



Tucson Waldorf School

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

SONORAN SUN

FALL 2011

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

Grade 6 Grand Canyon Trek

It is a school tradition that in sixth or seventh grade, students take a class trip to the Grand Canyon as part of their mineralogy and geology studies.

Read about their adventures inside!



Group photo courtesy of Mike Dean.

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SCIENCE IN WALDORF

Science in Grade 7

by Lisa Archer

In the continuation of our series on science in the Waldorf curriculum, we turn now to the Grade 7 science curriculum. As stated in a previous article, the middle school students now have the intellectual capacities to comprehend the scientific laws governing the forces at work in the world. Grade 7 students are eager to learn more through a continued study of physics as well as inorganic chemistry and physiology. Topics introduced in earlier years are deepened and expanded. Whereas the sixth grader is happy to experience acoustics, optics, heat, magnetism, and electricity in purely qualitative ways, seventh and eighth graders demand more quantifiable experiments and data through which to hone their powers of observation and critical thinking.

In a Grade 6 lesson on acoustics, the teacher might fill various glasses with different levels of water and have the children listen to and observe what happens when the glasses are struck. The students would then



Last year's Grade 8 teacher, Lisa Archer, preparing science experiments

come to conclusions about the connection of volume or size of the glass to pitch. A Grade 7 lesson, however, would look at pitch and perhaps measure the string lengths of various notes on a cello then come to conclusions about discordant and harmonious chords based on mathematical relationships of the string lengths. The sixth grader is learning to observe and become aware of the patterns and laws of physics, while the seventh (and eighth) graders are extending this awareness

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Capital Campaign

BUILDING DEDICATION

by Sereti Venzin



Grade 3 students (L-R): Cece Alexander-Alfie, Eve Yockey, and Lucia Heller.

In the distance on the evening of September 24, 2011, one could hear the celebratory drumming of Batucaxé and the animated sounds of a community gathering to celebrate a historic achievement for Tucson Waldorf School: The completion of four new grades classrooms on the River Bend campus. More than 100 guests joined the faculty, staff, Board, and families to commemorate the accomplishment that donors like you have helped to reach. The grades classrooms are a delightful glimpse of what is to come as we succeed in raising the funds to complete our dream school. Your contributions to the Capital Campaign bring this vision into tangible form - a beautiful Waldorf school that will serve Tucson children and families for many generations.

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SCHOOL LIFE

Communicating with the Young Child—Perspectives from the Sun Garden

by Kim Lewis

I think the most essential thing when working with young children, whether in a Waldorf setting, at home or when caring for other people's children, is the understanding of who the child is. The anthroposophic view, which I share, is that the child is a divine being who existed in a heavenly realm before birth. When seen this way, the child is seen as perhaps closer to heaven, perhaps more wise and potentially greater than I am in certain ways. Therefore, the child is held with the deepest dignity and respect.

I happen to believe that nature has given the child the capacity to let me know his or her needs. I can truly trust the child to be able to do this. Steiner once said that the child's pleasure and delight will guide us and I've experienced this to be true. With this in mind, I try to give the children my full attention when they are speaking to me. I try to come close and to their level so we can see eye-to-eye, and so I can pick up on their non-verbal cues. The children are essentially helping me to become a better listener and, therefore, a better human being.

Many Waldorf teachers focus their language on what children "may" do (rather than on what they may not do). In my class, I do not let other children hurt, mock, or tease each other. I might put up a protective hand and say, "I won't let you hurt him." I rarely say "stop" or "no" unless I can't reach them and I'm quite alarmed. I don't leave it up to the child to comply with a rule at this age (2½ to 4 years old); I take responsibility for keeping all the children safe. "I won't allow it." "You may not hurt anyone at school." "Your friends

need to be safe here." "You may use that stick in a different way that keeps your friend safe."

With regard to rules at the table, I say things such as, "The fire fairies might come and join us if we are quiet enough." "You may open your napkin after we've said the blessing." If a child leaves the table before snack has ended, I might say, "We still have friends who are eating. You may come back and join us." "That area is closed right now, you may come back to the table." "The candle is still lit; we are still eating." Sometimes I say to the other children, if a friend has run off, "She is still learning to stay at the table. She will learn pretty soon."

During play we use, "There is always room for one more." "Let's see where we can find a place for you." "I see another (bucket, paint brush, pan) right over there." "You may ask for that (toy). I can help you. But you may not grab it out of a friend's hand." "I can see that she isn't finished playing with it. I'm sure you will be able to use it soon."

Children are not asked to share in this age group. At this age, children use "sharing" to do the opposite of share, which is to get a toy for themselves. "Teacher, she won't share!" means, "I want it, and I want you to help me get it!" Instead, I let children play with something until they are ready to move on to something else. Ultimately, it's more relaxing for everyone this way. If a child asks for a toy, their friends

The child is a divine being who existed in a heavenly realm before birth. When seen this way, the child is closer to heaven, perhaps more wise and potentially greater than I am in certain ways. The children are essentially helping me to become a better listener and therefore, a better human being.

often give it up, but they don't have to. They can learn to say, "When I'm finished, I'll remember to give it to you, but I'm still playing with it." And they often do remember that another friend wanted something.

Children are not asked to say "sorry." Magda Gerber (a pioneering infant specialist and early childhood educator) said that to make a child say "sorry" is to teach a child to lie. For young children, the word sorry represents an abstract concept that is not developmentally suitable. While the word sorry is not required, reparation is. Reparation helps bring the will of the child into being. A child who has hurt another child or who has broken something helps me take care of their friend or fix the toy. This is a new experience for some, but they have generally been interested in helping others. Children really are kind and generous if they are treated with kindness and generosity.



Sun Garden nursery teachers Christabelle Merrill and Kim Lewis help the children transition from outside play.

Michaelmas—Celebrating One's Own Courage

adapted by Sereti Venzin

Annually on September 29, Waldorf schools celebrate Saint Michael with a feast (TWS shares a homemade dragon bread) and a festival to welcome autumn and the harvest season and to celebrate the 'slaying of dragons.' Michaelmas is a time to turn inward for the coming winter. We pause to reflect on our steadfastness and hope. This time of year is a time of change during which the

outside light fades and the inner light must be stoked and kept burning for the long, cold days and nights ahead. It is a time to revel in the bounty of harvest and prepare for all that will be needed to endure the winter. Globally, Michaelmas unites individuals as they simultaneously draw fortitude from the surrounding community to each go inward and find strength and courage.

"My funny shoes said, 'I'm going to step right off your feet when you go down the slide!'"

to finding quantifiable reasons for why these relationships and laws are true. Seventh and eighth graders are not satisfied with merely experiencing phenomena; they want to be able to prove that their experience is valid and correct. If you have ever debated with a teenager, you can appreciate how they employ facts to win you over to their way of seeing things!

In Grade 7, physics also broadens to the study of mechanics. Focusing on the seven simple machines (lever, inclined plane, wedge, screw, wheel and axle, pulley, and gears), we meet the seventh grader who is looking to accomplish the most amount of work with the least amount of effort. From experiencing how much easier it is to lift a heavy boulder with a lever than without one, we then help find where to put the fulcrum to give the most mechanical advantage. Through measurements and formulas we can then calculate the exact mechanical advantage we obtain in various configurations. We can also use this to find balance. Where do we put the fulcrum to be able to balance a heavier object with a lighter one?

