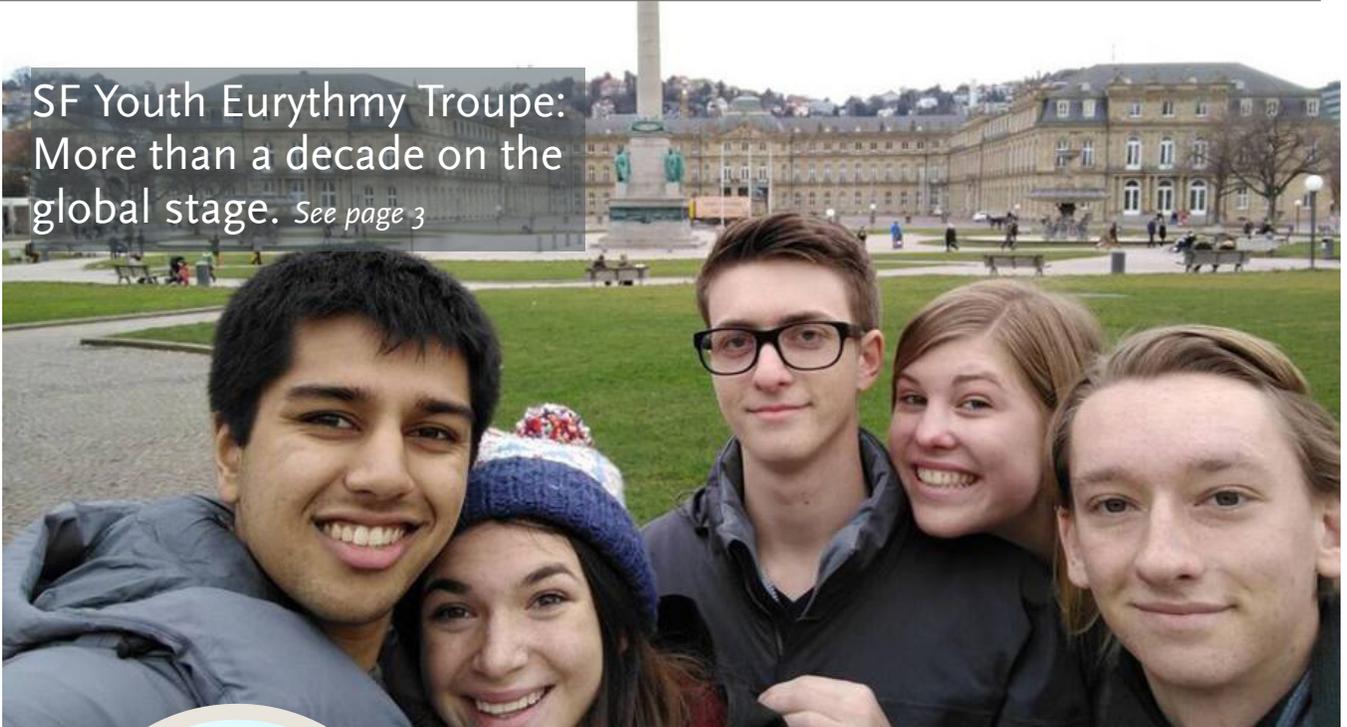


# SAN FRANCISCO WALDORF SCHOOL

SF Youth Eurythmy Troupe:  
More than a decade on the  
global stage. *See page 3*



Waldorf Worldwide:  
Our students at Waldorf  
schools in Europe, Asia,  
and South America. See  
images from our unique  
Exchange Program.

READ MORE ON PAGE 8

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## In the Classrooms

### EARLY CHILDHOOD

Nursery Story: Sweet Porridge

Kindergarten Tale: Three Kings

### GRADE SCHOOL

**Grade 1:** Arithmetic - times tables

**Grade 2:** Arithmetic - place value

**Grade 3:** Hebrew Bible Stories

**Grade 4:** Norse Mythology

**Grade 5:** Decimals & Geometry

**Grade 6:** Medieval Europe

**Grade 7:** Chemistry

**Grade 8:** Industrial Age to  
Modern Times

### HIGH SCHOOL

**Grade 9:** Idealism & Humanity

**Grade 10:** Embryology - Africa

**Grade 11:** Parsival - Electricity

**Grade 12:** Faust - Chemistry

### UPCOMING EVENTS

**January 25:** ReGeneration Lecture

**February 8-9:** Eurythmy  
Performances

*Check the website for complete calendar.*

## A message from our Administrative Director

Dear Families,

The rain is finally upon us, bringing “winter” to San Francisco Waldorf School. Having lived around the world, I know that children everywhere love new weather that marks the changes, no matter the season. Our students don their raincoats and boots, from the hearty, “outside-in-any-weather” nursery children, to the “does-this-look-good-on-me” teenagers, and all those in between.

