

SAN FRANCISCO WALDORF SCHOOL



Foundations of Teaching
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Exploring the intersection of calculus and Russian literature. (And *How to Make a Math Teacher Happy*.)

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May 25-26: Senior Play: *The Odyssey*

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Visit sfwaldorf.org/MySFWS for more information.

A message from our Administrative Director

Dear Families,

Spring at San Francisco Waldorf School brings the joy of flowers and pollinators to our campuses, and Spring Fever to our 8th grade and 12th grade students looking forward to graduation and beyond.

At this time of year, we often hear the question: "What do our students do after graduation?" They attend a diversity of colleges around the country and many pursue advanced degrees. They become imaginative problem solvers and critical thinkers who lead lives of purpose and meaning. At the same time, they often deepen the close relationships they created with classmates and teachers that is a hallmark of our school.

In this newsletter, we hear the inspiring story of Olivia Skyaasen ('03), living in Geneva and managing Human Resources for the International Committee of the Red Cross. Her journey has taken her around the world, providing international humanitarian aid, even while staying in touch with a diverse group of classmates and having her Class Teacher at her wedding!



A natural follow up question from our from our parents: "How does Waldorf education make this happen?" Class Teacher Mary Barhydt shares some of her insights about teaching in this newsletter, and teachers Nick Wong and Kevin Farey illustrate the unique connectivity of the curriculum through high school.

We are connected with the world through the grades. We welcome inspiring speakers to High School All-School Meetings, people like Sir Jony Ive, who bring their unique passion, creativity, rigor, and excellence to improving our shared human experience.

I hope you enjoy Spring (and the Spring newsletter!). I invite you to keep asking questions and join us in refining the answers as we help our children, students, and graduates pursue lives of meaning and satisfaction.

All the best,

Craig Appel
Administrative Director

ALUMNI PROFILE

Olivia Skyaasen: International Humanitarian Action

In South Sudan, working in a camp of displaced people near the border of Sudan, Olivia Skyaasen (Kenna '03) first met a female village chief who fled her home after fighting broke out in the region. "The woman left her village with no possessions and arrived with the clothes on her back and her young daughter," Olivia recalls. The International Committee of the Red Cross, where she served as a Protection Delegate, was able to provide essential household items to the 25,000 people in the camp, as well as food supplies, seeds, and tools.

"I had not seen the village chief for a few months during the rainy season when all road access gets cut," Olivia continued. "One day on a visit to the camp, we spotted each other. She she came to greet me with a warm smile and traditional salutation, and invited me to see her home – a small structure built out of ICRC tarpaulin, with vegetables planted around it. She had been able to restart her life in this new place."

Olivia set her sight on a career in international humanitarian work while a student at Middlebury College in Vermont. She arrived on campus with the intention of studying sciences and a plan to become a doctor. "I was looking for a path that allowed me to make a meaningful contribution, and had family friends in medicine and organizations like Doctors Without Borders."

After a challenging biology course, early in college, and a period of some crisis about her future, she found an influential political science professor and a class called Ethics and War, and began a path of humanitarian work and study on four continents.



International Red Cross work in South Sudan, the Democratic Republic of the Congo, and the Geneva headquarters.

Argentina: Study Abroad. "I had the amazing opportunity while studying in Buenos Aires to work with local human rights organizations, such as the Abuelas de Plaza de Mayo and the Centro de Estudios Legales y Sociales (CELS), who have fought for truth and justice since the country's military dictatorship." The year abroad solidified Olivia's command of the Spanish language that she began at San Francisco Waldorf School. She also took up the study of French, including a world-class summer immersive at Middlebury, and gained the linguistic fluency she needed for humanitarian work and a role as a Peace Corps volunteer.

Senegal: The Peace Corps. Olivia spent two years in Senegal with the Peace Corps, working to improve community health and resilience through community-driven projects, including construction of a health centre, digging wells to expand access to potable water, and women's gardens to improve household nutrition.

Geneva: Advanced Studies. Following the Peace Corps, she studied in Geneva for an Advanced Diploma in Humanitarian Action.

