



Tucson Waldorf School

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

SONORAN SUN

SPRING 2011

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

Meet the 2011 Graduates

The class of 2011 has had quite a journey, including their 8th grade trip: a four-day kayaking trip down the Colorado River from Blythe, California to Yuma, Arizona.

See their profiles and learn more inside!



Group photo by Dan Williams. kalarestudio.com

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SCIENCE IN WALDORF

Science in Grades 5 & 6

by Lisa Archer

We continue our overview of the Waldorf science curriculum by turning now to the middle grades, fifth and sixth. It is in these grades where what is considered "traditional" science begins; it is then continued and expanded upon in the upper grades and high school.

Fifth grade focuses on the study of botany. By fifth grade, students are ready to take what is learned in third grade gardening and look at the world of plants in a new way. Linda Braun, our current fifth grade teacher, succinctly sums up the fifth grade science curriculum: "In Grade 5, we explore the growing habits and structure of the Earth's plants, from the common dandelion to the mighty Ponderosa pines, with special attention to the unique

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Nayla Venzin proudly showing the eggs that were collected from the chickens.

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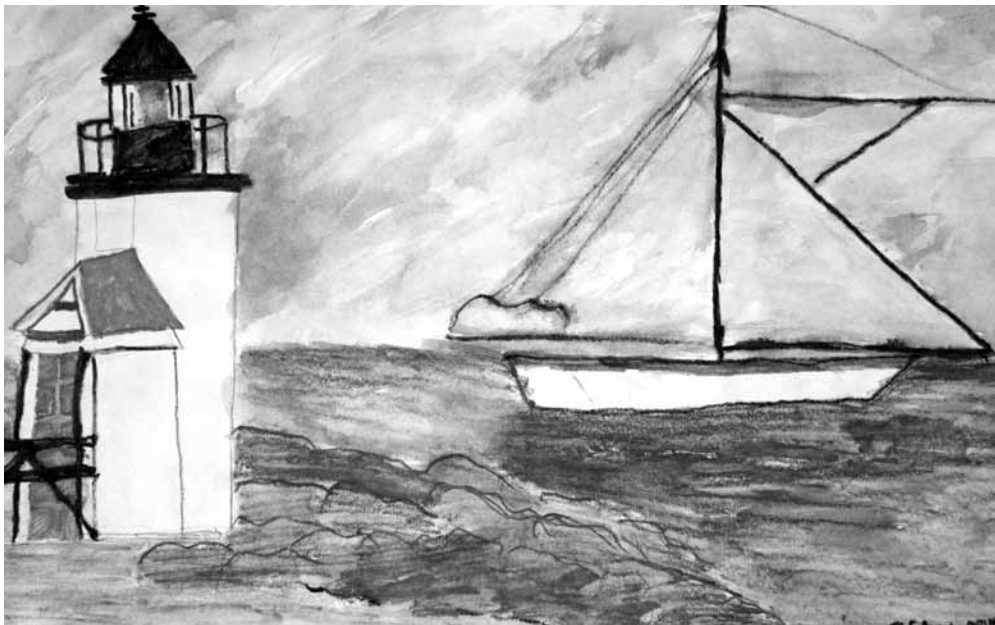
RIVER BEND CAMPUS

Construction progresses. With 100% giving by TWS families, classrooms should be ready by the start of the 2011-2012 schoolyear.

Every Family Counts!

If you would like a construction tour, contact Laura Alexander at (520) 405-6145. Photos taken of construction at River Bend campus in April 2011.

MORE DETAILS ON PAGE 11



Alice Bates' state report drawing (Grade 5)

STUDENT VOICE

Student Reports

by Alice Bates

Each year, our students do a report, starting in the third grade. This year the fifth grade did a States report. My experience of this report was that it is a way of focusing on learning one thing—having the responsibility of due dates, careful mapmaking, and creating a picture of your state, both in words and in drawing. Mrs. Braun ends our report by having us speak one at a time about our state in front of the parents of the class and the students. I did my state report on Massachusetts. My favorite place is the John F. Kennedy Memorial Library in Boston.



State map drawing by Dora Macon (Grade 5)

WALDORF FOCUS

Aftercare

by Sophie Richerd

(aftercare teacher for Grades 1-3)

Aftercare is the out-breath after the in-breath of the school day. For Grades 1, 2 and 3, it is a realm of amazing creativity and imagination in free play with friends as well as in arts and crafts.

Crafts activities are essential for developing the fine motor skills and hand-eye coordination necessary for academic success. A different activity is offered each day of the week, giving the children a sense of confidence and expectation through the important Waldorf concept of rhythm. Monday is watercolor painting. Tuesday is knitting and yarn crafts; latch-hook has been a favorite as children create little rugs with amazing patience. On Wednesday we bead; many a bracelet or necklace has been lovingly designed as a gift. On Thursday, the children enjoy clay modeling, a great tactile and three-dimensional experience. We finish the week quietly with sewing on Friday, and the occasional non-competitive board game. Drawing is a favorite every day, as imagination brings to life future families, soccer teams, and space adventures.

The activity materials are set on a table and the children are free to join in. They also get to enjoy all kinds of healthful free movement on our beautiful, safe, and contained playground (great remedial work for the body, spatial orientation, and sense of balance). The children set up elaborate imaginative games (developing intelligence and sociability) and play with natural materials (sand, mud, sticks, and rocks), which nurtures their connection with the elements of earth, water, wind, and heat (and feeds their souls). The children are gathered in the middle of the afternoon by the snack bell for nourishment and togetherness and time to practice their table manners and social skills. And all this learning happens to be so much fun that children never seem ready to leave!