Inorganic chemistry begins in Grade 7 with the study of combustion and acid-base reactions. In this initial exploration of chemistry, the students begin with qualitative experiences of the phenomena to try to come to conclusions about processes occurring in the visible reactions. An initial experiment might be to observe a candle flame and then carefully draw it in a main lesson book. From this, a teacher might use Michael Faraday's studies on a candle as inspiration for further exploration: relighting the candle from the vapor; putting a jar over the candle and noting what happens; mixing baking soda and vinegar and pouring the invisible gas over the flame. From these many observations the students come to those initial theories about combustion at which the early chemists, such as Faraday, arrived.

The students would not be satisfied with these very simple experiments if they were not also introduced to more dramatic experiences of combustion. Take a very small amount of ethanol, swirl it around in a large carboy water jug until it evaporates, very carefully throw a lit match into the jug and you get a roaring explosion and even some flames if you are lucky. As a metaphor for life, is it not interesting how we, too, can easily explode when we are running on empty?

Acid-base reactions give us an opportunity to come to neutrality as the students find how two very dangerous opposites—a strong hydrochloric acid with a caustic sodium hydroxide base—create salt and water.

This all leads us into physiology, where systems such as the digestive system,

cardiovascular system, and nervous system are studied to try to better understand the processes going on inside the human being. As puberty is now affecting the majority of the students in the class, the study of human sexuality is also undertaken; not just the physical aspects, but also how these changes affect the students in their inner feeling lives.

The study of the process of reproduction goes hand in hand with studies of cultural rites of coming of age and reflections on love and intimacy and becoming an adult through discussions and recitation of poems. When is one not just physically able to have children but emotionally ready to do so? In this study we are not just giving the cold facts but are imbuing these with feeling and understanding of the complexity of intimate relationships.

Seventh and eighth graders demand more quantifiable experiments and data through which to hone their powers of observation and critical thinking.

Seventh and eighth graders are not satisfied with merely experiencing phenomena; they want to be able to prove that their experience is valid and correct.

This is merely a glimpse of the rich science curriculum taught in Grade 7 in a Waldorf school. Grade 8 has even more to speak of with organic chemistry, aerodynamics, fluid mechanics, pressure, anatomy, and meteorology, as well as building on the physics foundation from each grade before.

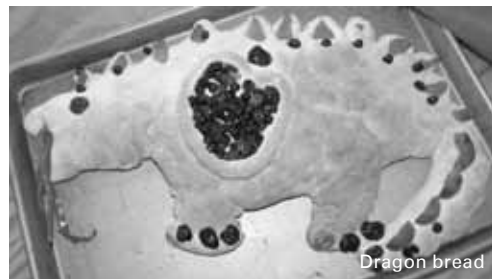
If your curiosity begs for more, please join us at an open house—see tucsonwaldorf.org for the next one—ask questions of any

our teachers, explore the many resources on whywaldorfworks.org, or check out the book *Science as Phenomena* by Barbara Dewey.



Grade 6 Highlight *by Linda Braun*

In Grade 6, we worked on the dragon for the Michaelmas pageant (play) for several weeks. It was a very cooperative and collaborative process. Our spacious new classroom has made it more possible than ever before to undertake this kind of process—we had the room for creativity to flourish! Some sixth graders took turns with the painting of the head, while others sewed a collection of re-purposed green sheets together for the body.



The following poem and the studies of geology meet Grade 6 children right where they are: in the midst of the 12-year-old change, a milestone of development in which the 'dragons' of adolescence begin to awaken with power.

The Volcano *by Loraine Kanter*

He loves to breathe a fire's tongue,
And spread a lace of ashen dung.
His place of magma inked in sun
Is lava sprung, is lava sprung.
The dragon's lair is crammed with gas;
His sulfur stench, it soon will pass.
He wears a shield of molten mass,
That yearns to last, that yearns to last.
He breaks from mountain's oozing vent
And colors earth with scorching dent.
His girth submerged in Nature's tent—
Unkindly gent, or kindly gent?

EVENTS & CELEBRATIONS

GRADE 1 ROSE CEREMONY

Reflections on the Rose Ceremony

by Lisa Archer

Each year, at Waldorf schools all over the United States, the first day of school starts with the community gathering to celebrate the Rose Ceremony, where the eighth grade or oldest class presents roses to the incoming first grade students in a special ceremony marking their transition into the grades. At Tucson Waldorf School, we celebrate this ceremony by having the kindergarten teachers lead the new first grade students and their parents to a circle of the rest of the grades students standing in our yard at the Presidio campus. There, at the threshold of the circle, the eighth graders present the new first graders with a rose and lead them into the center of the circle, where their new teacher awaits them to welcome them to the grades.

This year it was my pleasure to be the first teacher at our school to cycle back and take a Grade 1 class after carrying another class through to eighth grade. Standing there with this vibrant community of students and parents, I reflected on how far this school has come since the Rose Ceremony with my first class 11 years ago. Not only were these new first grade students crossing a threshold that day, but each class ahead of this one was stepping ahead and following in the footsteps of those early pioneers of this school who have paved the way.

My first class just graduated from high school, and some are off to college now. My eighth graders are off to high school, and the classes before my first class are all moving ahead on their individual paths in school and in the world. Our school, too, has taken a big step this year with the completion of the new buildings at River Bend, starting a new stage of development for the school as a whole.

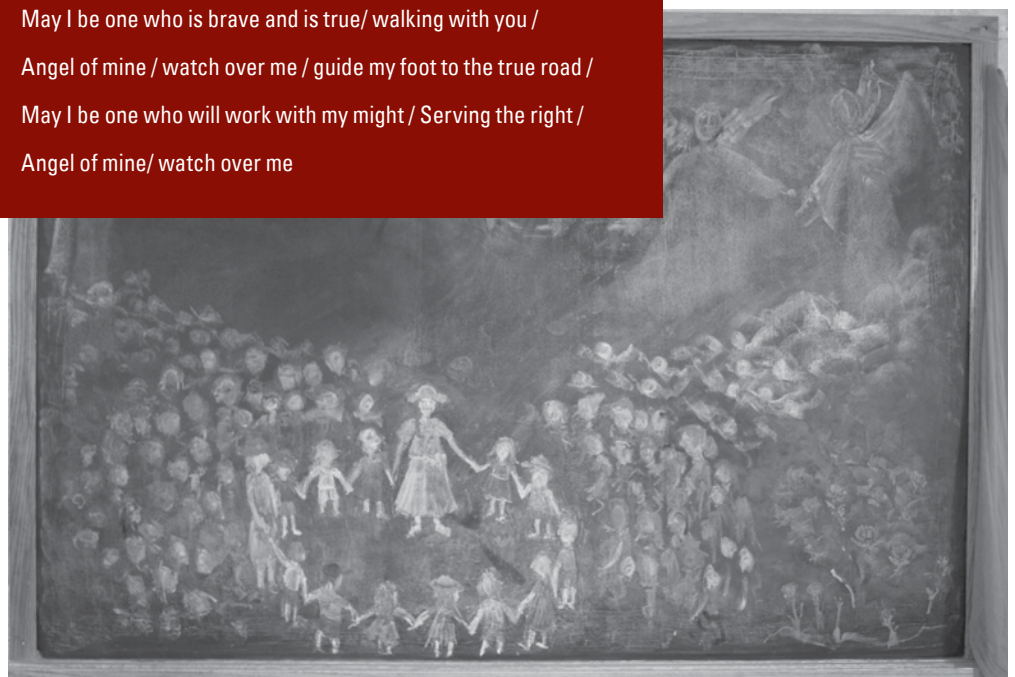
Yet there was one more transition that took place this summer that to me was just as central to the school as the rest, and this was the passing of one of the school's founders, Harold Friedly. Harold was the honorary grandfather of the school, who helped to form the original Anthroposophic Study Group out of which arose this school. Until he and his wife, Eva, moved back to Germany to be closer to family, they



were a constant guiding light and support for the school in the early stages of its development, and they nurtured the school with their wisdom and steady belief in the need for this education for the future.

