



Tucson Waldorf School

A Member of the Association of Waldorf Schools of North America™

SONORAN SUN

WINTER 2011

Receive the children in reverence; educate them with love; let them go forth in freedom.

STEINER PHILOSOPHY

Using the Four Temperaments

by *Laura Gabelsberg*

What makes one child so boisterous and another child meek? What makes one social and another shy? Rudolf Steiner, the founder of the Waldorf education movement, identified four temperaments: choleric, melancholic, sanguine, and phlegmatic. Somewhat like personality types, Steiner's four temperaments give us a helpful way to understand people of all ages.

In a lecture he gave in Berlin on March 4, 1909, Steiner referred to temperament as "the fundamental coloring of the human personality." Heredity plays a part in determining one's temperament; however, heredity is only one factor. The other influence comes from a person's unique blueprint in life.

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SCIENCE IN WALDORF

The Younger Years (K-4th)

by *Lisa Archer*

Like every subject in a Waldorf school, science teaching is incorporated in a way that meets the developmental needs of the students, sparking their curiosity and understanding of the world around them. With each stage of development, the curriculum is intended to meet not only the students' intellectual yearnings, but also their deeper soul yearnings for understanding. We don't just give them dead facts, but help them to observe and come to their own conclusions about the laws and forces of nature in their daily lives.

In the early childhood and younger grades, science is learned through play and nature stories. The plants and animals are given voice in the stories, and through these stories scientific truths can be described in imaginative ways. If we told the child at this age some theory or law, she could "learn" it, but only on a superficial level. She would accept it because that is what an authority told her, but not because she really understood it on a deeper level. By giving children an imaginative picture, they are free to observe objectively and connect this new idea with their own direct experiences.

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Andrea Wrenn sketching a plant on Mt. Lemmon.

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Drawing by TWS student Fionn McGreal

"We don't just give them dead facts, but help them to observe and come to their own conclusions about the laws and forces of nature in their daily lives. By giving them an imaginative picture, they are free to observe objectively and connect this new idea with their own direct experiences."

A Healthy Class Size *by Kate Walter*

Waldorf Education, framed by a strong liberal arts curriculum, works with the social unit of the class to foster the growth and development of the individual. Our goal is that each student develop personal strength to become a clear-thinking, creative participant in society who is able to hear others with tolerance, speak clearly, upholding personal truth, and look to the future with an understanding of the past.

Class teachers in a Waldorf school understand well the power of the group to support the development of the individual. When a class community has been established, we see that each child finds a place of belonging, and from that place each child can pursue learning in safety. Shy people find the power to speak out; outgoing individuals learn to restrain themselves to give others a chance. Each student brings special gifts to a class, and in seeing those gifts appreciated by others, each can find inspiration to try new things and take new steps knowing that, though new steps may feel risky, the group is there to prevent a fall.

The faculty at the Tucson Waldorf School works deliberately at all times to honor the individual and to strengthen the class community. We teach with music: the weakest singer, harmoniously surrounded, learns to sing out; the loudest learns moderation. We teach with drama: every role is needed, major and minor, to create a successful production. We teach with stories: all temperaments meet in our shared history; and in

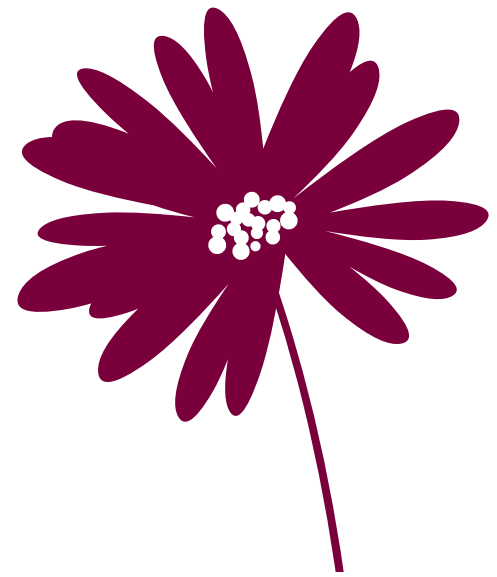
math class we learn that there are many ways to the truth of a correct answer.

A healthy class offers anxious children the space to sit back and observe, without the pressure of constant attention. We know that anxiety hinders learning, and we also see that as a class progresses it carries all members in that forward movement. Our goal is to create a learning community that is balanced in temperament and ability and allows all children a chance to succeed.