As you will see in this newsletter, Waldorf education is a global movement for all seasons. There are more than 1,200 Waldorf schools in over 60 countries. Our students and faculty are an integral part of global Waldorf education. For more than a decade, the San Francisco Youth Eurythmy Troupe has performed for audiences in Thailand, Taiwan, India, Germany, China, New Zealand and elsewhere. This year they will travel to the Philippines. Individual students share our culture (and we absorb other cultures) through our thriving high school International Waldorf exchange program. And our faculty often learn from Waldorf schools around the world, like our dear Señora Febe, who has spent most of her sabbatical in Latin America and Africa.

The global perspective of Waldorf education ignites imagination and



kindles compassion in our faculty and students. At a time of increased political nationalism around the globe, some graduates like Karin Narita ('12)—inspired by their global experiences and our diverse curriculum—focus their future studies and careers in international relations.

Back home in San Francisco, the SFWS Board of Trustees approved final construction of the Center for Athletics and Community. I am excited that once completed (estimated July 2019), the Center will be a beacon of Waldorf education in our globally-diverse city. The building and the work it inspires and houses will provide another reason for schools around the globe to look to SFWS (the largest Waldorf school in North America) as leader, innovator, and sustainer of Waldorf education. The Center will also be an inspiring space for our fabulous high school students to gather, out of the cold rain (and fog!), during the winter (and summer!) at SFWHS.

I hope you enjoy the weather and the world this year.

All the best,  
Craig



## Eurythmy around the World

Since 1995 Astrid Thiersch has led her high school eurythmy performing troupe in an annual San Francisco performance, followed by a short tour. In 1999, she was invited to bring the Troupe to Switzerland and Germany. Since then, the Troupe has traveled every year to Waldorf communities around the globe.

Our students often stay several nights with host families. This can begin with flutters of trepidation, especially if there is a major language barrier (China, Thailand), but it always ends up being a favorite experience. Staying with families gives a special meaning and depth to the tours: we are able to go below the tourist surface of a country into people's homes and lives. The hospitality we have experienced has been extraordinary, full of wonderful outings, meals, conversations, insights, and friendships.

We have the delight of encountering and exploring diverse cultures, and our students meet peers from very different backgrounds. Yet they also find that they have much in common, as Waldorf students, and as young people in the world today.

A few of the many highlights include:

**Sekem, Egypt 2008:** Our students spent time with Egyptian teenagers, eating together, planting trees, playing soccer, exchanging music, visiting the desert by night, and just hanging out and talking. A bond of friendship and understanding was forged and cultural differences faded.

**Udwada, India 2009:** After a grueling bus ride, we were greeted by a shouting, cheering crowd, and each of us received a flower garland and a bindi. We were paraded by the town band to an outdoor stage, and welcomed by the mayor. After our performance, Astrid had the whole audience on their feet doing eurythmy, and the evening ended with everyone celebrating with Gujarati folk dancing.

**Beijing, China 2011:** We received, and still treasure, scrolls painted by second graders with verses from the Dao De Jing in ancient characters at Nanshan. In 2017, we met many of the same students, then in eighth grade.

### THE SF YOUTH EURYTHMY TROUPE

The high school's renowned Youth Eurythmy Troupe has visited Waldorf schools in 13 countries on each continent. Next stop: The Philippines.



China trip 2017



Moving Beyond Fear



In Germany 2016



Stars Once Spoke 2012



Travels in Thailand



Mumbai rehearsal

## ALUMNI PROFILE

# Karin Narita'12 - Excellence in International Studies

*Karin Narita is the recipient of the prestigious Northedge Prize from the London School of Economics and Political Science, awarded for exceptional student scholarship in the leading international relations journal Millennium. She shared perspectives on her educational path.*

I graduated from San Francisco Waldorf High School in 2012, and am a so-called 'lifer' - after attending a Waldorf preschool in Marin where I grew up, I attended Monique Grund's kindergarten class before beginning first grade with Mr. Weber as my grade school teacher and continuing on to the high school.