Early childhood Aftercare friends ride in the wheelbarrow to the garden.



Ms. Sophie, in Aftercare.



Natalie Adler working with clay in Aftercare

flora of the Sonoran desert. Rather than dissecting and analyzing plants out of their natural context, the science approach used in a Waldorf Grade 5 stresses the healthy activity of the senses: the children learn best through what they can see, hear, smell, taste or touch of the plants and their parts, integrated as a whole. We stress the development of accurate, objective observation skills as the firmest foundation for future scientific endeavors. Through objective observations, we begin to organically (excuse the pun!) develop understandings of botanical families and classes. Alongside this, we develop appreciation of the "soul qualities" that the different plants evoke—such as the "shy" violet and the "upright" saguaro. Our studies are enlivened through capturing the plants in detailed written observations, poetry, drawings, and paintings."

In sixth grade, students begin to develop a new capacity for critical thinking that in Piaget's theory of cognitive development is called the Formal Operational Stage. No longer solely dependent on concrete, observable phenomena for understanding, the adolescent can now begin to generalize his or her observations into more abstract rules and laws (if this...then that). This sets the stage for the study of physics and coming to a deeper understanding of the physical world.

The sixth-through-eighth grade physics curriculum gives the student a wealth of opportunities to carefully observe various phenomena. Through guided discussion, which calls on this newly developed capacity for critical thinking, the students come to formulate in their own words the underlying laws related to these phenomena. Optics, acoustics, heat, magnetism and electricity are the various subjects started in sixth grade and further deepened in seventh and eighth grades. In these subjects, the students are working from their sense impressions and direct observations to find patterns in the physical world. Whereas the younger child would accept what the adult says is true about the world, the young adolescent is able to think through the process to come to scientific laws and theories. Through teacher-led demonstrations and their own investigations, they develop their powers of observation and come to logical theories and laws about the natural phenomena they are studying.

In sixth grade, naked-eye astronomy complements this study of physics as the students look out into the world to observe the patterns that are occurring in the sky from their vantage point on Earth. They carefully observe the apparent movement of the stars and planets through the sky over a period of time, and from these observations they come to a deeper understanding of the universe.

What are the constellations and where are they in the sky at various times? How do they appear to move and what can this tell us about the tilt of the Earth's axis and how it moves in space? Although sixth grade students know the Earth is round and revolves around the sun, we take them back to an earlier stage in history where this was not commonly known or accepted. This is so they can learn to observe the phenomena objectively with their own eyes. Through direct experience, they then can think through the steps to how those early astronomers came to conclude the Earth was round and revolved around the sun. A Waldorf science class does not just give the students the abstract laws and expect the students to memorize them, but instead encourages the students to observe

for themselves, then think through the process to come to the underlying laws. We are not just handing them the facts, but are teaching them critical thinking skills that are the basis for scientific investigation and discovery.

Sixth graders also study mineralogy and geology as they look not only to the heavens but to the Earth to understand what is going on beneath their feet. Whereas a young child may pick up pretty

stones, and enjoy climbing mountains and scrambling over boulders for how it feels or just for the sheer joy of doing it, the older student is ready to engage with the world through his or her thinking. What are the forces that made the stone he is holding? What is the difference between a limestone landscape and one that is predominantly granite? Here in Arizona, we are fortunate to also be able to visit the Grand Canyon and see first-hand the various layers making up the earth beneath our feet. What do these layers tell us about the forces at work in making the world?

As with all the grades, the sciences are introduced when the child is most ready to take them in, not only on a purely academic level but also in a way that nourishes the soul life. Fifth graders are at a stage of blossoming where they particularly appreciate the beauty and harmony of the plant world. Sixth graders are caught in a dichotomy of heavenly ideals pulled down by earthly responsibilities and rules that govern their actions. They feel a sense of control over their world when learning physics and mineralogy and the laws governing the physical world, while at the same time they revel in the patterns of the stars and the mysteries that are yet to be revealed. In the back-to-school issue, we will continue our overview of the sciences with seventh and eighth grades.

A Waldorf science class encourages students to observe for themselves, then think through the process to come to the underlying laws. We are teaching them critical thinking skills that are the basis for scientific investigation and discovery.

JAMAICAN TODY

The Jamaican Tody has a call that is unmusical, with buzzes and beeps. They are very beautiful birds with all their flashing colors and little beaks. They live in on the Caribbean islands of Jamaica and don't migrate.

by Gila Goodwin



KINGDOM A
PHYLUM CHO
CLASS AVES
ORDER CORAC
FAMILY TODID
GENUS TODU
SPECIES TOD

Report by Gila Goodwin (Grade 4).

