### **Grade Five | Fractions and Decimals**

We will review and expand on using all four processes with fractions. Decimals will then be introduced. Conversions between decimals and fractions will be taught. Students will continue to tackle word problems; money, time, and measurement involving decimals being the focus of these situational problems. Further, they will learn how to calculate averages, medians, and means as they learn about recording statistical information.



### **Grade Six | History I: The Rise of Rome**

We will follow Aeneas as he flees from burning Troy and goes on to establish the earliest beginnings of the great Roman Empire. During this block, we will hear stories of the establishment of Rome beginning with Romulus and Remus founding the city in eighth century B.C. and continuing through the reign of its seven kings. We will also look at the establishment of the Republic, and the lives of noble and heroic Roman figures from this time. Through this exploration, students will come to see how and why the influence of Rome is still evident today.





## Grade Seven | Introduction to Algebra

This first introduction to algebra is a gentle foray into the realm of abstract mathematics. We will begin by introducing the concept of “the variable,” and we will look at real-world situations modeled by equations. The rules for manipulating equations will be introduced and practiced. We will have some experience “solving for x,” but the emphasis will be on writing and interpreting equations, understanding the nature of “x,” and exploring the beauty and lawfulness of mathematics. Ratios and proportions will be introduced during this block, and arithmetic skills will be practiced and deepened.

## Grade Eight | Anatomy

After looking at the skeleton and foundations of our nation, and how the different branches of our government all fit together to form a functioning whole, we will look inward toward the human body. We will see how the interaction between bones and muscles enables more than the “sum of their parts.” The harmony between form and function is highlighted as the sculptural beauty and utilitarian efficiency of the body is observed. The exquisite structure and functioning of the human eye and ear are then studied.

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## Music as Sport... and More

*Michael Jordan as he led the Chicago Bulls to the championship...* this is one of the most powerful musical memories of my life. This is the place where one would expect to hear about athletes, a good defense, or the thrill of the game. Not me. I saw visually what happens in my head when my head goes to music. I saw a soul taking charge of a well-developed brain that controlled an able body. A soul that was thrilled and tickled to have an opportunity to shine. A soul that knew how to live and to make sport of the thrill of awareness.

Michael moved across the court as if every other player were a statue. He moved as if there was no possibility that he could be stopped. He was right. As a great musician, and I have no idea if he has ever played an instrument—but he is a musician, he has developed an ability to process probability and factor momentum while simultaneously making hundreds of calculations of all possible outcomes... all in real time... as it's happening... under pressure....

What is this? Through sight and sound he could determine possibility. Imagine the security of possessing a body that can do anything you ask while possessing a mind that can really comprehend what is taking place? Imagine the freedom he must have felt to know that no one could touch him because in his head he already knew where they could and could not be. He had factored a multitude of equations that showed him the path to score. All he had to do was laugh and believe it. Imagine this joy! He could factor where his teammates were and where they could be. Having practiced with them he could also have security in knowing what each of his teammates was likely able to do. He could perceive via the smallest movements what the probable outcomes were and react with security! Fearlessness! Joy!

This is what playing music in an ensemble is. Michael Jordan's Bulls are like a giant blown-up version of what is taking place in an orchestra and within each performer. The Bulls are performing in a three dimensional space, launching projectiles, calculating arcs, inertia, momentum, and interpersonal spatial relationships. In the orchestra all of the same things exist (okay, maybe projectiles are the exception, maybe not!) but exist entirely in the body and mind of the performers. Common to both activities is a *kinesthetic experience*.

In music class, each day form is taught and reinforced. Strength and endurance are found in keeping an arc from your spine through your shoulder, down your arm, through your wrist, and to the tips of your fingers. Momentum occurs physically with bow strokes and shifting—but the place with the most activity is within the brains of each member of the group.

We are measuring all things against time. We are making fractions, pulsing, and building momentum up to cadences in sound, just like Michael Jordan, in real time. We are listening to the others in the group. We can hear who is with us and who is not. We can hear who has the momentum to land in the right spot with us. Through our ears we create a three dimensional space where we, as a group and not just a super star (ha, a group of super stars we are!), find what it means to count on ourselves and therefore be able to count on others.

*Music is a science* demanding exact acoustics, frequencies, volume, harmony, melody, and intensities. Plus, it is all done with specific respect for time.

*Music is math.* Division, phrase lengths, multi meters, and logic.

*Music is a foreign language.* Its mix of many Italian, German, and French words and more importantly, notation itself, is understood universally.