After graduating from SFWHS, I moved to Europe to start my undergraduate degree in Liberal Arts at University College Dublin (UCD), in Dublin, Ireland. After two years at UCD, focussing my studies in politics, international relations and sociology (including a semester spent at the University of Auckland in Auckland, New Zealand), I moved again to London, UK, and transferred to the Department of Politics and International Relations at Queen Mary, University of London (QMUL). I graduated from QMUL with a Bachelor of Arts in



*Karin has studied in London, Dublin, and Auckland. She will pursue a PhD.*

International Relations with First Class Honours in 2016. I completed a Masters degree in Conflict Studies at the London School of Economics and Political Science in December.

Presently, I am in that 'what's next' stage of my personal and professional development. I am taking a gap year to travel, and am applying for PhD positions - in London and elsewhere in the UK - to start in September 2018. It was during my Bachelor's degree,

particularly at QMUL, that my interests in International Relations was cemented. I was lucky to have lecturers and mentors there who were not only passionate in their teaching and research, but actively encouraged me and other students to continuously question and critically engage with the world politically. As a cumulation, my undergraduate dissertation on the post-Second World War American Occupation of Japan was awarded the Northedge Essay Prize from the leading international studies journal, *Millennium*.

The inspiration to study the subject at university came from my high

*“Think and engage deeply with the world around you, but it is ok, and beautiful, to have an array of interests.”*

school experience - in retrospect, I am awed at the extent to which I

*Continued page 11*

## Inkanyezi Waldorf School

### A Continuing Partnership

Inkanyezi Waldorf School is located in a densely populated township near Johannesburg, South Africa. Our high school students raise funds to support Inkanyezi at their annual Walk-a-Thon in Golden Gate Park -- almost \$9,000 this year.

Thank you supporters.



*Inkanyezi Waldorf School outside of Johannesburg.*

## SF YOUTH EURYTHMY TROUPE, CONTINUED

**Chengdu, China 2011:** The school was planning a high school, and our students met with about 60 parents and answered questions about their Waldorf high school experience. In 2017, we met the students of the lead 11th grade class.

**Hastings, New Zealand 2012:** After home stays all around Hawke's Bay, students at Taikura welcomed us in traditional Maori fashion with taka and powhiri. Much social time and games led to us learning rugby, and years later some promises of visits were actually fulfilled.

**Ci-Xin, Taiwan 2014:** The students made meaningful connections with their counterparts at Ci-Xin school, through wonderful home stays and some delightful activities the teachers prepared for us. Now we have exchange students with them, as our Mandarin program develops.

It is such a privilege to see these Waldorf schools all around the world, and experience with the teachers, students, and parents our common striving for the best human future we can realize. This comes about in a special way through eurythmy – it is such a noble expression of the human spirit that it lifts our intercourse to a high level. This future lives in the children, in so many diverse places, including Waldorf schools filled with idealism, energy, artistic endeavor, and a vibrant imagination of what the world can be.

- David Weber, High School Humanities Teacher



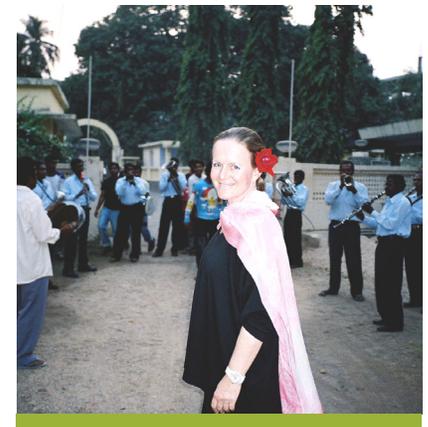
*Friends from Sakem, Egypt. 2008.*



*At play at the Chengdu Waldorf School.*



*In memory of Thea Anderson. In the classroom in Mumbai.*



*Troupe Director Astrid Thiersch and the Udwada Town Band before the parade to the performance.*



*Students of the Thidha Waldorf School, Mumbai, India.*



*The audience at Panyotai Waldorf School. Bangkok, 2015.*



LEARN  
TO CHANGE  
THE WORLD

### Celebrating the Centennial of Waldorf Education: 1919 to 2019

Schools worldwide are coming together to mark the centennial of Waldorf education. **Waldorf 100**, a collaborative, international entity, is organizing study, reflection, celebration, and helping schools focus even more consciously on the global dimensions of the education.