The Congo and South Sudan: International Committee of the Red Cross. Olivia worked as a Protection Delegate in civil war-torn regions of the Democratic Republic of the Congo and South Sudan, one year in each posting, assessing needs and providing intervention and support. "During my time in the Congo," she recalls, "after a day-long motorcycle ride into the jungle to reach villages where there had recently been fighting, I met a gentleman who had lost one of his legs in the conflict and dreamed of walking again. He travelled with us for days, first by motorcycle and then by airplane, to reach Bukavu, the nearest city, where ICRC supports an orthopedic centre that makes and fits prosthetic limbs for victims of conflict. After two months of treatment, this gentleman was able to walk again with a prosthetic leg and return home."

The London School of Economics and Political Science. How does the ICRC, an organization of 16,800 staff in more than 80 countries, place the most effective people where they are most needed, in areas of armed, violent conflict? After her work in the field, Olivia returned to school, to the London School of Economics and Political Science, to study Human Resource Management, expertise that she now uses to connect human resources with human needs around the globe.

The British Red Cross. Putting her advanced studies into practice, Olivia joined the International HR team of the British Red Cross, organizing deployments to respond to natural disasters such as the hurricane response in September 2017.

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Sir Jonathan Ive's Inspiring Message to Students

Apple's Chief Design Officer on Innovation, Design, and Discovering One's Passion

Jony Ive spoke with our high school students this semester. Here are excerpts from that discussion.

* * *

I've never done anything like this before. I'm here because it's San Francisco Waldorf School and my family has been part of this school for many years.

I thought I would be brutally candid about my roots and where I have ended up. When I was about your age or a bit younger, I became very aware of two things. The first was that, through traditional eyes and in terms of academic achievement, I was a shocking disappointment to my teachers and my parents. Compounding that, I was terribly, terribly shy. I struggled; I could not speak in front of a group of people of more than four or five without turning bright red and my voice shaking. It was very debilitating.

The second thing I became aware of (and thank goodness the awareness happened about the same time) was what I loved doing. I had a teacher who told me that the most important thing is to figure out what makes you happy and joyful. I loved to draw; what a wonderful thing to discover.

In England, there is a very clear system – I think it's not the same here in the US – in which you aspire, really, to be an attorney, dentist, or doctor. If you're good at mathematics and the classics, preferably Latin, you're held in esteem. And if you're good at art – drawing and making things with your hands – you're seen... well, at least you're not getting into trouble. If you were good with your hands, the inference was that, well, you're stupid with your brain.

So I found that I loved to draw but I wasn't drawing for the sake of drawing, like some students

who went on to study fine arts. I was drawing to help me think. I was exploring things that were three-dimensional and drawing to figure things out. I had a very fertile imagination and I wanted to make things. That's the realm in which I worked. It didn't help my shyness but it was clearly my passion and I discovered that I was relatively competent.

* * *

I grew up in a very poor part of London and went to college in the northeast, to Newcastle, which had an amazing art program – great graphic design, industrial design, and fine arts programs. Then I went back down to London and became what is known as an industrial design consultant. I worked independently for different companies. Oddly, there were two big companies that I ended up working for. One company called Ideal Standard, which you might know as American Standard, makes toilets and washbasins. So I designed toilets. And then also, there is this company out in California called Apple.

When I was in college in the '80s, the use of computers just started to become popular. I loved my drawing and I loved my pencils, and the computers were terrible. There is a funny thing about technology: if you struggle with it, have you noticed that you blame yourself? If you eat something and it tastes bad, you don't blame yourself, do you? You think: whoever cooked the food made it terribly. So I sort of resented the use of computers until the Mac came out. It just blew me away and I had a wonderful sense that it's not me, the other stuff was just rubbish.

I suddenly realized: what you make, your work, is a representation of you. Isn't it? What you make testifies to what you think is important and what



JONY IVE

Sir Jonathan (Jony) Ive is a visionary in the field of industrial design. As Apple's Chief Design Officer, Jony is in charge of groundbreaking designs such as the iPhone, iMac, and iPod that have revolutionized the way we interact with technology and each other. He holds more than 5,000 patents and several honorary doctorates, and his work is featured in the permanent collections of museums around the world, including the Museum of Modern Art in New York.

A native of London, Sir Jonathan Ive was made a Knight Commander of the British Empire in 2013 "for services to design and enterprise." Jony is also a member of our SFWS community.

