

SAN FRANCISCO WALDORF SCHOOL



Family Work Day in our newly redesigned Play Yard. Photo: Cory Powers

Back-to-School Night at the Grade School Welcoming Remarks

by Diane David, Kindergarten Teacher

Let's begin with an activity that starts many a-morning in a Waldorf grade classroom: mental math. So raise your hand if you know the answer.

- If Waldorf education started 95 years ago, what year did it begin?
- If I was born 30 years later, how old does that make me? (Now you have to give me some credit for exposing my age.)
- Lastly, if my first 4 children went through Waldorf education, 2 years of kindergarten and 8 years of grades, and my last 2 children went through 2 years of kindergarten, 8 years of grades and 4 years of high school, how many years of Waldorf education does that make?

Now, I hope I have woken you up a bit and warmed up your thinking – that's what we do every morning in the grade school.

Ninety-five years ago this month in the German city of Stuttgart, Waldorf education began. The education was conceived by Dr. Rudolf Steiner, a philosopher, a man of science and the arts, and a man with great vision – biodynamic agriculture, medicine, architecture and more.

Rudolf Steiner was also a man with great hope for a peaceful society. Working in the chaotic wake of World War I, he started this school together with and under the financial sponsorship of a man named Emil Molt who owned the Waldorf cigarette factory. In all my readings over many years, I never come across any indication that Rudolf Steiner smoked, but Emil Molt later gave up smoking.

Continued on page 2 "REMARKS"

The Role of Technology at San Francisco Waldorf High School

by Kim Hopper

At San Francisco Waldorf High School, innovation, creativity, and adaptability are encouraged across the curriculum. Technology is an essential tool for learning and graduates are uniquely prepared for the challenges and opportunities of our time.

A Balanced Approach

The application of advanced technological tools depends on the teachers, the students, and the subjects. In World Affairs, seniors pull laptops from the school carts to check developing global news, international relations sites, and subscription databases. Chemistry students analyze lab results on their own web pages, photography students use digital editing software, Spanish students practice grammar on Quizlett, and music students record and fine-tune performance material. In Idealism and Humanity, ninth graders work in small groups to create their own societies, reconciling differences



Continued on page 3 "TECHNOLOGY"

Grade School: 2938 Washington Street, SF, CA 94115; tel. (415) 931-2750; info@sfwaldorf.org
High School: 470 West Portal Avenue, SF, CA 94127; tel. (415) 431-2736; highschool@sfwaldorf.org

San Francisco Waldorf School: www.sfwaldorf.org. Comments regarding this Newsletter or requests for e-mail pdf copies can be sent to newsletter@sfwaldorf.org.



In this issue...

Back-to-School Night at the Grade School Welcoming Remarks pg.1
The Role of Technology at SF Waldorf High School pg.1
Fairy Walk pg.3
Alumni Interview: Gabe Goldthwaite — Class of 2005 pg.4
Alumni Updates pg.4

Alumni News pg.4
San Francisco Waldorf School 3rd Annual Golf Benefit pg.5
Upcoming Public Events pg.6
35 Year Celebration Thanks pg.6

Continued from page 1 "REMARKS"

Steiner, Molt, and the parents of the children saw this as an education for the future and wanted no delay: the school was organized in a mere 4 ½ months. Two weeks before the school opened, the twelve founding teachers came together and Steiner began to give them a series of three lectures a day. The most important lecture was *The Study of Man* in which Steiner imparted a picture of the human being from different perspectives, along with words of encouragement and inspiration.

In *The Study of Man*, Steiner spoke a lot about polarities; birth and death, sleeping and waking, sympathy and antipathy. It begins with these words to teachers: "education will have to consist in teaching the child to breathe rightly."

Hmmmm.....

We breathe in and we breathe out, but of course our life actually depends on how we breathe in and how we breathe out.

What Steiner is giving us is an educational metaphor – a picture to ponder and a polarity to try to understand. Steiner worked with polarities so that we can try to understand not so much what was on either end of the polarity but rather what is in the middle. What is the balancing point, acknowledging most importantly that in balance real health can flourish.

When we breathe in, we take into ourselves all that the world offers. Then there is that moment of balance, maybe of awareness. Then we breathe out and there is transformation.

This mindfulness happens thousands of times a day in a Waldorf school. The child breathes in all that the school day brings, transforms it, make it their own and then breathes it out again. It is a health-giving process that extends even into sleep.