*Music is history.* It is not just the facts about when the composer lived, what the composer's life was like, or the circumstances of the political climate when the piece was written. The sound itself is a unique slice of acoustics that truly existed at that historical point.

*Music is physical education.* Form, posture, endurance, center of gravity, eye, ear, and hand coordination are just a few things that happen physically. Breathing, relaxing, and isolating muscle groups are more subtle areas that this training develops.

*Music is all these things but most importantly it is art.* We are cultivating the expression of emotion. Emotion, the thing that makes us human. Through the study of music, we combine all of these different skills and sensory experiences for the purpose of devoting a slice of time, a moment of our life, to nothing more than making a beautiful sound (or a scary sound if it's near Halloween). We do this because to relax, to know beauty, to know love, to know compassion, to understand your community, to be sensitive, and to be aware, means to be more in touch with being alive. Having more of these things means having more life. One of my favorite quotes and questions is, "Of what value is it to make a prosperous living unless we know how to live?"

We are fortunate at Three Cedars Waldorf School to have a firmly established music program. In Waldorf music education we get to experience the art, emotion, and beauty as our reward for hard work. This is our mission in guiding our children toward lives full of delicious experience and lavish human-ness. We are fortunate to be able to offer this to our children and give them enriching experience that will affect their happiness for years to come; long after they move on to other instruments or other occupations.

Each day in class I am affirmed by our children (my son is in sixth grade) as I watch them time and time again come into the lesson, engage, and transform the sounds from the page into a sound that is their own. Yes, playing an instrument is hard work but fortunately, with music as our study, we can rest easy in understanding that our current instrument is our vehicle toward growing in this subject. Some of our students will continue to play the instrument they now play for the rest of their lives. Wow! Others will change instruments as they get older, while still others may put them down and pursue other interests. However, they all will have learned the relationship of confidence and self-sufficiency and its benefit to community. From music study and practice, they will carry this lesson with them, and creatively apply it to other experiences for the rest of their lives. Music practice can broaden appreciation and experience for immeasurable aspects of life. It makes the Chicago Bulls better too.

—*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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### The Art of Discipline

Before we ask how to discipline our children as a parent or teacher, we must look at the question “*What is discipline and why is it so important?*”

Discipline teaches a code of behavior. It helps us to know what is expected of us as members of a community and it provides guidelines for physical comfort and safety.

Many people relate to the idea of discipline as



being harsh and rigid. Some would think that disciplining a child takes away the child's freedom to make his or her own choices.

In Waldorf education we refer to discipline as a structure that guides the child and fosters a safer, more worry-free, and more joyful childhood.

The young child has not yet acquired the knowledge and ability to discern acceptable behavior, a good choice, and what is safe. A young child needs adult guidance to know which words are unkind, how to keep warm or not overheat, and how to stay away from danger.



In Waldorf education we know that the young child learns by imitation. Teachers do all that they ask of the children. When we want to teach, we show the child what is expected. We set an example and the child imitates. This is true for learning how to paint and how to move during circle time, and it is also true for discipline. If children have to wash their hands before we sit down to eat, teachers will wash hands together with the children. If children need to wear a hat, teachers will wear hats too.

We must be worthy of their imitation.

Communicating with your child provides an opportunity to teach him or her that your word is gold. If we can't follow through or don't believe what we are saying is important, then we'd best not say it. We need to be inwardly clear about what is important and stick to it. When we are clear and strong inside, our children feel it and nothing more needs to be said.

Actions are very effective to reinforce words. As teachers and parents, we can very effectively steer a child away from potentially tense situations through action. When a child is getting frustrated, we calmly redirect him to a new activity, or when two children fight over a toy we can approach them quietly and swiftly and take the toy away. They know why, they need no explanations.

We can also ward off confrontation with clear statements. Instead of asking a child, "Would you please put your toy away?", we can say "You *may* put the toy away."

Moralizing and explaining right conduct, rationalizing and negotiating, and giving scientific facts overwhelm the young child. It is confusing as they are not necessarily able to comprehend their actions and the consequence of their actions—and they are counting on adults to lead the way, to set the example, and provide clear guidance.

When discipline is absent, children get lost. They find it very hard to understand socially acceptable behavior, which can lead to frustration and even conflicts with other children or teachers. They may become uncomfortable (for example, not being dressed suitably for the weather or occasion) or they may accidentally harm themselves.