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you think is not important. It testifies to what you care about and to the direction of your gaze. Everything in this room has been designed; every chair and every table has been made to a price and to a schedule and to someone's aesthetic beliefs. This was a profound discovery for me: what we do will point back to us. I found that inspiring and a little intimidating.

I had a sense of the group of people who had the audacity and ambition to make this computer. I was going to find out about this group of people I didn't know anything about. In hindsight, it was an enormously arrogant assumption because I really didn't know very much at all.

* * *

There are certain categories of products. The form of this stool, for example, describes what it does. So you understand that I am holding a stool and not a piano or a washing machine or a computer because what it looks like is what it does. The fancy-pants way of describing that is "forms follows function."

With the Industrial Revolution, a new category of product with complicated mechanisms started to develop. The

"I think it's a lovely thing to be wrong. Not all of my colleagues feel the same way, but I love it when I'm wrong and I'm surprised. I take huge delight in it."

mechanisms may not be overt and the use of the product is far less obvious. I put computers into this category; their insides are a complete mystery to many people and design presents a huge challenge.

* * *

The design team is a very small team. Everybody has an obsession with making things and how things are made. The one thing that people have in common is curiosity. I can work with anybody who is light on their feet and curious and inquisitive.

I think it's a lovely thing to be wrong. Not all of my colleagues feel the same way, but I love it when I'm

wrong and I'm surprised. I take huge delight in it.

Taking time and being precise and thinking about your goals is very important. When I'm designing something, I spend a lot of time being careful with language. For example, if I say I'm going to design this stool, immediately just that word 'stool' has huge connotations. It predisposes you to think in a certain way. If I say, I'm going to design a support system that holds me so many feet above the ground, well, that will make me think an entirely different way. So just the way you use language is terribly important. It predisposes you to think in a certain way.

There's a great George Bernard Shaw quote about how all progress depends on the unreasonable man. It's brilliant: newness exists because you've said no to reason. And if you have an idea, then to turn that idea into something that's real, requires an incredible drive.

Lecture Series and Guest Lectures

In 2018 we welcomed innovators, activists, artists, and authors to the high school:

- **Kim Shuck**, San Francisco Poet Laureate
- **Christopher Andrews**, Creator of Let's Talk Project
- **Gail Tsukiyama**, Author and Recipient of the Academy of American Poets Award
- **Sir Jonathan Ive**, Apple's Chief Design Officer
- **Paola Gianturco**, Photographer and Author of *Wonder Girls*
- **Rufaro Kangai**, The Global Fund for Women

Guest Lecturers also enhance students' experiences in the classroom, people from our community like architect Craig Steeley, entrepreneur Brett Thurber ('05); and business and financial advisors John Frole, Sheila Schroeder, Josh Taylor, and John Bloom.



Trustee Sheila Schroeder in Senior Economics

Foundations of Teaching

Mary Barhydt, Class Teacher

THIS ARTICLE WAS ADAPTED FROM MARY'S REMARKS TO PROSPECTIVE FAMILIES AT AN OPEN HOUSE.



I have had the privilege of being in this school in many roles, first as a parent and then as a music teacher. I also did a practicum in the kindergarten when I was doing my teacher training. And now I am a Class Teacher.

What brought me to the school 23 years ago was the feeling of warmth, and beauty, and a kindness that exists in a very special way. I also felt that every single one of us is yearning to be seen. We all want to be recognized.

And of course we want that for our children even more than for ourselves. We want everyone to see the unique qualities, the beauty, even the quirks and the possible challenges in each one of our children.

There is a Zulu expression, a greeting. Upon meeting a friend, one says: "I see you." And the friend responds: "I am here." What does that mean? Why would that culture use that form of expression as a greeting? Perhaps it means that when we are recognized and truly seen by another, we are here. We come into existence.

When I was first looking for a school for my children, I felt that the teachers understood my children and could help me grow as a parent. My heart understood that the Waldorf school was the right place for my family. But soon my head wanted to get into the act. It wanted to understand: how does this work? What is the truth that underlies this way of teaching – this way of schooling children?

So I embarked upon another journey, to become a Waldorf teacher and took the teacher training. And I became convinced that those three years of work were just the very, very beginning of a lifelong journey for me.