Verse

*The light of the sun is flooding
The realms of space;
The song of birds resounds
Through fields of air;
The tender plants spring forth
From Mother Earth,
And human souls rise up
With grateful hearts
To all the spirits of the world.
- Rudolf Steiner.*

CELEBRATIONS

Michelle Williams, photo by Dan Williams



Sereti Venzin, photo by Dan Williams



Susie Parker and Star Mazza
photo by Camille Ramos

MAGIC HAPPENS 2011

Silent Auction a success

by Sereti Venzin

Magic truly happened on April 9, 2011. Tucson Waldorf School's most important fundraiser, the 15th Annual Silent and Live Auction took place on an unusually chilly and rainy Saturday evening at Westward Look Resort nestled in the Catalina Foothills mountains. Almost 160 guests arrived dressed in a gorgeous variety of magical attire: sequined tube tops and top hats, ivory angelic fairies, peacock-feathered masks, mermaids, elves with wings, jesters wearing ruffled tux shirts and wigs, shimmering satin gowns, and silk ties. As one might hope and expect, there were also a fine share of batiks and tie dyes to color the evening.

There was a bountiful selection of treasures on auction: a river rafting trip on the Salmon River in Idaho; exquisite pieces of jewelry, art, pottery, and Waldorf handmade dolls; offers of musical concerts, birthday parties, massages, culinary experiences, photography sessions and a stay on a vineyard in Sonoma Valley. As is historically the case, the creatively-designed class baskets triumphed.

Michael Wiley (Sun Garden parent) played the charming and inventive auctioneer. Leila Lopez and Christabelle Merrill played an acoustic set during the silent auction. Felted gnomes adorned the centerpieces on the tables and handmade mushrooms and forest creatures were tucked in corners. Twelve-pointed stars, celestial material, and a papier-mâché crescent moon hung from the chandeliers. At the end of the night, Eleonor Winston and the Soul Proprietors had the dancefloor packed with guests busting their best soul moves.

The tremendous amount of effort and volunteer hours paid off with this year's fundraiser earning more than any year in TWS history: Thanks to all of you, we earned over \$26,000! I offer my sincerest gratitude to the committee, all of the volunteers, the hundreds of donors, and our generous sponsors for making Magic Happens 2011 a magical, merry, and successful fundraiser.

Eric Lamb and Camille Ramos



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

Committee

Linda Biederman	Dorie Stonebraker
Lia Byrnes	Sereti Venzin
Lynette Maya	April Wiley
Bete Pfister	Michelle Williams
Heather Rouse	Anita Wood

Volunteers

Laura Alexander	Margery Bates
Naomi Barrios	Rebecca Briamonte
Deanna Chevas	Sue Clement
Amy Crown	Johanna Gassen
Kristal Lewis	Star Mazza
Laura Mielcarek	Scott Miller
Wendy Miller	Jordan Monson
Juliet Naone	Christina Ram
Camille Ramos	Ellen Regoort
Julia Rincon	Andy Rouse
Carman Ryken	Jenn Sorenson
Dan Williams	

gold



silver

BRADLEY G. BRUMM D.D.S.
FAMILY DENTISTRY



bronze



Jessica Castillo Design



wine donated by





Eve Yockey and Cece Alexander-Alfie at May Day

May Day Festival

by Laura Gabelsberg

On Sunday, May 1st, TWS celebrated its annual May Day Festival. May Day is a celebration of the turning of spring. Families traditionally bring a picnic and blanket. Adults and children make and wear flower-wreaths, play music, sing, and dance around the maypole together. May Day is an ancient festival dating back to the time before Christ. It is a festival which survived through the Roman times, and through the Middle Ages, and was transferred to North America through its European roots. May Day completes our cycle of school festivals with the children during the school year and formally welcomes the warm weather, and Earth's vitality and fertility.

TEACHER'S EDUCATION

Conference in Santa Fe

by Jennifer O'Brien

During the February break, faculty members from our school participated in the regional Association of Waldorf Schools of North America (AWSNA) Teachers Conference hosted at the Santa Fe Waldorf School. This year the theme focused on the essential meditative exercises given by Rudolf Steiner for those on a spiritual path. Jaimen McMillan, founder of Spatial Dynamics and the conference's main presenter, led us through an engaging and playful exploration of meditative exercises. These exercises profoundly and fundamentally support our work as teachers.



Teachers in Santa Fe, NM. L to R: Lisa Archer Sophie Richerd, Kim Lewis, Jennifer O'Brien, David Sussman, Nicole Williams, Bettina Fuchs, Susan Sterns, and Dan Rumley

Farewell by Susan Sterns (Grade 2 teacher)

Two years ago, when I received the joyous news that I had been offered the position of First Grade Teacher at the Tucson Waldorf School, old memories from my past visits to the Sonoran Desert flooded my mind. Sunsets, Saguars, gila monsters, prickly pear, quail, javelinas, and of course, the Western Diamondback snake.



I arrived in Tucson in August 2009 and met fifteen bright-eyed and eager first graders. During the course of these two years, challenges have arisen, tears have been wept, and laughter has been shared. When I entered the Tucson Waldorf School, I regained the beauty offered by the desert but also gained an abundance of love from a wonderful community of teachers, parents, and students.

I am moving to California but I will forever hold these students (now second graders) in my heart. I have been blessed to be their teacher and their

smiles, hugs, laughs, and most importantly, our memories will be eternally cherished. - Susan Sterns
Susan will be missed and fondly remembered. We wish her all the best on her journey.

The Southern Arizona Language Fair 2011 by Sara Enayssi



TWS students at the Southern Arizona Language Fair.

I am happy to announce the Tucson Waldorf School's participation in the Southern Arizona Language Fair at the University of Arizona on Saturday, April 2nd, 2011. The Language Fair is a special event hosted by the College of Humanities each spring, for all schools in Southern Arizona who teach foreign languages. It is a great opportunity for the students to enjoy learning more about foreign languages and other cultures. Booths from many different countries are set up throughout the U of A campus, offering food, music, and other fun activities for the students and their families.