Because a class teacher is present with the children throughout the day and through the years, a relationship is established that provides a foundation for deep understanding. Sometimes we see a student experiencing difficulties who can be temporarily removed from a class for remediation or given specially designed assignments to address particular needs. Sometimes we see a student with extraordinary abilities, and then we look for opportunities to exercise those abilities, all within the context of the class.

When a class size is too small, the teacher is faced with a small group of individuals, each exposed, clamoring for individual attention that is impossible to completely give. This can lead to social unrest, frustrated students, and teachers without the vehicle of a class to help move the children to the heights we would like them to reach.

Our experience with classes of different sizes has led us to believe that 20 to 24 children is a



good number for a full, healthy class. With many temperaments and personalities in the mix, most all children are able to find a friend and feel supported. There is a tremendous energy for learning that can be generated in a healthy class of this size. Some Waldorf faculties in the world prefer even larger classes; 30 to 40 students is the ideal at many schools.

The Tucson Waldorf School faculty believes that a full class of 24 children will provide the harmony and balance we seek for a strong learning community. We are very encouraged to see the beginning of construction on our River Bend campus of classrooms large enough to hold the future classes of our school vision.



GARDEN NEWS

River Road Gardens *by Jon McNamara*

River Road Gardens celebrated its second birthday in December with a wonderful party. The evening featured vegetables from the farm prepared by our farm family with the guidance of Dena Jaffe; locally raised lamb prepared by Chef Ramiro Scavo; the most amazing pumpkin cupcakes baked by Amy Crown; biodynamic wine from Coturri winery, and live music by Spirit Familia. Many thanks to everyone involved for making it happen. It was a wonderful evening of feasting and dancing.

For me, it was an opportunity to celebrate and recognize the farm, the community, and all of the hard work that was done over the course of the year. I had the opportunity to share our financial and harvest reports. We

nearly met our financial goals for the year and we harvested over 20,000 pounds of beautiful vegetables in 2010.

2011 holds great promise. We have several exciting opportunities for growth and expansion of our services. We have built a second chicken coop at our Edith house and are now ordering 85 day-old chickens. We want to have 100 laying chickens in production so that we can begin to offer egg shares this year. We are also set to open 6,000 square feet of bed space at our Vision Quest site by mid-March so that we can offer more CSA shares and develop a crop rotation system that will help maintain the health of our soil. We are teaming up with Walking J Farm in Amado to offer local, pasture-



Dorothy Acevedo-Green, Grade 3, in the River Road Gardens

raised beef and chicken through our CSA. Another exciting development is the potential acquisition of a 70' X 30' high-wind-tunnel cold frame to extend our growing season. We are set to receive funding from the USDA NRCS EQIP program to help cover the cost.

Blessing on your New Year.

Farmer Jon

Laura Gabelsberg, our first grade teacher, shares what has been happening in her class this year: "In first grade, nature stories, which use both imaginative elements and real-world natural phenomena, are shared with the children. The focus is on the children's immediate, familiar surroundings. We began this fall with many stories about creatures in the deserts and mountains around us. The children have so much knowledge to share; they hardly need encouragement! They eagerly bring in natural treasures, both living and non-living, to share with their classmates. Caterpillars, scorpions, all manner of rocks, seed pods, mesquite pods, cockleburs, fruits, and other exotic finds made their way into the TWS first grade room this fall, not to mention our pets. In addition, first graders are taken on nature walks, where they can observe the changes of the seasons through their own personal discoveries. Our first walk took place at Tohono Chul Park. Children of today need extra opportunities for real experience with nature, in nature. By repeatedly visiting the same nature spots, children build a deeper connection with a particular geographical place and hone their innate powers of scientific observation, which will serve them as their academic study deepens through the grades."

By third grade, the students have more teacher-guided experiences of science in their lessons on gardening and cooking. Cooking sets the stage for chemistry, while in gardening the students get a direct experience of plant growth, soil ecology, and where our food comes from. In cooking, the students learn proper lab techniques, precise measurement, controlling variables, and following very specific directions to get the desired results. Rather than have them working with something that they don't understand, such as many science fair experiments which are nothing more than scientific recipes for children to follow, we work with a topic that is directly related to their life: food.

Fourth grade is the beginning of formal classroom science as the students study zoology. Here, again, the students are not given dead facts, but learn through imaginative pictures and direct observation of the animals in their lives. How do animals differ from humans? Which qualities are more developed in various animals and which are more developed in humans? The study of animals is done in an artistic way, developing the capacity of observation as the students learn to draw the various animal shapes. How is the shape of a lion different from that of a mouse, for example? In Waldorf, science is not separated from the whole, so the study of animals is not limited to their anatomy and categorization of species but also includes poetic descriptions of the soul qualities of the animals. Although cows and deer are both ruminants, a cow dreamily chewing its cud is quite different from a high-strung, nervous deer that must constantly watch out for predators.