As I began upon my actual teaching career at this school, I thought that teachers seem to be given magical tools to do this work. But actually they are not so magical. It is hard work, practice, striving, and the wisdom that has been bestowed upon us by the founder of Waldorf education, Rudolf Steiner.



Photo: Scott Chernis

You could think about this wisdom as being a set of lenses. Not rose-colored glasses and not magical magnifying lenses, but lenses that are honed and polished after years of study and reflection. There are three lenses in particular through which teachers see our work.

The first is the view of each individual child is a unique human who has come to the earth to reveal certain truths, to discover capacities, to heal wrong-doings, to become the best person they can be. Now when a teacher has that as the foundation upon which they build all of their lessons, all of their interactions with the child and with the family, that's pretty powerful.

Waldorf teachers strongly hold the belief that a child comes to the earth to fulfill a certain destiny. And teachers need to allow the child to unfold his gifts or her gifts in full freedom. I think that's what makes our children so eloquent, so confident, so poised, so capable of achieving what they want in life – of finding satisfying, meaningful work. All of these things are important.

Secondly, Waldorf teachers see each stage of childhood and adolescence as a discreet, separate entity, requiring a very specialized curriculum – a curriculum that meets the needs of the child or the adolescent.

My fourth grade class is learning fractions, for example. In other schools, it is common for children to learn fractions as early as kindergarten or first grade. And they can do it – the child can learn what a fraction is and how it works. But in fourth grade, the child has made a very distinct process of separating himself or herself from the world in something that we call the nine-year change. At this age, the child feels himself as something separate and can fully experience what

it means to be part of a whole – the essence of fractions.

The third essential lens is the belief in the interconnectedness of all life. The

“Waldorf teachers begin with the foundation that every child should be seen for his or her unique qualities, beauty, and even quirks and challenges.”

poet and philosopher M.C. Richards coined the phrase the “grammar of connection.” Again, in fourth grade, we are teaching grammar, a time when the child is withdrawing a little bit from the wholeness of life; the study of logical processes such as grammar can help a child reconnect. In class, the children learned this verse about nouns:

*Of all the things I could know and love
Like the earth below and the sky above
The wind in the trees and waves
of the sea
All these the noun can name for me*

Through the curriculum we help children connect to the world and each other. We also recognize that the inner life of the human being is directly connected to the outer life. So we believe in nurturing the physical body as much as the soul realm and the thinking realm.

As the season changes, the sun is low and the days are short. What does that do to ones feeling life? How do you work with that? Do you light a candle at dinner every evening? Do you say a little verse in the morning to welcome in the new season of fall? All of these health-giving rhythms are intimately connected not only to the health of the child but to the health of the world.

We strive to teach children that all life is inter-connected. And with this foundation, they will truly be healthy, strong individuals who help create a healthy world for all of us and for the future.

Mary Barhydt was a music therapist, music teacher, and training consultant before becoming a Waldorf teacher. She is now the Class Teacher for Grade 4. Mary has completed courses in Teaching Sensible Science, Uncovering the Voice, and Making Math Real.



Photo: Scott Chernis

Connecting Calculus & Russian Literature

Kevin Farey, High School Mathematics

TWO HIGH SCHOOL TEACHERS
TEAM UP AND EXPLORE
THE MATH-LITERATURE
CONNECTION WITH THEIR
STUDENTS.



Several years ago, to my surprise and imminent delight, the book *Thinking in Numbers* by Daniel Tammet showed up on my desk. A note penciled onto a post-it on its cover informed me that then Administrative Director Caleb Buckley had enjoyed it, knew of my interest in math-literature connections, and was passing it along to me. The book is a collection of essays that explore ways in which mathematics and life, even love, interact. One I found particularly interesting centers around Leo Tolstoy's use of a foundational concept from Integral Calculus in *War and Peace*. Ever since reading it, I have posted the following as one of the "quotes of the day" in the 12th grade Calculus and Chaos Theory main lesson.

The movement of humanity, arising as it does from innumerable human wills, is continuous. To understand the laws of this continuous movement is the aim of history ... only by taking infinitesimally small units for observation ... and attaining to the art of integrating them (that is, finding the sum of these infinitesimals) can we hope to arrive at the laws of history.