Of course breathing is a rhythmic process and if your parents hear any word from your early childhood teachers, it is the word "rhythm." Rhythm as a life giving, nurturing process that provides love and security to the young child.

In the nursery and kindergarten years we ask parents to provide for their children a rhythmic life with the basics of nourishing food, plenty of sleep, healthy exercise and movement, and time outdoors, especially in nature. In the nursery and kindergarten there is a predictable progression of activities like creative play, painting, soup making,

and fairy tales that support the growth and integration of the physical body and ready the child for this new awakening of thinking in first grade and beyond. The main impediment to this beautiful and natural unfolding is sensory over-stimulation.

In the grades the children and their teacher begin a new journey together, experiencing a process of growth and development that is supported by this amazing curriculum.



7th Graders make charcoal. Photo: Cory Powers



Diwali celebration in K2. Photo: Cory Powers

Let me give you an example. In 5th grade language arts, students hear stories of the ancient civilizations of India, Persia, Egypt and Greece. They write, read, draw, paint, and perhaps even perform a play. In the social sciences blocks, students learn about the geography of North America, and study botany in science. Of course the children have had science since their beginnings in Waldorf. We just call it "a sense of wonder." In addition there are math blocks, and the study of the Spanish and Mandarin languages, music, eurhythm, painting, handwork, woodwork, and physical education.

We Waldorf teachers are always working with the development of the whole child: the intellect and the head through the academics; the physical through movement classes; engagement of the will through handwork and wood work; and the engagement of the heart and feelings through the practice of the fine arts. The artistic process is an inner experience, deeply intimate to each child. It is a process that provides balance between the thinking and the willing. Breathing is in this middle realm too.

Again, I return to this metaphor of breathing and balance as health-giving. Every day in our teaching, in our intention for each child, we are asking them to take in what they have learned, to transform it, and to then bring it forth in a new way. This may take the form of a paragraph or an essay, or solving a math problem, or the capacity to learn a language. We help students build these capacities by meeting challenges and honoring and encouraging their gifts.

One teacher recently told me about a child in her class who has dysgraphia, a learning disability that affects writing. People with dysgraphia have trouble organizing letters, numbers and words on a line or page. In other schools, students with dysgraphia might be given a computer and told: "don't worry, you don't have to write." But in our school we may hold off on computer use until high school.

This particular young student loved geometry, noting to his teacher that by working with precision he could create beauty. His intention was to create a beautiful heading for his geometry main lesson book. This was taking quite a long time in class, but though most of the other students had moved on to other things, the student was encouraged to take whatever time was needed and the student strived to do so. And so he worked through a very challenging task and brought forth beauty in mathematics. Inwardly, he had changed; it had nothing to do with self-esteem but a lot to do with self-realization.

And that brings me to another picture of challenges and balance. As many of you know, we have a new play area. Gone are our beloved trees, due to disease, and gone are the metal play structures. In their place is a newly landscaped play yard with a lovely natural habitat that should

Continued on page 5 "REMARKS"

of belief and ideals — no tech needed.

Some students bring their own laptops to class, though most take notes by hand. The latest research from a team of Princeton and UCLA scientists confirm that this approach beats a keyboard when it comes to conceptual understanding of the materials presented in a lecture. (Mueller & Oppenheimer, 2014)

Students turn off cell phones during school hours, a policy that helps

preserve lively and text-free social interactions at lunchtime. At home, students connect electronically to check an assignment, submit a paper, send a question to a teacher via school email account, create a student study group, or track academic progress in a class.

A Foundation for Innovation

At the university level, the movement to spur innovation by weaving the arts into traditional STEM subjects (science, technology, engineering, and math) is gaining momentum. It is

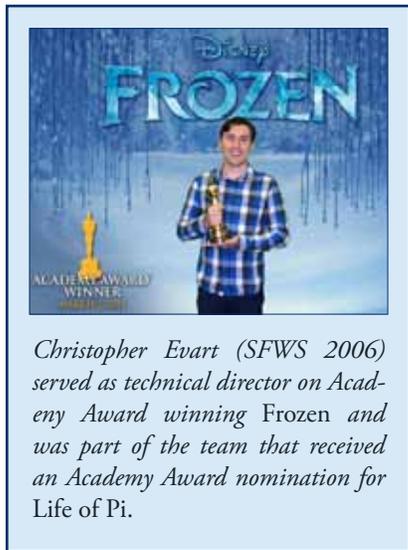
an approach used at San Francisco Waldorf High School to help students gain creativity in thinking across subjects. Along with a record of mathematical equations and theories, for instance, students create unique and precise illustrations in classes like projective geometry and astronomy.