The German booth offered a fun game that had students showing off their geography skills and using the "Euro" to travel through German-speaking countries. Many languages are represented at the fair, but I am proud to say that our school is among the few that offers both German and Spanish to students at such a young age.

The students also have the opportunity to participate in different types of art contests, which include poster contests and art displays. Guests enjoy the full presentation of the always-impressive collection that TWS students contribute. Top winners received special prizes.

This year our Grade 6/7 and Grade 8 students won first place in German. Grade 4 participated and will compete alongside the German students next year. Congratulations to TWS students for their hard work.

MEET OUR GRADUATES

MEET THE 2011 TUCSON WALDORF SCHOOL GRADUATES

The class of 2011 has had quite a journey, with three different class teachers, two 8th-grade class trips, and time spent as both the largest and the smallest class at the school! The students entered Grade 1 with Emily Mabry as their teacher. After two years with Ms. Mabry, the class was welcomed into Cynthia Hovland's Grade 4 class to make a combined Grade 3/4. Ms. Hovland continued to teach this combined class through Grade 5/6. As the class moved from the Presidio Campus to the new River Bend Campus the following year, they joined their current teacher, Lisa Archer. Last year, the combined class split, with the Grade 8 students graduating and the Grade 7 students remaining with Ms. Archer to spend their final year as a stand-alone class.

Individual and group photos by Dan Williams. kalarestudio.com



Glen Brumm

The second of four siblings to attend TWS (Powell is a sophomore at Canyon del Oro High School, Paige is in Ms. Walter's class, and Abbey is in the Star Garden), Glen started Kindergarten at the old Early Childhood campus, where she fondly remembers tunneling under the fence into the alley behind 1st Street. A volleyball player who loves to compete and is currently on two teams, Glen was recently invited to play on the elite team for her age group. She's learning to speak Russian and has played the cello for six years; she says she likes the instrument's size when she plays it, but wishes it could shrink when she has to carry it. Glen's

8th-grade project is on beekeeping; as part of the project, she will help a beekeeper harvest honey. Next year, Glen will join her brother at Canyon del Oro, and will pass Ms. Archer on to her sister, Abbey, for 1st grade! Future plans may include college in Hawaii ("because I could surf") and being an astronaut ("I like the spinny things they use to train in."), a cardiac surgeon, or a leader for an outdoor adventure organization.

Molly Jaffee

A Tucson native who has been at TWS since Kindergarten, Molly will break new ground for all of us next year when she becomes the first TWS graduate to attend a Waldorf high school. Molly and her sister, Ilyanna (a TWS graduate who's now a sophomore at University High School), will attend the Rudolf Steiner School of Ann Arbor (MI). Molly's favorite TWS memories include hanging from the monkey bars and making upside-down faces at people, Kindergarten naptime (where Fionn's talking kept her awake), and last year's class trip with Deer Hill Expeditions. A gifted actress who has been in many TWS productions, Molly also loves to paint, draw, read, listen to many different types of music, and watch old movies. Her 8th-grade project is on the history of comics, particularly the character Wonder Woman. In addition to Ilyanna, Molly has three other siblings: Aidan, who's in Ms. Walter's class, Kira, who's in high school in Flagstaff, and Kailee, who goes to City High. Molly's interested in acting, designing clothes, and art, although she thinks it would be cool to be an explorer and discover a new land. Future plans include travel; she'd rather immerse herself in a destination and have adventures there than go to a lot of places just to say she's been there.



playing video games, and lifting weights and running with his brother. Some of Fionn's favorite TWS memories are St. Patrick's Day in Kindergarten, when they had green butter on bagels; making a hay fort and hiding in it after recess was over; April Fool's Day in 5th grade, when the class turned Ms. Hovland's desk around and put water on the chairs; and all the wonderful field trips the class has taken. Fionn's 8th-grade project is about the Pentagon and the U.S. Department of Defense; he's enjoying doing the very difficult research involved in the project. Fionn will join his brother at UHS next year and plans to play on the tennis team there. He's already thinking about college and is planning to study technology or math, perhaps at Stanford. He'd eventually like to work for the government, working with a big computer and managing people; he'd also like to travel the world, have a family, and have "a good lifestyle."



Alex McGary

Alex was born in Virginia, has lived in both Tucson and Prescott, AZ, spends his summers in Wisconsin, and has even lived on the island of Maui. He's been at TWS since Grade 2. Alex has two brothers, Jordan (18),

and Drew, who's in Mrs. Gabelsberg's class. Alex is another veteran of many TWS plays; he particularly loved being in "Arsenic and Old Lace" because it was a comedy and he got to play many different roles. He feels that Waldorf has made learning fun, and he has liked moving through the grades with the same class because it's allowed him to make real friends. Some of his favorite TWS experiences have been the high ropes course and the field trip to Peppersauce Caverns. Alex loves snowboarding and mountain-biking; his 8th-grade project is on snowboarding—he wants to demonstrate that it's a respectable sport that takes a lot of skill and dedication to do—and he is making a snowboard out of wood and, perhaps, fiberglass. Alex will attend City High, after which he would like to "chase winter" around the world for at least a year, eventually ending up in Vermont, where he'd like to work as a promoter for Burton Snowboarding.