(We will continue this article on Science in Waldorf with 5th–8th grade curricula in the next Sonoran Sun issue.)



USING THE FOUR TEMPERAMENTS CONTINUED

CHOLERIC

The choleric person comes across as one who always must have his way. Archie Bunker might have been a choleric. The body type of a choleric is often stocky, and his gait is often firm in the heels. Choleric children always stand out a little in a classroom. They usually take charge of play at recess time, and they can be naturally competitive.

MELANCHOLIC

The melancholic is a very inward person, continually experiencing emotional and physical pain, which interrupt the feeling of well-being. The depressed hypochondriac Felix Unger from *The Odd Couple* was a classic melancholic. The melancholic's body type is usually thin, with a heavy gait, dark circles around the eyes, or dull, rather than shining, eyes.

SANGUINE

The sanguine person is like a butterfly flitting about, generally unable to linger on an impression for too long. In the sanguine person, the nervous system is always fluctuating; sanguines exercise no control over their thoughts and sensations. Dory from the Disney movie *Finding Nemo* is the perfect sanguine, as is *The Absent-Minded Professor*. Most children exhibit some sanguinity due to the nature of childhood, but adults can retain the sanguine temperament. They tend to walk on their toes a little, as if floating about or almost hopping in the air like a rabbit. Sanguines also tend to be thin and tall.

PHLEGMATIC

The phlegmatic has strong growth forces and metabolism. Phlegmatics usually are plump in shape and love food. They generally let external events run their course while their attention is directed inward. Phlegmatics are passive and have a loose, shambling gait. They show a calmness and even temper and are not easily ruffled, though are sometimes

timid. Augustus Gloop from *Charlie and the Chocolate Factory* and Neville Longbottom from the *Harry Potter* series are typical phlegmatics. Phlegmatic children need to be surprised out of their comfort zone once in a while and must have many playmates. They should not be allowed to grow up alone. Interest arises in the phlegmatic when he sees an interest reflected in others.

The guiding principle in working with the four temperaments is to work with what is given, not with what is not there. For example, if a child has a sanguine temperament, no amount of forcing an interest into the child will help. No amount of "being calm" with a choleric will change his tendency to rage. No amount of seeking excitement will cure a phlegmatic of her disinterest and passivity. If a child is melancholic, don't attempt to get him to stop being inward. Rather, work with the prevalent tendency to examine pain and suffering. Help the melancholic see and empathize with the suffering and pain of others whenever possible. This type of approach has a very balancing effect. Choleric children must have contact with an adult who shows strong competence in something they admire, and they must encounter many challenges, attempting many difficult tasks. It is also wonderful if choleric children have the opportunity to see another person in rage and then watch them bring that rage under quick control, as if able to turn it on and off at the drop of a dime.

In working with the four temperaments, it is never the goal to pigeonhole or label a child. Rather, we use our understanding of the temperaments to create a social groundwork, both in the classroom and in life, upon which we can come to know and understand each other.

CELEBRATIONS

CRAFT FAIR



Elizabeth Bartelsen, Grade 1 parent, at her booth, Ingepani

The 2nd Annual River Bend Farm and Craft Fair

by Sereti Venzin

The intention of the Craft Fair is to: build community; celebrate and uphold a Waldorf tradition; hold an event focused on the children; fundraise; and shop for holiday gifts that are locally made. This year's Craft Fair began with the Groundbreaking Ceremony for the Capital Campaign Kick-Off. The ceremony united our community and inspired excitement about the first phase of construction on the River Bend campus. Each class blessed the day with their presentations of music and poetry.

Twenty-four vendors, of which our own families represented the majority, offered their unique goods and services. The Craft Circle's magical creations and School Store goods were in high demand. Among the food were sweet and savory crepes, gelato, mesquite flour pies and baked goods, pizza, and grilled burgers.

The Angel Room and Elves Workshop enticed the younger ones with their treasures, while many of the older children spent much of the day with the field games. There was, of course, a puppet show conducted by the early childhood faculty. Amused passengers on the tractor grinned and waved as they passed through the field and brush on the north end of the campus.

The Craft Fair raised \$6,600 for the TWS Annual Fund. The success of this event is owed entirely to the tremendous work and dedication of all of the volunteers. Thank you. You are deeply appreciated!