The school's block schedule also allows for depth of exploration into sciences and mathematics: the curriculum exceeds University of California admissions requirements and all students study physics, trigonometry, and calculus and chaos theory, with honors classes offered.

The education works, report alumni in technical fields. They note that the school's exceptional teachers and innovative curriculum help them thrive in undergraduate, graduate studies, and careers. And they are grateful for the balance — tech and otherwise — that San Francisco Waldorf High School afforded them through adolescence.



Alumna Dilys Sun (SFWS 2006) received a bachelor's degree in economics from Stanford; worked as a technology consultant for Deloitte Consulting; learned to code through Codecademy; and joined Airpair, a tech start-up, as Content Manager.



Christopher Evert (SFWS 2006) served as technical director on Academy Award winning Frozen and was part of the team that received an Academy Award nomination for Life of Pi.



Fairy Walk 2014

Thank you to everyone in the community that helped with the Halloween Fairy Walk this year. The weather held, the Giants won and most importantly, the children had a lot of fun!

We wanted to say a special thank you to the Fairy Walk Co-Chairs, Stefanie Lum and Candace Tam, for their enthusiasm and hard work as well as the many volunteers who helped made this possible.

Please enjoy the photos from this year's Fairy Walk: <http://lucygoodhart.com/sfwaldorfschool/fairywalk2014/>



Photos: Lucy Goodhart

Alumni Corner

Alumni Interview: Gabe Goldthwaite — Class of 2005

Building Community with Great Food



From curry to sliders to crème brûlée, San Francisco's food trucks offer diners on-the-go delicious and affordable lunchtime options. They are also at the epicenter of a movement that brings together sustainability, community, and economic empowerment.

The city's largest operation, Off the Grid, describes itself as "a roaming mobile food extravaganza with free sides of music, craft, and soul." There you will find alum **Gabe Goldthwaite (SFWS '05)**, whose Off the Grid work has ranged from event

production to permitting to his current role in corporate catering sales management.

"We find corners of the urban landscape that are not as vibrant as they could be," said Gabe. "Then we bring the food that creates opportunities for exciting human engagement and a unique social experience."

Launched in 2010, Off the Grid operates forty-five weekly public markets throughout the Bay Area and works with hundreds of vendors each week in dozens of Bay Area locations. It also hosts about 7,000 people every Sunday in the Presidio and is working to connect the tech community and its resources with small, independent food entrepreneurs.

In addition to his Off the Grid career, Gabe is a graduate student in business administration. The Presidio Graduate Program integrates traditional MBA coursework with ecological and social awareness, systems thinking, and sustainable leadership. Gabe notes: "I see an emphasis on emotional intelligence as well as critical thinking in this program, which is exciting because these are skills that I learned at San Francisco Waldorf School." Gabe also credits SFWS with giving him valuable skills in working with groups of people "and this seems to be the number one skill required no matter where you are in business."

Gabe completed undergraduate studies at Oberlin College (a place he calls very "Waldorf aware"), focusing on environmental studies and biology. He feels San Francisco Waldorf School provided him with a solid academic foundation and launching pad for entrepreneurial success. "I studied with a lot of smart kids at Oberlin, including other Waldorf students from around the world. I was prepared to absorb the material and to work with students with different skill sets and learning styles. I think Waldorf really equipped us to be engaged world citizens."

Gabe notes the strength of the school's hands-on science program and its handwork program. Skills like knitting epitomize the alternative values and skill sets that he feels sets the education apart. "When I think about my education, I always come back to the knitting. It is a metaphor for building an interconnected web. It uses the hands, but takes focus and intelligence. A meeting of cognitive skill and physical dexterity, it's gotta be good for the brain!"

The dedication of SFWS teachers stands out for Gabe: he recalls fondly his kindergarten years with Monique Grund and Dagmar Eisele, and Class Teachers Joan Calderera and Susan Cook. Gabe has maintained strong friendships with his SF Waldorf High School classmates and notes the benefits of strong community and the shared unique experience. He recently took on the role of class alumni liaison, part of an expanded alumni program at San Francisco Waldorf School.