There are many exciting centennial projects on the horizon, starting with a Global Postcard Exchange! SFWS will send and receive postcards from 1,200 Waldorf schools worldwide.

Look for a display of postcards on campus. Stay tuned for information about future events. And visit [Waldorf 100](http://Waldorf100) for more information.



Postcards are arriving from Japan, Russia, Hungary, New Zealand.



From Germany to San Francisco

## Spanish Teacher Dino Rosso Featured in Hoodline SF

When he is not teaching our high school students Spanish, Dino Rosso is helping local restaurant workers bridge the language divide. His local English and Spanish classes were featured in *Hoodline, San Francisco*.

“Spanish Teacher Dino Rosso has partnered with a couple of local restaurants, including Flore and Tacolicious, to act as an interpreter and translator between Anglophone front of house staff and Spanish-speaking back of house employees,” reports Hoodline’s Shane Downing.

Rosso has a graduate degree in International Education and Management, minored in Arabic and French as an undergraduate, and speaks Portuguese and Spanish. He has taught at the high school for five years.

Check out the full story:

[Common Langua: Castro Polyglot Helps Restaurant Workers Communicate](#)



Dino Rosso with language students at Tacolicious.

## Spanish Teacher Febe Chacon: Report from Abroad



*Spanish Teacher Febe Chacon is on sabbatical in Latin America and Africa. Photo: S. Chernis.*



*Señora Febe lived and taught at the Rudolf Steiner School Mbagathi, a boarding school in Kenya.*



Not many people I have encountered during this year know exactly what a sabbatical benefit means. When I explain, they look at me with surprised faces; I also detect joy, respect, admiration, and some envy.

I have come to realize that this benefit granted to academic professionals has become less common. I know that some Waldorf schools still work hard to provide teachers with sabbaticals and San Francisco Waldorf School is one of them. And I, Febe Chacon Fernandez, am one of those teachers; after eleven years working as a Spanish teacher, I receive it with gratitude with humility.

The major benefit I have received is precisely time - time and space to reflect, to think about who I have become as a teacher, as a human being. I believe that one of our enemies as teachers is getting trapped into the daily routine, so I decided to use my sabbatical to travel to different places, explore languages and cultures, and experience the unknown and the unexpected, the uniqueness of every day.

I visited one of the Waldorf schools in Nairobi, Kenya, a boarding school, for two weeks. I stayed in a hut built by Susan Cook (a former Class Teacher at SF Waldorf) and her husband. I ate what all the students ate, I washed

myself with buckets of warm water heated with wood, and I washed my clothing by hand the same way every boarding student does. The students welcomed me nicely, especially because of the respect and admiration they have for Susan Cook, a kind of godmother to them and source of pedagogical and material support for the community. Thanks to this partnership, I was the second visiting teacher, following Deborah Krikorian, also a former Class Teacher at our school.

I taught a little bit of history, geography, music, dancing and of course Spanish, especially to upper grade students. I talked to teachers, students, staff, and parents. I went to some meetings and enjoyed some plays. I took many pictures and I taught a song which we performed in the last assembly before their winter break.

I realized during my visit to this school and country how extremely lucky we are, as a school, a city, and a continent. I am thinking intensively about how we can support this small community that has already achieved so much. The school has a beautiful campus, organic farm, nurse, and kindergarten and elementary school programs, while fighting giant challenges like poverty and corruption.

They have suggestions and I have ideas, and I would like so much upon my return to talk to whoever may be interested on this matter.

# Unique Exchange Program Connects Waldorf Students Worldwide

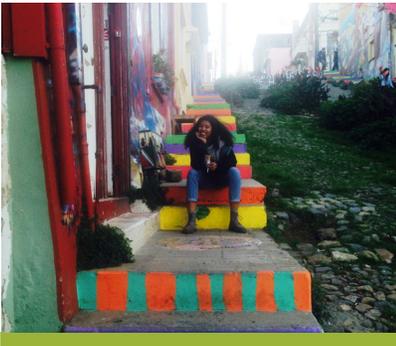
Our Students in Spain - Argentina - Taiwan - Germany - Norway - Canada - Chile

The high school offers a unique and transformative Exchange Program with Waldorf schools around the world. Our students live with a host family for one to three months then welcome their new exchange friends to San Francisco Waldorf High School, enriching the classroom experience for all.