Carmenza and Anastazia Adkins drumming

Santa Lucia

by Susan Sterns

On December 13th, 2010, the second grade class celebrated Santa Lucia Day as a part of the language arts curriculum study on saints. Led by "Lucia," who was Alana Winston this year, in a procession of song, 14 second-grade children wore their white gowns and held their lit candles as they visited each classroom on the Presidio and River Bend campuses.

The legend of Saint Lucy stems from old calendars, when December 13th was the longest night of the year. As many yearned for light and warmth during this time, the spirit of light became personified in Saint Lucia, the Queen of Light. In present-day Sweden, Saint Lucia's Day is commonly celebrated with the eldest daughter in a family dressing in white and wearing a crown of lighted candles while presenting saffron buns and cookies to members of the family and singing the ancient song "Santa Lucia."



"Lucia," Alana Winston, leads Grade 2 in a Santa Lucia celebration.

Song verse of Santa Lucia

*Through snowy winter days
Thy song comes winging
To waken Earth again,
Glad carols ringing
Come now, oh queen of light,
Wearing thy crown so bright!
Santa Lucia, Santa Lucia!*

SILENT AUCTION

Get ready for our biggest fundraiser of the year, April 9 at Westward Look!



L to R: Christina Ram, Michelle Williams, and Chantal Sweger at the 2010 Silent Auction. Photo by Dan Williams. www.kalarestudio.com

Many of you are very familiar with the Silent Auction, and some of you may be just learning about it. The Silent Auction is our **LARGEST FUNDRAISER** of the year! Our success depends entirely on the involvement of the whole Waldorf community. With all hands on deck, this event raises over \$20,000.

The Silent Auction is an evening event where we:

- **Gather as adults to meet new faces, connect with old friends, eat, dance, and shop.**
- **Dine on delectable menus prepared by chefs.**
- **Bid on hundreds of items, from one-of-a-kind, handmade treasures to services to exciting trips.**
- **Enjoy and dance to live music by Leila Lopez & Christabelle Merrill and then later, Eleonor Winston and the Soul Proprietors.**

WHOM SHOULD I BRING TO THE SILENT AUCTION?

Grandparents, neighbors, co-workers, friends, and alumni Waldorf families are great prospects. This is an adults-only event—it can be a great date night! The

more people at the auction, the more funds we will raise to support our school. We need 100% support from our families.

HOW SHOULD I HELP NOW?

Mark your calendar for **April 9, 2011 at 4:45 PM**. Think about who you will invite, pass the save-the-date along, and book a table for your friends and family.

CONTRIBUTE TO YOUR CLASS

DONATIONS GOAL of 30 items. The easiest and best time to get a donation from a small business or individual is when you are buying something from them. Please contact Michelle Williams (Donations Coordinator) at 603-2029 with questions. Extra copies of donation packets are in the offices at both campuses.

CONTRIBUTE TO YOUR CLASS BASKET.

Each class will also assemble a class basket for auction. These have historically been the most coveted items of the entire auction.

VOLUNTEER. Watch for volunteer opportunities. Meetings will be on Mondays at 9:15 AM at Sereti Venzin's home. Please call Sereti at 256-9871 for directions.

THANK YOU ALL for stepping up to support our children's education by getting your tickets, inviting others, donating auction items, and volunteering.

Sponsor the Silent Auction! Please see Sereti Venzin for various sponsorship and advertising opportunities. Your support is incredibly valuable!

Puppetry Workshop

by Kim Lewis

On January 7 and 8, renowned puppeteer and trainer Suzanne Down joined faculty members from Tucson Waldorf School and Desert Sky Community School to explore the joys of puppetry. We discovered the importance of paying attention to the physical environment, the breathing space, and the warmth of our speech, and of creating a bridge between these elements and the healing, spiritual quality of the fairy tale. The content was inspiring as well as practical, and the teachers I spoke with afterward had already begun incorporating the new ideas into their story times. As an additional bonus, Suzanne offered a workshop to community parents. We spent a delightful morning making two needle-felted bulb puppets



and a ladybug and then learning, rehearsing, and sharing a sweet, early spring story about the little bulb who wouldn't wake up. This was a wonderful opportunity to introduce the art of puppetry as well as the art of needle felting to our community. We all hope Suzanne will come and visit us again soon!