Fionn McGreal

Fionn was born in Portland, OR, but moved to Tucson at the age of 2½. He's been at TWS since preschool. Fionn's older brother, Connor, was in Ms. Archer's first graduating class and is now a junior at UHS. A competitive tennis player for the past four years, Fionn also enjoys reading thrillers and conspiracy novels,



Tanner Rosenberg



Born in Tucson, Tanner has been at TWS since 1st grade. He plays baseball, is on a rock-climbing training team, and is into freerunning, which he defines as "getting from one place to another efficiently doing tricks and with pizzazz." One of his favorite TWS memories is of playing tag during the first year at the River Bend campus, because there were so many new spots to hide. He loved last year's class trip and enjoyed hanging out with his classmates in nature rather than at school. Tanner's 8th-grade project is on freestyle skiing; he plans to design the terrain for a park as the artistic component of the project. Tanner will most likely attend Salpointe High School, which he likes for its strong academics and sports. He would like to take a year to travel around the world (he wants to stand on top of the Eiffel Tower!) and can see himself being a police detective or an actor or stuntman in action-adventure movies.

Matt Shuff

Another Tucson native, Matt started TWS with the other graduates, left after 2nd grade to attend several other Tucson schools, and returned to the class in 6th grade. His sister, Abigail, is in Mr. Wright's class. Like



Fionn, Matt has fond memories of building forts out of hay bales, and he adds that they made traps by digging holes and covering them with hay. His favorite thing about being at a Waldorf school was making books instead of learning from textbooks; he says that doing this made him pay better attention, and he found it

more interesting. Matt enjoys tennis, baseball, and basketball, and plans to attend Salpointe because of the sports program there. Matt's 8th-grade project is on the stock market; he's making an investment guide.



Eight Grade graduates at South Carlsbad State Beach, enjoying the ocean and tidepooling on a beach near the Scripps Birch Aquarium.

GRADUATION SPOTLIGHT

Eighth Grade Class Trip *by Lisa Archer*

The 8th grade class went on a four-day kayaking trip led by Brad Brumm down the Colorado River from Blythe, California to Yuma, Arizona. Some highlights of the trip include: digging up a buried treasure that had been hidden during a trip Brad took with his son Powell and friends a couple weeks prior; finding a beach ball on the river that we named Allegro and a decoy duck we named Wilson; having lunch on sandbars in the middle of the river, visiting a miner's cabin, and an old gold mine. We enjoyed camping and paddling on the river together. After the river portion of our trip, we went to San Diego, where we camped at South Carlsbad State Beach, enjoyed swimming in the ocean and tide pools, and went to the Scripps Birch Aquarium.



EIGHTH GRADE PROJECT PRESENTATIONS

On **Wednesday, May 18**, the 8th grade will present their projects. There will be a potluck starting at **6:00 p.m.** At **6:30**, students will showcase their projects on the River Bend Campus Stage. These projects are a culmination of the students' independent research and work on the topics they chose mid-year. Topics this year: beekeeping, the Pentagon, freestyle skiing, snowboarding, Wonder Woman, Frida Kahlo, and the stock market.



Anastasia Wrenn

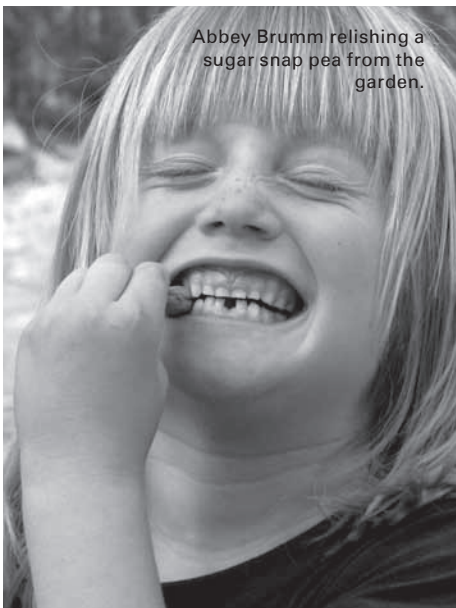
Anastasia was born in Tucson and has been at TWS since 1st grade. Her sister Lucia (TWS '09) is a sophomore at UHS, and her sister Andrea is in Mrs. Braun's class. An accomplished actress, Anastasia has appeared in many plays, both at TWS and in the Tucson community. She's also interested in history, anatomy and physiology, and reading "everything from cereal boxes to Shakespeare." Anastasia's fond TWS memories include mud fights during last year's class trip, the made-up game called "Fuzzballs" that the class played in 1st and 2nd grades, and the wonderful card Ms. Archer and the class made for her when she was in the hospital this year. Her 8th-grade project is on the painter Frida Kahlo; she plans to copy a painting and perhaps paint a self-portrait in Frida's style. Anastasia will attend either UHS or Catalina Foothills next year. She'd like to travel the world before going to college, and she says about her future, "I can make it into anything I want to make it into."

TWS COMMUNITY

TWS children during movement class.



Abbey Brumm relishing a sugar snap pea from the garden.