- Leo Tolstoy

This past fall, I also shared the above with colleagues while making a curricular presentation at a faculty meeting. Such presentations don't happen every week, but when they do, I consistently find them informative and enjoyable. One of my favorites was Dr. Carini's on optics. For me it was full of delightfully perplexing, experientially based surprises, some of which led me to revisit aspects Projective Geometry in a new context. Little did I know, however, that after participating in my presentation, Nick Wong would ask students to incorporate math into a project for Russian Literature!

When I first heard this, I was inwardly tickled. When I walked into the Bio lab to sharpen some pencils before school one day (because Dr. Burket has the school's best sharpener) and saw Hyden Polikoff's finished product (which he would turn in to Nick in a different classroom later), it made my year. As for the full collection of projects I subsequently saw, it was gratifying, even exciting to see that individuals had incorporated very different aspects of the same math main lesson (and for some an ongoing math track class with Dr. Renegar) into their finished pieces. I was also impressed that they did so in ways simultaneously true to the mathematics their work implicitly referenced visually and to the literary excerpts it cited.



Perhaps the phrase "made my year" seems hyperbolic. It is not. When my wife and I were at a restaurant with friends on the eve of New Year's Eve, someone suggested that we each name a personal highlight of the year. When it was my turn, what popped into my head was walking into the Bio lab and seeing that dry, prickly thistle stem Hyden had carefully bent into a portion of a parabola that he then placed in relation to strings stretched straight so as to illustrate secants approaching a tangent AND dark literary themes converging toward death. Thank you Hyden, thank you Nick, thank you students, thank you colleagues, and thank you Mr. Steiner.

Kevin Farey has degrees in math from UC Berkeley (Bachelor's) and San Jose State (Master's). After teaching math in public schools for over 20 years, he began at the high school in 2008. Kevin did Waldorf teacher training at the Center for Anthroposophy in Wilton, NH. His artistic passions are poetry and Polynesian music.

How to Make a Math Teacher Happy

Nicholas Wong, High School Humanities



Math teachers at this school are the most curious creatures. If you are lucky, one might suddenly point at the sky and start talking to you about birds; another might allow you to watch her teach – mesmerizingly – in complete silence; while a third might share with you his poetry, and make you realize that literature and numbers are not necessarily allergic to each other after all.

It was in this latter spirit that the high school teachers found themselves sometime last autumn at their usual Wednesday afternoon meeting listening to Mr. Farey present on Calculus and Chaos theory. For this writer, it might well have been a long hot afternoon in Row Z had not Mr. Farey managed to conjure up an essay that entwined the fundamentals of calculus with the thoughts of nineteenth-century Russian writer, Leo Tolstoy. From it, these words emerged:

...only by taking infinitesimally small units for observation...and attaining to the art of integrating them (that is, finding the sum of these infinitesimals) can we hope to arrive at the laws of history.

Tolstoy was speaking through his gargantuan novel, *War and Peace*, which was embedded in a chapter from a book entitled – infuriatingly – *Thinking in Numbers* by Daniel Tammet.

With my senior track class in Russian Literature and History coming up in a few weeks, a little bell went off and I began to wonder if the Muse was not, in fact, giving me the proverbial kick up the a#\$%. So, I went away and agonized over the meltdown scene of trying to convince my senior class to read all 1,225 pages of *War and Peace*. Time passed...and what bailed me out, ultimately, was my own inadequacy: I hadn't read it either! But I had, though, read and loved Tolstoy's final novel, the far more concise *Hadji Murad*. Perhaps we could apply a truth from the big to the small.

The book was named after the Chechen tribal leader who fought the Russians, and eventually turned against the more powerful tribal figure, Imam Shamil, during the middle 1800's. On one level, *Hadji Murad* is the story of a simple chase: of a man on the run who will not go quietly; on another, one gets a sense of the complex – and yes, chaotic – dynamic at work involving Russia and the tribal peoples of the Caucasus mountains. This dynamic is still relevant and perceivable today.

My opening gambit with the seniors was this: pay attention to recurring details as you work your way through the novel. Then, use your understanding of calculus and chaos from your math studies to form an artistic shape out of



those literary details. What was fascinating about this assignment was the diversity that emerged out of the varied reader receptions and artistic expressions. A facial silhouette was constructed out of Chechen vocabulary; plot lines were fused with calculus functions; subtle changes in phrases of social exchange were charted and graphed; colored panels represented the emotional atmosphere of the various sections of the book.