Harold crossed into the spiritual world at home amongst family in Berne, Switzerland on July 29, 2011. I sense he is working with the angels to continue to guide our school, so at this year's Rose Ceremony we dedicated this song to Harold:

Angel of mine / watch over me / guide my hand to the good deed /
May I be one who is brave and is true/ walking with you /
Angel of mine / watch over me / guide my foot to the true road /
May I be one who will work with my might / Serving the right /
Angel of mine/ watch over me



Grade 1 teacher Lisa Archer's chalk drawing of the Rose Ceremony

Harvest Festival October 29

The Harvest Festival is highly anticipated each year by children and adults alike. Tucson Waldorf School families, friends, and neighbors revel in the live music and performances, homemade soups and breads, warm fire and creative costumes. The Protected Path, for children Grade 1 and younger, features early childhood teachers and volunteers as thespians representing stories, rhymes and riddles whose nature is protective and safe. On the other hand, children who are Grade 2 and older embark on the Perilous Path or Quest, which presents suspense and challenge.

The Harvest Festival is a safe place for children to dress up in the evening hours during the festivities of Halloween; for many families, it is the preferred alternative to Halloween trick or treating. Costumes with weapons and commercial or gruesome images are discouraged. Many seek inspiration from the myriad homemade costumes, which are highly encouraged.



Martinmas

adapted by Sereti Venzin

In Waldorf schools around the world and in European countries such as the Netherlands, Germany, and Switzerland, Martinmas is celebrated by retelling the story of St. Martin of Tours, a Roman soldier elevated to sainthood for his selfless kindness. Martin, the patron saint of the poor and the homeless, is known for his ability to bring warmth and light to those in darkness.

Story of St. Martin

On a cold winter night, St. Martin rode into the walled city of Amiens in northern France and passed by a beggar huddling in the cold. Martin, having nothing else to give the man, took off his own scarlet cloak, cut it in two with his sword, and gave half to the beggar.

Rudolf Steiner, in a lecture on Easter, mentions that the festivals of Christmas, Easter, St. John's Day and Michaelmas fall a number of days after the point of the solar calendar with which they are aligned. Steiner claimed this was because the spiritual nature of the season comes to its peak a few days after the earthly peak.

For instance, solstices fall on the 21st or 22nd of December and June but Christmas is on

the 25th of December and St. John's Day is on the 24th of June. Martinmas, the feast day of St. Martin of Tours, falls on November 11th, just days after the solar Festival of Halloween at the very end of October. Martinmas is associated with this ancient festival date and has been celebrated in similar ways throughout European history.

On the evening of Martinmas, Martin's act of kindness is remembered with singing and a festival of lanterns. Children in kindergarten and the younger grades light their way with handmade lanterns on a walk with their families and teachers.

The lantern walk creates an experience of sharing our light as the darkness of winter approaches. We prepare for winter by kindling and protecting our inner flame, sharing that flame with others and also protecting others with gifts of food and clothing.

How do you nurture your inner light in these darkening days? How do you share your light and kindle and protect the lights of others during this season?

Song of Martinmas

I go outside with my lantern, my lantern goes with me

Above the stars are shining bright, down here on Earth shine we.

The cock does crow, the cat meows, la bimmel, la bammel, la boom.

'Neath heaven's dome till we go home, la bimmel, la bammel, la boom.

I go outside with my lantern, my lantern goes with me

Above the stars are shining bright, down here on Earth shine we.

So shine your light through the still, dark night, la bimmel, la bammel, la boom.

'Neath heaven's dome till we go home, la bimmel, la bammel, la boom.

Mother Earth

by J. Mehta
From "Autumn"
by Wynstones Press

In their husks, their shells and clusters

In their pods, the seeds on high

Wait to hear the Autumn whisper

"Little seeds it's time to fly."

Then they lightly leave their branches

Pop and burst and tumble down,

Hasten, hurry, rush and scurry,

Hide in Mother Earth's warm gown.

*Scarlet and yellow, golden and brown,
Winds of October blow the leaves down.*

*Tear from their branches their curtains
and spread*

Carpets of yellow beneath them instead.

*Glistening with rain or ablaze in the sun,
Falling in showers or dropped
one by one.*

*Fluttering treasures of Autumn
came down,
Scarlet and yellow, golden and brown.*

River Bend Farm & Craft Fair

Saturday, December 3

by Sereti Venzin

Join us in celebrating the winter season with a visit to the annual River Bend Farm and Craft Fair on Saturday, December 3. The fair embraces all cultures and beliefs in a festive atmosphere. It is a time to embrace the true meaning of the winter season – a time to reflect on inner warmth and enjoy seasonal crafts and traditions with your family.

This free-entrance event features local vendors and artisans and has built a reputation for unique, hand-crafted items. Demonstrators of woodwork, wool spinning, metalwork and pottery engage fairgoers in their artistry. Children can take part in field games, cake walks and tractor rides, choose handmade

treasures for gifts in the "children-only" Angel Room or make their own in the Elves Workshop. A puppet play, based on a traditional fairy tale, will also be performed.

For those wishing to get some holiday shopping out of the way, an expanded school store offers beautiful handmade and unique items for sale, including European wooden toys, children's books, art and craft supplies, one-of-kind dolls and crafts made by the parents and community of Tucson Waldorf School. The raffle offers you a chance to win a variety of items great for you or to give as gifts.

Entertainment will include performances by Waldorf students and live music by local trio



Parent Maria Cheek creating handmade Waldorf treasures in Craft Circle

Way Out West. Wholesome, delicious food will be available and parking is free. Join us and see for yourself why the River Bend Farm and Craft Fair has become a tradition for so many families in Tucson.

GROWTH

GARDEN NEWS

We're in the Heart Center: River Road Gardens

by Jon McNamara

September 2011 marked the third anniversary of River Road Gardens, a small, urban biodynamic farm at Tucson Waldorf School. This undertaking was inspired by a series of serendipitous events. The dictionary dates the origin of the word 'serendipitous' to 1754: coined by Horace Walpole, suggested by The Three Princes of Serendip, the title of a fairy tale in which the heroes "were always making discoveries, by accidents and sagacity, of things they were not in quest of."

The three formative events responsible for this audacious act of starting the farm were 1) the crumbling economic conditions of 2008, 2) an off-the-cuff remark by a family friend and 3) my attendance at a charette at the then-newly-acquired River Bend property.

Sitting in the late summer light in small groups, the members of the TWS community spoke openly from their hearts about what they wanted this future home to represent. My truck, filled to the brim with smelly cow manure en route to another location, was parked in the lot as though waiting for permission to begin its naive journey to stewarding this weed-infested patch of the earth. I was moved by the

goodwill, open heartedness and inclusive idealism expressed by the community at that meeting. I decided then and there to devote my efforts to establishing a farm working with biodynamic methods in the name of humanity, peace and love.

Someone reminded us, "The River Bend campus is in the heart center of the Finger Rock watershed." What a powerful and lasting image to work from in a time when the world seemed to be nearing the completion of some big cycle. Those words struck me keenly that day and I draw upon them for strength during challenging times.