PARENT EDUCATION

An Evening with Karl Johnson held on April 13

by Dorie Stonebraker



Karl

I am the mother of Penelope in the Marigold Garden and Lucia in Grade 2. I recently had the opportunity to attend the parent education evening with guest speaker Karl Johnson titled "21st Century Education: Fostering Creativity, Imagination, and Intelligence in Today's Children." Karl Johnson has been a

Waldorf Educator for 24 years and is currently the Educational Support Specialist at the Santa Fe Waldorf School. Karl has given talks and led workshops on the healthy development of children in New Zealand, Canada, Mexico, and in the Southwest U.S.

Mr. Johnson outlined four points he believes an educational system needs to include in order to support children and their development in today's world.

Karl stated that, in his view, the first important task of a school/education is to "Protect and Enhance Children's Developmental Foundation." Karl discussed the importance of offering a multitude and variety of sensory and motor experiences to the young child in particular, but also all throughout the student's educational career.

The second task of education should be to "Foster Multiple Intelligences." Here Karl discussed the well-known work of Harvard psychologist Howard Gardner and his theory of "multiple intelligences." When Gardner first developed this theory he named seven (and later added a few more) "intelligences" that are inherent to humans (such as linguistic intelligence, kinesthetic intelligence, and interpersonal intelligence). Gardner believed that a human being will be able to develop only one or two of these intelligences in his/her lifetime. Karl proposed that a 21st century education provide a child with experiences that facilitate the development, if not mastery, of all the intelligences.

The third task, as Karl proposed, is for the educators to "Develop Capacities." Karl asked the audience to offer their ideas of the

difference between a skill and a capacity. A lively discussion ensued, but, (I believe) Karl summed up the difference as a skill you learn only once, whereas a capacity is a student's inherent ability to take something new and master it for themselves.

The fourth purpose of the educational system that Karl promoted was to "Cultivate Connectedness." Karl talked about how modern society, with all of our technology and "driving culture" has become one of isolation. He touched on the importance of offering the student with opportunities to develop connection with other people, the natural world, and with him/herself. People nowadays get to connect more than ever online and on the cell phone but, the face-to-face connection that holds true meaning is becoming rarer. This may be attributed to the fact that we drive everywhere and don't have the interaction with our environment and our neighbors that promotes connection with the people and world around us. He told a funny anecdote about his young adult daughter having 800 "friends" on facebook and he wondered out loud how many of these "friends" were actually real - in the sense of having a connection of depth and substance.

The underlying message of Karl's talk was that the Waldorf educational system is a system that embodies these four points and offers them to its students. The fourth goal of "cultivating connectedness" in the child personally struck a chord with me. I believe that this is one of the most important things our school has done for my children. My children value their connections with the natural world, their teachers and friends, and with themselves. It's amazing to see this develop and I credit Tucson Waldorf School with allowing such connections to take root and grow and mature just like seeds that develop into plants and vegetables in the garden. Thank you Karl for a thought-provoking and thoughtful presentation.

The following literature was referenced in Karl Johnson's talk: Howard Gardner's Theory of Multiple Intelligences; Neuroscientist Paul MacLean's Triune Brain Concept; A Whole New Mind: Why Right-Brainers Will Rule the Future by Daniel H. Pink; and The Importance of Handedness by Carla Hannaford, Ph.D.

Four Weeks in the Kindergarten at TWS

by Claudia Pfiffner



Claudia Pfiffner with Truman Kuhn in the Star Garden.

I have been a public school teacher in Switzerland and Canada for about 20 years. This got me to a point where I either wanted to stop teaching or find another method to do so. The curriculum I was required to teach often did not meet the developmental stages of the children, which led to frustrated children, parents, and teachers. Waldorf education saved my teaching career.

Rudolf Steiner's insights on the development of the human being answered many questions about the behavior or constitution of an individual child as well as classroom

issues. In order to study anthroposophy and Waldorf education, I moved to Sacramento, CA, where I am attending Rudolf Steiner College.

I have been very fortunate to be able to do my field experience in Miss Jennifer's Star Garden class. I was able to observe her circles and puppet shows. Then, I told my own story, did puppet shows and movement circles with poems and songs. I also helped with chores like ironing, dusting, baking bread, cutting vegetables for the soup, sanding, sawing wood, repairing, making toys, washing the painting utensils. It was wonderful to experience what it means to be a Waldorf kindergarten teacher. Compared to public schools I found the children more skilled in fine and gross motor activities. They are allowed to get immersed in playing, building, climbing, hiding. Their bodies get a satisfying workout instead of sitting frustrated at a table printing or cutting with a constantly interrupted play time. My heartfelt thanks to Miss Jennifer and all the staff at TWS Presidio Campus for welcoming me so warmly. A special thank you to Miss Kim who generously hosted me in her house during my time in beautiful Tucson.



Claudia Pfiffner with Cole Peterson

VOLUNTEER SPOTLIGHT

Dena Jaffee

by Amy Slaven-Crown

Dena Jaffee remembers being at a Waldorf community meeting way back when, at the little house that was the Grades campus before the move to Presidio. As was typical in those days, the gathering was packed; most of the school's families were represented. At one point, Edie Lavis, a parent who has since passed away, said, "Right here, in this room, with these people—this is where the revolution happens." Volunteering was never optional for Dena after she heard that; she felt a sense of responsibility to the community, and to the grassroots revolution that was happening at our school.