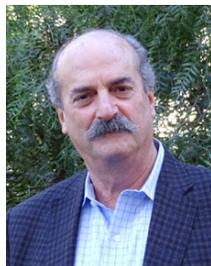
When I showed Mr. Farey the results he seemed rather pleased. Not only did he enthuse over the attempt at merging our two disciplines, he commended the overall accuracy of each student's work. I must say that knowing this made each piece somehow more scintillating, as if the added discipline allowed the line of beauty to penetrate deeper. Not only has the experience moved me to reappraise my conception of what is beautiful, it also made possible that which could never happen so many decades ago: I made a math teacher smile.

Nicholas Wong teaches Humanities at the high school. He has degrees in literature from Middlebury College and the University of Oxford, and has taught in the UK and the US. He graduated from the High School Teacher Training Program at Rudolf Steiner College in 2011. After twelve years at the school, he and his family will be moving to Santa Rosa.

THIS ARTICLE ORIGINATED WITH
THE ANTHROPOSOPHICAL
SOCIETY OF AMERICA.

A Reflection from John Bloom

General Secretary of the Anthroposophical Society



Amidst the pleasures of living in a beautiful city, such as San Francisco, there is a major drawback. The night sky with its full canopy of stars and planets is rarely visible. Call it light pollution or a collective energy blanket cast over the populace; this condition fosters a kind of forgetting or neglect of the heavens as we go about our busy lives on earth. Fortunately for me, a one-night stay on a rural farm was enough to remind me of what I miss daily in my urban setting, the rich experiential expansiveness of the night sky. Aside from the simple wonder of rediscovery, I was reminded

of just how much of a transitory micro-passenger I am on planet Earth. And, as a result of the cold crystalline clarity of that cloudless Covelo, California night, a few of earth's planetary partners were also visible among the stars.

Beyond the joy of observation with the naked eye, I was also reminded of the sometimes muddy, sometimes frozen ground beneath my feet. Standing there, the trees and I were mediators between heaven and earth—at least for a brief moment until I was distracted by a sudden meteoric streak. The night sky is full of surprises. Inwardly it was hard not to feel the words of Rudolf Steiner's verse:

*The Stars once spoke to humans.
It is World-destiny
That they are silent now.
To be aware of the silence
Can become pain for earthly humans.
But in the deepening silence
There grows and ripens
What humans speak to the stars.
To be aware of the speaking
Can become strength for Spirit-Man.*

While the verse addresses a certain disconnection from the living reality of the cosmic world as well as from human civilization, it is really the pain of isolation that needs attention and transformation. The pain speaks to the absence of the sacred, both in ourselves and in others. Technology denies the sacred by imitating it, overwrites it by so much noise distracting us from the silence, and we are distanced from that place where we have the opportunity to meet something of our heart-self, our inner guide who only feels free to speak into true listening as embodied in the stars.

Our mundane world is fully occupied with meteoric streaks and tweets, moments that violate our sense of continuity, fill us with illusions of connectedness, and challenge our capacity for focused action. Commercial culture has been intently busy in this complex arena. Its work is teasing out of each of us an image that we can too easily call identity—the part of ourselves that can be objectified and stolen. And that part to which fear, doubt, and hatred can attach. It is a lot easier to sell us products if we find a product that solves for the fear; it is a lot easier to establish an external authority when one is given reason for self-doubt; and, it is a lot easier to fall into hatred when your neighbor is demonized and dehumanized. To me this characterizes what we are served on a daily basis and it takes some serious energy not to be drawn into it, to resist its pressure.

There was a cigarette ad campaign that ran for a while in the 1960s that said: "It's what's up front that counts." It was a convincing message that stuck with many and exemplified a basis of perception that the façade, what's up front, is all that matters—appearances,

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ALUMNI PROFILE, CONTINUED



From Monique's Kindergarten to high school graduation

should I go somewhere more established; what if the school is too new and my college choices are limited? In the end, the high school was a pioneering experience with opportunities to build programs (she and her Dad launched track and cross country) and remain flexible (students worked from a rented lab near the Valencia Street campus). She traveled with Astrid Thiersch and the Eurythmy Troupe, and performed on the stage of the Goethenum in Dornach, Switzerland, and was well prepared for her future studies.