SINGING WORKSHOP WITH

Christiaan Boele

 by Julie Courtney

In January, 2011, The School for Uncovering the Voice presented "The Meaning of Singing in our Time" with Christiaan Boele in Tucson. Participants were invited to experience the freedom and joy of uncovering their singing voices. This workshop was designed to engage those who never thought they could sing, as well as anyone seeking creative renewal.

Christiaan has been invited to teach at various private Waldorf Schools as well as Waldorf Teacher Training Colleges. Most recently he has taught at The Bay Area Center for Waldorf Teacher Training, CA; Rudolf Steiner College, CA; Waldorf Teacher Training of Montreal; and

Snellman Institute in Helsinki, Finland.

To visit the website and hear recordings of Christiaan's ensemble in Europe, please visit: http://www.soinninkajo.org/index_en.htm

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PARENTING

More Peace without the Tube

by Juliet Naone

Before my daughter, Linnea, started her first year at TWS in the Marigold Garden, I had heard about Waldorf's philosophy that young children should not have exposure to "screens." I didn't take it too seriously, because we let Linnea watch television about 30 minutes a day—no more than 60—and only let her watch simple, cute shows on PBS or from DVDs that we borrowed from the library. Damaging to her development? Really? It sounded a bit extreme to me. Like most Waldorf parents, I had grown up with television—not watching tons of it, but still having fond early childhood memories of Sesame Street, Mr. Rogers, and the Electric Company. It didn't "corrupt" me, so what was the big deal?

So last April, when Miss Andrea hosted a class meeting focusing on "media," I decided to go learn more about this Waldorf idea and whether it held any merit. At the time, Linnea was just over four, and her twin sisters were 15-month-old busy toddlers. Since her sisters were born, television had been a lifesaver for me—or so I had thought. At 5 PM, with often-needy infants and a four-year-old who was tired from the day, TV gave me the ability to make dinner. During the twins' naptime, that 30-minute show for Linnea was an absolute recharge for me.



The Naone Family

As Miss Andrea discussed the detriments screen time has on the developing brain, I was dubious. Then, she talked about her own family's experience with eliminating TV, and another mom described how cutting out television had a very real, clear-cut impact on her daughter's behavior. Fewer tantrums, less frustration. Hmm...we were experiencing some tantrums and frustration at home with Linnea. Of course, I thought it was part of her adjustment to having two baby sisters, but I was open to trying anything that would bring more peace to her. Linnea was a very happy, well-adjusted child at school, but at home, she was sometimes frustrated.

Peace. If anyone needed more of it, I did. That evening I went home, read the literature Miss Andrea had given me, talked it over with my husband, and we decided to give it a try for a week. The first few days, Linnea didn't even notice that we weren't watching TV. But then

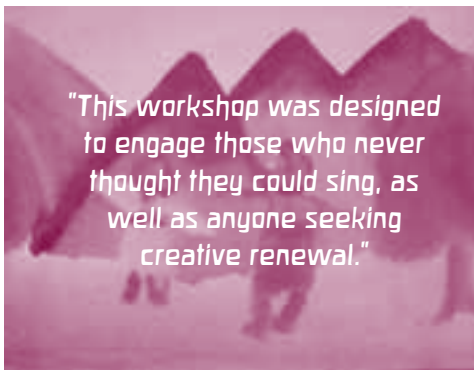
"Turning off the TV for our children has resulted in increased peace, calm, and happiness in our home, thus rejuvenating me as a parent in deeper ways."

she started to notice and wonder. She'd ask for it and I'd divert her with another activity. One week turned into two. Two weeks into a month. With each passing week, I couldn't believe that we didn't miss it, that I didn't miss it.

My husband and I often wonder why we didn't get rid of our television set earlier. He and I are still able to stream a movie or "The Daily Show" on the computer after the kids are asleep. We read the news online. We do allow for exceptions. For example, on Christmas day at my in-laws' house, I was not going to banish Linnea to another room when her grandparents turned on some cartoons for all the cousins.

Overall, turning off the TV for our children has resulted in increased peace, calm, and happiness in our home, thus rejuvenating me as a parent in deeper ways. It is doable!

National TV Turnoff Week is April 18–24, 2011. For more information about this national movement, please visit www.screentimeinstitute.org.