It is our responsibility as adults to teach children by showing the way, gently and with love. We must remember that even though children might get upset when told what to do or not do, we are the adults. We have the knowledge and experience to know what is right for them.

Discipline is not an easy task. At times, it may be confusing. No parent is perfect and that is okay. We have all raised our voices, “lost it,” and raged when we were sure we never would. We all have said words to our children that we would like to erase from their memories. But as long as we strive to do better in our inner selves, our children will feel that. They will feel us strive with all our hearts to be better, to look at ourselves honestly, and to create room for improvement.

—Emma Goldschmidt, Teacher, Buttercup Preschool

Emma Goldschmidt was born in a little English town north of London, and moved to Jerusalem with her family at age six. When she was 10 she joined the Israeli scouts and later became a counselor for four years. In eighth grade she fulfilled a community service commitment by working in a small orphanage, where she grew to love working with children and seeing the smiles on their little faces each day. After her required Israeli army duty, she attended a Waldorf teachers’ seminar in Jerusalem which led to working as a kindergarten teacher in the “Sun” kindergartens in Jerusalem. In 2006 she relocated with her husband and four children to a little village in the mountains not far from Zurich, Switzerland. Their children attended the International School of Zug and Luzern, where she volunteered wherever help was needed – sewing play costumes, providing library help, and serving as a teacher assistant. After two years of volunteering she was employed as a special needs teacher and then as a preschool teacher. She and her family relocated in the summer of 2011 to Bellevue where they became acquainted with Three Cedars.

## ANNOUNCEMENTS

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### The Elves and the Shoemaker

You are invited to a marionette puppet performances of the Brothers Grimm fairy tale *The Elves and the Shoemaker*. Dolores Rose Dauenhauer is the director of the Willow Branch Puppet Theater Troupe and owns the Rudolf Steiner Bookstore and Children’s Shop. The puppeteers and storyteller are from Waldorf schools and preschools in the Puget Sound area. Performances are as follows:

**Date:** Sunday, December 13, 2015

**Two Show Times:** First show at 11:00 AM, second show at 1:00 PM

**Location:** Three Cedars Waldorf School, Trillium Hall (555–124<sup>th</sup> Ave NE, Bellevue, WA 98005)

**Admission:** Advance reservations \$7 child/senior, \$8 general. Visa or MasterCard.



At the door \$8 child/senior, \$9 general.

For more information, call **206.985.2059**.

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## The Tide Is Turning

The Seattle Branch of the Anthroposophical Society warmly invites you to attend a Eurythmy performance by the Eurythmy Spring Valley ensemble from New York.

**When:** Thursday, October 22 at 7:00 PM

**Where:** Bright Water Waldorf School, Skinner Hall, 1501 10<sup>th</sup> Ave East, Seattle WA 98102

The performance's central theme comes through the speech by Chief Seattle. His words are a call to all of us to wake up and take care of this precious earth that has been given to us. The theme will be explored through poetry, music, and Eurythmy.

Tickets are available at [www.brownpapertickets.com](http://www.brownpapertickets.com); \$20 for general admission, \$15 for seniors; students are free with an adult); work/trade is available. Please [email](#) Catherine Padley or call 206.465.4616 for more information.

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## Seattle Waldorf School Parent Education Series

All presentations in the series are free and open to the public, and run from **7:00 to 8:30 PM**.

**Tuesday, October 27:** Laura Kastner, Ph.D., Wise-Minded Parenting: Seven Essentials for Raising Successful Tweens & Teens; Seattle Waldorf School High School Campus; Recommended for K–12 parents.

Raising a happy and successful teenager is a challenge for any parent, even the most patient and wisest among us. Parenting adolescents requires all sorts of skills that most of us don't naturally possess. In her down-to-earth, practical manner, Laura Kastner will share with us how to tap our "wise mind" to calmly navigate even the stormiest of parenting moments. We'll learn how to preserve a loving relationship while encouraging progress towards the seven essentials of happy, healthy teens:

- Secure attachment to parents
- Self-control
- Academic success
- Social thriving
- Emotional flourishing
- Strong character

**OCT 27**



**Laura Kastner, Ph.D.**



- Physical health

**Laura Kastner, Ph.D.** is a clinical psychologist and professor at the University of Washington. She teaches in both the psychology department and the department of psychiatry and behavioral sciences. She has co-authored several books, including *The Seven Year Stretch: How Families Work Together To Grow Through Adolescence*, *The Launching Years: Strategies for Parents from Senior Year to College Life*, *Getting to Calm: Cool-headed strategies for Parenting Tweens and Teens*, and a book sharing the same title as our featured lecture.