Off the Grid vendors. Photo credit: Off the Grid

Alumni Updates

Michael Beleson (Class of 2012) recently became the Alumni Class Liaison for the Class of 2012. In this role he collected updates from his classmates, all of whom are looking into internships in their chosen fields over the next year as college juniors. If you are interested in supporting them in this process, please contact Seraph White at swhite@sfwaldorf.org.

Class of 2012

Brittany Salazar:

Biology, interested in genetic research.

Karin Narita:

International Relations, interested in diplomacy, NGO's, and human rights.

Andre Amarotico:

Political Science and Theater.

Alexander Woodhouse:

Economics, interested in monetary and fiscal policy.

Allison Morello:

Nursing, midwifery.

Adriana Petersen:

Anthropology and Humanities, with a minor in History.

Reilly Hurley:

Political Science, focused on international relations and political theory.

Karina Berry:

Wildlife Conservation and Restoration, biology minor.

Jessi Ferguson:

Illustration with a focus on entertainment art.

Trevor Sargent:

Theater (design/tech) and Computer Science.

Bryan Jensen:

Computer Science.

Ishmael Watkins:

Psychology.

Michael Beleson:

Mechanical Engineering, interested in nuclear research.

Alumni News

Save the Date!

- GS Class of 2014 Reunion:
Saturday, November 15, Grade School Campus
- Winter Alumni and Family Reunion:
Saturday, December 20, High School Campus
- GS Class of 2010 Reunion: March 2015, TBA
- GS Class of 1990 25-year Reunion:
May 2015, TBA
- Summer Alumni Reunion:
Saturday, June 20, 2015, Location TBA

Announcements:

We are looking for alumni liaisons from each class. If you are interested, please email Seraph White at swhite@sfwaldorf.org.

Continued from page 2 "REMARKS"

attract birds and bugs and lots of space for sand play, water play, for building with crates, wood and multi-shaped logs, for digging, climbing, swinging and, finally, walking up this ascending tree trunk. We teachers were a little nervous, wondering if this open space and this strange balance beam was going to work. Yet in the first week of school we had 67 kindergartners playing with engagement, creativity, sense of purpose, and even calm. Many of the children negotiated the balance beam testing their skills and meeting their fears in challenging situations. In that process they are again, meeting themselves.

We honor this new play space as a wonderful 3-year long collaboration of parents, teachers and staff members, the work of the Outdoor Classroom Initiative and with financial contributions from many of you here in this room through the Spring Benefit.

And so now we take a deep breath as we begin another year on this journey together as Waldorf parents, teachers, and Board of Trustees and our beloved supporting office staff. Blessings on our work.



Michaelmas Games. Photo credit: Seraph White



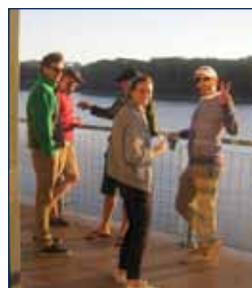
Thank you to our Sponsors and Prize Donors!



- Ana and Charles Migos
- Tara Rota, Danny Coster, & Family
- Matt Every, PGA Tour Professional & Family
- Bob Kroupa Painting
- John Tormey & Family
- Peter Carlstrom Wood Designs
- Charles Neal Selections
- Jeni Jesse Pilates
- Inbar Sarig, Manual Therapy
- Rutherford Family
- Elizabeth Carney, Zenheart
- Loretto Family

San Francisco Waldorf School 3rd Annual Golf Benefit

A warm thanks to everyone who participated in our 3rd Annual SF Waldorf School Golf Benefit! It was a perfect day at TPC Harding Park for our most successful benefit yet and with lots of donor turnout and sponsors. Every player was a winner and should be thanked for their support. We also want to thank TPC Harding Park Staff for making the day so enjoyable to all the golfers and volunteers. We hope to see you again in 2015!



Thank you to our volunteers!

Our event would not have been as great a success without the help of a wonderful group of adult and student volunteers. Thank you!