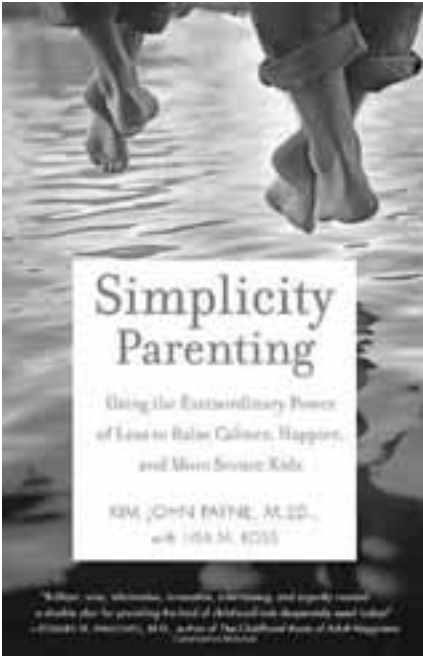


"This workshop was designed to engage those who never thought they could sing, as well as anyone seeking creative renewal."

SINGING WORKSHOP WITH CHRISTIAAN BOELE *CONTINUED*

The School of Uncovering the Voice is recognized as the anthroposophical approach to singing and was founded by Mrs. Valborg Werbeck-Svaerdstroem (1879-1972), in cooperation with Rudolf Steiner. After eleven years of research, Mrs. Werbeck founded her own singing school in Hamburg, Germany. She states that every single human being has a singing voice. Our work is to unveil, take away the hindrances and free the voice. This schooling is not only for particularly gifted singers, but addresses anyone who wants to connect to one's voice.

Editor's note: We are honored to have such talented visitors as Christiaan Boele share their passion and knowledge with the Tucson Waldorf School and community. Visits by international scholars and mentors enrich our lives—and voices. Thank you for your support and participation.



Simplicity Parenting

by Catherine Adler

This year, the TWS Parent Council adopted the theme of Simplicity Parenting, based on the book by Kim John Payne. Catherine Adler, mother to a TWS first grader and fifth grader, inspired by his work, has organized a book study. With the holidays now past, the sign-up period for the book study is being extended to allow more to participate. The book study is open to parents with children of any ages. Plans are also underway to engage author/consultant Payne for a lecture series here at TWS late this spring. Look for an announcement once dates and details are finalized.

Kim John Payne, M.Ed., is a practicing family counselor and consultant with close ties to the Waldorf school movement. He published his well-received parenting guide in 2009. In his book, and through his lectures and workshops, Payne helps parents create simplicity by breaking it down into five layers: 1) simplifying the environment (and everything in it, like books and toys, etc.); 2) simplifying meal times and food; 3) sleep; 4) schedules; and 5) filtering out the adult world, which includes a deeper discussion of media and screen time.

Payne explains, "Just as we have overworked the soil with real fertilizer, we've over-'enriched' our kids' schedules and environments to the point of exhaustion and depletion. A life without downtime is unsustainable." Parents of children of all ages will appreciate Payne's practical approach to creating a simplified home life in the midst of too much all around us.

This guide presents a well-rounded look at why and how children experience a cumulative stress response to having too many choices in their books, media, and clothing and too many over-stimulating foods, schedules, and activities. Payne explains how to build "pressure-

release valves" into the daily routine to ease stress levels in children and adults. To all worried, stressed, anxious, overworked and overscheduled parents: Please take a little time out to read and discuss this most valuable book.

***Several copies of the book are available through the lending library at the Presidio campus. For more information about upcoming meetings, please contact Catherine Adler at (206) 920-5391.**

Teaching Peace

by Sereti Venzin

"The act of violence that broke Tucson's heart on January 8, 2011, has provided very real terms for our family to discuss peace."

At the time of this Sonoran Sun, both the physical and spiritual wounds from the tragic event that hit our community were painfully fresh. The first month of 2011 presented an enormous challenge to the Tucson community to stand together in solidarity and work on the common vision of peace. This challenge has prompted our family to speak about peace, not only in conceptual and spiritual terms, but in the physical.

We struggle as humans to always use our "gentle hands" and kind words. In most of our households, there are siblings who quarrel over many a thing: physical space, food, playthings, and parental attention. My children, depending on the time of day, mood, hunger level, and a host of other variables, may not remember to use their words instead of hands for resolution.

The act of violence that broke Tucson's heart on January 8, 2011, has provided very real terms for our family to discuss peace. Children talk on the playgrounds and some know much more than others and share that knowledge, however accurate or inaccurate it may be. Even in our small school, there are many who've been directly touched.

Peace begins at home. In our home, the children have been asking questions like, "Why did he have to do that? Why couldn't he just talk and tell her he didn't like her?" We've held lengthy discussions about love, conflict resolution through non-violent means, and forgiveness. I am continually reminded as a parent that every word and action that children witness last always.