Cataclysmic events seemed to surround us more than ever. Natural disasters, wars, famine, disease, economic catastrophe—it couldn't have been a more perfect time to begin a small, sustainably oriented vegetable farm in the desert based on an alternative economic model called Community Supported Agriculture (CSA). In times when anxiety-inducing events are the norm, it is easy to contract, self-protect and become fearful of the other. This little agricultural endeavor has proven to be one way to offset fear.



Farmers Emily Mabry and Jon McNamara

The CSA (Community Supported Agriculture) model is built on mutual trust and responsibility between the farmers and the share members. This CSA brings family and community together and nourishes the mind, body and soul.

In direct contrast to fear, the CSA model is built on mutual trust and responsibility between the farmers and the share members. There is no third party dictating our farming practices. Members share in the economic risk of the farm by paying for their share of the bounty in advance. Members are part of the family and the farm and are encouraged to participate in the operations of the farm, take on positions of responsibility, and nurture the health and growth of the CSA.

To become a CSA member of River Road Gardens, visit riverroadgardens.com or write to CSAinfo@riverroadgardens.com. There's more than just vegetables for members—inquire about fresh bread, local and organic honey, and grass-fed meat options. Keep it local and sustainable!

WALDORF EDUCATION

Waldorf Education Reaches into Canyons

by Linda Braun

Early on a Saturday morning an intrepid group of sixth graders and their selfless chaperones set off down the Grand Canyon Bright Angel Trail, full of awe at the beauty of their wondrous surroundings. It is a school tradition that in sixth or seventh grade, students take a class trip to the Grand Canyon as part of their mineralogy and geology studies. During the hike, students learned to identify many kinds of rocks and hunted for fossils embedded in the limestone. At midday we had arrived halfway down the canyon, at Indian Gardens, with the sixth graders frolicking in the spring-fed creek. As we began the four-and-a-half-mile hike back up to the top, there was light rain to keep us cool during the arduous, steep climb.

Each student experienced meeting this challenging hike with the deepest of satisfaction. Their joy was augmented by the strength of the social bonds in our class. Hiking as a group and camping together drew these students even closer to one another. Over the course of a three-day, late September weekend, the sixth graders experienced one of the greatest highlights of their education at Tucson Waldorf School.

The students were led on their excursion by Dr. George Gehrels, a University of Arizona professor of geology. George is the husband of one of our dear kindergarten teachers, Miss Jennifer. Several other volunteer chaperones accompanied the sixth graders: Mike Dean,

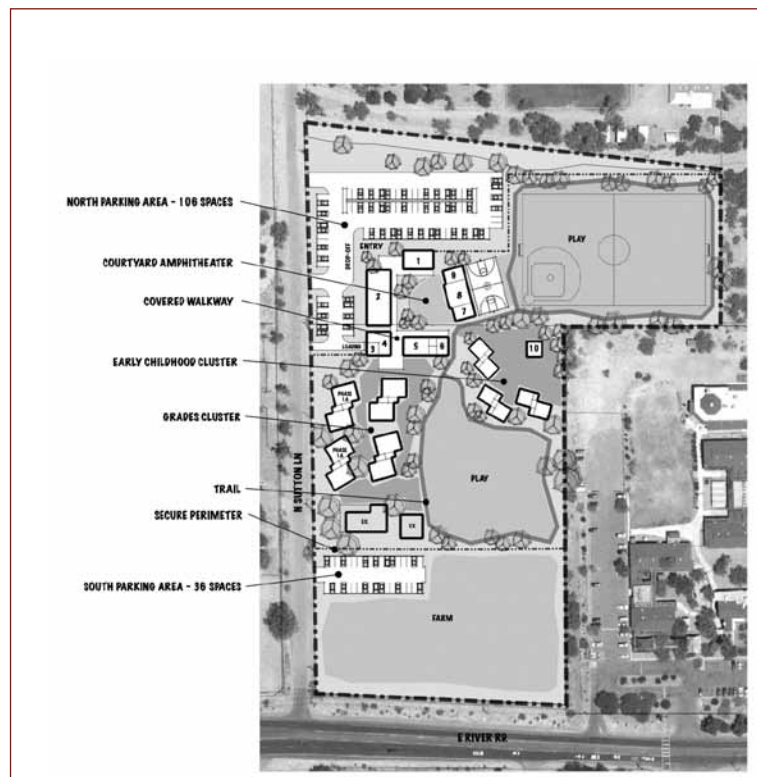


Sixth graders taking in the splendor of the Grand Canyon

parent; Olivia Ure, upper grades handwork teacher; Alan Gabelsberg, parent and husband of second grade teacher Mrs. Gabelsberg; and David Crown, River Bend Campus Planning Committee Chair, geologist and parent.

After packing up camp on Sunday morning, we returned to the canyon rim to sketch the grandeur before us. We traveled on to experience (and draw) the 800-year-old ruins of the Wupatki Pueblo. We ended our journey at Sunset Crater where we hiked around the base of the cinder cone volcano and climbed on the hardened lava field. The vans were loaded and we made our journey back to Tucson. We arrived home tired and sore, but very happy.

Each grades class at Tucson Waldorf School takes an annual class trip. Upcoming excursions include a Grade 5 trip to Cochise Stronghold, and Grade 4 will be exploring the local Finger Rock Trail in the Catalina Mountains.



Verse spoken by faculty at the Building Dedication on September 24

May there reign here spirit strength in love.
 May there work here spirit light in goodness.
 Born from certainty of heart and steadfastness of soul,
 so that we may bring to young human beings
 bodily strength for work, inwardness of soul and clarity of spirit.
 May this place be consecrated to such a task.
 May young hearts and minds here find servers of the light,
 endowed with strength, who will guard and cherish them.

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TWS COMMUNITY

TEACHER GRADUATION

Waldorf Teacher Training is a Family Affair

by Laura Gabelsberg

Thirteen years ago, when I left public school teaching, I never imagined I would become a Waldorf teacher. In fact, at that time, I had never even heard of Waldorf. This summer, I completed my three-year Waldorf training at Antioch University in New England.

In the late 1990s, I was overcome with frustration and despair at what I had encountered in the public school system. I spent several years looking for alternatives to what I found in the mainstream schools. It wasn't until I had been homeschooling for a few years that I discovered the Waldorf school in our area of Texas. After volunteering there, observing classes, and substituting, my interest in teaching was renewed. I thought, "I could teach again if it is like this!"

Waldorf training felt like a huge, intense commitment. I knew there would be spiritual study, artistic work, and expensive travel involving long periods of time away from my family. I wondered how to balance the training and its expense with caring for my three children.

In the summer of 2009, I finally made the commitment and my family and I traveled by car across the country in a pop-up camper from Texas to New Hampshire. It was a five-week epic journey in what turned out to be one of the wettest summers in New England recent history. My husband and children camped in the rain for three weeks while I attended classes from 7:30 A.M. until as late as 10:00 P.M.

Despite the challenges, I felt gratified to be there. I instantly became part of an extended

family with my classmates. Our group, a small class of about 20 women, became fast friends, sharing the joys and challenges of this new journey. I loved painting and, I must say, I did not expect eurythmy to be so challenging. I experienced math in a new way working with projective geometry.

By the summer of 2010, I had accepted my teaching position here in Tucson. In late June my family traveled 1,000 miles without me and moved our things while I attended a first grade intensive training in Pennsylvania. I came to Tucson for one week and then turned around and went to New Hampshire for five continuous weeks. It was very difficult to be away from my children for so long; I missed them dearly.