The popular program helps students gain language fluency, cultural understanding, and insights about themselves and the world.



*Oliver Silverman '19 studied in Germany and traveled in France, Italy, and Spain.*



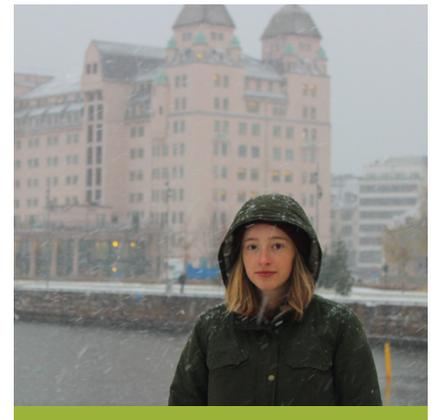
*Sahara Ndiaye '16 attended Colegio Rudolf Steiner in Santiago, Chile. She's now a student at Amherst College.*



*Enrique Fernández at the high school with his host Oliver Silverman.*



*Ella Harris-Boundy ('19) studied at Steinerskolen i Vestfold outside of Oslo, Norway.*



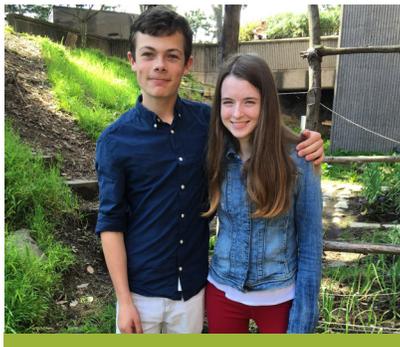
*Ella Harris-Boundy in Norway.*



Spanish Teacher Zoe Gressel coordinates the Exchange Program.  
Photo: S. Chernis



Eleanor Levinson-Muth ('19) and Yang Ting Tseng at the high school. Eleanor will travel to Taiwan this Spring.



Cash Logan ('18) studied with Kate Vintner at the Whistler Waldorf in British Columbia.



Annwen Hughes-White ('15) with her host parent in Taiwan. Annwen is an honors student and Italian Studies major at Dickinson College.



Nina Steinkemper ('18) studied in Madrid, Spain.



Nina Steinkemper welcomes her Spanish friend to San Francisco.

# Award-Winning Author Gail Tsukiyama

Each year, ninth graders study the Pacific Rim culture and history, and read the historical novel *The Samurai's Garden*. The book's award-winning author Gail Tsukiyama spoke to our high school students about her writing process. In conversation with Humanities Teacher Nick Wong, Ms. Tsukiyama began with a reading:

*Tarumi, Japan, September 15, 1937. I wanted to find my own way, so this morning I persuaded my father to let me travel alone from his apartment in Kobe to my grandfather's beach house in Tarumi. It had taken me nearly two weeks to convince him.*

*You would think I was a child, not a man of twenty. It seems a small victory but I've won so few in the past months that it means everything to me -- perhaps even the beginning of my recovery. Just before leaving, I bought this book of Japanese parchment paper to record any other prizes I might be lucky enough to capture. It opens before me now, thin sheets of sand-colored paper, empty and quiet as the beach below the village.*

**Nick Wong:** Did that opening come to you in a dream? Had you been hiding that paragraph for a long time? How was *Samurai's Garden* conceived?

**Gail Tsukiyama:** My first book was *Women of the Silk*. I am half Chinese and half Japanese; my father was Japanese from Hawaii, my mother was Chinese from Hong Kong. So culturally I grew up in Chinese culture here in the San Francisco Bay Area. I had written this first book on China and I had no idea what my second book was going to be. I was very nervous because I was under contract, and six months went by and I didn't know what to write about.



Humanities Teacher Nick Wong and author Gail Tsukiyama

Suddenly I thought about a story that my mother told me about her brother – how he had been ill in Hong Kong. It was her favorite brother who wanted to be an artist and go to Paris. It was intriguing to me, coming from an Asian background, that someone else in the family wanted to be an artist.

This was in the '30s and '40s. My mother told me her brother had been ill and they had to send him from Hong Kong to Japan because my grandfather really didn't have a huge house. And so there is this seed that was planted.

And I thought to myself: what did he do there? Who did he meet? How did he survive for a year at that age when you're missing your family and you're missing your friends and you can't be in school? And so this world started to evolve.