Now that my children have sadly been exposed to such tragedy, teaching and practicing peace have become more concrete. They are acutely aware of the transformative power of their gentle hands and words and they seem to grasp the effects of the opposite. They now express peace as more than a word or idea they've heard; they practice what we teach.



TWS COMMUNITY

The Teacher's Apprentice

by David Sussman

I began the 2010–11 school year as a student intern in Linda Braun's fifth grade class. From the very first day, I was welcomed into the community by all and encouraged to take part in every facet of the school. I had the opportunity to work with students, teachers, administration, and parents in the classroom and meeting room, on the playing field, and as part of the festival life of the school.

The majority of the last term was spent with an amazing group of 23 fifth graders. Together, we journeyed through the mists of Ancient India and Persia, investigated the plant life that grows around us, and worked through a fractions block. In my last three weeks with the class I was given the opportunity to teach a block of my own.

The children and I took an imaginative journey through the geography of the eastern United States. We boated down the Mississippi River, waded through the southern swamps, and traveled by barge down the Erie Canal. On each step of our travels, we mutually supported each other through engaging discussion and heartfelt striving. Exhausted from our travels, we took a much needed Thanksgiving rest.

After my time with the fifth grade, I was graciously invited to join each class at the school. Every teacher offered amazing teaching gems and each class had its own unique character. The Tucson Waldorf School is home to a great wealth of talented teachers and amazing families. I can honestly say that I learned much more about teaching in my brief time with the school than in any of my Waldorf teacher training courses. Thank you to each and every one of you who make up this amazing community.



R to L: David Sussman, Michael Wright, Lisa Archer, and Sophie Richerd in the Shepherd's Play.

Volunteering at Tucson Waldorf School

by Lynette Maya

"Each and every volunteer position at TWS is a true opportunity. The possibilities to expand your heart and cultivate gratitude through volunteer work at TWS are endless."

***- Lynette Maya,
Mother of Kyven
in Grade 6/7***

There is an African proverb that says, "It takes a community to raise a child." I never knew how true this statement was until I began to volunteer at TWS. Behind every play, Craft Fair, musical production, Harvest Festival, and any other event hosted by this school is a team of hard-working and dedicated volunteers of various talents and interests. Like a beehive full of workers, this community works in collaboration to produce sweet nectars that nourish our souls and those of our children.

As a parent of a sixth grader who started attending TWS in kindergarten, I have worn many volunteer hats over the years, from chaperone, Angel Room coordinator, story reader, and handwork helper to sign painter, Quest Path character, and administrative support. With every volunteer position, I have glimpsed more deeply the inner functions of the school and the community that sustains it. Hands-on participation has deepened my love for the curriculum, my appreciation for the people who dedicate their time and efforts to make it succeed, and my gratitude for the children's experiences here.

Each and every volunteer position at TWS is a true opportunity. In the classroom, you have the opportunity to watch the children engage with enthusiasm in the rich Waldorf curriculum. As a crafter, you learn to work with natural materials such as wools, plant-based dyes, silks, and felt to create the simple toys our children adore. In the garden, you learn how to plant, grow, and harvest biodynamic foods that feed our local community. The possibilities to expand your heart and cultivate gratitude through volunteer work at TWS are endless.

CAPITAL CAMPAIGN



RBCPC Hard at Work: "The River Bend Campus Planning Committee has been meeting every week for more than a year to develop the design of the new campus. Pictured L to R: David Crown, Kate Walter, Kim Lewis, and Laura Mielcarek. Not pictured: Laura Alexander, Sage Goodwin, and Robyn Kool."



Contract Signing: "Signing the construction contract are Robyn Kool, TWS Board President, and Eric Freedberg, owner of Milestone Homes, the company that will be building the new River Bend Campus."



Rupert Encinas giving his blessing to the land.

You Can Help River Bend Campus Grow!

If you are interested in making a gift to the River Bend Campus Capital Campaign, please contact **Laura Alexander at (520) 405-6145 or Laura@Do-Good-Better.com**. Gifts of all sizes are needed now to help River Bend Campus Grow! Please visit the Capital Campaign page at: **www.tucsonwaldorf.org/Capital_Campaign**

LAUNCH!

River Bend Campus Expansion and Capital Campaign Begins!

by Laura Alexander

After three years of imagining, planning, and fundraising, the River Bend Campus Expansion and Capital Campaign began in earnest this winter.

Construction began on January 17, 2011 when the Milestone Homes construction team started clearing the site that will be home to two brand new grade-school buildings that will house four classrooms and up to 96 students.