However, I was grateful for the intensity of the second summer's work focusing on our research project. I focused on the marketing aspects of Waldorf in my project. I wanted to know how best to explain Waldorf education. I researched and analyzed 25 school websites and looked at the way each answered the question, "What is Waldorf?" I presented my project to colleagues and returned in August 2010 to teach Grade 1 and begin our new life in Tucson.

Finishing my Waldorf training was truly a family accomplishment. As I walked across the stage at the Pine Hill Waldorf School to accept my Waldorf Teacher Training certificate at Antioch University, I felt my husband, Alan, and my children, Erin, Derek, and Nathan walk with me, though they were not physically there. I am so grateful to be able to answer this calling and I am grateful for my family's support.

This summer was the best of the three-year program. I reunited with my classmates and deepened my understanding of Rudolf Steiner's work. I finally felt that I understood Waldorf pedagogy and its basis in Rudolf Steiner's work with anthroposophy.

As a climber reaches the top of his mountain, he is aware that ahead there will be new ones to ascend. I know that though I have completed this milestone, there is much yet to learn. I will continue to evolve as a teacher and as a human being—to find my way to serve the greater TWS community and Waldorf education in the global sense.

Learning Doesn't End at 3:00 PM

Aftercare at the River Bend campus now enjoys extracurricular programs for Grades 3 through 8.

Waldorf String Ensemble is open to all string players (violin, viola, cello, bass) and the occasional woodwind player (flute, clarinet, bassoon). The ensemble is led by Judith Pottle, Ph.D. Dr. Pottle has an advanced degree in psychology and studied music theory at Pima Community College. She has organized and led the Waldorf String Ensemble since 2008 and offers private cello lessons at TWS and throughout the greater Tucson community.

Clay Class is brought to you by Jaren Stroback, M.S.A., of the Tucson Clay Co-op. Children experience hand-building and sculpture and will produce a number of individual pieces as well as a cooperative piece by the group. Jaren is a professional potter and sculptor and regularly teaches children's clay classes at the Tucson Clay Co-op and Tucson Parks and Recreation.

Drama Group engages students in Grades 5–8 to write, direct and act in their own production with the guidance of Heidi Brozek. Heidi holds a B.F.A. in Performing Arts and an M.A. in English Language and Education. She has been involved in all aspects of theatre, including education, directing, producing and acting.

Yearbook Group will document and creatively organize TWS school life for the 2011–12 yearbook.



RETURNING HOME

TWS Welcomes New Faculty & Staff

Tucson Waldorf School is fortunate to welcome some brand new, and also familiar, faces to our faculty. Jacqueline Bland returns home to the TWS family as our new music teacher. Mrs. Bland was part of one of the school's original families; her son was in the first kindergarten class in 1993.

Karen Peterson-Kunigk joins us as the new German teacher. Her musical talents and gentle nature have made her right at home with the children. Melissa Metcalf, former Early Childhood aftercare assistant, has accepted the position of nursery assistant in the Marigold Garden.

Wynter Youssef is now filling the shoes of Ms. Sue as Administrative Assistant at the Presidio campus. Lisa Archer and Grade 1 welcome Waldorf-trained classroom assistant Bayla Canote.

Carmenza Fernandez now leads the parent-child playgroups. Sam Kane joins us as our new bookkeeper with an additional wealth of knowledge about non-profit management.

Ron Spector, who joins us with more than 25 years of experience in education, has made the aftercare programs somewhere children don't want to leave. Please join us in making our new faculty and staff feel at home (again) at TWS.



Finding a Better Way

by Ron Spector

I remember precisely when I began wanting to work with children. I was in sixth grade. I was having breakfast at a local pie shop with my mother before school. A woman across the room had just finished eating. Her preschooler was not yet ready to leave. I watched, fascinated, as the mom tried every manipulative technique in the book. She finally told the boy that if he wanted to stay there, it was fine with her; she was leaving. She got almost to our table and looked back at the defiant child. "Bye bye..." she teased. I wondered what thoughts and feelings might be going on in that child: fear of abandonment, lack of trust, a stubborn commitment to his dignity? Almost to the door, she whirled around and marched angrily back to the booth. She grabbed up the startled boy who immediately began crying and made for the exit.

As she passed, she looked me in the eye and said through gritted teeth, "We'll see what you do when you have a child!" I didn't know what she could have done

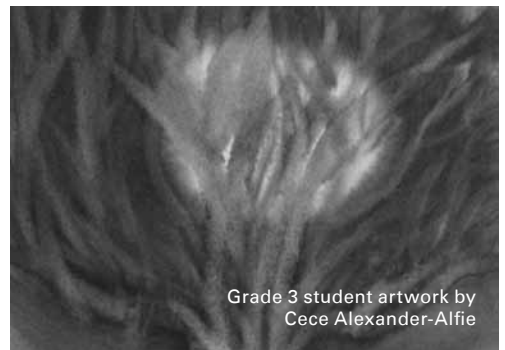


differently, but I decided then and there that I would find a better way.

In 1984 I opened Lasting Impressions Learning Center, a preschool and childcare center licensed for 65 kids. I taught ages one through ten. I honed and refined the skills I had learned by watching the effects they had on the students. I attended every seminar on child development and behavior I could find. I integrated what I saw to be true and effective. I trained my teachers and provided parent workshops in this set of skills. Due to the struggling economy, in December of 2010 I sadly closed the doors of my school forever.

I had no idea what direction my life was going to take until I found the Tucson Waldorf School. I began attending school functions and was amazed at the sweetness and honor of this beautiful community. When the aftercare

I decided then and there that I would find a better way. I look forward to continuing my quest by studying Waldorf education.



position opened up, I jumped at the chance to be part of the school. I am very grateful for this opportunity and am enjoying putting together a fun and creative afterschool program. I look forward to continuing my quest by studying Waldorf education.

PARENT VOICE

Polarities & Balance—

Attending an Evening with Speaker Daniel Bittleston

by April Wiley

On the evening of September 21, I attended a public event on the TWS campus with visiting speaker Daniel Bittleston. I was left wishing we had had all evening to pick his brain and deepen our knowledge of Rudolf Steiner and anthroposophy.

Daniel's lecture and supplemental materials showed me a more personal side to Rudolf Steiner. Like all literature I have come across on Steiner, there were myriad insightful quotes like, "You will have the right feeling for this building if you sense that the building goes beyond its limits. It really seeks to expand into

CONTINUED ON NEXT PAGE



the widths of the world." Daniel referred to Steiner's accomplishment of reconstructing a building named the Goetheanum, which had been destroyed by arsonists. He rebuilt it with only poured concrete.

Daniel spoke of Waldorf education and how teachers strive to acknowledge and respect the eight intelligences of children:

- 1) Verbal: The Linguist
- 2) Math-Logical: The Scientist
- 3) Spatial: The Builder
- 4) Musical: The Composer
- 5) Bodily-Kinesthetic: The Athlete
- 6) Interpersonal: The Peacemaker/Spiritualist
- 7) Intrapersonal: The Philosopher
- 8) Naturalist: The Earth Lover

Daniel emphasized the arts, creativity, and innovation. Embracing the entirety of one's eight intelligences, as Waldorf education does, has the potential to encourage social change and to reach the ultimate goal of life, which is love and freedom.