There remains a sense of connectedness despite the passage of time and long distances. Her father, Michael Kenna, is a world-class photographer and longtime supporter of SFWS through the development of the high school. He is also the creator of *Monique's Kindergarten*, a book that is treasured at the grade school campus. Many of Olivia's classmates, a creative and eclectic sounding group – a chef, a journalist, a designer, a classical violinist – stay connected, and former teachers, David Weber and Astrid Thiersch, attended her San Francisco wedding. It's no wonder. The school, as she describes, is a community of people who want to build, support, join together, and be part of something meaningful.

Geneva: International Committee of the Red Cross. Olivia is now based in Geneva, headquarters of the ICRC, where she lives with her husband Joachim.

Looking back at her Waldorf days, Olivia fondly recalls Monique's kindergarten, David Weber's grade school class, and the newly founded high school. She emphasizes the importance of long-term relationships and teachers' understanding of each student. "They know you and recognize something in you... the person that you might become. Mr. Weber identified, correctly and early on, that justice and fairness were essential to me. And I had strong tendencies toward perfectionism."

Going to the high school was a choice of some consideration:

A Reflection, Continued

what is behind, the aspect that actually matters, is lost or forgotten. Facebook, with its origins in catalogues of school head shots, has not really moved past the public face of anything, no matter how much information is disclosed, though everything is infinitely more complicated now. This is the reigning power of image over substance, and identity over individuality. Identity is a construct of the present; individuality speaks in the language of cosmic time.

In the silence, if we can stay there long enough, we can pay attention to, even assist, the rebirth of our individuality, as painful as that process may be—part recovery, part discovery. And, in the rebirthing begin again to speak to the stars and find the inner strength that is so needed now.

John Bloom is Vice President, Organizational Culture of RSF and the General Secretary of the Anthroposophical Society in America, from which this article was shared. He is a founding parent and former Administrator at SFWS.



May Faire lemonade stand, Grade 3.

Class of '18: Into the World

Plans are set for our soon-to-be graduates. Students have been awarded more than \$1 million in merit scholarships; five have secured spots on college athletic teams; and several have exciting Gap Year plans. Congratulations!

University of Arizona
Arizona State University
Bard College
Bennington College
Boston University
Brandeis University
California Lutheran University
University of California
Davis, Irvine, Los Angeles,
Merced, Riverside, **Santa Barbara**,
Santa Cruz
Cal Poly, San Luis Obispo
Cal Poly, Pomona
CalState University, Channel Islands
Cal State University, Fullerton
Cal State University, Monterey Bay
College of Charleston
Chapman University
University of Colorado, Boulder
Connecticut College
DePauw University
Dominican University
Drew University
Drexel University
Earlham College
Eckerd College
Evergreen State College
Fordham University
Goucher College
Hamilton College
Hobart and William Smith College
Humboldt State University
University of Idaho
University of Illinois, Chicago
**Eugene Lang College of
the New School**
Knox College
Lewis and Clark College
Linfield College
Loyola Marymount University
Manhattan College
Menlo College
University of Minnesota

New York University
Northeastern University
Oberlin College
Occidental College
Ohio University
University of Oregon
Oregon State University
Pace University
University of Portland
Portland State University
University of Puget Sound
University of Redlands
Reed College
Rider University
Saint Anselm College
Saint John's College (Annapolis)
Saint John's University
Saint Mary's College of California
Saint Mary's College of the University
of Maryland
University of San Francisco
San Francisco State University
San Jose State University
Santa Clara University
Sarah Lawrence College
Savannah College of Art and Design
Seattle University
Seton Hall University
Simmons College
Sonoma State University
Southwestern University
Susquehanna College
Temple University
Transylvania College
Tufts University
University of Washington
Western Washington University
Whittier College
Whitman College
Willamette University
Woodbury University
Worcester Polytechnic University

Bold denotes matriculation.

Grade 8 Matriculates

Karmin Guzder's class is off to high school! Nineteen of the 25 students will attend San Francisco Waldorf High School. Students will also enroll at The Bay School, Credo High School in Ronherth Park, Sir Francis Drake in Marin, and Berkshire School in Massachusetts. We wish you all the best.



*Eighth Graders at work.
Photo: Scott Chernis*



Senior Collaboration. Photo: Scott Chernis