A single mom with a full-time job for most of her time at TWS, Dena has nevertheless given a tremendous amount of herself to the community. Although she has volunteered as a room parent, a dishwasher for the Early Childhood program, and a field trip chaperone, most of us know her as TWS's resident Food Goddess. Dena has organized faculty dinners, burrito lunches, bake sales, vendors at the Farm and Craft



Fair, and, most memorably, the food we've shared at our many festivals. If you've been at TWS for any length of time, you've benefitted from her catering expertise and her culinary magic. Dena points out that she volunteered for the school by cooking because she likes to cook; she believes that people should volunteer by doing something that brings them joy, rather than taking on tasks that don't fit with what they like to do.

Dena and her daughters, Ilyanna (TWS '09) and Molly (TWS '11), will be moving in June to Ann Arbor, Michigan, where Dena will be a partner in a start-up food business called WholeHeart Group (<http://www.wholeheartgroup.com>). She's given herself the title "Culinary Creationist" in this exciting venture that will revolve around a mobile teaching kitchen and food truck, out of which she'll provide locally sourced, healthful, ready-to-heat-and-eat foods while also teaching culinary skills.

Dena's legacy at TWS also includes the desert-friendly greenery on the south-facing wall of the Presidio Campus (she arranged for the donation of the plants—and planted them herself—the year the school acquired the property), and the naming of this publication, the *Sonoran Sun*. TWS would not be what it is today without Dena, and she'll be sorely missed. Happy trails, Dena, Ilyanna, and Molly. ¡Viva la revolución!

TWS would not be what it is today without Dena, and she'll be sorely missed.



Chalk drawing by Ms. Walter (Grade 4 teacher)

Film: Queen of the Sun

From queenofthesun.com:

"From the director of The Real Dirt on Farmer John comes a profound, alternative look at the tragic global bee crisis. Juxtaposing the catastrophic disappearance of bees with the mysterious world of the beehive, Queen of the Sun weaves an unusual and dramatic story of the heart-felt struggles of beekeepers, scientists and philosophers from around the world.

In 1923, Rudolf Steiner, a scientist, philosopher & social innovator, predicted that in 80 to 100 years honeybees would collapse. His prediction has come true with Colony Collapse Disorder where bees are disappearing in mass numbers from their hives with no clear explanation. In an alarming inquiry into the insights behind Steiner's prediction Queen of The Sun examines the global bee crisis through the eyes of biodynamic beekeepers, scientists, farmers, and philosophers. On a pilgrimage around the world, 10,000 years of beekeeping is unveiled, highlighting how our historic and sacred relationship with bees has been lost due to highly mechanized industrial practices. Featuring Michael Pollan, Vandana Shiva, Gunther Hauk and beekeepers around the world, Queen of The Sun weaves a dramatic story which uncovers the problems and solutions in renewing a culture in balance with nature."

Queen of the Sun debuted in Tucson on April 27 at Tucson's non-profit, independent art house, The Loft Cinema. Tucson is one of only 45 cities across the nation and in Canada that are hosting the screening of Queen of the Sun this year. TWS teacher Kate Walter is to thank for this unique opportunity; Ms. Walter requested the film be brought to The Loft Cinema. Tucson Waldorf School and River Road Gardens hosted a table at the screening on April 27. **Visit queenofthesun.com to learn more about the film and ways to get involved.**



GARDEN NEWS

Growing More Than Vegetables by Jon McNamara

Life's a buzz, a blessing and a hoot (or in our case a WWOOF) on our small, intensive, biodynamically- inspired urban farm. If you could peek into the window of Emily's and my life on any given day, you would be amazed at the amount of life that is generated around our less-than-one acre vegetable farm. It is unbelievable to me that this little farm could spread its little ripple out so far and so wide. If I allow myself to stop, look, and listen, I feel the pulsing of life through the veins of the land, the animals, and the people in response to our humble endeavor.

Every element requires attention, care and love. In the beginning Emily, Pat, and I could hold it all. Or better said, tend to it all, because in reality I believe it has been held in the spiritual world. All we have done is given direction to imagination and watched the flower

open. As things have progressed in these two short years the farm has commanded more attention and invited fuller dimensions. In order to keep up we have had to enlist more help. Local volunteers being in short supply and without the money to hire help we have had to be creative.

WWOOF (World Wide Opportunities on Organic Farms) is a non-profit organization that matches people who are interested in learning about organic farming with organic farms. We rent a beautiful property a stones throw from the farm to house our WWOOFers. Thus far we have hosted a total of 21 interns who have stayed with us from two weeks to six months. All winter long we have had anywhere from five to nine people living and working with us.

These WWOOFers have come from as far as Luxembourg and as near as Tucson. Some



Parent Council on a garden tour with Farmer Jon , April 2011

are interested in organic farming and sustainability as a path while others just want to see the world. All have brought unique gifts. The biggest gift they offer is that of hope; youthful, idealistic hope. It has been a joy to witness them grow and reflect. I have caught parts of intense socio-political conversations or heard the the sound of violin or guitar as I hurriedly go about my busy days. What a gift. What a joy. We are blessed and honored to have this conduit of a farm where we grow a lot more than vegetables.

To learn more about shares and how you can help on the farm, visit River Road Gardens at www.riverroadgardens.com. To learn more about WWOOF, visit www.wwof.org.

CAPITAL CAMPAIGN

TWS Launches "Every Family Counts Campaign" for construction funds for the River Bend Campus

Construction at River Bend is three-quarters to completion, with foundations, masonry walls, roofs, doors and windows, and patios completed. Only \$400,000 (of a \$1.3 million goal) in finishing work remains to complete the project.