Daniel invited us to participate in an exercise that I interpreted as a form of "marching to our own drum." He had us sit still and quietly, thinking about a tone we were comfortable singing or humming. He then asked everyone to stand up once we had found our tone and hold it within. When he gave the grand gesture to express this tone we were asked to walk around humming or singing the tone while simultaneously listening to the others' individual tones. After some time of doing this, we were asked to sit back down in quiet to reflect.

We spoke of our experiences; some had held their tones, and others had changed once they had heard others'. He reminded us that music is the great teacher of social behavior; one must remain true to the voice of the self whilst listening to the voices of others—finding beauty in both harmony and dissonance.

As all of this was being shared, I thought of each child's tone and of how easily some are influenced by others and how some really stay true to their tone. Waldorf education embraces the tone of each child even when it's influenced and altered by others. Waldorf education gives the child love and appreciation regardless of the child's tone. This also extends to the parental work of loving unconditionally.

Daniel spoke of our culture's imbalanced emphasis on quantity and not quality. In contrast, Waldorf education continues to educate children about the importance of quality. I repeatedly ask myself, "Where has all of the quality gone?" The quality workmanship of a craftsman/woman, not a manufacturer of mass quantities, is a rarity. Toys I played with as a child withstood the hands of my torturing brother and his friends. Now, toys disintegrate in one season, especially under the Arizona sun.

Waldorf education helps students find balance in all of the world's polarities. Daniel asked,

"What do we have to learn from time and space?" How does one recognize the quality of time? We celebrate seasons and different times of the year; time is a gift and is presented in abundance; we have gratitude for and a relationship with time. One can be present in time or may get out of the "prison" of time.

We are always entering new time. Time is a responsive and conscious entity. Daniel maintained that if you love time, in return you receive love from time. Delayed gratification is something I have personally always had a respect for: growing a plant means starting from soil and seed and dirt and waiting. Time is loved in this process. Similarly, celebrations heighten our consciousness of time; they help us span the moment to eternity.

The inner and outer is often discussed with Waldorf students: we care deeply for the outer world but also learn to quiet the mind and go inward to care for our inner worlds. Children learn to be active but also still. There is a symbiosis of inner and outer that still piques my curiosity.

Finally, Daniel highlighted yet another polarity: Waldorf education teaches without reward and punishment. This one pulled at my heartstrings, as I have struggled with this since becoming a parent. How do I lovingly and respectfully teach wrong from right? Waldorf teachers teach this through storytelling. Stories aim not to point a finger or pat a back but to project a feeling. Once children hear stories like the one that follows, they begin to develop awareness, confidence, and the ability for conscious decision-making.

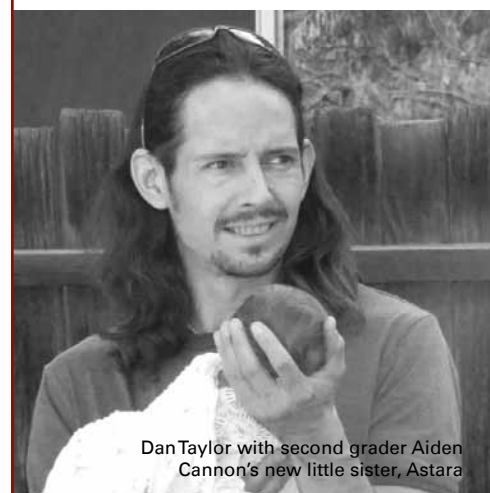
There once was a boy named Still Phil and a girl named Chatty Hattie. One morning, Still Phil witnessed an animal he described as a mixed breed of a pig and a deer, which he later found out was a javelina. He began to tell Chatty Hattie of his discovery when she interrupted, "There's no such thing as an animal like a pig and deer. Why haven't I seen one?" Still Phil responded, "Maybe it's because you make so much ruckus that you scare them away." The following morning, Chatty Hattie took what Still Phil said into consideration and decided to be quiet and still. Sure enough, that morning, Chatty Hattie also had the joy of discovering the pig-deer animal.

Daniel ended the evening with a story originally told by Ken Robinson, a creativity expert, who had had a "lively" child in his classroom. One day that child was in the corner of the room with a piece of paper and colors and was busily drawing. He approached her and asked her what she was drawing. Her response was, "I'm drawing a picture of God." Ken responded, "You realize no one really knows what God looks like." With conviction the child replied, "They will in a minute!"

I taught early childhood education for over ten years and both painfully and pleasantly witnessed the results of family teachings. I am no angel and have also had my moments, but I have learned that there is always *time* for change.

Welcome new **TWS** families & existing families who have newly-enrolled **TWS** students

Brusa Zappellini	Kuhn
Cannon	Lauretta
Casertano	Mehren
Cheek	Naone
Cloud	Pfister
Cook	Sandford
Copley	Saphir
Dawson	Schneider
Espitia	Sherman
Falcon	Steinmeyer
Hoffman	Suski
Hopkins	Walter
Iurino	Wiley
Krivan	Wortman
Krzyzanowski	Zimmermann



Dan Taylor with second grader Aiden Cannon's new little sister, Astara

THANK YOU to the 2011-2012 Room Parents

Nina Luscombe	<i>Star Garden</i>
Linda & Joel Biederman	<i>Star Garden</i>
Dorie Stonebraker	<i>Marigold Garden</i>
Juliet Naone	<i>Sun Garden</i>
April Wiley	<i>Sun Garden</i>
Heather Rouse	<i>Red Rose Garden</i>
Kate Crombie	<i>Red Rose Garden</i>
Anita Wood	<i>Grade 1</i>
Lindsay Schneider	<i>Grade 1</i>
Elizabeth Bartelsen	<i>Grade 2</i>
Carman Ryken	<i>Grade 4</i>
Lynda Zimmermann	<i>Grade 4</i>
Lia Byrnes	<i>Grade 5</i>
Pamela Park	<i>Grade 6</i>
Monyka Salazar	<i>Grade 6</i>
Ines Anderson	<i>Grade 7/8</i>
Kindra Hadley	<i>Grade 7/8</i>

GIVING

Giving Helps Us Grow

A child in the Sun Garden nursery class recently said, "I know why plants grow. Because they're berry happy!"

Tucson Waldorf School's teachers and students are grateful for the generosity in our school community. Our roots are anchored by tuition and the nourishment for our school's roots comes entirely from your gifts to the Annual Fund. You are integral to the health and growth of Tucson Waldorf School.

The Annual Fund supports our beloved teachers' salaries, specialty programs like handwork, woodworking, music, Spanish and German, and faculty professional development. Your support will help us reach our 2011-2012 goal of \$64,000.

Here are six ways you can support the Tucson Waldorf School Annual Fund in your daily life:

1. Use Google? Use **GoodSearch.com** instead. Every search earns a penny. Get ready for some math: 100 people do 10 searches a week = \$480 a year. That's halfway to supporting a teacher's professional development opportunity.
2. Shop at **Target**? Get a REDcard (credit/debit) and enroll in the Take Charge of Education program. TWS just got a check for \$300 with only 16 active participants – imagine if 50 more of you joined. The debit

card gives you an automatic 5% off every purchase and it draws right from your checking. Get started – apply at any Target store.

3. Shop online? Go to **Shop.com/waldorf**. You get cash back and TWS earns big. Alumni parents Mark & Diane Hansen manage this and are to thank! Spread the word. It's a win-win for all of us.

4. Can't find it at Shop.com/waldorf? Headed to **Amazon**? Step on the brakes, turn left to **www.tucsonwaldorf.org**. Click on the **Amazon link on the TWS homepage to get your virtual badge**. With a TWS badge, a percentage of your purchases always comes home to TWS.