**Tuesday, November 3:**

Helle Heckmann, The Five Golden Keys in Early Childhood, Grade School Campus

**Thursday, November 12:**

Betty Staley, The Development of Thinking from Early Childhood into the High School Years; Seattle Waldorf High School Campus in Magnuson Park

**Tuesday, January 12:**

Gregory Jantz, Ph.D., How Depression, Anxiety, and Addiction Affect Our Teenagers; Seattle Musical Theater in Magnuson Park

**Tuesday, March 15:**

Douglas Gerwin, Ph.D., Turning Education on Its Head; Seattle Waldorf High School Campus

For more information, visit [seattlewaldorf.org/our-programs/parent-education-series](http://seattlewaldorf.org/our-programs/parent-education-series).

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## Sound Circle News

Here's what's happening at Sound Circle Center. Classes will be held at Seattle Waldorf School, Grade School Campus, 2728 NE 100th Street, Seattle, WA 98125.



### **Family Foundations: Birth to Age Seven**

One Saturday a month, October 2015 through May 2016, 9:00 AM – 3:30 PM, including a communal lunch (**10/10, 11/7, 12/5, 1/9, 2/6, 3/5, 4/2, 5/21**)

In this heartfelt course designed to educate and renew the parents of young children, you can experience a nourishing and informative respite from the daily challenges of parenting. This course provides a supportive conversation and experiential workshop to develop parenting skills and a deep understanding of the lively dynamics of the first seven years in a parent and child's life together.

### **Soulful Parenting: Guiding the Soul Forces of the 7 – 14-Year-Old**

One Saturday per month, October 2015 through May 2016, 9:00 AM – 3:30 PM, including a communal lunch (**10/10, 11/7, 12/5, 1/9, 2/6, 3/5, 4/2, 5/14**)

In this course of exploration and inquiry into the development of the 7–14 year old child, parents will find a deepened resource into their own world of Soul and Feeling. Understanding their child's

growth supports a parent in being aware of the thinking and feeling that creates their parenting responses, and actions. Through this carefully built process, parents can meet their own souls, while shepherding their children into living out of theirs.

### Taste of Anthroposophy

For more information, visit [soundcircle.org/taste-of-anthroposophy](http://soundcircle.org/taste-of-anthroposophy)

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

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## Farm Wife Mystery School

Put yourself on the path to independent, conscious living by reclaiming the lost skills and healing arts of the traditional farm wife. In the old days, the farm wife knew how to grow, preserve, cook, nourish and heal her family. She could take a small leaf from the garden and turn it into a healing salve, or preserve it for a winter's meal. Wouldn't it be great if there was one fun series of classes that could teach you all this and more? There is: The [Farm Wife Mystery School](#) and it's currently taking registrations. There are only a few spots left, so if you are interested, don't delay.

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## From Bored to Genius

Is boredom a pathway to meaningful activity and increased creativity, or an avenue to inattention that can be detrimental to learning? Visit the Spring Garden Waldorf School Blog Site at [blog.sgws.org/bored-to-genius](http://blog.sgws.org/bored-to-genius) for a discussion of this topic and its relevance to Waldorf educational methods.

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## Meditation Fridays

There is a small group of parents who meet at **8:15** on Friday mornings for ten minutes of meditation in Trillium Hall. This is open to all experience levels so please join us.

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## CLASSIFIEDS

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Grades

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Announcements

### Organizing and Cleaning

Are you daunted by the prospect of organizing your basement, your office, or your whole house? Are you too busy to keep your house clean? Are you moving in or out?



**Squared Organizing Services (S.O.S)** comes to the rescue of busy parents who dream of an organized, spotless, and inviting home. S.O.S. supports you in creating an organized and pleasant home environment. For more info, call 206.596.6264 or visit [squaredorganizingservices.com](http://squaredorganizingservices.com)



BEFORE



AFTER

### Art by Mike Kline

Waldorf woodworking and practical arts teacher Mike Kline is also a practicing artist. His work is available as originals and archival quality prints and can be viewed on his website [mklineart.com](http://mklineart.com) or by scheduling a private studio visit.

## Lost and Found

An Apple Blossom Kindergarten child is missing a brand-new Hanna Anderson coat. The coat is pink with flowers, size 110. Please return to Apple Blossom teachers if found. Thank you!

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Our newsletter is published once per month when school is in session.  
Content for the next issue is due **Monday, November 9.**

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