That's why we're asking every single TWS family to make a contribution of money or sweat equity to the project. We have 100% giving by the Board of Directors, faculty and staff.

WHY DOES EVERY FAMILY COUNT?

Because when you give...

1. You become an investor in your child's school & community.
2. You encourage others to give.
3. You send a message to the larger community that you believe in TWS – and they invest, as well.
4. You leave a legacy for future generations of Waldorf students.
5. You demonstrate to your own child the importance of community service and giving.

...You Make a Difference!

Gifts of all sizes are needed and appreciated! Make your gift today.

Contact Laura Alexander at Laura@do-good-better.com or 520-405-6145.



Goal: 100% Giving by TWS Families

Current Status: 30% Giving by TWS Families.

Goal: \$1.3 Million

Remainder to be raised: \$400,000



Check out the video!

Please watch the TWS video online at:
www.tucsonwaldorf.org/Capital_Campaign

Thank you for your Capital Campaign gift:

Catherine & Allan Adler
Laura Alexander & Fabian Alfie
John Hudak
The Crown Family
Grant & Ines Anderson
Lori Pascarella
Robyn Kool
Nicole Williams
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Christina & Christopher Ram
Jon McNamara & Emily Mabry (of River Road Gardens)
Seth Hadley
Sadie Hadley & Sage Goodwin

SUPPORT

The Waldorf Collaborative: Put your savings dollars to work for TWS

Dear Tucson Waldorf Community,

When parents choose a Waldorf school for their children, they make a statement about the values they hold for education and their hopes for a better world. It is our sense that those same values can also be expressed through personal choices about how money is put to work.

Tucson Waldorf School and RSF Social Finance (Rudolf Steiner Foundation) are partnering on an affinity program called the Waldorf Collaborative, which provides a way for Waldorf parents and friends to place some of their savings and investments in service of Waldorf schools and other cutting-edge organizations, while helping support their schools with grants. **The Waldorf Collaborative promotes socially responsible investments in education and the arts, sustainable agriculture, and ecological stewardship.**

When you participate in the Waldorf Collaborative, you:

- put some of your savings and investment dollars to work as an investment in the RSF Social Investment Fund, **one of the leading Waldorf school lenders in the country,**
- earn interest on your investment, and
- help your school receive an annual grant from RSF that totals 1.5% of the investments gathered from within our community.

If you'd like more information on the Waldorf Collaborative, please see the Information Sheet available in the offices. Fill out the sheet and send the bottom portion to RSF. To download an investment packet, please visit www.rsfsocialfinance.org.

You may also contact Mark Herrera at RSF for an investment packet at 1-888-RSF-3737 or 415-561-6160 (direct line) or mark.herrera@rsfsocialfinance.org.

Tuition payments cover only 70% of the cost of operating our 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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Ahsa Shanti
Aiko Sumida
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Aleida and Tom Gehrels
Alice A. Ageloff
Amanda and Addam Horne
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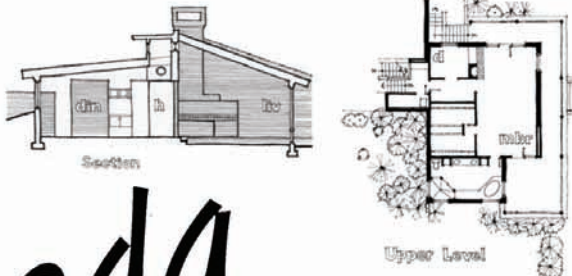
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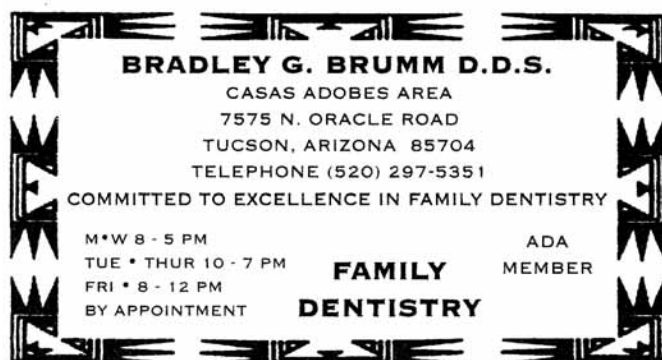
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Meet our 2011 graduates!

ON THE HORIZON

**GRADE 8 PROJECT
PRESENTATIONS & POTLUCK:**
WED. MAY 18, 2011 AT 6:00 PM
River Bend Campus

GRADE 8 GRADUATION
TUESDAY, MAY 24, 2011
7:00 TO 10:00 PM
at St. Mark's Presbyterian Church
3809 E. 3rd St.

LAST DAY OF SCHOOL
FRIDAY, MAY 27, 2011
(EARLY RELEASE SCHEDULE)

SUMMER CAMPS
Lily Pond Early Childhood Program
(ages 3 to 6)
June 6 - July 29 8:30 am to 1:00 pm

Musical Theater (ages 7 to 14)
June 6 - July 1.
Performances on July 1 & 2
8:30 am to 3:00 pm

Medieval Camp (ages 7 to 14)
June 27 - August 5th (no camp 7/4)
8:15 am to 1:15 pm

**2011-2012 SCHOOL YEAR
BEGINS AUGUST 24**

SONORAN SUN

Tucson Waldorf School, Spring 2011 (May)

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

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

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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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