5. Every time you use your enrolled credit/debit card at **E-scrip** merchants, TWS earns money. **Register all of your debit and credit cards at escrip.com**. TWS I.D. # is 2062486.

6. **Challenge**: Get at least one family member, friend, colleague, neighbor or employer to join you. Don't forget to check if your employer has a **matching fund program** for education.

Thank you for all you do for the children and teachers of Tucson Waldorf School!

Thank You
to all of the individuals,
foundations, and
businesses that
invested in Waldorf
education this past
year. Your support is
critical to the present
and future of Tucson
Waldorf School.

*The Annual Fund is
our school's primary
fundraising vehicle to
cover the gap between
tuition and operating
costs (teacher salaries,
specialty subjects,
development of our
faculty & festivals).*

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Cece Alexander-Alfie
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TO MAKE A GIFT

Support the TWS Annual Fund
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www.tucsonwaldorf.org

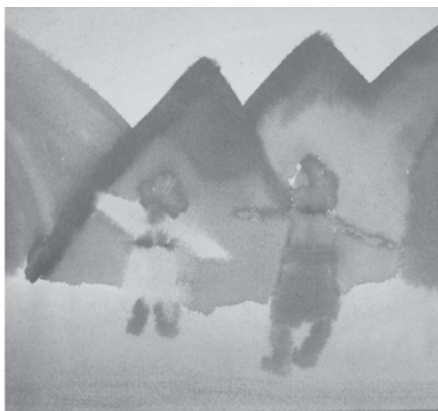
Corrections: Please note: Every
effort has been made to include all
donors from the 2010-2011 school
year. If your name has been omitted
or if you have any corrections to the
list, please notify: development@tucsonwaldorf.org

SUPPORT

AWSF Needs Your Tax-Redirected Contribution

One out of four TWS students receives a scholarship directly from AWSF funds

Grant Anderson, TWS Treasurer



Arizona Waldorf Scholarship Foundation
3349 East Presidio Road, Tucson, AZ 85716
Tax ID: #86-0974848, a 501(c)3 tax-exempt organization

A school tuition organization cannot award, restrict or reserve scholarships solely on the basis of donor recommendation. A taxpayer may not claim a tax credit if the taxpayer agrees to swap donations with another taxpayer to benefit either taxpayer's own dependent.

UPDATE FROM THE ARIZONA WALDORF SCHOLARSHIP FOUNDATION:

It's that time of the year again: time to make a tax-redirected contribution to the Arizona Waldorf Scholarship Foundation. This letter is to inform both future and past AWSF participants of changes to the program this year, and to explain the Tax Tuition Support Program as a whole. Even if you think you know this program well, take time to read this letter, as important changes were made in AWSF's rules this year in response to changes made by the Arizona Legislature.

What is the Tax Tuition Support Program?

Arizona tax law allows families to contribute to three tax programs that benefit private schools, public schools and organizations helping to support the working poor (you can contribute to all three).

This is NOT a donation program. The state allows you to redirect your taxes from the state general fund to a qualified Arizona Tax Tuition Organization. AWSF is one of those organizations. This means that you can give AWSF a contribution and take that contribution directly off your tax liability dollar for dollar. There is NO cost to you! As long as you owe the tax, you can redirect the taxes. Just check your pay stub. If it says you paid Arizona Withholding Tax, you can participate.

How much can I contribute?

Any amount is highly appreciated, but Arizona limits you to \$500 if single filing and \$1,000 if married filing jointly. You can carry over to next year any amount you contribute over your tax liability.

How does it work?

You simply write a check to AWSF, make a contribution online, or send in the form that you can find at http://www.tucsonwaldorf.org/Development_Tax_Credit.

You will get a letter acknowledging your contribution. You file your taxes normally using the state tax forms. You do not owe the amount you contributed to the state.

Why should I do this?

The AWSF supports tuition assistance at the Tucson Waldorf School. Over 25% of TWS students receive some form of financial aid. It would be a shame to close our school to qualified and financially challenged families who want the best education for their children. Also, it makes you feel good!

I've heard I can get tuition support through AWSF. Can I?

It's true that AWSF offers a program

that accounts for the contributions you encourage. Contributions cannot directly benefit your child. However, after you have raised \$2,000 to support the general tuition fund, AWSF will consider contributions named to your specific child for support of your child's tuition. Just make sure the contributions you encourage have your child's name on the form!

Why should I do this now?

By doing this now, you don't have to think about it when the holidays are upon us. The need to support tuition for families starts NOW. Please write a check for your contribution, or even a partial contribution, TODAY! If you want additional brochures to give to family and friends, please ask when returning your form or stop by the school office.

Where can I find out more?

Call Grant Anderson at (520) 327-6393, or email GrantAnderson@StanfordAlumni.org. For the most in-depth information, see the FAQ sheet on the website at www.tucsonwaldorf.org.

WHERE WE STAND

TREASURER'S REPORT

Year-End Financial Report

by Grant Anderson, Treasurer

I am now in my seventh year as the Treasurer of the Tucson Waldorf Education Association, and every year has been a wonderful experience of watching a community pull together to build a school that we can look at with pride and gratitude. It's the Treasurer's duty to make sure that the growth we experience is financially accounted for correctly and completely. The following report is to give the community insight into those accountings. The financial summary of results (pre-tax auditor preparations) for the FY11 year (July 1, 2010 through June 30, 2011) are:

Looking at the Revenue & Expense table, you can see that our income was negative last year. This is the second year of negative net income (last year was approximately negative \$14,000 after accounting write-off adjustments). This is a trend that we need to arrest this year. As I have stated in past communications, ours is a problem of revenue and not expenses. We run a very lean organization and watch our dollars very closely. However, as we have grown, our expenses to provide quality Waldorf education have expanded at a commensurate rate. The challenge ahead of us will be to expand our revenue by providing our service to a large community while taking a pause in growing our services.

To provide some perspective, I want to note that a \$27K loss, while seemingly large, represents just over 2% of our total expenses and within 3% of budget. This illustrates that we are both managing very well to budget, but also budgeting very close to a net-zero income, which as we get bigger is risky in these uncertain economic times. The current school year brings this home as we have had to make adjustments to account for fluctuations in our student count.

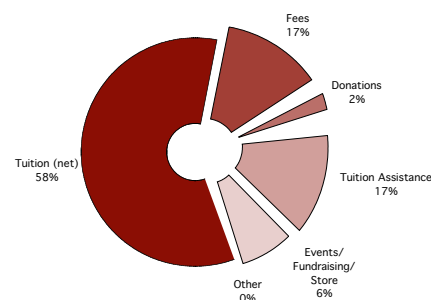
Cash flow continues to be our most difficult issue. We have taken some steps to fix this—mostly not visible to most community members. These include “un-phasing” the tuition due date (1st of the month) from payroll (now the 5th and 20th of the month). In February we instituted

more timely statements and put emphasis on prompt, on-time payments of tuition each month which was visible to the community.