Christie Every, Volunteer Event Director

- Alyson Dinsmore
- Lori Grey
- Grace Kim, Martha & Hans
- Helbekkmo
- Jacqueline Holm
- Pam Kong
- Brent & Fabiola Long
- Tammy McMillen
- Ana Migos & Audrey Migos
- Heather Mitchell
- Dr. Lorraine Page
- Cooper Phillips
- Jennifer & Francesca Rossi
- Sheila Schroeder
- Paige Whiteside, '03

High School Volunteers:

- Maya Gurewitz
- Emiliana Martinez
- Kelly McMillen
- Talia Molesworth
- Sofia Salusso



Upcoming Public Events

Friday, November 14, 4-11pm	Dad's Night elks club, 450 post street
Saturday, November 15, 6:30-10pm	GS Class of 2014 Reunion grade school campus
Sunday, December 7, 10am-3pm	Winter Fair grade school campus
Thursday, December 11	HS Winter Concert scottish rite masonic center
Thursday, December 18, 6-7:30pm	All School Skating Party embarcadero skating rink
Friday, December 19, 5pm	Shepherds' Play grade school campus
Saturday, December 20, 7-10pm	Alumni and Family Winter Reunion high school campus

Visit our online calendars and news pages at www.sfwaldorf.org.

Thank you for helping us celebrate 35 years of Waldorf education in San Francisco!



Volunteers for 35th Anniversary Party

Thank you to everyone who volunteered at the celebration and helped make the event possible.

Program

Monique Grund – Founding Teacher
 Vergilia Dakin – Founder of SFWS, Emcee
 Corinne Fendell – Emcee
 Speakers: Karen Apana, John Bloom, John Burket, Paolo Carini, Susan Cook, Dagmar Eisele, Ingun Schneider, Heidi Schwarzenbach, Carrie Aginsky, Yasha Agnisky, Cathy Gower, and Doug Gower
 Susan Bolich & Grade 4 Students – Tree
 Lisa Sargent & SFWS Faculty/Staff – Song
 Cameron Washington – Parade Music

Entertainment

Brian Frost & Crew – Sound
 Jeff Kazor & The Crooked Jades – Music
 Michael Kelleher & Culann's Hounds – Music
 Indianna Hale – Music

Food

Tony Castellucci & Crew – Food
 John Marin – Clif Bar

Setup, Cleanup & Hosting

Noor Adabachi – Cleanup
 Lisa Barry – Enrollment Table
 Charlene Davis – Enrollment Table
 Christie Every – Putting Greens
 Cynthia Foss – Parade Streamers
 Justin Ganz – Circus Arts
 Lori Grey – Event Support and Enrollment
 Laura Hudgens – Winter Fair Games
 Grace Kim – Food Concession
 Stefanie Lum – Parent Association Table
 Heather Mitchell – Setup and Cleanup
 Max Mitchell – Setup, Cleanup and Games
 Scott Peter – Setup
 Cory Powers – Setup and Cleanup
 Rein Ratsep – Setup and Cleanup
 Paul Sabharwal – Cleanup
 Melinda Scully – PA Table
 Candace Tam – PA Table and Monique's Quilt
 Marshall White – Setup and Advancement
 Grade 6 Students – Face Painting, Circus Arts
 High School Students – Alyssa Sargent, Marie Calhoun and Arianna Adabachi

To my dear San Francisco Waldorf School Community,
 both Past and Present, at Home or at Large,

My heart has not stopped singing since that wondrous celebration on Saturday, which I so fondly picture as one of the most beautiful times in my life.

I shall always remember the loving and happy presence of everyone who was there: the joyful and enthusiastic play of the children; the wonderful treats; the gifts in music, food and many other moments. Everything was so thoughtful, from the Princess Cake to the crowning glory of the most beautiful quilt, a gift of labor and love.

All of these will forever stay in my heart as will you all. Yes, I truly left my heart in San Francisco – at San Francisco Waldorf School!

Yours forever,
 Monique



Monique Endowed Faculty Fund

In 2014, an anonymous donor established the Monique Faculty Fund to support faculty of SFWS. This endowment fund will provide increased funding in perpetuity for salaries of the faculty who provide such a wonderful education to our children.

If you would like to show your appreciation of Monique and the work that she accomplished over 35 years, please consider making a contribution to this fund. We accept gifts of stock, credit card, and check. To donate online, please go to www.sfwaldorf.org/Monique-faculty-fund. To make a gift by another means (stock, check, etc.), please email Mitch Mitchell (mmitchell@sfwaldorf.org).