To be a writer you are always thinking about how to structure a book. That's always the hardest. And sometimes we don't have the structure or the characters until we're half way through the book, which means a lot of writing and re-writing.

It seems very simple on the page but I can't tell you how many hours

it took. So when you say, "did you just sit down and it came to me?" No. The idea of how this book was structured came slowly.

I thought because I was writing from a young man's point of view, for instance, that it would have to be in the third person. It couldn't be so close up; I wouldn't know what a young man thought. All these things started going through a writer's mind.

So I started it in third person: "He was sick, he did this, he did that." After about five pages, I realized it was not working. So I put it in first person and it became "I." As

*"You would think I was a child, not a man of twenty. It seems a small small victory, but I've won so few in the past months that it means everything to me..."*

I started writing I felt it was much closer to what I was looking for.

But I thought: still not close enough. How can I make it more intimate? And then I thought, what if each page is something he's seeing and something he's doing? And that's when the book started taking shape.

*Ms. Tsukiyama is the author of seven novels and is the recipient of the Academy of American Poets Award, the PEN/Oakland Josephine Miles Award for Literary Excellence, and the Asia Pacific Leadership Award from the Center of the Pacific Rim and the Ricci Institute.*

*Alumni: continued from page 4*

was able to engage with the world both around me and further afield from such a young age. What strikes me about my high school humanities classes is how our reading and learning - whether it was about the Chinese Cultural Revolution, 19th century Russian literature, African colonization or the American Civil War - were taught in their relevance for my and my friends' lives there and then. I was lucky enough to be part of the Eurythmy Troupe and experience different cultures through that (we went to China, New Zealand, and after high school I spent the summer in Germany doing Eurythmy!), but it was probably my involvement with the Model UN club, and taking the Current Affairs elective class in Senior year which not only made me want to study politics but to do it abroad as well.

I consider myself incredibly fortunate to have been in Mr. Weber's class - not only because he was with us for all 8 years at the grade school and continued to teach

in high school, but also because of the warmth of environment he created for his students, and the passion with which he taught us from childhood through adolescence. In grade school, he inspired and instilled in me and my classmates a love of learning in all aspects of the world, and a wonder at the working of the world around us - these are both things I carry with me. In high school, he, along with others like Ms. Caldarera, Mr. Wong, Ms. Lacy, and Ms. Alba, taught me to engage critically and in depth with the world around me, as well as encouraging me to have wide-ranging interests - and for this, I will be forever grateful.

This twin insight is what I would like to pass on to current students: to think and engage deeply with the world around you, but it is ok, and beautiful, to have an array of interests as well. I did have a bit of a culture shock when I began university - however it was a shock that only made me more resilient, and, realize that this community will always welcome you home.



*Reilly Hurley and Karin Narita: dress rehearsal, 2011.*

## *International Waldorf Leader Visits our Campuses*

Florian Osswald is an educator, researcher, and head of the Pedagogical Section at the Goetheanum in Switzerland. In January, he visited the Grade School, spoke about addiction at an evening lecture, and talked to high school students about Waldorf schools in places like Nepal, Russia, and China. Waldorf education, he noted, is both universal in its approach and unique to each place. In Bahia, Brazil, for example, the first focus is food. Children arrive at school and need breakfast. Lunch and snacks are provided during the school day and children are sent home with bags of food for the evening.

Mr. Osswald helps teachers with continuing education and is an expert on sleep and the relationship to learning. In all schools, he works to help students realize the joy of learning.



*Florian Osswald at an evening lecture on addiction.*

San Francisco Youth Eurythmy Troupe presents a Eurythmy Performance  
Astrid Thiersch, Artistic Director

# Power of Darkness

# Power of Light



Thursday, February 8, 2018, 7:00 pm

Friday, February 9, 2018, 10:30 am & 1:30 pm

Kanbar Hall, Jewish Community Center of San Francisco , 3200 California Street

tickets: [BrownPaperTickets.com](http://BrownPaperTickets.com) and San Francisco Waldorf Grade/High School offices  
adults \$20 advance/\$25 door children \$12 advance/\$15 door

Program previews the Troupe's tour to the Philippines in February 2018

San Francisco Waldorf High School . 415-431-2736 . [www.sfwaldorfhighschool.org](http://www.sfwaldorfhighschool.org)