"The schedule is very tight, but we are hoping to complete construction for the start of school in August 2011," said Eric Freedberg, owner of Milestone Homes. "It's a very exciting project for us."

Construction began after the kickoff of the River Bend Campus Capital Campaign at the River Bend Farm and Craft Fair in December. "The goal of the campaign is to raise \$1.3 million for design and construction of this second phase of River Bend development," announced Allan Adler and Grant Anderson at the kickoff. Allan and Grant, both TWS parents and board members, serve as co-chairs of the Capital Campaign.

As of the writing of this article, the campaign had raised \$560,000 in gifts and pledges toward the cost of construction, amazing progress toward the \$1.3 million needed!

The kickoff event was a huge success thanks to Rupert Encinas, who provided a traditional Tohono O'odham blessing, and members of the drumming group Za Boom Ba, who got the crowd drumming to celebrate our progress.



Groundbreaking: "The TWS community gathered for a ceremonial groundbreaking at the River Bend Farm and Craft Fair in December. Pictured L to R: Laura Alexander, Cece Alexander-Alfie, Sally Ryan, Molly Crown, David Crown, and Jessie Crown.

SUPPORT

Arizona Waldorf Scholarship Foundation

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Tax Credit Deadline Extended! Goal is to raise additional \$20,000 by April 18, 2011.

Recent Arizona legislature has extended the tax credit deadline! Arizona tax filers can make a tax credit contribution to the Arizona Waldorf Scholarship Foundation (AWSF) when filing tax returns and significantly reduce the wait time for receiving a refund! This makes it easier to support Waldorf Education at the Tucson Waldorf School (TWS) where economic and social diversity play an integral role in the cultural climate of the school.

Thank you to everyone who has given to AWSF! As of January, 2011, your contributions have raised \$146,000. An additional \$20,000 is needed to reach the optimal level for our scholarship fund. AWSF provides tuition assistance to approximately one-third of the students at TWS and offers many families the opportunity to experience Waldorf education. In turn, TWS is able to realize its vision of nurturing free-thinking individuals who are capable of entering adulthood with courage, self-confidence, and the critical thinking faculties that are necessary to navigate and contribute to an ever-changing world.

MICHAEL W. MORRIS, MS, EA, CFM, DESCRIBES THE TAX ADVANTAGES OF CONTRIBUTING TAX CREDITS TO PRIVATE SCHOOL TAX CREDIT ORGANIZATIONS:

"Although the deadline has passed (December 31, 2010) for the Arizona Public Tax Schools Credit, recent legislation in the state of Arizona allows for the donations to private Arizona school tuition organizations to qualify for the Arizona Tax Credit made by the filing deadline. This year's filing deadline is April 18, 2011."

Benefits include:

- Maximum credit of \$500 for single, head of household (or married filing separate), and \$1,000 for married filing a joint return.
- Every contributed dollar is taken directly off your state income tax bill or refunded back to you if you do not owe additional taxes.
- You may also deduct your tax-deductible donation on your federal tax return reducing your federal taxes. You do save more than you give!

The credit refund in Arizona depends on the tax liability for the year of the contribution. If you do not have a tax liability in the year of donation, the contribution can be carried forward up to five years for any part unused in the year of donation.

Please note that the Federal Itemized deduction for qualified, non-profit organizations applies only when you are itemizing deductions on your federal return. Because you are taking the tax credit, the contribution cannot also be itemized as a deduction on your Arizona income.

Please contact your tax advisor to confirm eligibility for the Arizona Credit and Federal Itemized Deduction based on your individual circumstances. If you have additional questions regarding tax credits or need general tax advice, you may reach Michael Morris at (520) 297-7676 or attaxadvisor1040@msn.com.

AWSF CONTRIBUTORS (in no particular order)

"I'm finally contributing to AWSF this year! I never knew all these years that I could. I thought that I wasn't eligible to contribute because I never get a tax return from the state. I looked at my paychecks to see what they were withholding every month and mine added up to more than the maximum for a single filer. I'm so excited to be able to do this!"

***-Nina Luscombe,
Mother of Ruby and Nico Johnson***

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is March 1, 2011. Apply online at:
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Join the TWS booth by volunteering
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SILENT AUCTION APRIL 9, 2011 AT 4:45 PM AT WESTWARD LOOK

Please join us for an evening of live
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Have an idea?

Please send your ideas or contributions for upcoming editions of the quarterly Sonoran Sun to Sereti Venzin at development@tucsonwaldorf.org.

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