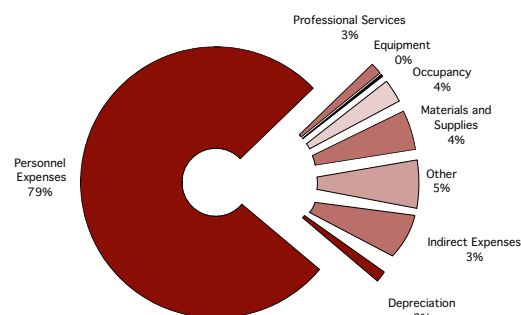
Revenue & Expenses	2010-11
Revenue:	
Tuition (net)	\$710,337
Fees	\$207,137
Donations	\$237,168
Events/Fundraising/Store	\$74,298
Other	\$17
Total Revenue	\$1,228,957
Expenses:	
Personnel Expenses	\$997,879
Professional Services	\$38,988
Travel	\$0
Occupancy	\$49,100
Equipment	\$4,553
Materials & Supplies	\$54,590
Other	\$64,439
Indirect Expenses	\$36,853
Depreciation	\$22,298
Total Expenses	\$1,268,700
Net Ordinary Income	(\$39,743)
Net other inc/exp	\$11,973
Net Income:	(\$27,770)

The cash flow statement through the year may seem to contradict what I've just said. However, the cash flow statement shows the financial movement of money that has resulted from our Capital Campaign for the new buildings. We have diligently kept the Capital Campaign and building separate from our operations, but financially they both affect school finances. In this case, it makes our cash flow look very good, but as the money from the Capital Campaign is used directly for

TWEA Revenue Breakdown by Category (July 1, 2010 - June 30, 2011)



TWEA Expense Breakdown by Category (July 1, 2010 - June 30, 2011)



Cash Flow Statement	Jul '10-Jun '11
Cash July 1, 2010	\$52,280
Net Income	(\$27,771)
Receivables, deferred revenue and LOCs	\$33,827
Account Payable	(\$26,499)
Net Cash provided by Operating Activities	\$7,328
Investing activities (equipment, buildings, depreciation)	(\$867,213)
Financing activities (mortgage, loans, Capital Campaign)	\$1,091,103
Net cash increase for period	\$203,447
Cash June 30, 2011	\$255,727

the building, it does not affect the operational cash flow (in short, the money coming in from the Capital campaign was going straight back out to the builders).

Looking at the balance sheet, the equity jumped as the buildings progressed (with most being "work in progress—known as WIP in the financial community). Our liabilities rose slightly due to a community foundation grant that comes with repayment obligations secondary to our mortgage. That WIP is now finished—and I hope you were able to celebrate with us at the Building Dedication and Open House on September 24.

The Capital Campaign continues as we raise the money needed to pay back our community foundation grant. We have roughly \$350,000 to go—much less than the \$1,300,000 we needed when I wrote this letter last October. We are so very grateful to those that have stepped forward to make our new River Bend campus buildings and classrooms a reality!

Now regarding the big change this fall: As we've doubled the size of the school in the last seven years, our financial and accounting methods and systems have been strained. Operating the school requires accounting for well over one million transactions per year. To simplify our operations, provide better access and service to our families and lessen the accounting burden, the school board has agreed to work with a tuition accounting firm named TADS to handle our enrollment and tuition payments. What this means for our families is convenience, immediate access to statements and automatic payments through secure websites—all 24/7. It enables the school to concentrate on providing education. This doesn't mean that you will have to work with a faceless entity if you have a question—our bookkeeper is to answer questions and help you get answers—but the information will be much more readable, transparent and timely. After evaluating this change over the summer, the finance committee was unanimous in recommending we go forward with this change.

Finally, a big thank you to our former bookkeeper, Kristal Lewis, who is moving on to other opportunities and a warm welcome to our new bookkeeper, Sam Kane.

As always, I can provide more detailed accounts and spreadsheets for those interested. And also, as always, please feel free to contact me if you have any questions at any time. I can be reached through Margery in the office, from the numbers on the class lists (I have children in 6th and 7/8th grade) or at Treasurer@TucsonWaldorf.org.

Sincerely,



Grant A. Anderson
Treasurer, TWEA, TWSM
The Tucson Waldorf School

Balance Sheet	Jun 30, 2011	Jun 30, 2010
Current Assets		
Cash or Equivalents	\$255,827	\$49,368
Accounts Receivable	\$26,126	\$34,677
Other Current	\$1,981	(\$212)
Total Current Assets	\$283,934	\$83,833
Fixed Assets	\$3,692,962	\$2,812,362
Capital Fund/Investments	\$4,017	\$17,404
Total Assets	\$3,980,912	\$2,913,599
Liabilities		
Current Liabilities	\$122,469	\$118,488
Long Term Liabilities	\$793,341	\$490,382
Equity	\$3,065,101	\$2,304,728
Liabilities and Equity	\$3,980,912	\$2,913,599


Thank you TWS Supporters

We graciously offer our appreciation to each of our sponsors. In recognition of their generous contributions to the Tucson Waldorf School, please visit their websites and locations to learn more about them and their products and services.

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ATTORNEY AT LAW

PAUL.BATES@AZBAR.ORG

177 N. CHURCH AVE. #200
TUCSON, AZ 85701

PHONE: 520 882-7300
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SUPPORT

How to become a Sponsor

We are proud to invite you to sponsor TWS. We welcome any suggestions that would meet your marketing objectives. If you have any questions or comments, please contact Sereti Venzin, Development Director, at (520) 325-5514 or development@tucsonwaldorf.org.

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INSIDE:

Grade 6 Grand Canyon Trek

ON THE HORIZON

HARVEST FESTIVAL
OCT 29

MARTINMAS
LANTERN WALK
NOV 11

GRADES OPEN HOUSE
NOV 12

River Bend Campus
(10 AM)

THANKSGIVING BREAK
NOV 21 TO 25

ADVENT GARDEN
NOV 28

VISITING SPEAKER KIM
SNYDER-VINE
WEEK OF NOV 28

RIVER BEND FARM &
CRAFT FAIR
SATURDAY, DEC 3

WINTER BREAK
DEC 19 TO 30

EARLY CHILDHOOD
OPEN HOUSE
& PUPPET PLAY

JAN 7, 2012
Presidio Campus (10 AM)

MARTIN LUTHER KING,
JR. DAY - NO SCHOOL
JAN 16

LAZURE PAINTING
WORKSHOP WITH
MASTER CHARLES
ANDRADE

JAN 21 TO 22 AND
JAN 28 TO 29

GRADE 6 MEDIEVAL
GAMES
FEB 15 TO 17

RODEO BREAK/TEACHER
CONFERENCES
FEB 20 TO 24

TUCSON FESTIVAL
OF BOOKS
MAR 10 TO 11

SPRING RECESS
APR 9 TO 13

SONORAN SUN

Tucson Waldorf School, Fall 2011

Presidio Campus | 3349 E. Presidio Rd., Tucson, AZ 85716 Phone | 520.325.5514

River Bend Campus | 3605 E. River Rd., Tucson, AZ 85718 Phone | 520.529.1032

Web | www.tucsonwaldorf.org FEIN: 86-0729122

Sonoran Sun Contributors

Laura Alexander	Kim Lewis
Grant Anderson	Jon McNamara
Lisa Archer	Ron Spector
Linda Braun	Sereti Venzin
Laura Gabelsberg	April Wiley

Sonoran Sun Editors

Jennifer O'Brien
Kim Lewis
Amy Slaven-Crown
Sereti Venzin

Photo Contributors

Scott Abelman
Lisa Archer
David Crown
Mike Dean
Laura Gabelsberg
Sereti Venzin
April Wiley

Have an idea?

Please send your ideas and contributions for upcoming editions of the *Sonoran Sun* to Sereti Venzin at development@tucsonwaldorf.org. You may also contact Sereti for sponsorship and advertising opportunities.

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